



**Institutional Self-Evaluation Report
of Educational Quality and Institutional Effectiveness
in Support of Reaffirmation of Accreditation
2017**



Mt. San Jacinto Community College District

Institutional Self-Evaluation Report

Submitted in Support of Reaffirmation of Accreditation

Submitted by:

Mt. San Jacinto Community College District

1499 N. State Street

San Jacinto, CA 92583

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

December 15, 2017

Institutional Self-Evaluation Report – Certification Page

Date: December 14, 2017

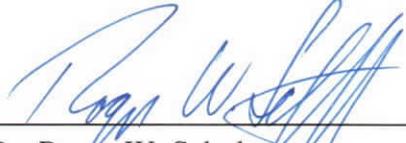
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Roger W. Schultz, Ph.D.
Mt. San Jacinto Community College District
1499 N. State Street,
San Jacinto, CA 92583

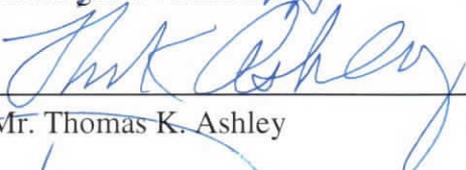
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

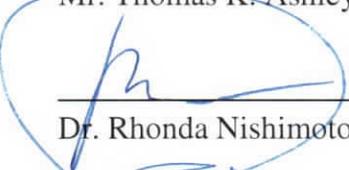
Signatures:



Dr. Roger W. Schultz Chief Executive Officer



Mr. Thomas K. Ashley Chairperson, Governing Board



Dr. Rhonda Nishimoto Executive Senate President



Mr. Timothy Lampley President, Classified Senate



Ms. Rebecca Teague Dean, Institutional Planning, Effectiveness
and Grants/Accreditation Liaison Officer



Ms. Makeez Manely Student Trustee, Student Government
Association

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ABBREVIATIONS AND ACRONYMS

@ONE: Online Network of Educators

3CSN: California Community College Success Network

A2MEND: African American Male Educational Network and Development

AA: Associate of Arts Degree

ACCJC: Accrediting Commission for Community and Junior Colleges

Accuplacer: The Placement Assessment

ADA: Americans with Disabilities Act

ADN: Associate Degree in Nursing Program

ADT: Associate Degree for Transfer

AED: Automatic External Defibrillator

ALO: Accreditation Liaison Officer

AP: Administrative Procedure

APA: Annual Program Assessment

ARC: Annual Required Contribution of the Employer

AS: Associate of Science Degree

ASCCC: Academic Senate of California Community Colleges

ASL: American Sign Language

ASSIST: The official California repository for all articulation agreements for the CCC, CSU and UC systems

ATS: Academic Technology Services

AUO: Administrative Unit Outcomes

BAM: California Community College Chancellor's Office Budget and Accounting Manual

BoardDocs: A Document Management Service

BOT: Board of Trustees

BP: Board Policy

BRN: California Board of Registered Nursing

BSI: Basic Skills Initiative

CalWorks: Public Assistance Program that provides cash aid and services to eligible families that have a child(ren) in the home

CAP: California Acceleration Project

CAPPR: Classified and Administrative Personnel Prioritization Request

CARES Team: Campus Assessment, Response, Evaluation, and Support Team

CAST: Colleague Application Software Team

CAT: Critical Assessment Test

CBA: Collective Bargaining Agreement

CC: Core Competency

CCCAA: California Community College Athletic Association

CCCCO: California Community College Chancellor's Office

CCFS-311: Community College Fiscal Standard -311 report

CCFS-311Q: Community College Fiscal Standard -311 quarterly report

CCFSSE: Community College Faculty Survey of Student Engagement

CCL: Council of Chief Librarians

CCLC: California Community College League

CCSSE: Community College Survey of Student Engagement

CDE: Child Development and Education

CELSA: Combined English Language Skills Assessment

CEO: Chief Executive Officer

CERBT: California Employers' Benefit Trust

CEU: Continuing Education Unit

CIAC: California Intersegmental Articulation Counsel

CIP: Course Improvement Plan

CIS Department: Computer Information Systems Department

CLASS: Community Learning for Athletic Scholars' Success

Clery Act: Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

CLO: Course Learning Outcome

CMS: Content Management System or Course Management System

CMMS: Computerized Maintenance Management System

COC: Citizens Oversight Committee
COLA: Cost of Living Adjustment
COMM: Communication Studies
CORA: Center for Organizational Responsibility and Advancement
CORR: Corrections
CRLA: College Reading and Learning Association
CSEA: California School Employees Association
CSIS: Computer/Information Systems
CSU: California State University
CSU/GE Breadth: California State University General Education Breadth
CTA: California Teachers Association
CTC: Career/Transfer Center
CTE: Career and Technical Education
CTEC: California Tax Education Council
CWEE: Cooperative Work Experience Education
CurricUNET: Course Proposal and Revision Software and Repository
CWA: Communications Workers of America
DAC: Disability Access Consultants
Datatel Colleague: (see Ellucian Colleague)
DE: Distance Education
DELTA: Distance Education and Learning Technology Advancement team
DOE: Department of Education
DSA: Division of State Architect
DSPS: Disabled Students Program and Services
DSS: Decision Support System
EAP: Early Assessment Program
ECMC: Educational Credit Management Services
EEO: Equal Employment Opportunity
ELL: English Language Learners
Ellucian Colleague: The College's Student Information System software (includes Datatel)

eLumen: the College's Learning Outcome and Assessment Database

EMP: Educational Master Plan

EMS: Emergency Management System

EOPS/CARE: Extended Opportunities Program and Services/Cooperative Agencies Resources for Education

EPA: Environmental Protection Agency

ER: Eligibility Requirement (ACCJC)

ERWC: Expository Reading and Writing Course

ESL: English as a Second Language

ETC: Educational Technology Committee

EUREKA: Career Database

FA: Fall semester

FAFSA: Free Application for Federal Student Aid

FAQs: Frequently Asked Questions

FCA: Facilities Condition Analysis

FERPA: Family Educational Rights and Privacy Act

FIG: Faculty Inquiry Group

FISAP: Fiscal Operations Report and Application to Participate

FLEX: FLEX program consists of staff development activities "in lieu of" regular instruction.

FMP: Facilities Master Plan

FON: Faculty Obligation Number

FTEF: Full Time Equivalent Faculty

FTES: Full Time Equivalent Students

Fund 61: The College's Self-Insurance Fund

FUSION: Facilities Utilization Space Inventory Options Net

FYE: First Year Experience Program

Galaxy: The College's Financial Management System software

GASB: Governmental Accounting Standards Board

GE: General Education

GED: General Education Development Exam

GUID: Guidance

HEP: Honors Enrichment Program

HR: Human Resources

HSI: Hispanic-Serving Institution

HVAC: Heating, Ventilation and Air Conditioning

IA: Instructional Aide

IAPRC: Institutional Assessment and Program Review Committee

ICC: Inter-Club Council

ICTC: Information, Communication, and Technology Committee

IEALC: Inland Empire Academic Library Collaborative

IEPI: Institutional Effectiveness Partnership Initiative

IGETC: Intersegmental General Education Transfer Curriculum

IPC: Institutional Planning Committee

IPEDS: Integrated Postsecondary Education Data System

IPP: Interpreting Program

IPRC: Instructional Program Review Committee

ISER: Institutional Self-Evaluation Report

IT: Information Technology

JHC: Joint Hiring Committee

LAN: Local Area Network

LC: Learning Center (see LRC)

LD: Learning Disability

LD Eligibility Model: Learning Disability Eligibility Model from the CCCCCO

LEG: Legal Office Support

LIB: Library Research and Information Competency

LMS: Learning Management System

LRC: Learning Resource Center

LSP: Learning Skills Program

LVN: Licensed Vocational Nurse

MBTI: Myers-Briggs Type Indicator

Measure AA: General Obligation Bond approved by voters in 2014

MIS: Management Information Systems

M&O: The College's Maintenance and Operations Office

MOU: Memorandum of Understanding

MSJC: Mt. San Jacinto College

MSJCLinks: Monthly internal college newsletter

MVC: Menifee Valley Campus

NAIA: National Association of Intercollegiate Athletics

NCAA: National Collegiate Athletic Association

NCLEX-RN: National Council Licensure Examination for Registered Nurses

NCSC: New Student Counseling Sessions

NEOGOV: The College's applicant tracking system for all recruitments

NIMS: FEMA National Incident Management System

NROC: National Repository of Online Courses

OCLC: Online Computer Library Center

OEI: Online Education Initiative

OMB: Office of Management of Budget

OPEB: Other Postemployment Benefits

OSHA: Occupational Safety and Health Administration

PAR: Prioritization Allocation Rubric

PERS: California Public Employee's Retirement System (CalPERS)

PLN: Professional Learning Network

PLO: Program Learning Outcome

PRC: Physical Resources Committee

PTSD: Post Traumatic Stress Disorder

RAID technology: Redundant Array of Independent Disks

RAP: Resource Allocation Proposal

RCOE: Riverside County Office of Education

RE: Real Estate

RFP: Request for Proposal

RN: Registered Nurse
SAN: Storage Area Network
SAO: Student Administrative Outcomes
SARS: Student Scheduling and Reporting System
SDICCCA: San Diego/Imperial County Community College Association
SEMS: Standardized Emergency Management Systems
SEP: Student Educational Plan
SERP: Supplemental Early Retirement Plans
SETS: Scheduling Efficiency Tracking System -- the College's Data Warehouse
SGA: Student Government Association (formerly called ASB, Associated Student Body)
SI: Supplemental Instruction
SIPE: Community Colleges/Riverside County Superintendent Insurance Program for Employees
SJC: San Jacinto Campus
SLDP: Student Life and Development Program
SLO: Student Learning Outcome
SME: Subject Matter Expert
SP: Spring semester
SSO: Single-Sign-On
SSSP: Student Support and Success Program
SSRS: SQL Server Reporting Services
STEM: Science, Technology, Engineering, Mathematics
STRS: California State Teacher's Retirement System (CalSTRS)
SU: Summer semester
SWACC: Statewide Association of Community Colleges
TA: Teaching Assistant
TAACCT: Trade Adjustment Assistance Community College Career Training
TCO: Total Cost of Ownership
TOP codes: Taxonomy of Programs codes
TOPS: codes see TOP codes
TRAN: Tax Revenue Anticipation Note

TRIO: Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds.

UAAL: Unfunded Actuarial Accrued Liabilities

UC: University of California

UCR: University of California, Riverside

WAN: Wide Area Network

WASC: Western Association of Schools and Colleges

WIOA: Workforce Innovation and Opportunity Act

WMS: WorldShare Management Services

INTRODUCTION

HISTORY OF MT. SAN JACINTO COLLEGE

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

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

Although the boundaries have remained stable since 1975, the College has changed dramatically, especially since the 1980s. In recent years, unprecedented population growth in the region has made Mt. San Jacinto College one of the fastest-growing community colleges in California.

In response to this intense growth, the College opened its Menifee Valley Campus in October 1990. By the end of its first year, there were 2100 students attending classes at the Menifee Valley Campus. Today, the campus serves nearly 11,000 students each semester.

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

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

The construction of two new childcare centers in 2002 paved the way for a major expansion of the Child Development and Education Centers. A new learning resource center opened at the Menifee Valley Campus during the spring of 2006, housing a spacious library and learning center.

The College continued to experience rapid expansion in 2008. The Business & Technology Center opened on the Menifee Valley Campus, providing state-of-the-art instruction in Geographic Information Systems, Digital Media, Photography, and more.

In 2008, the College also opened the Temecula Education Complex, giving residents of the Temecula and Murrieta areas one location to register, receive counseling, and sit for the placement test as well as take classes. That same year, the College opened its San Gorgonio Pass Service Center to provide counseling, registration, and other services to residents of the Banning and Beaumont areas. The College expanded its course offerings in the San Gorgonio Pass.

By November 2010, counseling and enrollment services offered at the former San Gorgonio Pass Service Center were moved to the new San Gorgonio Pass Campus located south of Interstate 10. In January 2011, students began attending classes at the new site.

In 2011, the College began construction of the Social Sciences and Humanities building on the Menifee Valley Campus. The State provided 100 percent funding for the building which opened to students in fall 2012.

In 2013, the College celebrated 50 years of serving students in this region, marking the event with special ceremonies and reflections on the years past.

An opportunity to expand programming in Temecula occurred in 2014 when the College acquired additional building space in the Southwest Corridor and created the Temecula Higher Education Center.

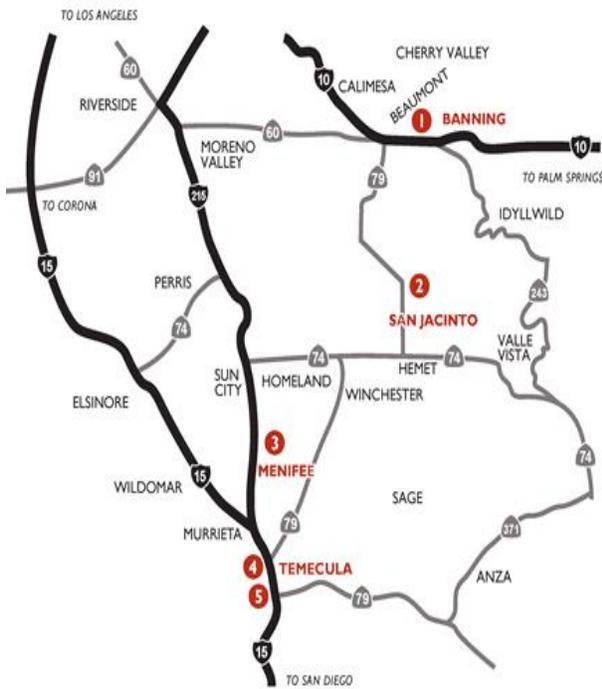
With the rapid growth in enrollments being experienced at both main campuses, the College has engaged in extensive planning and development to ensure state-of-the-art learning environments for Mt. San Jacinto College students. The voters of the College's service area recently approved Measure AA in 2014, a \$295 million general obligation bond measure that will allow the College to double classroom space and serve more students over the next decade. As a result of Measure AA, the College just finalized several major capital improvement projects that renovated the Athletics facilities on the San Jacinto Campus.

Mt. San Jacinto College has been recognized as one of the top 150 community colleges in the nation by the Aspen Institute, winning an Aspen Prize in 2015, and is one of the fastest growing colleges in the state of California. The Supplemental Instruction program is recognized as one of the model programs in the state, and the College hosted the regional SI conference in fall 2017. Mt. San Jacinto College students have won the prestigious Jack Kent Cooke scholarship multiple times within the last decade. Finally, one of the College's Honors Program students won the Director Award at the 2016 Honors Transfer Council of California (HTCC) Conference at University of California, Irvine.

LOCATIONS

As a single College district with five learning sites, Mt. San Jacinto College uses many off-site locations to serve students throughout the region.

Campus Locations



1 San Geronio Pass Campus
3144 W. Westward Avenue | Banning, CA 92220
951.922.1327



2 San Jacinto Campus
1499 N. State Street | San Jacinto, CA 92583
951.487.6752



3 Menifee Valley Campus
28237 La Piedra Road | Menifee, CA 92584
951.672.6752



4 Temecula Education Complex
27447 Enterprise Circle West | Temecula, CA 92590
951.506.6752



5 Temecula Higher Education Center
43200 Business Park Drive | Temecula, CA 92590
951.506.6752

CAMPUS MAPS

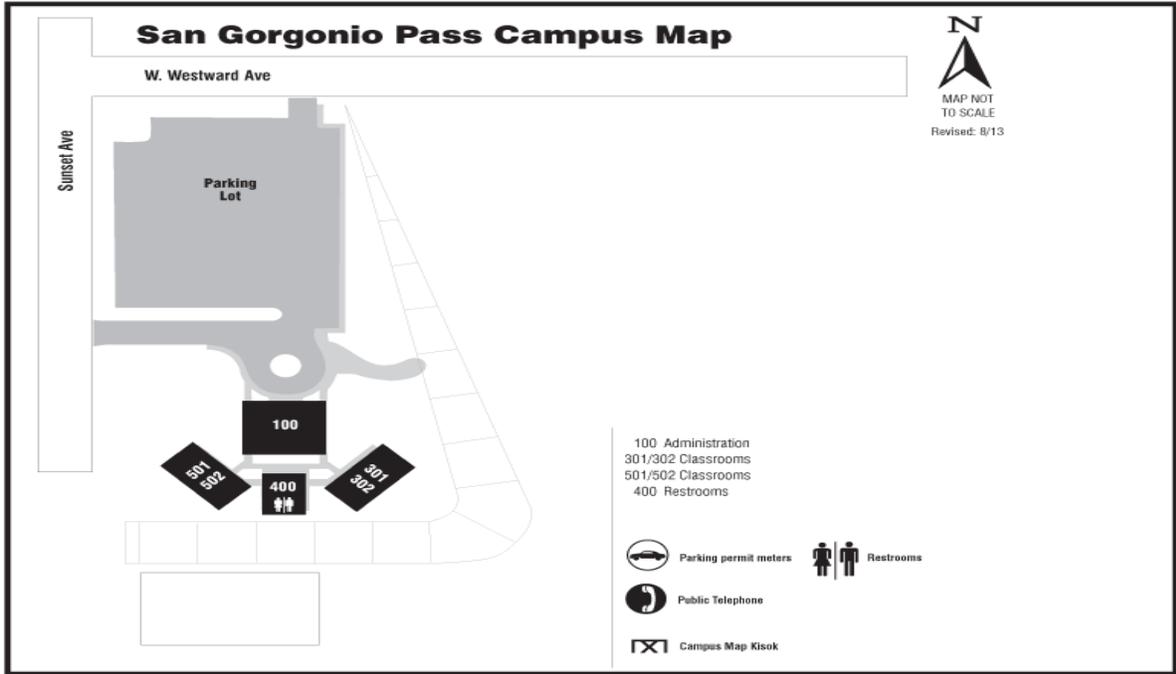
SAN GORGONIO PASS CAMPUS

In February 2008, the District opened the San Gorgonio Pass Service Center in the City of Banning. For two years the Service Center offered registration, enrollment, assessment, and counseling to students in the Pass area. Classes, however, were not available at the Center.

Realizing the need to accommodate the rapidly increasing demands for higher education in an area the district acquired a 50 acre site on the south side of Interstate 10 to host not only a new Service Center but complete campus facilities.

In November 2010, the San Gorgonio Pass Service Center moved 1.5 miles southwest from its previous Ramsey Street location to the new Westward Avenue site. The San Gorgonio Pass Campus is located at 3144 W. Westward Avenue in Banning. The first phase of the new campus is situated on a 2.7 acre site and includes modular buildings housing six classrooms, counseling, enrollment, and administrative offices. In January 2011, the new campus began hosting classes.

The San Gorgonio Pass Campus now offers day and evening classes. During the first semester, a total of 40 classes were available. These classes included core academic courses like math, science, and writing classes needed to transfer to four-year institutions, as well as classes in administration of justice and child development. Job training programs focused on health care, business administration, law enforcement, criminal justice and computer technology.

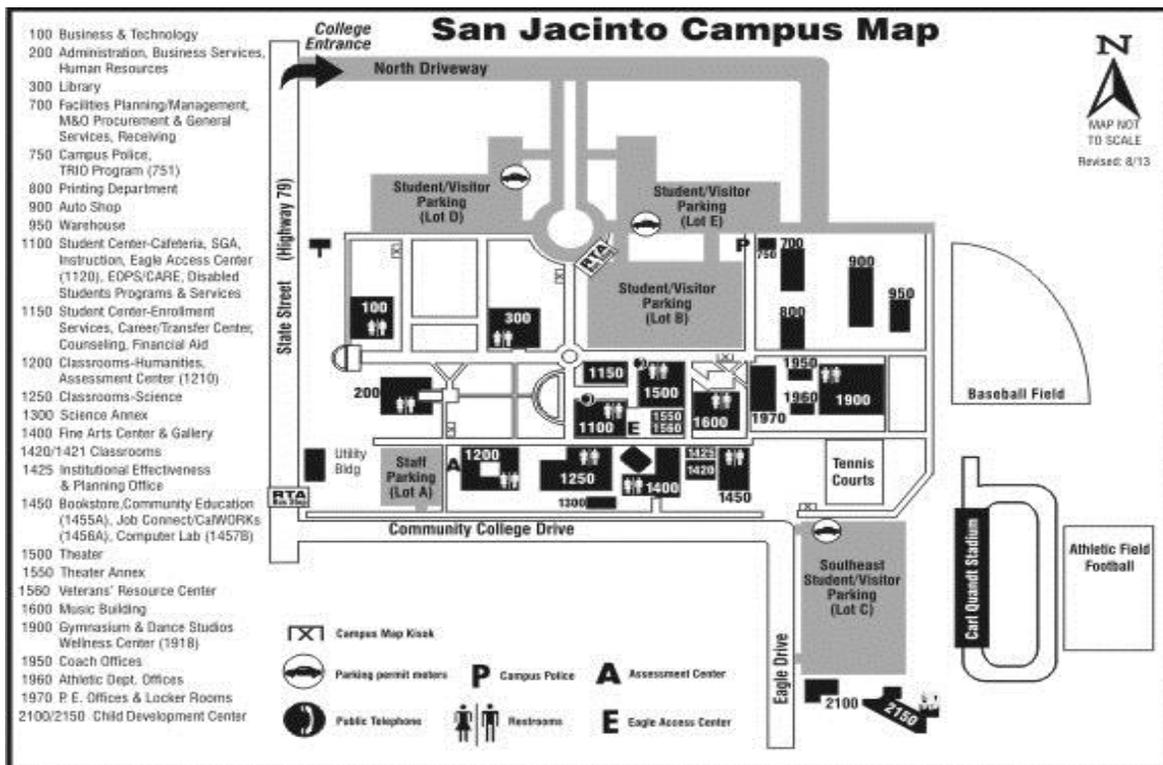


SAN JACINTO CAMPUS

The San Jacinto College campus is located in the city of San Jacinto, located at 1499 North State Street. The approximately 160 acre campus site is located southwest of Mt. San Jacinto and the San Jacinto River. The campus is situated immediately east of State Route 79, also known as North State Street, and north of the Ramona Expressway.

The San Jacinto Campus was the only campus in the District for over 30 years. There were only about 2,500 students enrolled in 1965 and that number has since tripled. As of 2016, it serves over 7,500 students per semester. It started with only two buildings but has gone through major development changes since the 1990's. The campus features a Library and Learning Resource Center, Child Development and Education Center, an Administration building, a Business and Technology Center, a state-of-the-art music building, a 300-seat theater, gymnasium, and an athletic stadium with tennis courts, baseball fields and track.

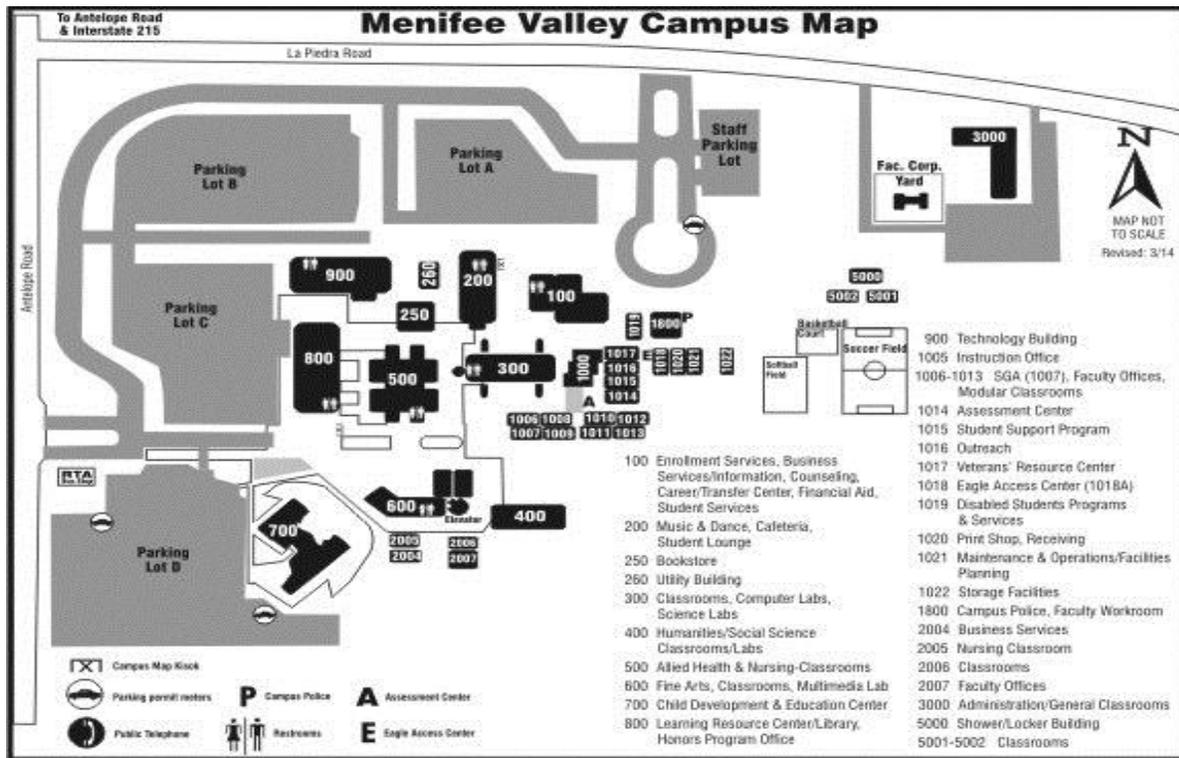
The San Jacinto Campus provides a comprehensive program in the Performing and Fine Arts, making it a source of pride for the campus. In addition to the curriculum in the arts, the San Jacinto Campus provides several technical and career programs that have affiliations in private and corporate companies.



MENIFEE VALLEY CAMPUS

In response to intense growth, Mt. San Jacinto College opened its Menifee Valley Campus in October 1990. The Menifee Valley Campus is located at 28237 La Piedra Road in the city of Menifee. By the end of its first year, there were 2,100 students attending classes at the Menifee Valley Campus. Twenty-seven years later, the campus serves more than 12,000 students each semester.

The existing campus includes 15 buildings, 24 portable structures, 5 parking lots, a softball field, basketball court, and soccer field. The campus features an Allied Health and Fine Arts building, a state-of-the-art Learning Resource Center, Child Development and Education Center, a Business and Technology Center and a Social Science and Humanities building. The campus is accessed from both La Piedra Road on the north, and Antelope Road on the west. The Facilities Master Plan for the Menifee Valley Campus will ultimately provide for 15,000 to 20,000 students.



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

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

TEMECULA EDUCATION COMPLEX AND TEMECULA HIGHER EDUCATION CENTER

The College opened the Temecula Education Complex in 2007 and the Temecula Higher Education Center in 2014, giving residents of the Temecula and Murrieta areas increased access to higher educational opportunities and the ability to register, receive counseling and placement testing, and attend classes.

TEMECULA EDUCATION COMPLEX

The Temecula Education Complex (TEC) is a 28,000-square-foot educational facility that opened for its first classes in April 2008. Located at 27447 Enterprise Circle West, in the corporate center of Temecula, close to the 15 freeway, it is a convenient location for residents of the southwest corridor to access day and evening college classes and services. The complex features easy access to a full schedule of General Education classes designed for completion of an AA, AS or as a base for transfer to a four-year college or university.

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

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

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



TEMECULA HIGHER EDUCATION CENTER

The Temecula Higher Education Center, also referred to as THEC, opened in September 2014 as a unique partnership with California State University, San Marcos. Located at 43200 Business Park Drive, THEC takes up the second floor of the old Temecula City Hall. It includes four classrooms, a lecture hall, computer lab, learning lab, student lounge and breakroom. There are also 10 offices for Mt. San Jacinto College and California State University, San Marcos teachers and administrators.



DISTANCE AND ONLINE LEARNING AND EDUCATION

Mt. San Jacinto College supports a Distance Education Program to meet the challenges of today and future decades by utilizing different delivery modes and offering both online and hybrid/blended courses for its growing student population. The program began in fall 2000 with two online courses. As of fall 2016, there were a total of 275 online and 89 hybrid courses offered by the institution. Demand for distance learning and education courses by Mt. San Jacinto College students continues to grow. Approximately 150 faculty members, both full-time and associate faculty, are involved in online teaching during any given semester.

In late 2014, Mt. San Jacinto College was selected as a Full Launch Pilot School by the California Online Education Initiative (OEI). Mt. San Jacinto College was one of eight pilot schools selected from 57 applicant institutions. The mission of the California Community Colleges Online Education Initiative is to dramatically increase the number of California Community Colleges (CCC) students who obtain college associate degrees and transfer to four-year colleges each year by providing online courses and services within a statewide CCC Online Education system.

PROGRAMMATIC ACCREDITATIONS

Mt. San Jacinto College has career technical education programs that undergo external evaluation and are accredited by industry-specific agencies. Each program is noted below, along with the associated accrediting body's name and contact information.

Associate Degree Nursing (ADN) Program

The ADN program is accredited by the State of California Board of Registered Nursing (BRN), a division of the California Department of Consumer Affairs and the Accreditation Commission for Education in Nursing, Inc.

Board of Registered Nursing (BRN)
PO Box 944210
Sacramento, California 94244-2100
www.rn.ca.gov
www.rn.ca.gov/education/rnprograms.shtml#adn

Diagnostic Medical Sonography (DMS)

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 N, Suite 158
Clearwater, Florida 33763
www.caahep.org

ORGANIZATIONAL CHARTS

Board of Trustees

Management Leadership Team

President's Office Organizational Chart

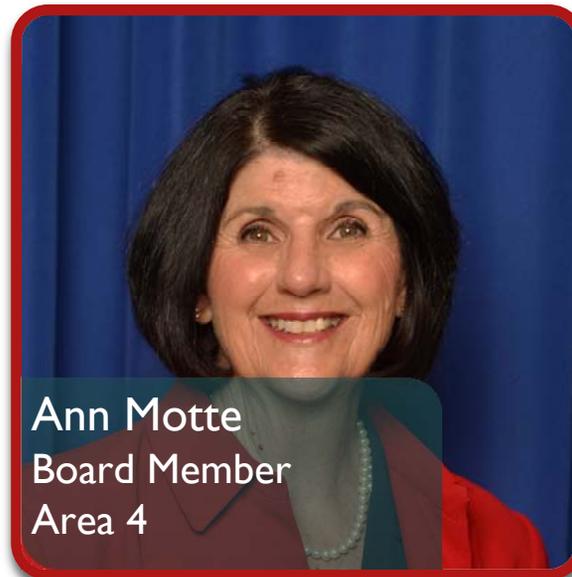
Business Services Organizational Chart

Human Resources Organizational Chart

Instructional Services Organizational Chart

Student Services Organizational Chart

Mt. San Jacinto College Board of Trustees



Management Leadership Team

Superintendent/President
Dr. Roger W. Schultz

Vice President of Business Services
Beth Gomez

Provost, Human Resources
Dr. Barry Kayrell
(Interim)

Executive Dean of IE, Assessment and Student Success
Brandon Moore

Vice President of Instruction
Dr. Rudy Besikof

Vice President of Student Services
Dr. John Colson

Dean of Business Services/Controller
Julie Venable

Associate Dean of Human Resources
Jeannine Stokes

Dean of IE/Planning and Grants
Rebecca Teague

Dean of Academic Programs – MVC
Arts, Humanities and Social Sciences
Dr. Jeremy Brown

Dean of Instructional Services
Dr. Jamail Carter

Director of Child Development and Education Centers
Kimberly Day

Dean of Student Services/Athletics
Patrick Springer

Dean of Student Services
Jared Davis
(Interim)

Dean of Facilities Planning/Capital Construction
Tina Elm

Director of Research
Nik Mesaris

Dean of Academic Programs – MVC
Math and Science
Marc Donnhauser

Dean of Academic Computing, Technology & DE
Micah Orloff

Director of Student Equity and Success
Dr. Pamela Wright

Dean of Student Services
Susan Loomis

Dean of Student Services
Dolores Smith

Dean of Information Technology
Brian Orlauski

Associate Dean of Information Technology
Katherine Stratton
(Interim)

Director of Public Info/Marketing
Karin Marriott

Dean of Academic Programs – SJC
Dr. Carlos Tovares

Associate Dean of Career Ed - SJC
Dr. Jeffrey Holmes

Director of Community Education
Teri Safranek

Director of Enrollment, SJC
Cheri Naish

Director of Student Life & Development
Maya Cardenas

Director of Support Svcs/Risk Mgmt.
Kara McGee

Director of Maintenance
Brian Twitty

Director of Institutional Advancement/Foundation
Morris Myers

Dean of Career Education
Joyce Johnson

Associate Dean of Career Ed - MVC
Mark Fields

Director of Continuing Ed/Adult Programs
Amy Campbell

Director of EOPS/CARE
Leslie Salas

Director of Talent Search
Kevin Baker

Director of Budget & Accounting
Gail Jensen

Director of Support Services, Distance Ed
Anna Stirling

Director of SSSP, SJC
Martha Crawford

Director of DSPPS
Jason Constein
(Interim)

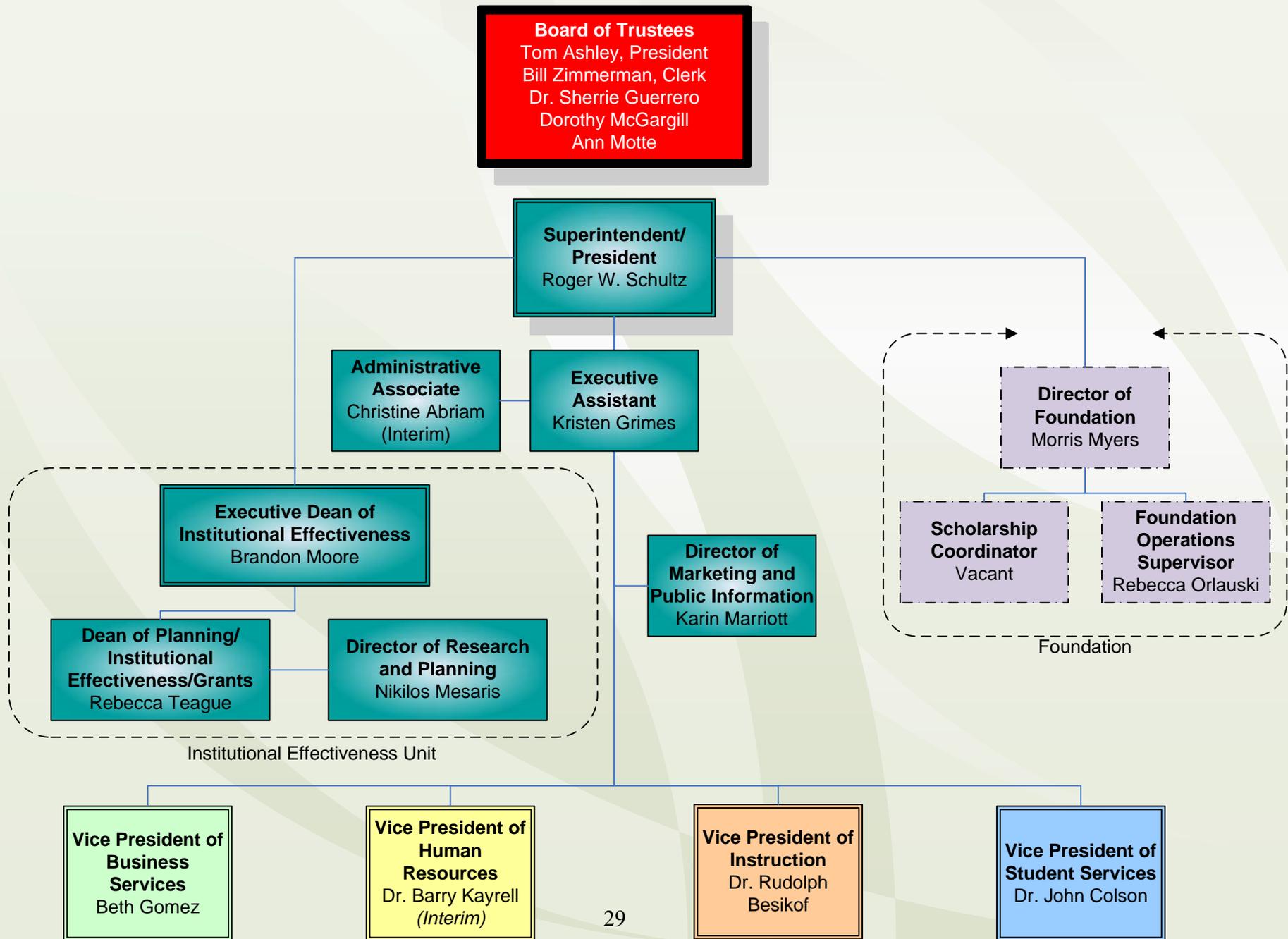
Director of CalWORKS/Job Connect
Lisa Campbell

Director of Financial Aid
Shanae Williams

Director of SSSP, MVC
Mary Lou Dillard
(Interim)

Director of Student Judicial Affairs
Fred Frontino

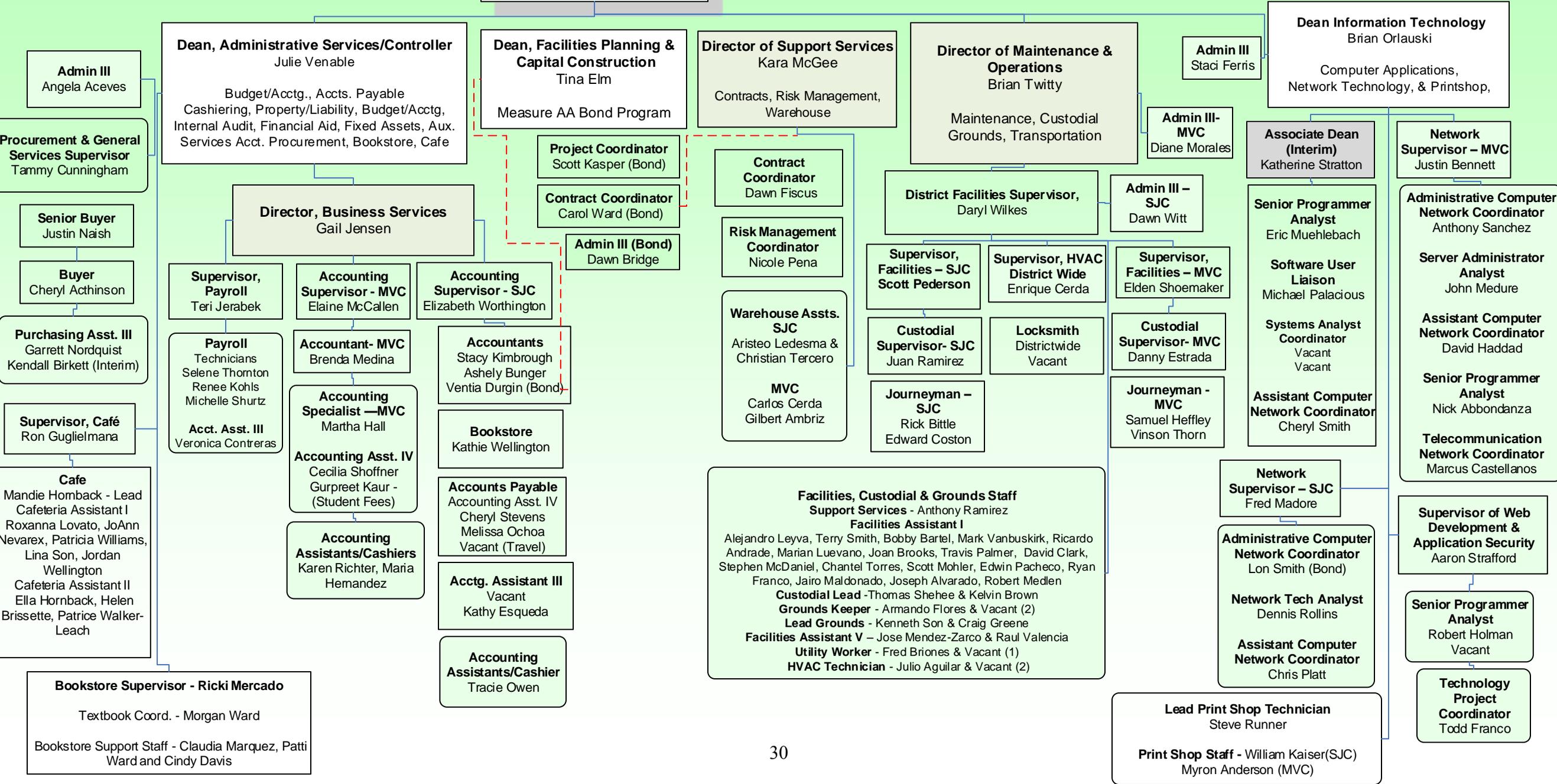
President's Office



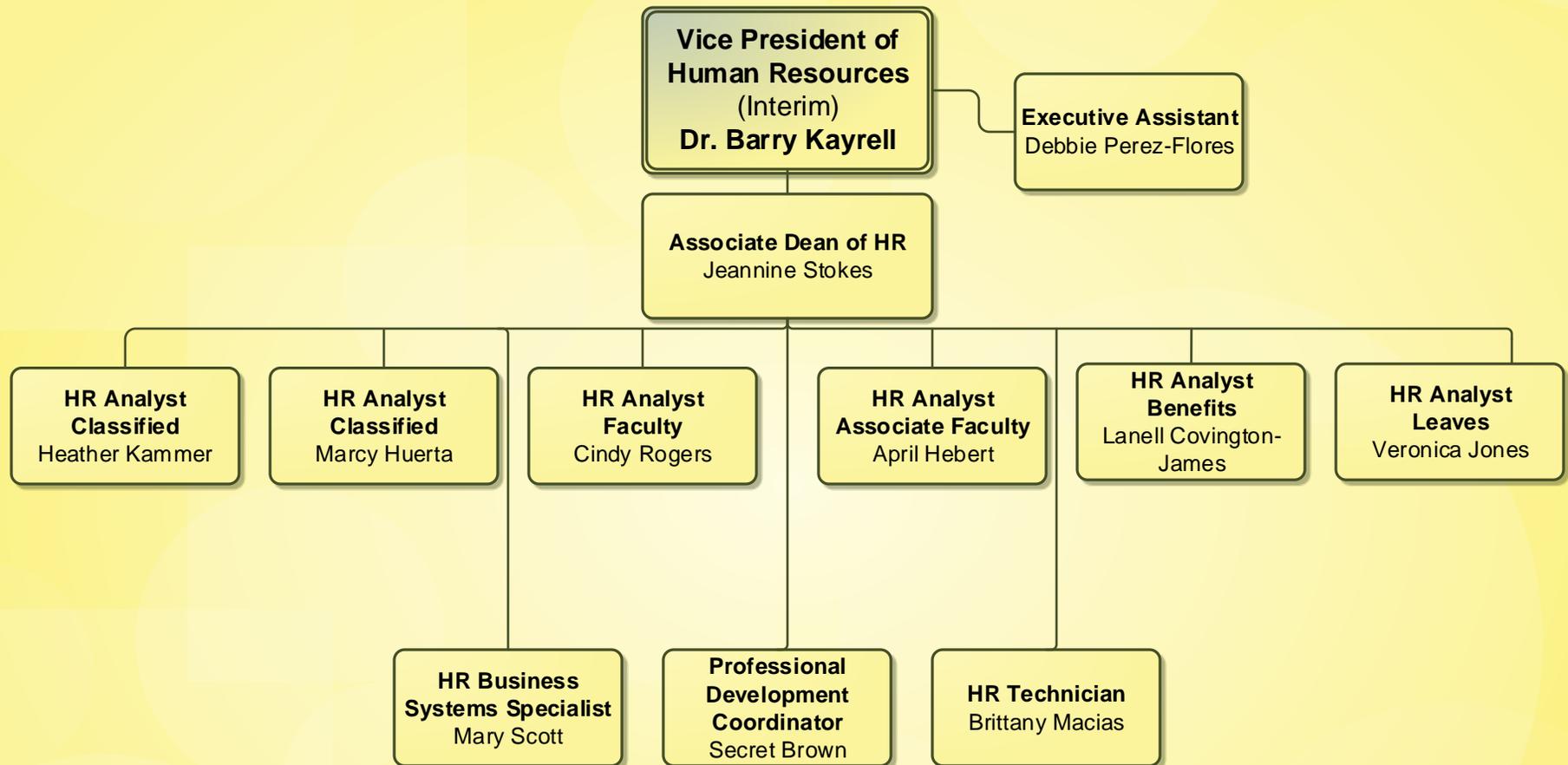
Business Services

Vice President of Business Services
Beth Gomez

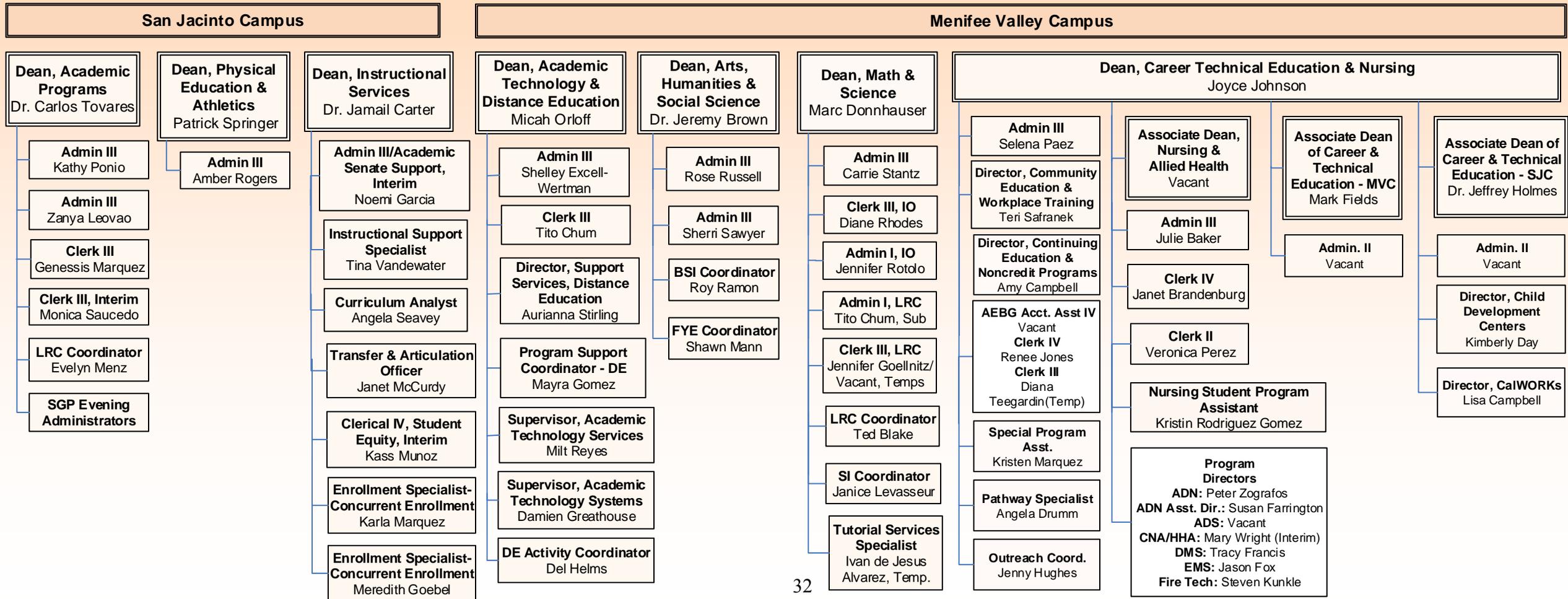
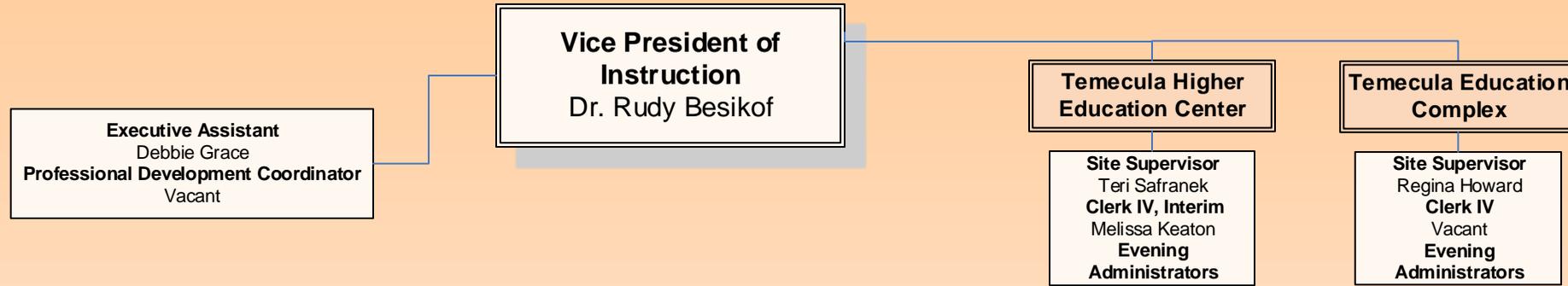
Executive Assistant
Jennifer Marrs



Human Resources



Instructional Services

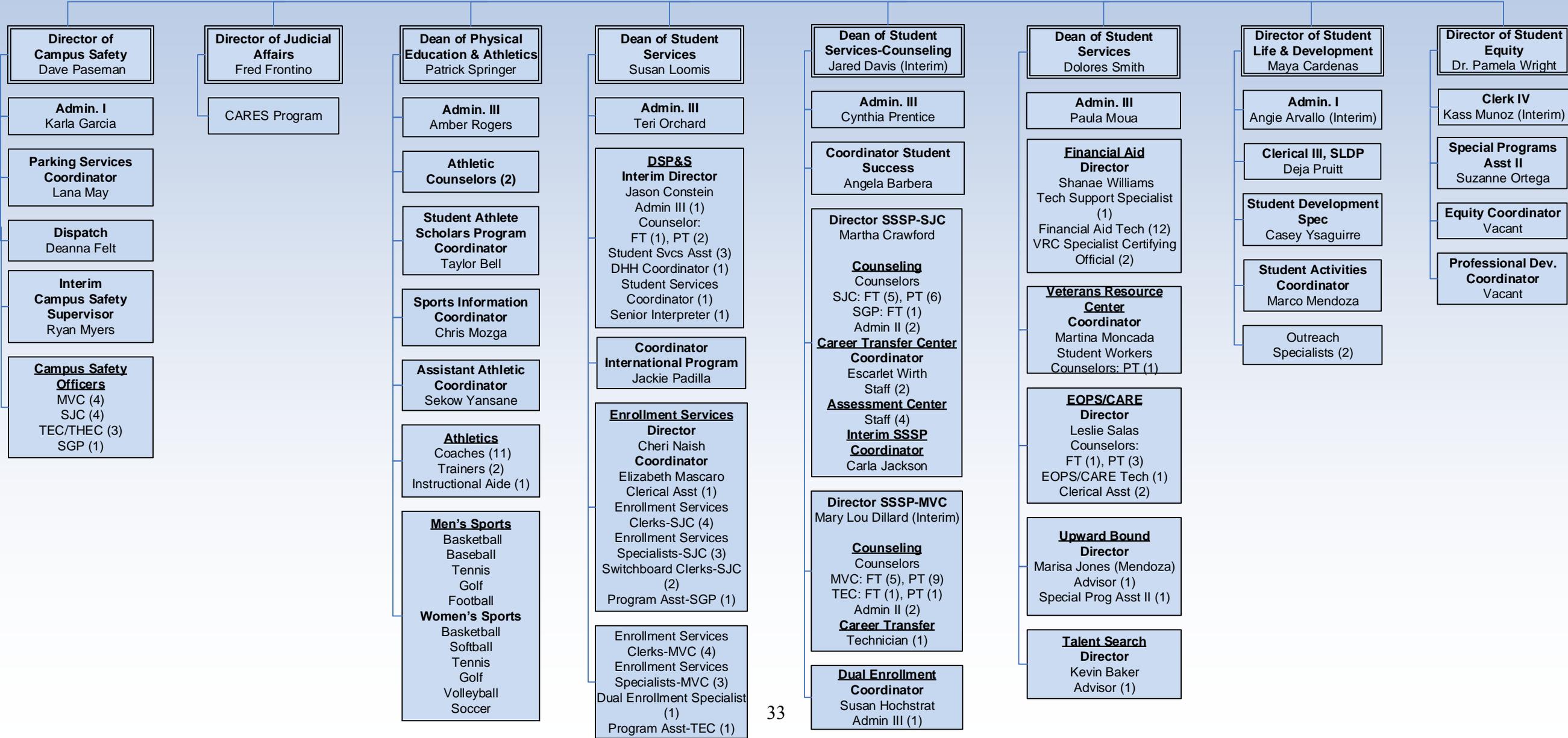


Student Services

**Vice President
Student Services**
Dr. John Colson

Executive Assistant
Angela Mange (Interim)

Admin II
Corina Marruffo
(Interim)



PARTICIPATORY GOVERNANCE AND OTHER COLLEGE COMMITTEES

The Participatory Governance committee structure provides the means by which employees and students participate equitably and collegially in the decision-making processes of the College.

Participatory Governance Committees

College Council

Chair, Dr. Roger Schultz, Superintendent/President

Basic Skills Committee

Chairs, Roy Ramon, Basic Skills Coordinator; Jeremy Brown, Instructional Dean of Arts and Humanities

Budget Committee

Chairs, Beth Gomez, Vice President of Business Services; Michael Weldon, Faculty

Career Advisory Committee

Chairs, Joyce Johnson, Dean of Career Technical Education; Vacant

District Professional Development

Chairs, Jeannine Stokes, Associate Dean of Human Resources; Janice Levasseur, Faculty; Dawn Bridge, Classified

Diversity Committee

Chair, Willie Hamilton, Faculty

Educational Technology Committee

Chairs, Micah Orloff, Dean of Academic Computing Technology and Distance Education; Dr. Del Helms, Distance Education Coordinator

Information, Communication, and Technology Committee

Chairs, Brian Orlauski, Dean of Information Technology; Bil Bergin, Faculty

Institutional Planning Committee

Chair, Dr. Roger Schultz, Superintendent/President

Institutional Assessment and Program Review Committee

Chairs, Dr. Rudy Besikof, Vice President of Instruction; Paul Hert, Institutional Assessment and Program Review Coordinator

Physical Resources Committee

Chairs, Tina Elm, Dean of Facilities Planning and District Construction; Gina Oliver, Faculty

Student Equity Committee

Chairs, Dr. Pam Wright, Director of Student Equity; Lorraine Slattery-Farrell, Faculty

Student Services Committee

Chairs, Dr. John Colson, Vice President of Student Services; Shartelle Fears, Counselor

Student Success and Support Program Committee

Chairs, Jared Davis, Interim Dean of Counseling; Roy Ramon, Basic Skills Coordinator; Angela Barbera, Classified

Other Committees

Academic Senate – San Jacinto Site Council

Academic Senate – Menifee Valley Site Council

Academic Senate – Executive

Academic Rank Committee

Curriculum Committee

Dual Enrollment Oversight Committee

Equivalency Committee

Faculty Excellence Committee

Honors Program Committee

Joint Chair Committee

Joint Hiring Committee

Strong Workforce Committee

Tenure Review Committee

Accreditation Steering Committee

Adult Education Block Grant Steering Committee

B.E.A.R Ad Hoc

Bookstore Commission

Classified Senate

Convocation/Graduation Committee

Eagle Events Committee

Enrollment Management Committee

Equal Employment Opportunity Advisory Committee

Executive Cabinet

First Year Experience

Measure AA Independent Citizen's Oversight Committee

Research Committee

Salary Advancement

STEM Faculty Inquiry Group

Title V Steering Committee

FIGURES

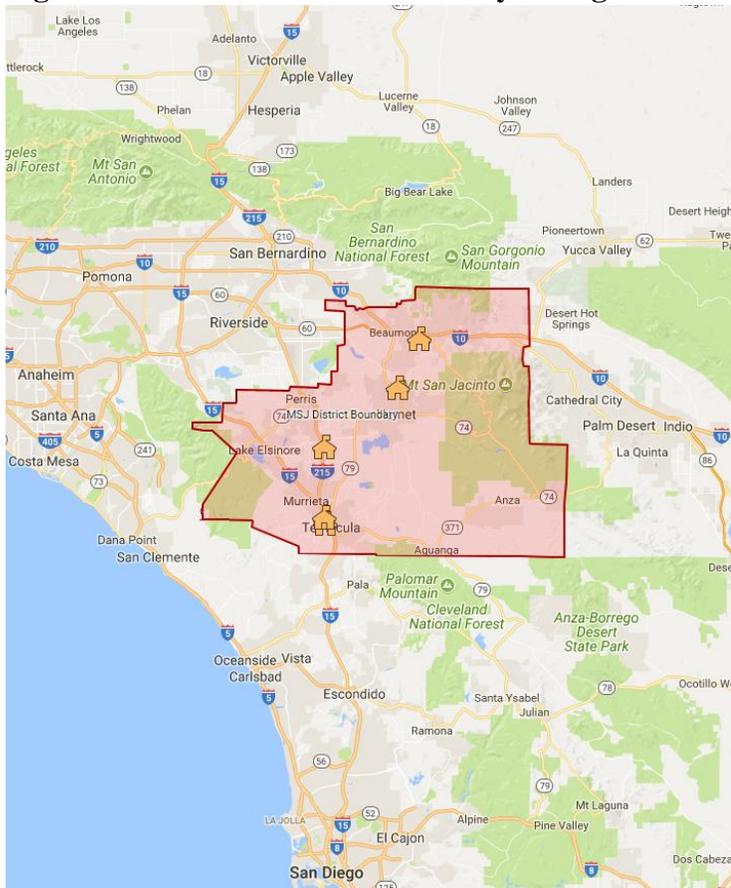
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Figure 1 shows the Mt. San Jacinto Community College District's service area. Mt. San Jacinto College serves a 1,700 square mile region of southwestern Riverside County in Southern California, approximately 60 miles southeast of Los Angeles. The College serves a total of 25 communities in all, both rural and urban. As a single college district with five (5) learning sites, Mt. San Jacinto College uses many off site locations to serve students through the region.

Figure 1. Mt San Jacinto Community College District Service Area



Source: Research Office, Institutional Effectiveness

Age

The age distribution in the College service area closely matches the Riverside County age distribution with the College showing a slightly higher proportion of people under the age of 18.

Table 1. College vs Riverside County Age Distribution

	College Service Area Population	Riverside County Population
N =	964,302	2,298,032
Under 18	27.7%	26.8%
18-19	2.8%	3.1%
20-24	7.0%	7.4%
25-34	13.0%	13.4%
35-54	26.0%	26.0%
55-64	10.5%	10.5%
65 and over	13.1%	12.8%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Gender

The gender distribution of the College service area reflects the Riverside County gender distribution with the College showing a slightly higher proportion of females.

Table 2. College vs Riverside County Gender Distribution

	College Service Area Population 18 and above	Riverside County Population 18 and above
N =	697,378	1,683,299
Male	48.3%	49.3%
Female	51.7%	50.7%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Ethnicity

The population of the College service area is made up of nearly 8% fewer Hispanics and 7% more whites than Riverside County. The remaining ethnicities are all within half a percent match.

Table 3. The College vs Riverside County Ethnicity Distribution

	College Service Area Population	Riverside County Population
N =	964,302	2,298,032
Asian	5.7%	6.0%
Hispanic	39.3%	47.0%
White	44.7%	37.8%
African American	6.3%	5.9%
Multi –Race	2.9%	2.4%
Native	0.9%	0.7%
Other	0.2%	0.2%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Poverty Level

The College service area has a 1.5% lower proportion of the population below the poverty level as compared with Riverside County.

Table 4. College vs Riverside County Poverty Level

	College Service Area Population Poverty	Riverside County Population Poverty
N =	954,705	2,262,800
Below Poverty Level	15.3%	16.8%
Above Poverty	84.7%	83.2%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Disability Status

The College service area has about 1% higher proportion of the population with a disability as compared with Riverside County.

Table 5. College vs Riverside County Disability

	College Service Area Population 18-64	Riverside County Population 18-64
N =	565,473	1,370,944
With Disability	10.2%	9.3%
No Disability	89.8%	90.7%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Educational Attainment

The College service area has a smaller proportion of the population aged twenty five and older with “less than 9th grade” education and a slightly higher proportion of the population that are “high school graduate (includes equivalency) as compared to Riverside County. The College service area has about 2% higher proportion of the 25 and over population with “some college, no degree” and a slightly higher proportion of “Associate’s degree” as compared with Riverside County. There is a smaller proportion of the population 25 and over that hold bachelor’s degrees but the graduate or professional degree attainment is almost identical to Riverside County.

Table 6. College vs Riverside County Educational Attainment

	College Service Area Population 25 and Over	Riverside County Population 25 and Over
N =	602,821	1,441,999
Less than 9th grade	7.6%	9.6%
9th to 12th grade, no diploma	9.4%	10.4%
High school graduate (includes equivalency)	26.3%	25.8%
Some college, no degree	28.1%	25.7%
Associate's degree	8.4%	7.7%
Bachelor's degree	12.9%	13.4%
Graduate or professional degree	7.4%	7.6%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

The College Service Area – MSJC Student Comparison

Note: Multiple observations of the same student within both primary terms of academic year 2016-17 are counted as independent observations. Summer session is excluded. The observed student count (N) does not reflect the unduplicated headcount for an academic year.

Age

The College has over 61% of credit students between the ages of 18 and 24 compared with the College service area population which has only 9.8% of the population between 18 and 24. Almost 21% of the credit students at the College are between 25 and 34 as compared with the College’s service area 13%.

Table 7. MSJC Student vs College Service Area – Age Breakdown

	MSJC Credit Students	College Service Area Population	Difference (MSJC – Service Area)
N =	30,772	964,302	NA
Under 18	3.3%	27.7%	-24.4%
18-19	26.2%	2.8%	23.4%
20-24	35.6%	7.0%	28.6%
25-34	20.8%	13.0%	7.8%
35-54	12.1%	26.0%	-13.9%
55-64	1.6%	10.5%	-8.9%
65 and over	0.5%	13.1%	-12.6%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates and MSJC Internal Database

Gender

Female students make up almost 59% of MSJC credit students aged 18 and above which is almost 7% higher than the proportion of females in the College service area population.

Table 8. MSJC Student vs College Service Area – Aged 18 and Over

	MSJC Credit Students 18+	College Service Area Population 18+	Difference (MSJC – Service Area)
N =	29,709	697,378	NA
Male	41.4%	48.3%	-6.9%
Female	58.6%	51.7%	6.9%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates and MSJC Internal Database

Ethnicity

The College has a higher proportion of Hispanic students as compared with the service area population with almost a 10% difference. Whereas the College has about a 15% lower proportion of White students as compared with the service area population. Multi-race has the next largest difference with the College having over 4% more students identifying versus the College service area.

Table 9. MSJC Student vs College Service Area – Ethnicity

	MSJC Credit Students	College Service Area Population	Difference (MSJC – Service Area)
N =	30,772	964,302	NA
Asian	5.2%	5.7%	-0.5%
Hispanic	49.2%	39.3%	9.9%
White	29.8%	44.7%	-14.9%
African American	7.0%	6.3%	0.7%
Multi -Race	7.3%	2.9%	4.4%
Native	0.7%	0.9%	-0.2%
Other	0.7%	0.2%	0.5%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates and MSJC Internal Database

Disability Status

Students with a reported disability represent approximately 6% of the MSJC credit student population compared with just over 10% reporting a disability within the College service area

Table 10. MSJC Student vs College Service Area – Disability Status

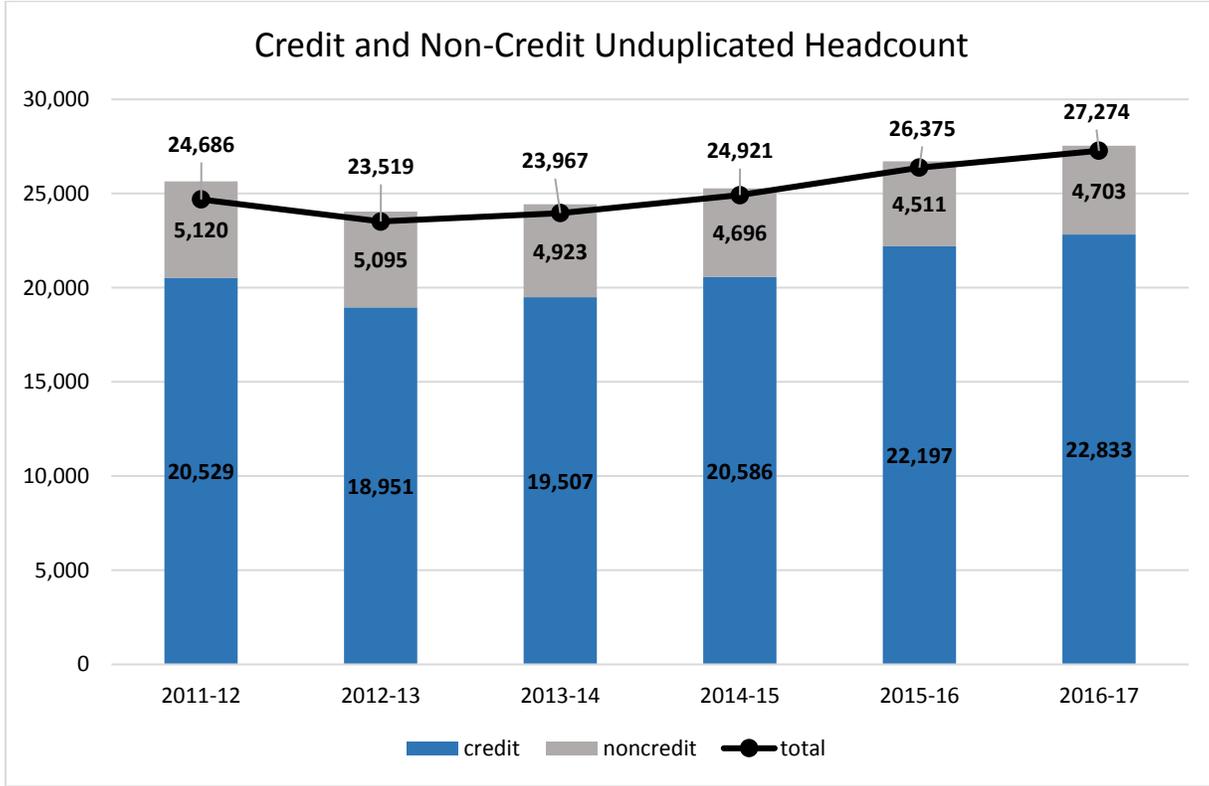
	MSJC Credit Students 18-64	College Service Area Population 18-64	Difference
N =	29,617	565,473	NA
With Disability	5.9%	10.2%	-4.3%
No Disability	94.1%	89.8%	4.3%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates and MSJC Internal Database

Credit and Noncredit Headcounts

MSJC student headcount declined to a low of 23,519 during the 2012-13 academic year. MSJC has increased student headcount every year from the low point to the current level of 27,274 student headcount in the 2016-17 academic year. The total for each academic year is lower than the combined credit and non-credit due to the fact that some students enroll in both throughout the course of an academic year.

Figure 2. Credit and Non Credit Unduplicated Headcounts

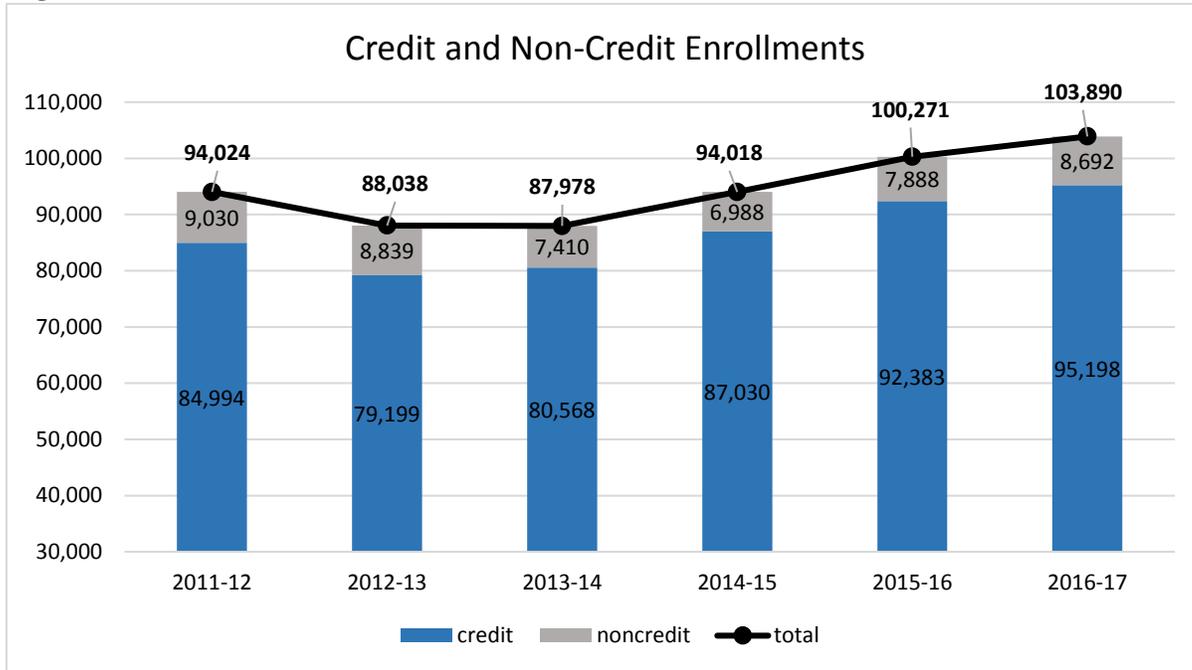


Source: MSJC Internal Database

Credit and Noncredit Enrollments

Enrollments are the total number of seats students take. Enrollments at MSJC show the same trend as headcount with an amplification of the changes. The low enrollment point occurred in the 2013-14 academic year with about 88,000 enrollments which have increased to almost 104,000 in the 2016-17 academic year.

Figure 3. Credit and Non Credit Student Enrollments



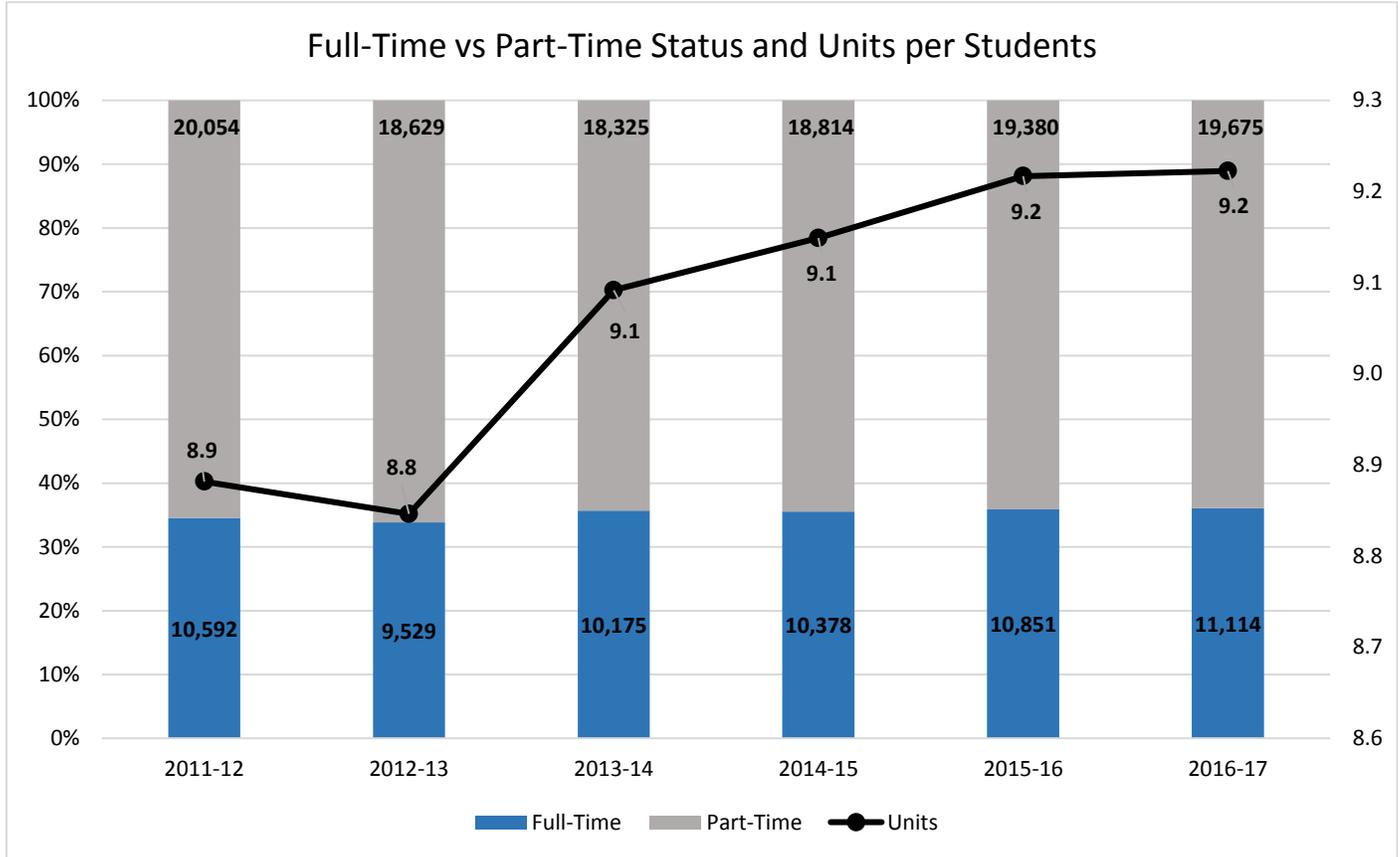
Source: MSJC Internal Database

Part-time and Full-time Enrollments

Note: Multiple observations of the same student within both primary terms of an academic year are counted as independent observations. Summer session excluded. The observed N does not reflect the unduplicated headcount for an academic year.

The rate of full time students shifted from 34.6% in 2011-12 to 36.1% in 2016-17. The average load has increased from 8.9 units to 9.2 units.

Figure 4. Part-Time and Full-Time Student Enrollments with Average Unit Load

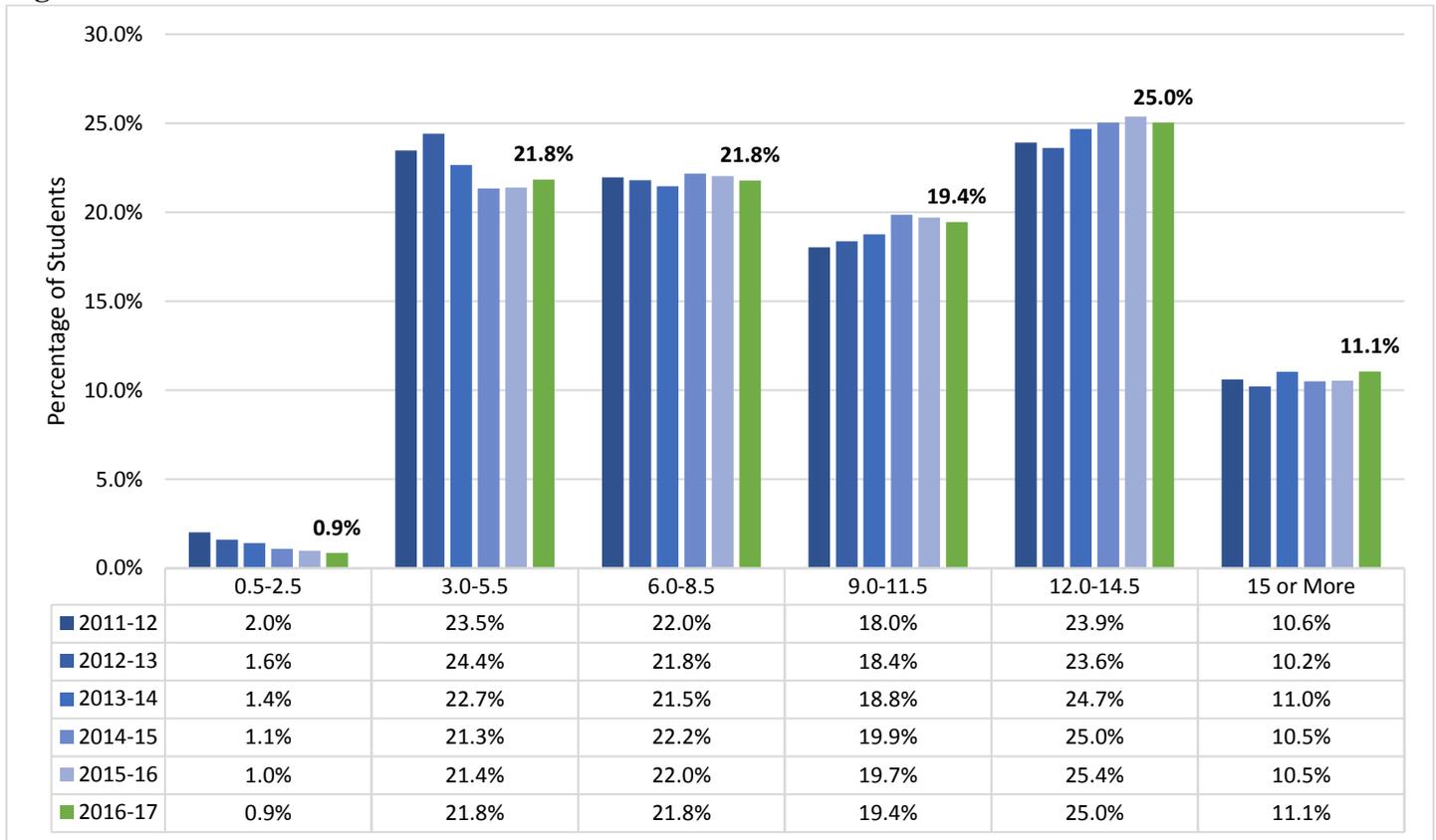


Source: MSJC Internal Database

Credit Student Unit Load Distribution

Over the six year period student unit load distribution has shifted toward higher unit loads with 36.1% of students in 2016-17 taking twelve or more units compared with 34.5% in 2011-12. There has been a decrease in the percent of students taking fewer than nine units from 47.5% of credit students in 2011-12 to 44.5% of credit students in 2016-17.

Figure 5. Credit Student Load Distribution

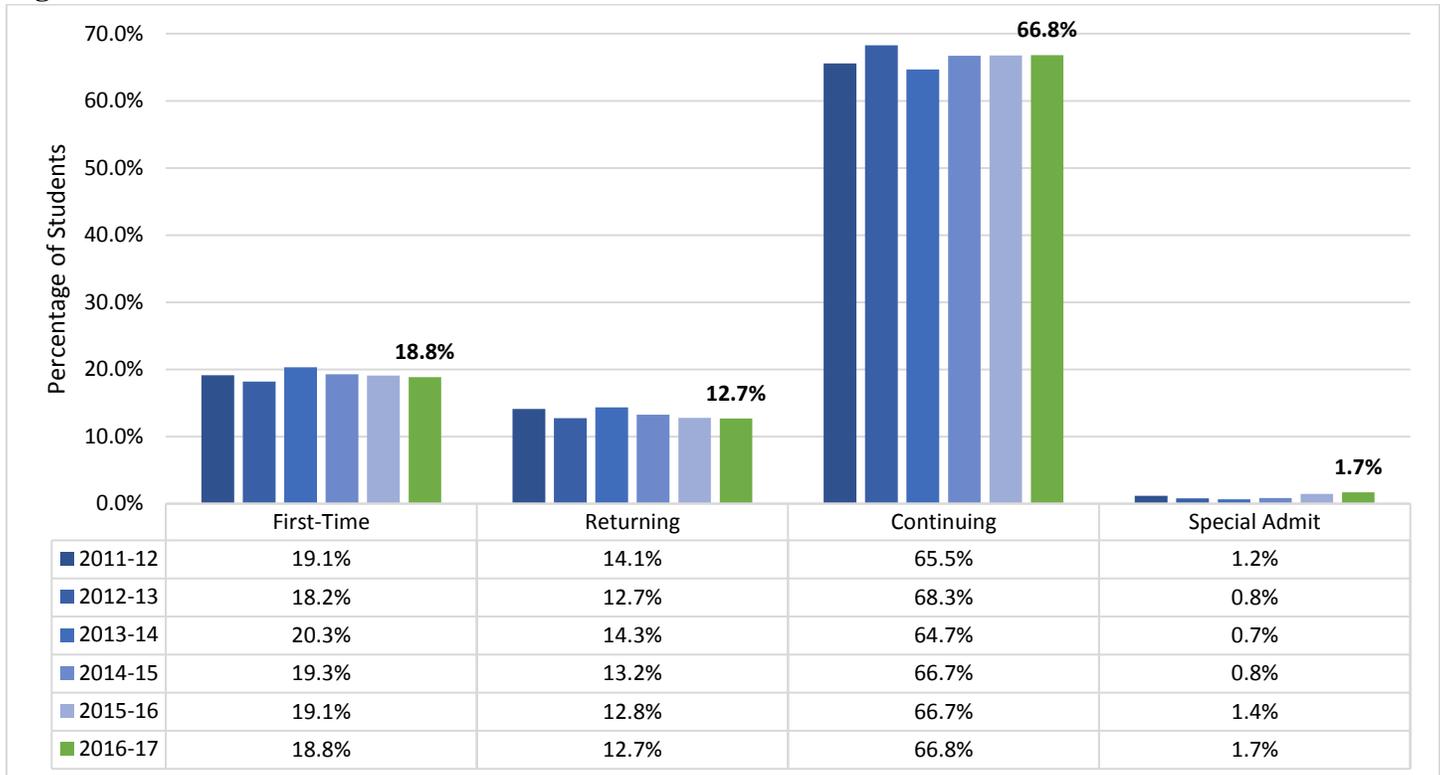


Source: MSJC Internal Database

Enrollment Status

The enrollment status of MSJC students has remained fairly stable over the past six academic years. About two-thirds of the students each year are continuing and another one-fifth are first-time. Although there is some slight variation from year to year each category remains relatively stable.

Figure 6. Enrollment Status

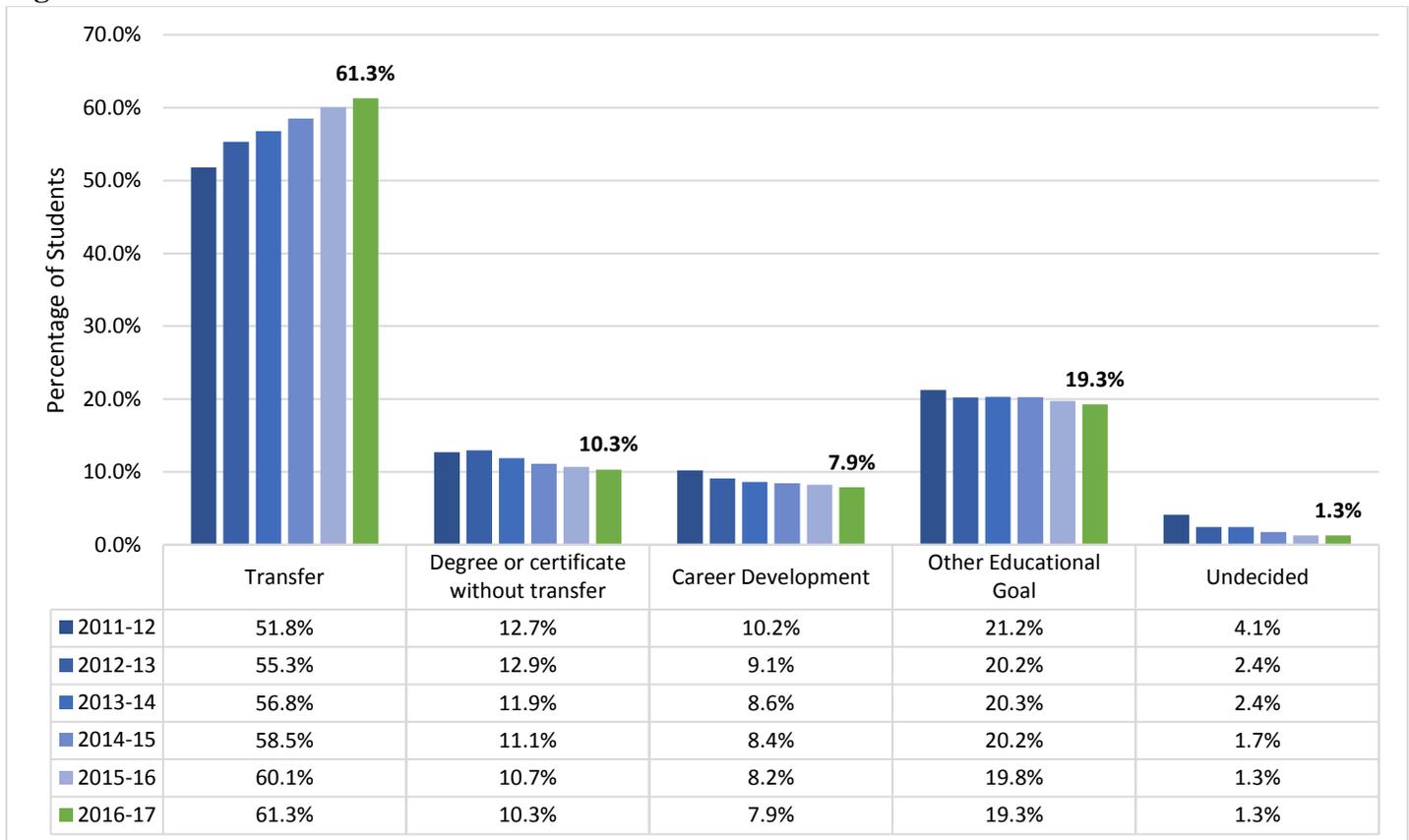


Source: MSJC Internal Database

Educational Goal

The percentage of students intending to transfer has increased by almost ten percentage points from 51.8% to 61.3% over the past six academic years. As the percentage of students desiring to transfer has increased there has been a decrease in the percentage of students seeking a “degree or certificate without transfer,” “career development,” and “undecided.” The percentage of undecided students has decreased from 4.1% to 1.3%. Approximately one-fifth of the students are seeking “other educational goals” over the past six academic years which has dipped a small amount but has been the most stable goal.

Figure 7. Educational Goal

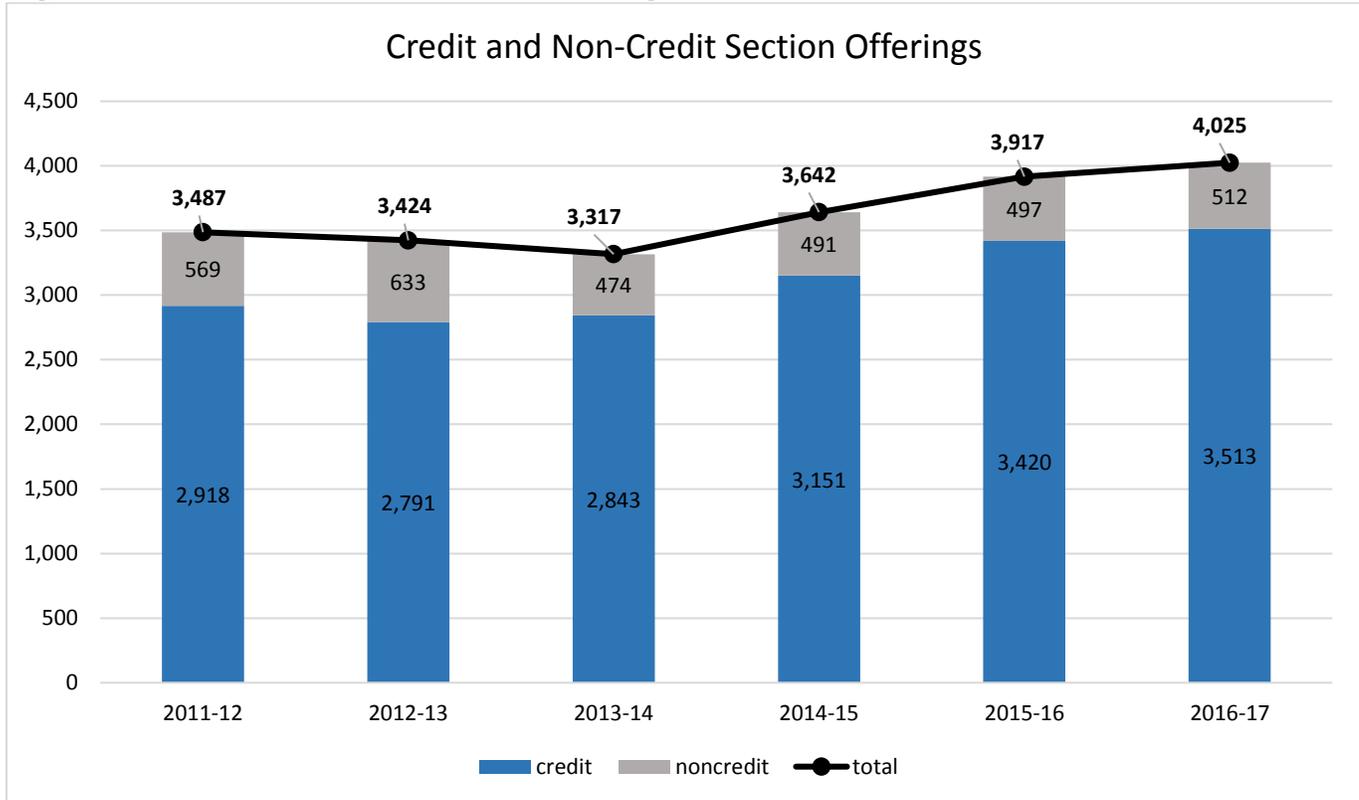


Source: MSJC Internal Database

Credit and Noncredit Section Offerings

Section offerings declined from 2011-12 through 2013-14 where they reached a low of 3,317 combined with a larger proportion of the courses being reduced were in non-credit. Section offering increased from the low in 2013-14 to current level of 4,025 sections offered in the 2016-17 academic year. The majority of the increase in offerings has been in credit sections. Noncredit section offerings have rebounded but not back to the level prior high of 633 in 2012-13.

Figure 8. Credit and Noncredit Section Offerings



Source: MSJC Internal Database

Section Offerings and Enrollments – Program Applicable and Transferable Courses

Since the 2011-12 academic year there has been a decrease in the number of non-program applicable sections offered going from a high of 503 in 2011-12 to a low of 371 in the 2016-17 academic year. That same timeframe has seen an increase in the number of program applicable as well as transferable sections being offered. As the number of sections has changed the corresponding enrollments have followed suit with the non-program applicable enrollments decreasing while the program applicable and transferable enrollments have increased.

Table 11. Section offerings and enrollment, degree applicable and transferable

Sections	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Non Program Applicable	503	408	387	406	412	371
Program Applicable	2,366	2,297	2,322	2,613	2,860	2,953
Non Transferable	913	859	824	861	891	852
Transferable	1,453	1,438	1,498	1,752	1,969	2,101
Enrollments						
Non Program Applicable	12,885	10,315	9,783	10,229	10,593	9,053
Program Applicable	70,592	66,634	67,618	73,429	77,632	81,248
Non Transferable	23,938	22,191	21,095	20,787	20,399	19,302
Transferable	46,654	44,443	46,523	52,642	57,233	61,946

Source: MSJC Internal Database

Section Offerings and Enrollments – Basic Skills and Program Applicable Courses

The number of basic skills sections and therefore enrollments has declined slightly from the peak in 2011-12 to the most recent 2016-17 academic year. As the English, mathematics, and ESL departments have examined cut-scores, multiple measures, acceleration, and other placement and curricular criterion there has been a slightly reduced need for basic skills sections.

Table 12. Section offerings and enrollment, Basic Skills and College Level

Sections	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Basic Skills	334	281	266	275	288	278
Non-Basic Skills	2,535	2,424	2,443	2,744	2,984	3,046
Non Program Applicable	169	127	121	131	124	93
Program Applicable	2,366	2,297	2,322	2,613	2,860	2,953
Enrollments						
Basic Skills	8,921	7,419	6,981	7,319	7,738	7,026
Non-Basic Skills	74,556	69,530	70,420	76,339	80,487	83,275
Non Program Applicable	3,964	2,896	2,802	2,910	2,855	2,027
Program Applicable	70,592	66,634	67,618	73,429	77,632	81,248

Source: MSJC Internal Database

Section Offerings and Enrollments – Occupational Courses

Overall there has been a small increase (12 sections) in the number of occupational sections offered from 2011-12 through the 2016-17 academic year. Although there has been an increase in the number of sections the number of enrollments has actually declined by about 700 over that same timeframe.

Table 13. Section offerings and enrollment, Career Technical Education

Sections	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Non Occupational	1,978	1,845	1,838	2,106	2,336	2,421
Occupational	891	860	871	913	936	903
Enrollments						
Non Occupational	55,908	50,917	51,000	56,922	61,191	63,461
Occupational	27,569	26,032	26,401	26,736	27,034	26,840

Source: MSJC Internal Database

Section Offerings and Enrollments – Location

Overall the credit section offerings has increased from the 2011-12 academic year to the 2016-17 academic year with decreases taking place from 2011-12 through 2013-14 but then increasing since the 2013-14 academic year. Total enrollments have followed the same trend with the smaller sites recovering a bit slower with more variability. Online section offerings and enrollments continue to follow the same trends as the face to face locations.

Table 14. Credit Section Offerings and Enrollments by Location

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
SECTIONS						
San Gorgonio	81	72	63	64	57	73
Menifee	1,445	1,444	1,426	1,431	1,542	1,628
Online	480	440	411	449	582	679
San Jacinto	988	965	877	969	1,008	1,006
Temecula	213	228	263	242	283	243
Other	67	32	12	20	70	2
ENROLLMENTS						
San Gorgonio	2,160	1,812	1,594	1,544	1,349	1,668
Menifee	38,489	36,130	36,653	39,546	41,542	42,806
Online	13,494	12,172	11,473	12,400	16,128	18,814
San Jacinto	25,201	23,263	24,590	26,177	26,322	26,150
Temecula	6,019	6,017	5,952	6,830	7,296	6,365
Other	429	132	115	287	1,194	60

Source: MSJC Internal Database

Section Offerings and Enrollments – Noncredit Courses

Noncredit section offerings have followed a similar trend as the credit section offerings although they have been a little slower to recover to the previous highs in 2011-12 and 2012-13 academic years. Aided by the opening of the Temecula Higher Education Center there has been an increase in the number of sections offered in 2016-17 as compared to 2011-12 and 2012-13 academic years. Menifee is at the same level in 2016-17 as the 2011-12 academic year although still lower than the peak in 2012-13. The other locations are still gradually climbing back toward the peak levels of the 2012-13 academic year.

Table 15. Noncredit Section Offerings and Enrollments

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
SECTIONS						
San Gorgonio	11	13	8	2	1	8
Menifee	221	270	222	210	164	225
Online				15	29	44
San Jacinto	215	247	125	110	116	121
Temecula	30	47	87	104	104	99
Other	90	55	30	49	80	15
ENROLLMENTS						
San Gorgonio	144	191	94	12	6	99
Menifee	3,653	4,396	3,370	3,268	3,017	3,753
Online				87	148	98
San Jacinto	3,406	2,765	2,356	1,902	2,278	2,213
Temecula	405	553	1,355	1,700	1,700	1,575
Other	871	487	183	450	1,225	101

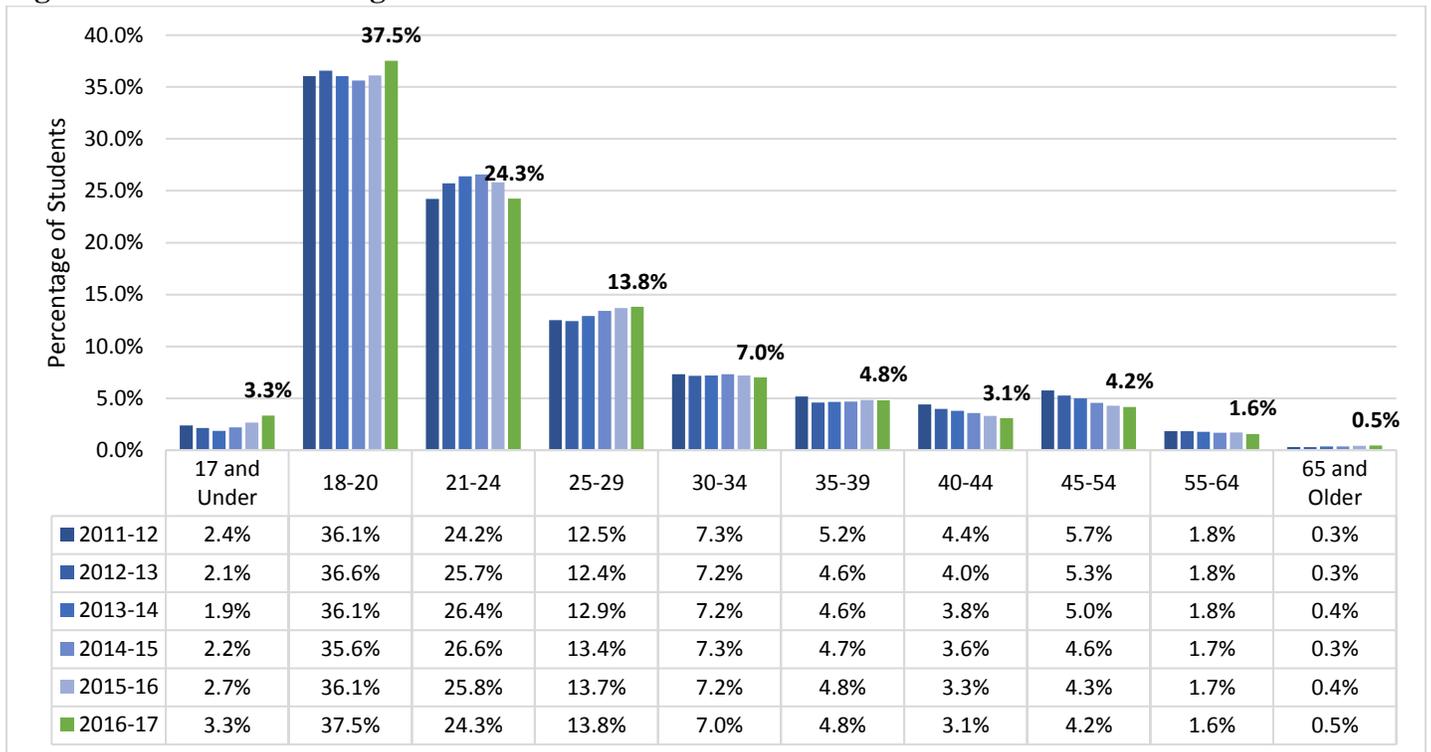
Source: MSJC Internal Database

Credit Student Demographics

Note: Multiple observations of the same student within both primary terms of an academic year are counted as independent observations. Summer session excluded. The observed N does not reflect the unduplicated headcount for an academic year.

Age
Age distribution at the College has been fairly consistent over the past six academic years with the largest single group falling in the 18-20 age range and roughly 60% of the students between 18-24 years of age. The 17 and under age group has seen a slight increase likely due to the robust dual enrollment program at the College with slight decreases in 40+ age groups.

Figure 9. Credit Student Age Distribution



Source: MSJC Internal Database

Gender

The College has consistently had more female students than male students over the past six academic years ranging from a difference of about 14% to the current level of almost 18% more females than males.

Table 16. Credit Student Gender Distribution

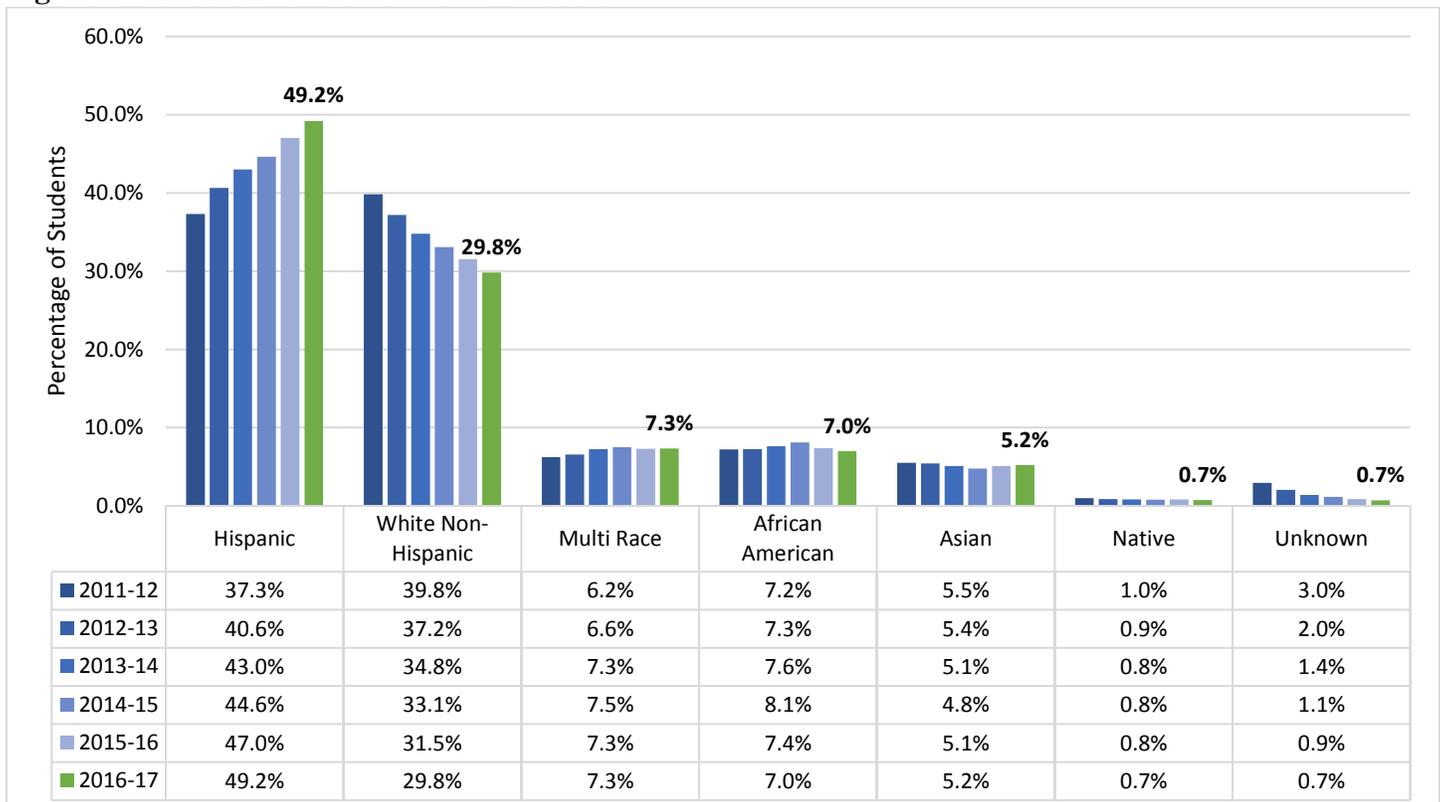
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
N =	30,877	29,652	28,742	33,184	35,684	36,495
Female	57.2%	57.4%	56.8%	56.9%	57.7%	58.3%
Male	42.1%	41.9%	42.6%	42.5%	41.5%	40.8%
Unknown	0.7%	0.7%	0.6%	0.6%	0.8%	0.9%

Source: MSJC Internal Database

Ethnicity

There has been a steady increase in the percentage of Hispanic students over the past six academic years going from 37.3% in 2011-12 to 49.2% in the 2016-17 academic year. During that same timeframe the College has seen a 10% drop in the White Non-Hispanic population who went from 39.8% down to 29.8% of the student population. The other groups have remained fairly stable although the proportion of African American students is down for the 2016-17 year to the lowest level in the six year period.

Figure 10. Credit Student Ethnic Distribution

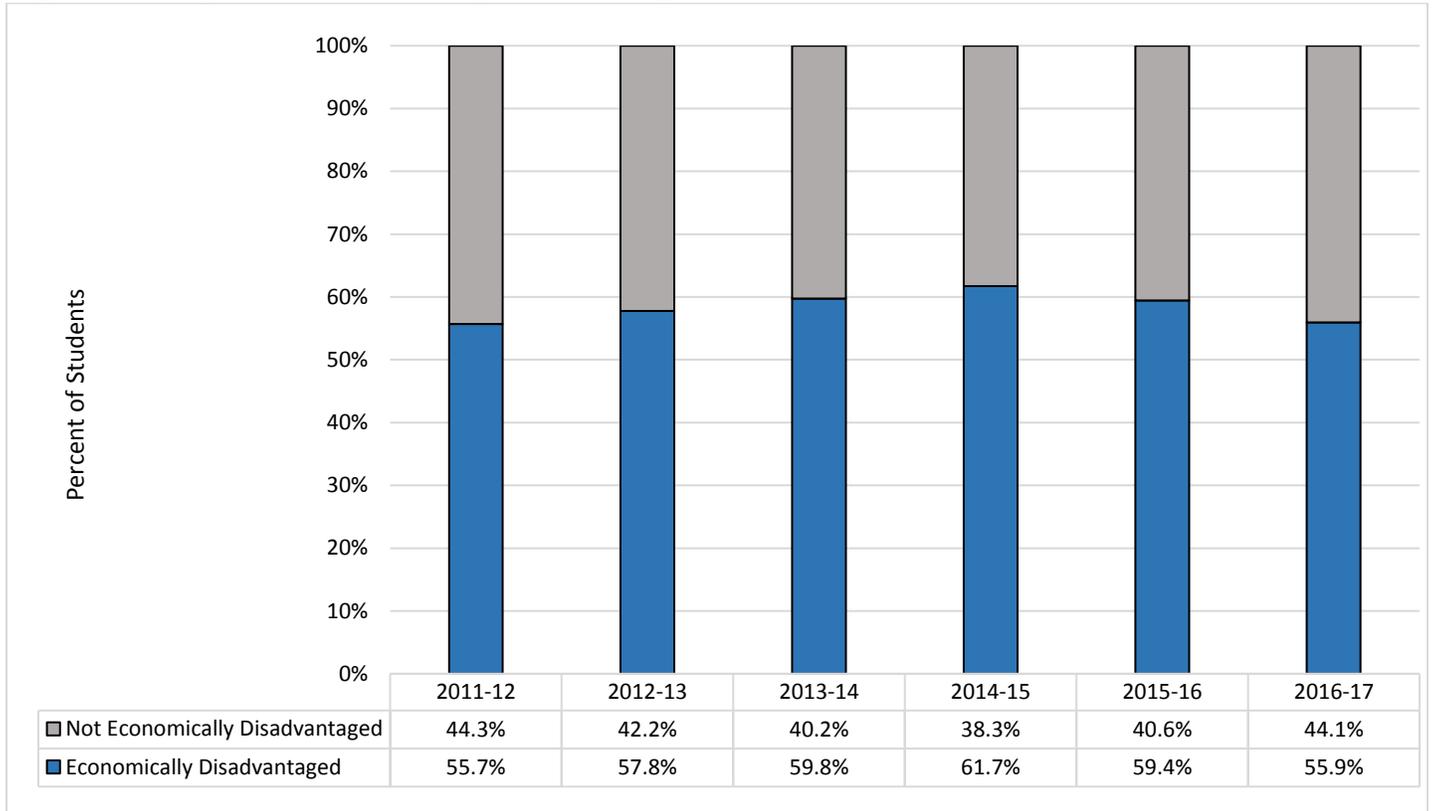


Source: MSJC Internal Database

Economically Disadvantaged

Currently the proportion of economically disadvantaged students is almost identical to the 2011-12 academic year at 55.9%. There was a steady increase in the proportion of economically disadvantaged students from 2011-12 through 2013-14 peaking at 61.7% of the student population in 2014-15. That trend has reversed the past two academic years with a 3.5% drop in the proportion of economically disadvantaged students between the 2015-16 and 2016-17 academic years.

Figure 11. Proportion Economically Disadvantaged Credit Student



Source: MSJC Internal Database

Disability Status

The duplicate headcount (N) has increased by almost 6,000 students since the 2011-12 academic year and the proportion of students reporting a disability saw a high of 7.1% in the 2013-14 academic year and a low of 5.3% in the 2015-16 academic year. The average over the past six academic years is about 6% with a typical range between 5.6% and 6.6%.

Table 17. Disability Status

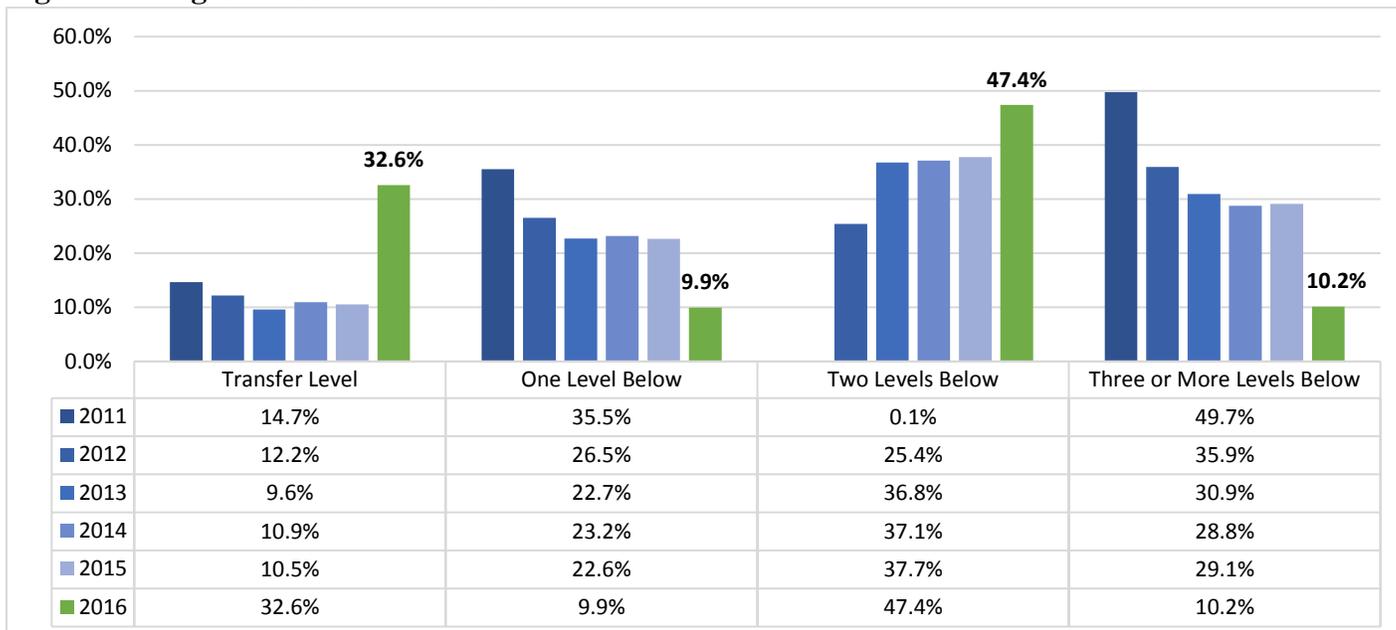
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
N =	30,877	29,652	28,742	33,184	35,684	36,495
Disability Reported	5.8%	6.6%	7.1%	6.1%	5.3%	5.6%
No Disability Reported	94.2%	93.4%	92.9%	93.9%	94.6%	94.3%

Source: MSJC Internal Database

English Placement

The English department has been working on acceleration models and curriculum as well as implementing multiple measures placement criterion over the past few years which has resulted in dramatic shifts in student placements as evidenced by the data below. As of 2016 there were 32.6% of the students placing in transfer level English compared to a low of 9.6% in 2013 and an average of about 11% for all six years. With the increase in students placing into transfer level English there has been a drop in the proportion of students placing one level below college transfer down to 9.9% in 2016 from a high of 35.5% in 2011. These are primarily the students that are now placing into transfer level English. The introduction of the accelerated English 092 allowed for more students to place two levels below transfer that would have previously placed three or more levels below transfer. This accounts for the dramatic increase in the proportion of students placing two levels below and the dramatic decrease in those placing three or more levels below transfer.

Figure 12. English Placement Levels

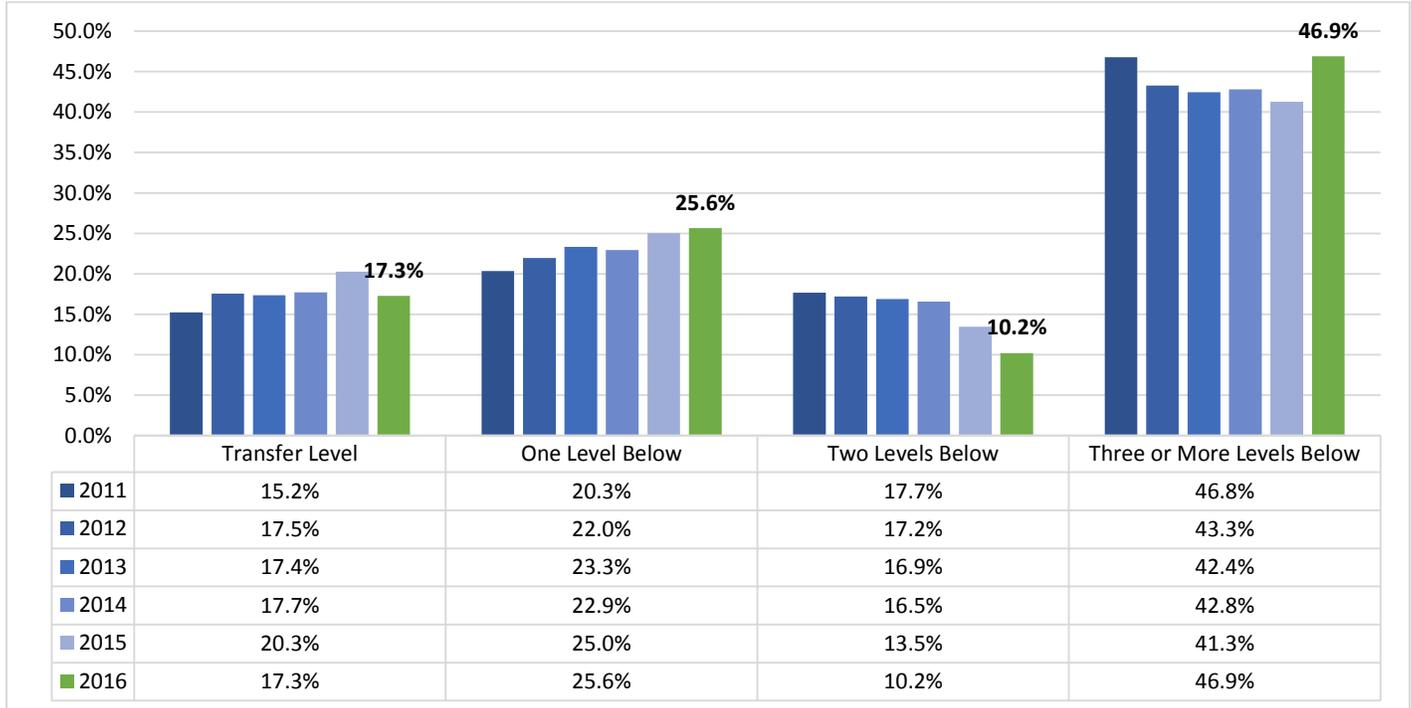


Source: MSJC Internal Database – Accuplacer Testing – average 12,000 placement tests per year

Math Placement

There has been a steady increase in the proportion of students placing one level below transfer corresponding to a decrease in the proportion of students placing two levels below transfer. The math department has been implementing some accelerated course sequencing which has aided in the changes in placement along with the curriculum alignment program at some of the high schools in the service area which gives students access to math 90 and/or math 96 during their junior and senior years which are one and two levels below transfer respectively. There was a decline in the proportion of students placed three or more levels below transfer between 2011 and 2015 but then a sharp increase in 2016 back to the 2011 levels.

Figure 13. Math Placement Levels

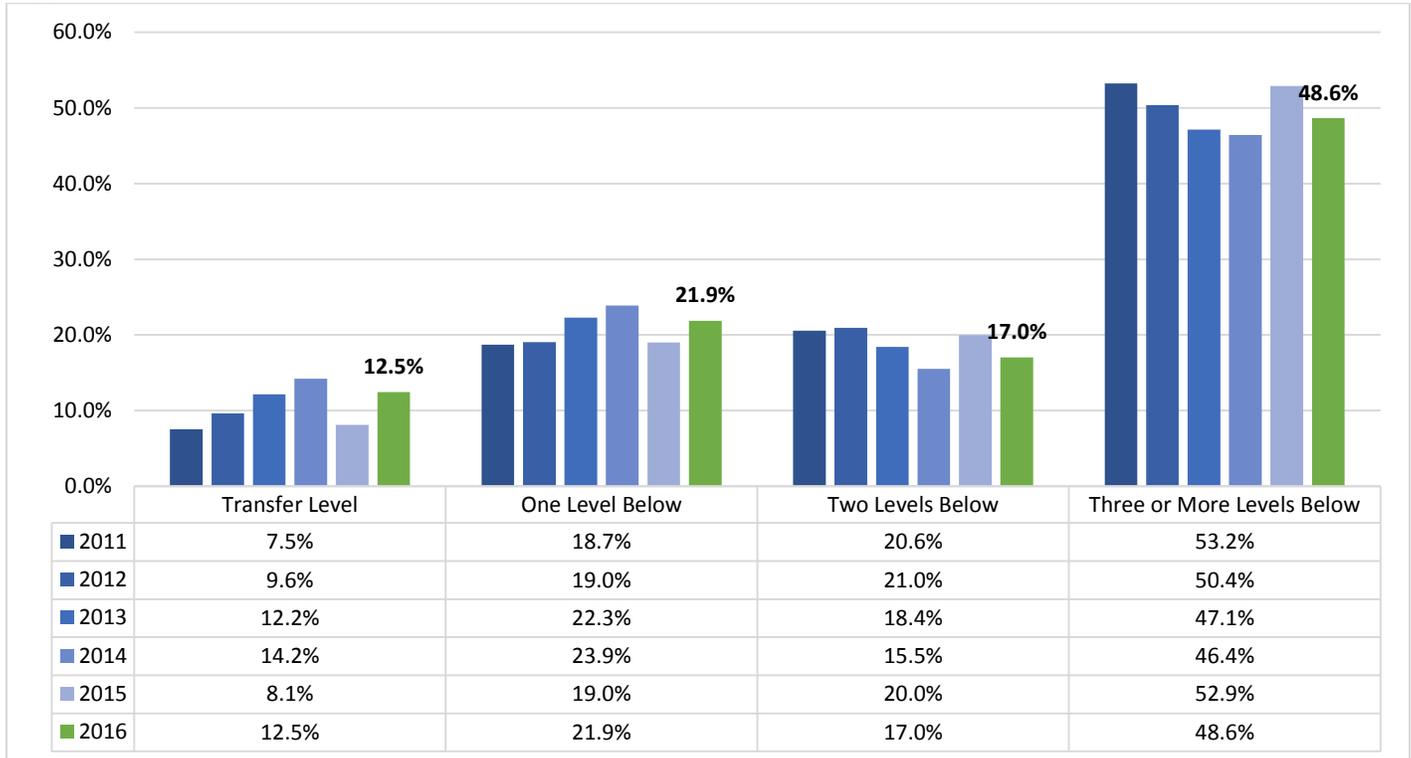


Source: MSJC Internal Database – Accuplacer Testing – average 12,000 placement tests per year

ESL Placement

ESL placement is more variable than the English or math placement due to the relatively small numbers of students (approximately 500 per year). There was an increase in the number of students placing into transfer level and one level below transfer ESL courses from 2011 through 2014 with a drop off in 2015 and small recovery for 2016. The ESL department has been working with various curriculum changes as well as partnering with the English and non-credit ESL to better bridge the programs.

Figure 14. ESL Placement Levels



Source: MSJC Internal Database – Accuplacer Testing – average 500 placement tests per year

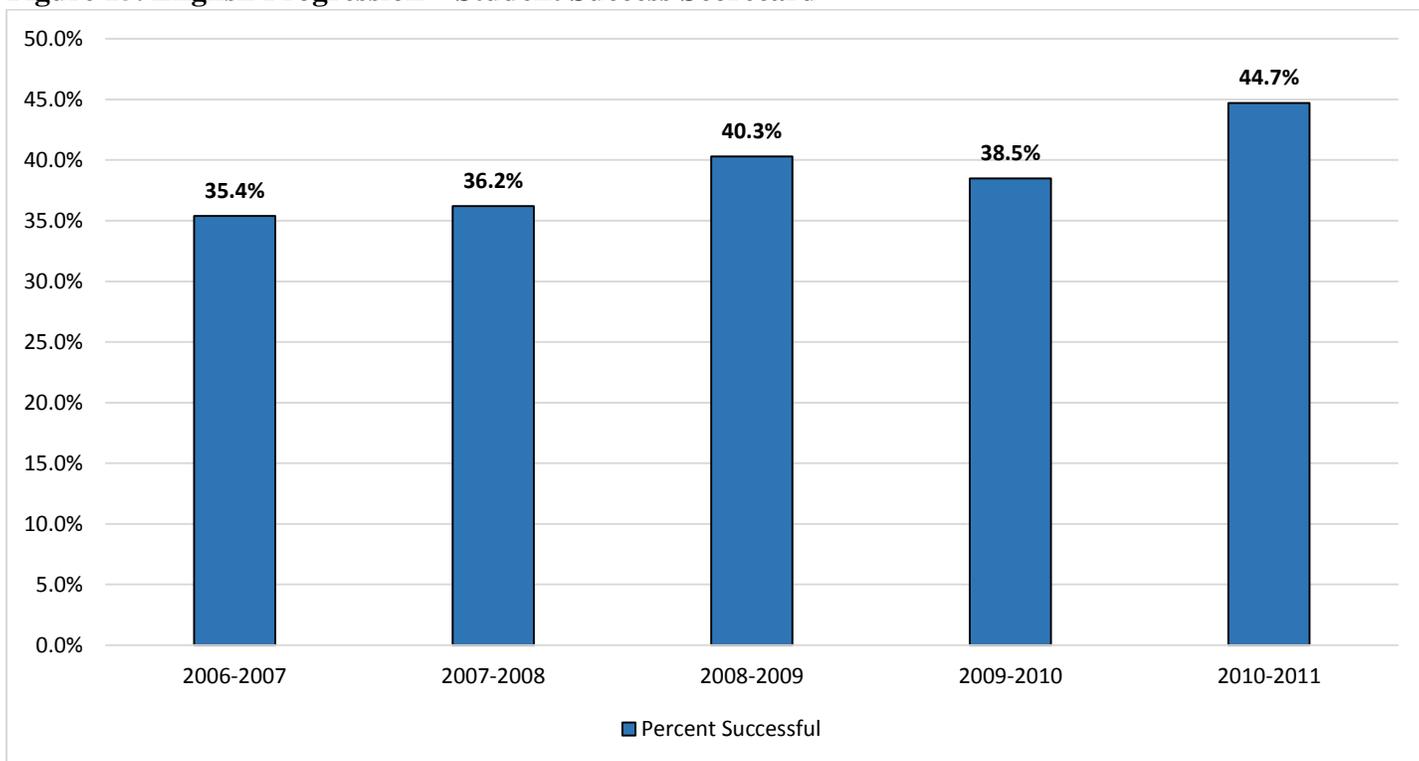
Basic Skills Progression

The California Community Colleges Chancellor's Office Student Success Scorecard counts the number of first-time degree and/or transfer-seeking first time students who attempt math and English and complete at least six units in their first three years. Qualifying students are tracked for six years and regular reports are sent to the Chancellor's office and presented to the College community and Board of Trustees. They typical cohort represents approximately 13% of the total undergraduate headcount at the College.

English

The California Community Colleges Chancellor's Office Student Success Scorecard measure is defined as the percentage of basic skills English students who enroll in a pre-transfer course and successfully complete a college-level English course within a six-year period. There has been a steady increase in the percentage of students successfully completing a college-level English course since the 2006-07 cohort with a small decrease for the 2009-10 cohort but then a larger increase for the 2010-11 cohort. The 2010-11 cohort has the largest percentage of students completing a college-level course at 44.7%.

Figure 15. English Progression – Student Success Scorecard

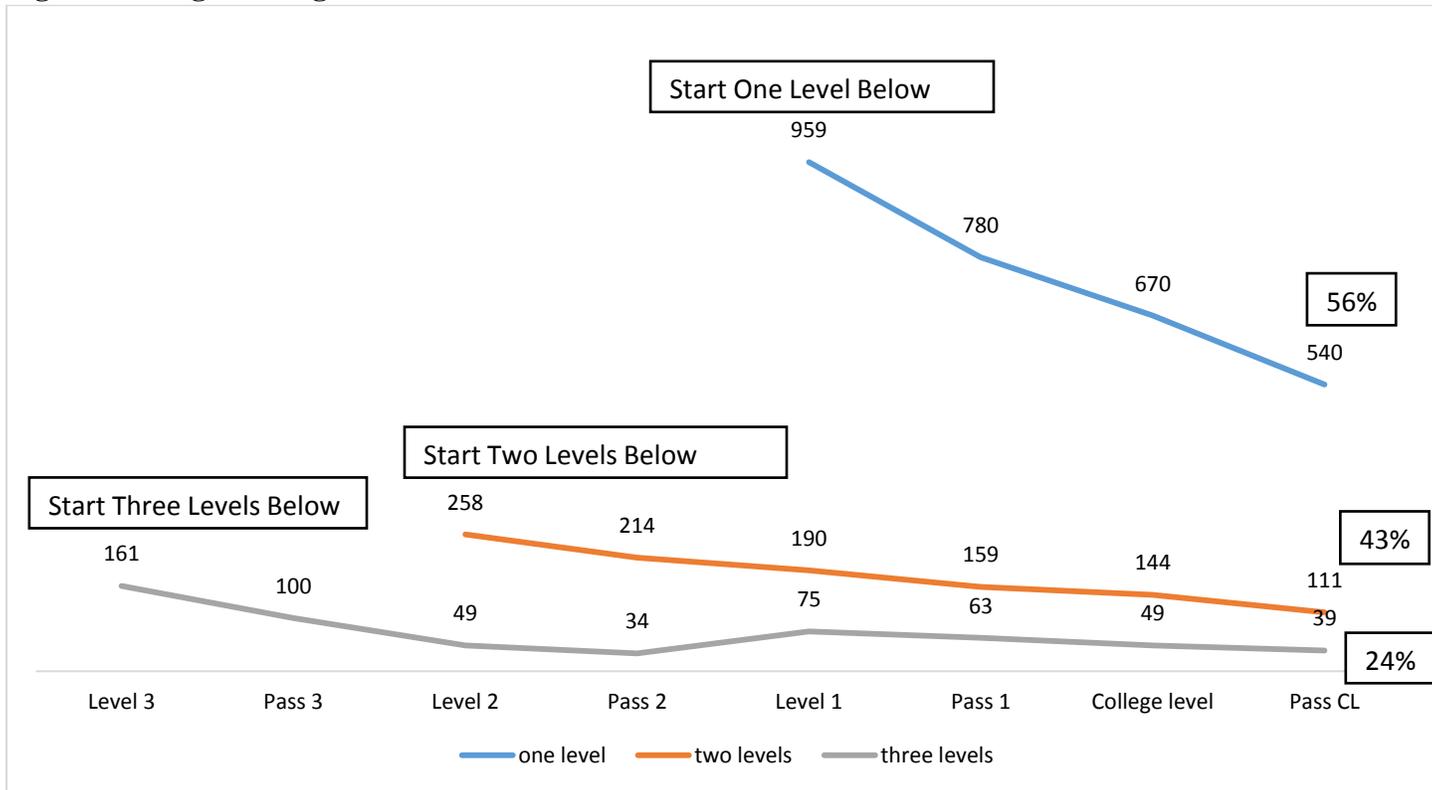


Source: CCCC Student Success Scorecard – 2,477 cohort size

English Basic Skills Tracker

The figure below tracks the 2013-14 academic year cohort. There were 1,378 students who enrolled in a basic skills English course and 690 (50%) successfully completed a transferable English course by the 2016-17 academic year. Students placing one level below transfer were more likely to successfully complete a transferable English course compared with those who placed two or three levels below transfer with the results showing the success rates of 56%, 43%, and 24% respectively.

Figure 16. English Progression-Basic Skills Tracker



Source: CCCC Basic Skills Tracker – Students starting in FA13 tracked through SP17

Additional Information:

- Of the 959 students who started “one level below,” 780 (81%) passed but only 670 (86%) of those students attempted the college level course.
- Of the 258 students who started “two levels below,” 214 (83%) passed and 190 (89%) of those students attempted the next course which is “one level below.”
- Of the 161 students who started “three levels below,” 100 (62%) passed but only 49 (49%) of those students attempted the next course which is “two levels below.”

English Equity

The table below shows the percentage gaps by various demographics. Males succeed through the basic skills English curriculum at a rate of 3.2% lower than average. When looking at age students under 20 years old succeed at the highest rate while those 20-24 and 25-39 perform about the same and those students 40+ show the largest gap. As far as ethnicity, Asian and Filipino students succeed at above average rates whereas African American and American Indian/Alaska Natives have the largest gaps of 13.4% and 25.5% respectively. Students with disabilities succeeded at a slightly higher rate (1.4%) than the average and those identified as economically disadvantaged succeeded at a slightly lesser rate (1.1% down).

Table 18. 2010-11 Basic Skills English Cohort Transition Rate by Demographic Group.

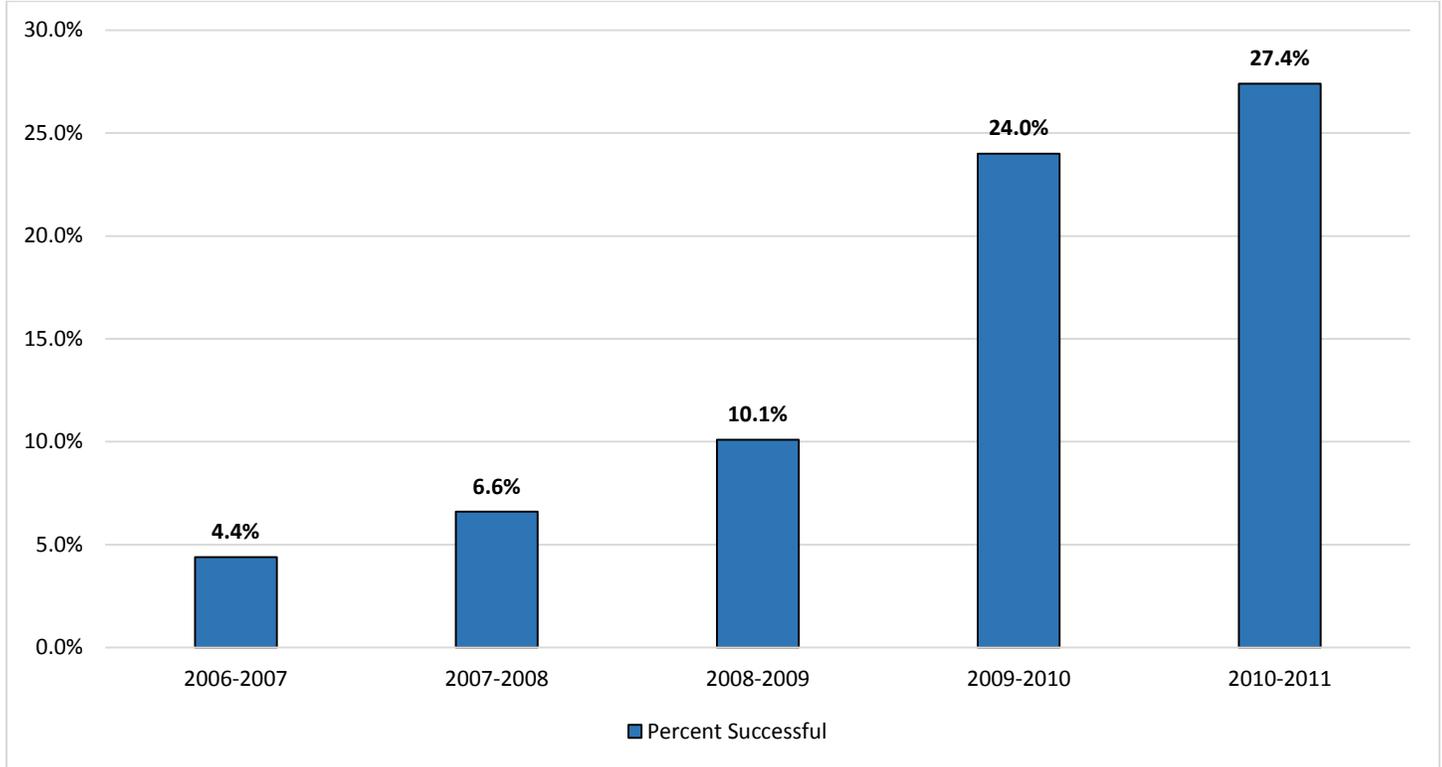
Target Population	Started N	Success N	Success Rate	Compared to AVG	Students Needed to Reach AVG	Proportionality
All	2,477	1,107	44.7%	0.0%		1.00
Female	1,444	679	47.0%	2.3%		1.05
Male	1,011	420	41.5%	-3.2%	32	0.93
< 20 years old	1,273	680	53.4%	8.7%		1.19
20 to 24 years old	586	210	35.8%	-8.9%	52	0.80
25 to 39 years old	434	158	36.4%	-8.3%	36	0.81
40+ years old	184	60	32.6%	-12.1%	22	0.73
African American	224	70	31.3%	-13.4%	30	0.70
American Indian/Alaska Native	26	5	19.2%	-25.5%	7	0.43
Asian	67	40	59.7%	15.0%		1.34
Filipino	87	52	59.8%	15.1%		1.34
Hispanic	960	413	43.0%	-1.7%	16	0.96
Pacific Islander	18	8	44.4%	-0.3%		0.99
White	905	434	48.0%	3.3%		1.07
DSPS	146	67	46.1%	1.4%		1.03
Economically Disadvantaged	1,380	602	43.6%	-1.1%	15	0.98

Source: CCCC Student Success Scorecard – MSJC Equity Plan

ESL (English Second Language)

The Student Success Scorecard for ESL is defined as the percentage of ESL students who enroll in a pre-transfer course and successfully complete a college-level ESL or English course within a six-year period. The cohorts tend to be relatively small in ESL as compared to English and math but the figure below shows that a steady upward trend in the percentage of ESL students who enrolled in a pre-transfer course and successfully completed a college level ESL or English course.

Figure 17. ESL Progression – Student Success Scorecard



Source: CCCC Student Success Scorecard – 175 cohort size

ESL Equity

The table below shows the percentage point gap by various demographics. Due to the smaller population of ESL students the column “students needed to reach avg” shows relatively small numbers (all 5 or less) of additional successful students would have a great impact on the results. As with the English males succeed at a lower rate than females and are 7.8% below the average. Students under the age of 20 succeed at a higher rate than the other age groups with those students 40+ succeeding 11.5% below average. Comparing ethnicities African Americans (8 students) and Pacific Islanders (3 students) are both 27.4% below average and White students are 9.2% below average.

Table 19. 2010-11 Remedial ESL Cohort Transition Rate by Demographic Group.

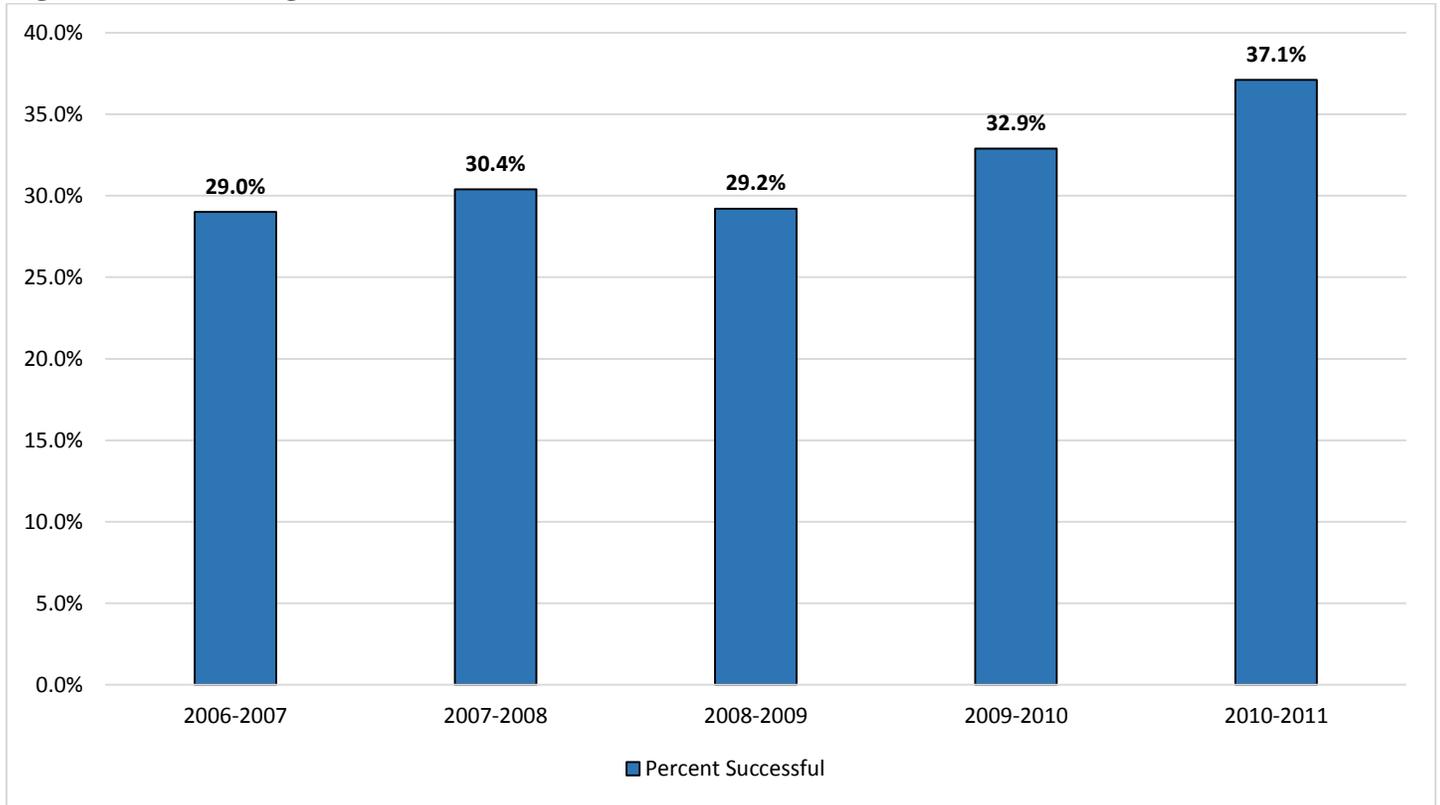
Target Population	Started N	Success N	Success Rate	Compared to AVG	Students Needed to Reach AVG	Proportionality
All	175	48	27.4%	0.0%	0	1.00
Female	120	37	30.8%	3.4%		1.12
Male	51	10	19.6%	-7.8%	4	0.72
< 20 years old	33	14	42.4%	15.0%		1.55
20 to 24 years old	31	10	32.3%	4.9%		1.18
25 to 39 years old	67	17	25.4%	-2.0%	1	0.93
40+ years old	44	7	15.9%	-11.5%	5	0.58
African American	8	0	0.0%	-27.4%	2	0.00
American Indian/Alaska Native	--	--	--	--	--	--
Asian	40	13	32.5%	5.1%		1.19
Filipino	6	3	50.0%	22.6%		1.82
Hispanic	96	24	25.0%	-2.4%	2	0.91
Pacific Islander	3	0	0.0%	-27.4%	1	0.00
White	22	4	18.2%	-9.2%	2	0.66
DSPS	10	4	42.9%	15.5%		1.57
Economically Disadvantaged	97	32	33.0%	5.6%		1.20

Source: CCCC Student Success Scorecard – MSJC Equity Plan

Math

The Student Success Scorecard for math is defined as the percentage of math students who enroll in a pre-transfer course and successfully complete a college-level math course within a six-year period. Success rates were flat for the 2006-07 through 2008-09 academic years with the most recent two years seeing increases in the percentage of students successfully completing a college-level math course.

Figure 18. Math Progression – Student Success Scorecard

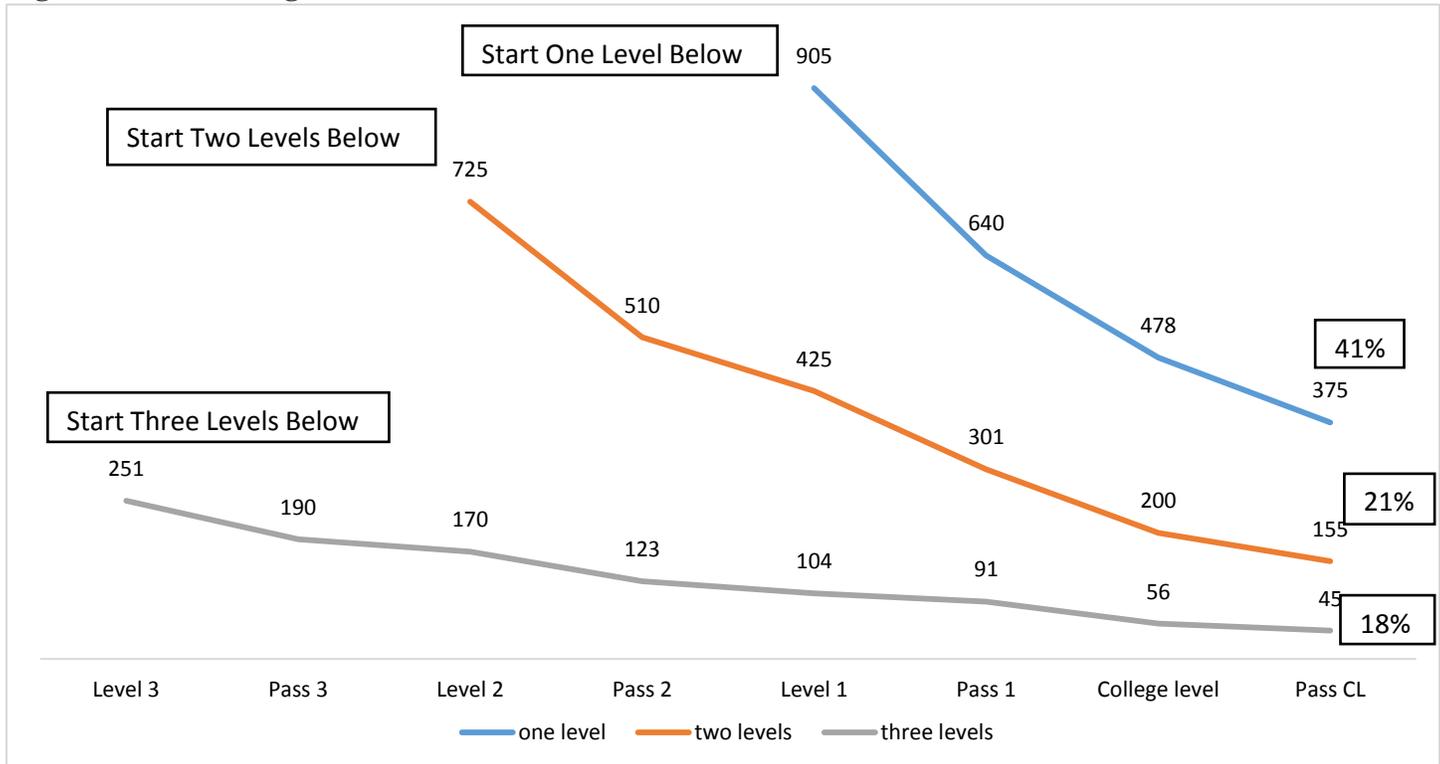


Source: CCCCO Student Success Scorecard – 2,300 cohort size

Math Basic Skills Tracker

The figure below tracks the 2013-14 cohort. There were 1,881 students that qualified and attempted their first math course in the fall 2013 semester. About 30% (575) of the students were successful in completing a college-level math course by the spring 2017 semester. Students who begin closer to college-level do succeed at a higher rate (41%) but there is a sharp drop for those beginning two levels below who only succeed in a college-level course at 21% and even lower for those beginning at three levels below with a success rate of 18%.

Figure 19. Math Progression-Basic Skills Tracker



Source: CCCCO Basic Skills Tracker – Students starting in FA13 tracked through SP17

Additional Information:

- Of the 905 students who started “one level below,” 640 (71%) passed and 478 (75%) of them attempted the college level course.
- Of the 725 students who started “two levels below,” 510 (70%) passed and 425 (83%) of them attempted the course “one level below.”
- Of the 251 students who started “three levels below,” 190 (76%) passed and 170 (89%) of them attempted the course “two levels below.”
- Not all degrees, certificates, or educational goals require a college-level math course

Math Equity

The table below shows the percentage point gap by various demographics. Males succeed at a 3.5% lower rate compared to the average. Students in the 20-24 and 40+ age groups succeed 6.4% and 4.8% lower than average respectively. African American (11.5% gap), American Indian/Alaska Native (24.1% gap), and Pacific Islander (20.4% gap) had the largest gaps from the average. There was no equity gap for the disabled students or those identified as economically disadvantaged.

Table 20. 2010-11 Remedial Math Cohort Transition Rate by Demographic Group.

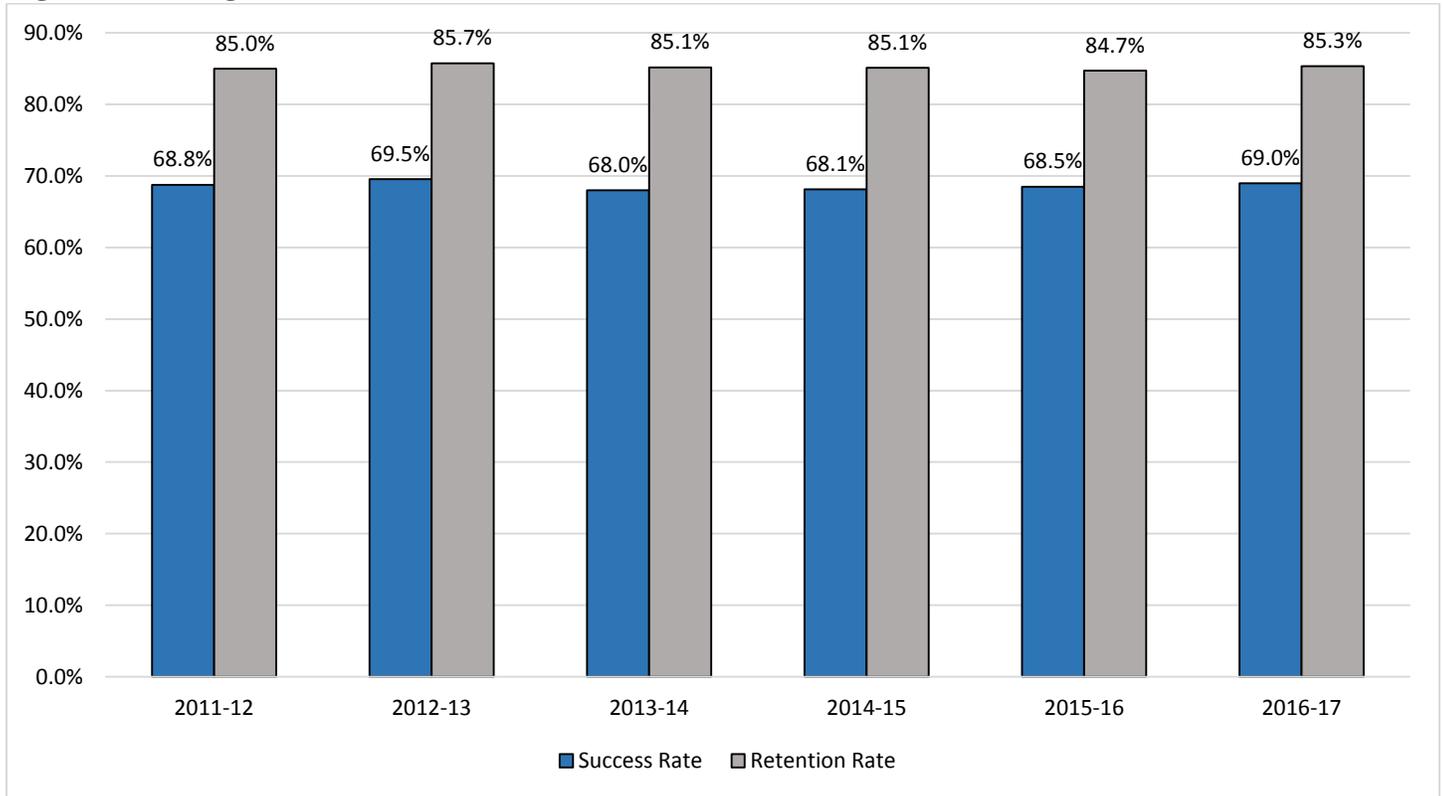
Target Population	Started N	Success N	Success Rate	Compared to AVG	Students Needed to Reach AVG	Proportionality
All	1,914	710	37.1%	0.0%		1.00
Female	1,109	440	39.7%	2.6%		1.07
Male	789	265	33.6%	-3.5%	28	0.91
< 20 years old	780	332	42.6%	5.5%		1.15
20 to 24 years old	505	155	30.7%	-6.4%	32	0.83
25 to 39 years old	434	160	36.9%	-0.2%	1	0.99
40+ years old	195	63	32.3%	-4.8%	9	0.87
African American	133	34	25.6%	-11.5%	15	0.69
American Indian/Alaska Native	23	3	13.0%	-24.1%	6	0.35
Asian	39	16	41.0%	3.9%		1.11
Filipino	47	25	53.2%	16.1%		1.43
Hispanic	707	258	36.5%	-0.6%	4	0.98
Pacific Islander	12	2	16.7%	-20.4%	2	0.45
White	793	323	40.7%	3.6%		1.10
DSPS	113	54	47.6%	10.5%		1.28
Economically Disadvantaged	1,066	400	37.5%	0.4%		1.01

Source: CCCC Student Success Scorecard – MSJC Equity Plan

Overall

Student success rate is the percentage of students who complete a class with a grade of “C” or better while the student retention rate is the percentage of students who finish the course without a “W” grade. Although some small variation between academic years both of these rates have remained stable over the past six academic years with the success rate staying at roughly 69% and the retention rate at roughly 85%.

Figure 20. College-Wide Success and Retention



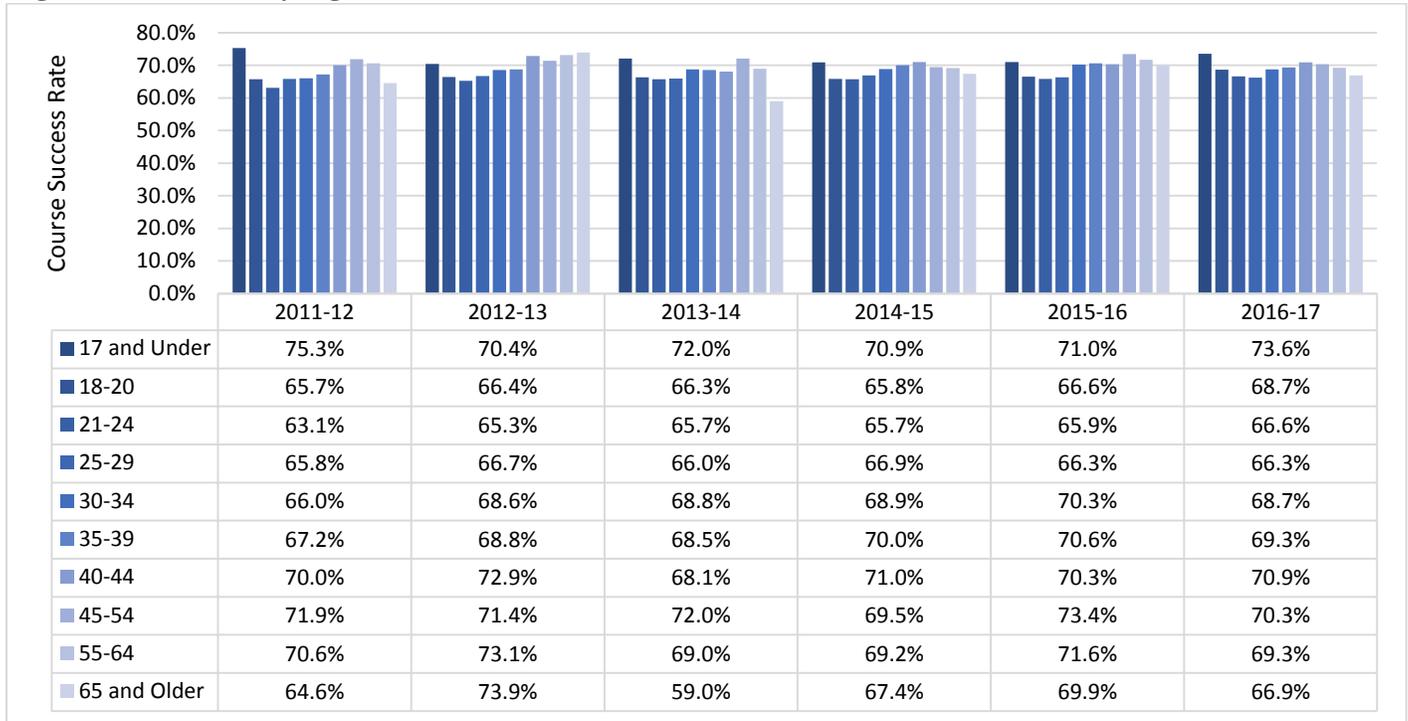
Source: MSJC Internal Database

Age

Students 17 and under succeed at a higher rate than other age groups and are consistently 70% and above. The majority of these students take courses as a concurrent student or part of the dual enrollment program.

Typically, older students succeed at a higher rate beginning with the 35-39 age group through the 55-64 age group. Students in the 21-24 age group tend to have the lowest success rates which typically stay near 66%.

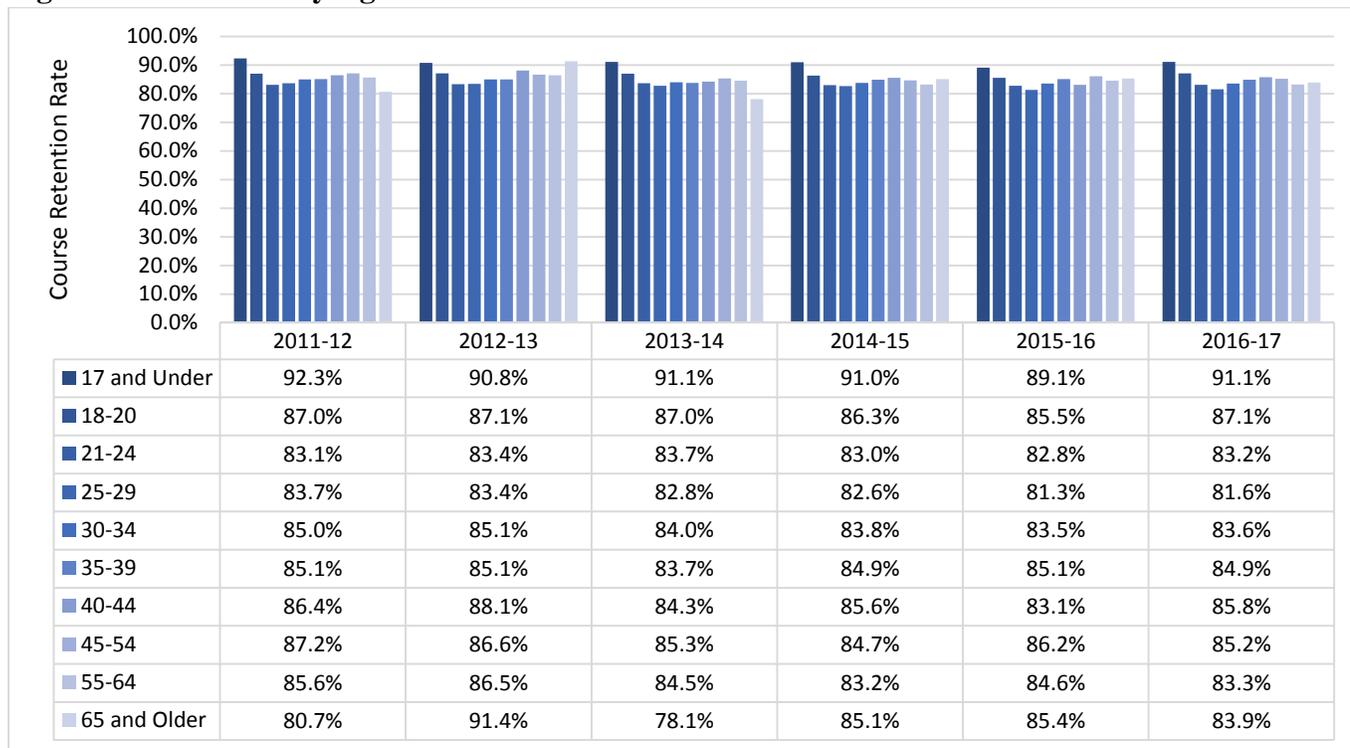
Figure 21. Success by Age



Source: MSJC Internal Database

As with the success rate the students 17 and under perform better than the other age groups however, the 18-20 age group also retains at a higher rate than most of the other groups. Students age 25-29 typically have lower retention than the other age groups with an average of approximately 82%. Other than the 17 and under and the 25-29 age groups the age groups tend to have retention rates in the mid-eighties.

Figure 22. Retention by Age

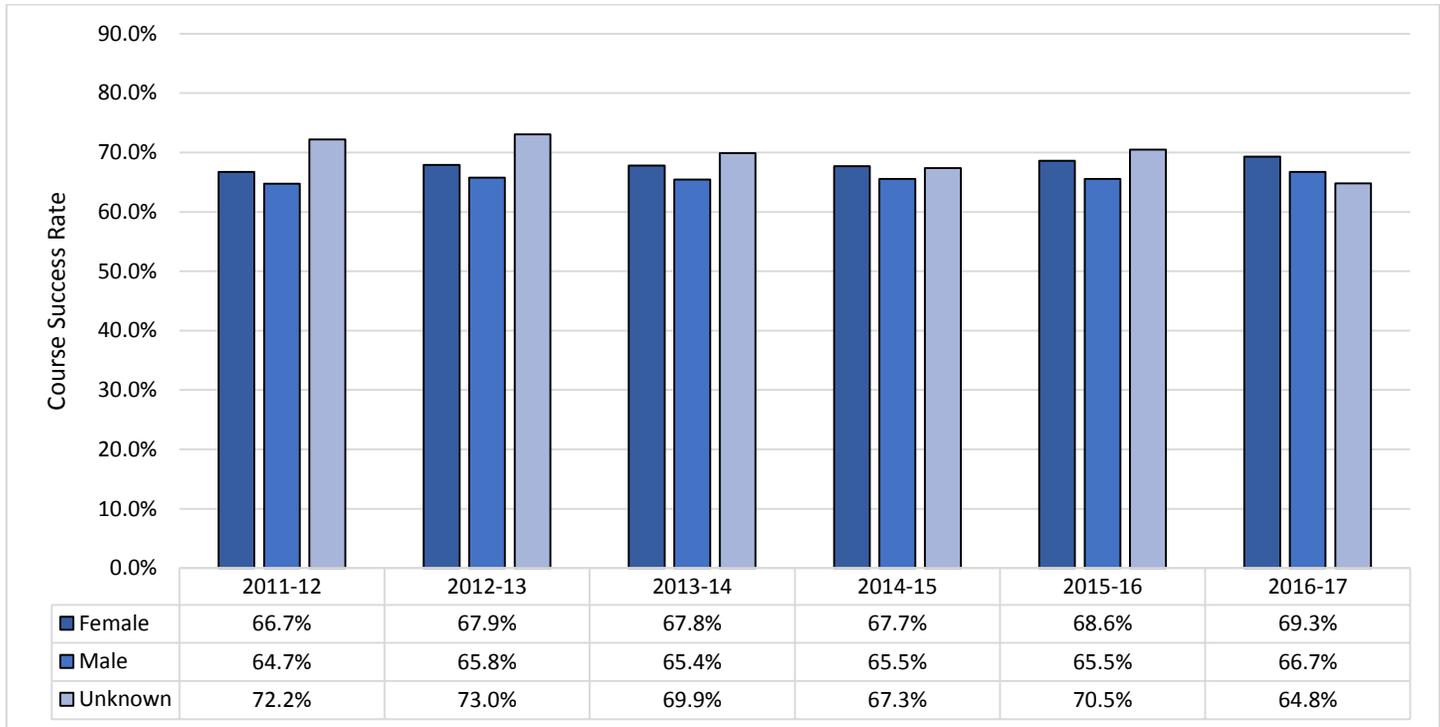


Source: MSJC Internal Database

Gender

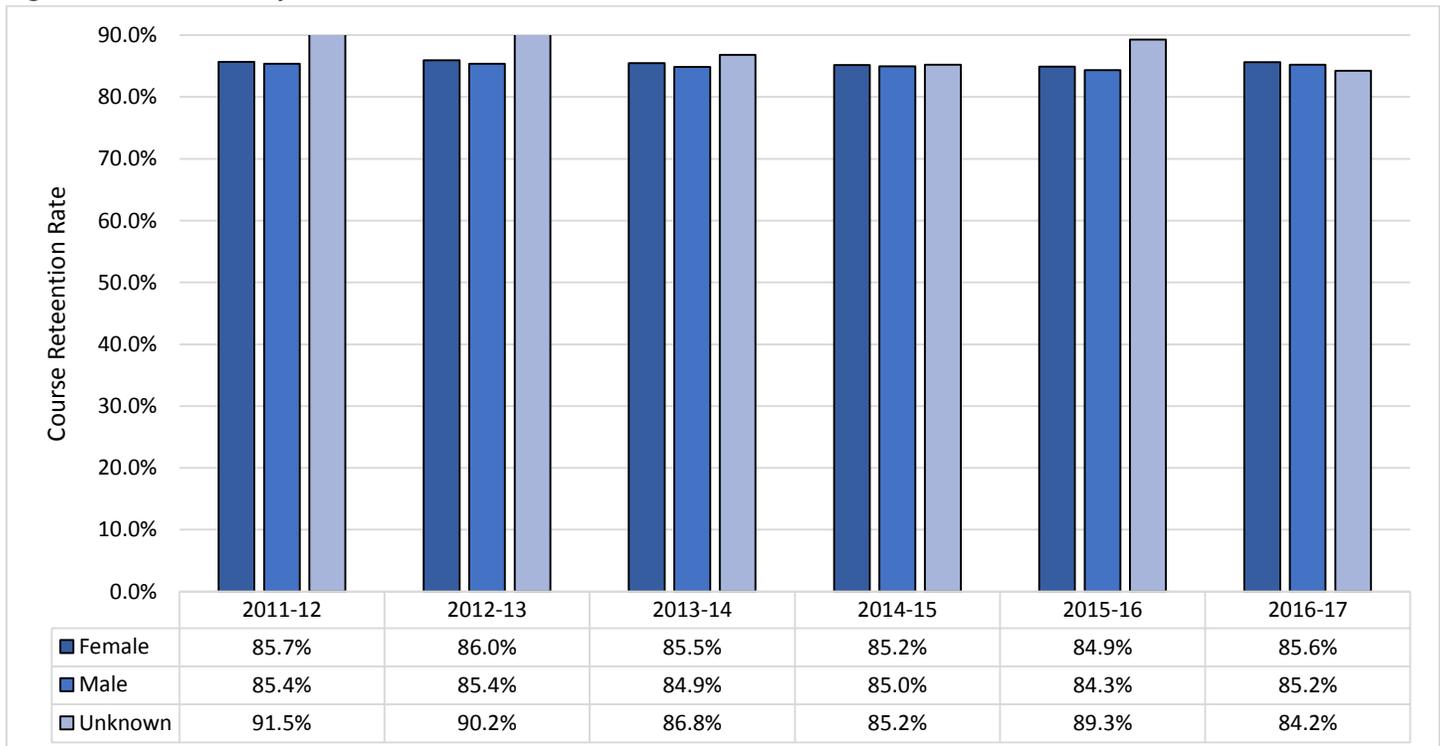
Over the past six academic years, female students have shown higher success rates than male students. The difference ranges from 2-3% with both groups increasing success rates over the previous six academic years. Males and females retain at similar rates although females have a higher retention rate but it is not as wide as the gap in success rates.

Figure 23. Success by Gender



Source: MSJC Internal Database

Figure 24. Retention by Gender

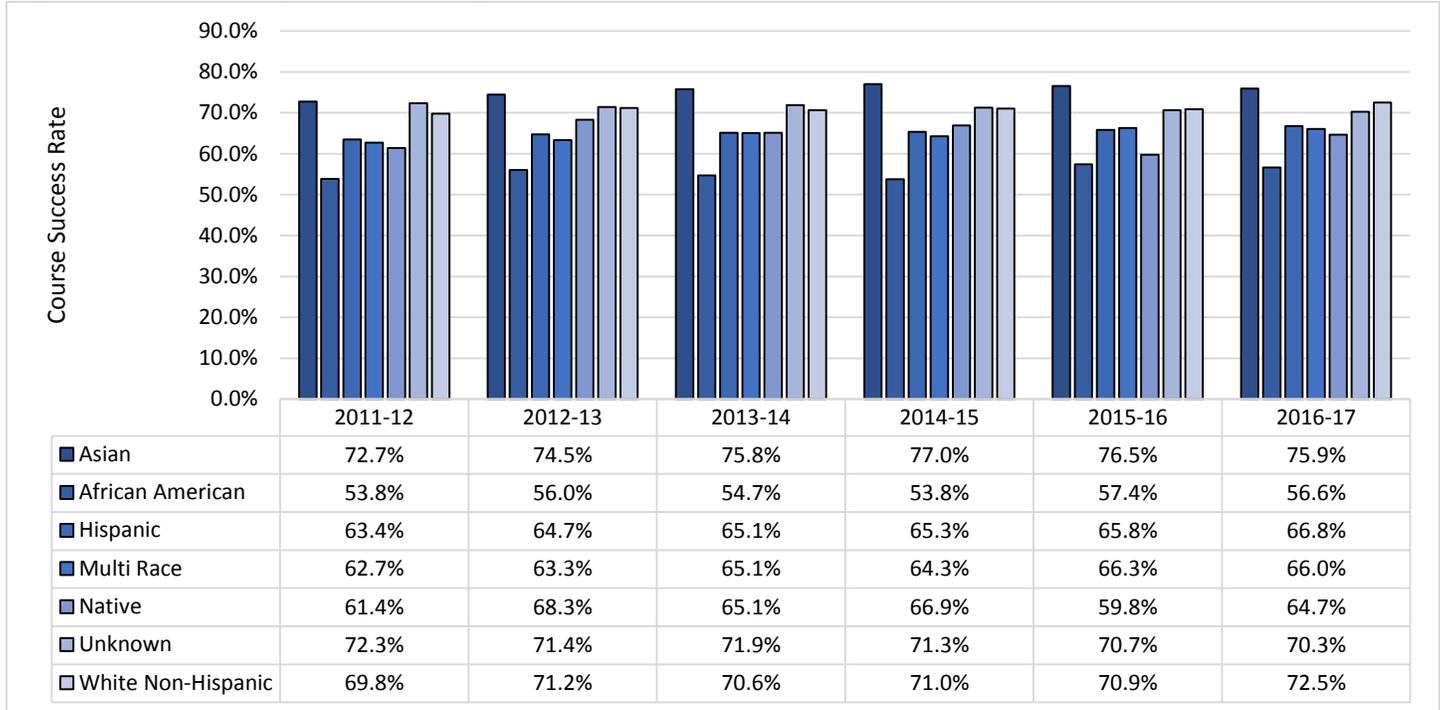


Source: MSJC Internal Database

Ethnicity

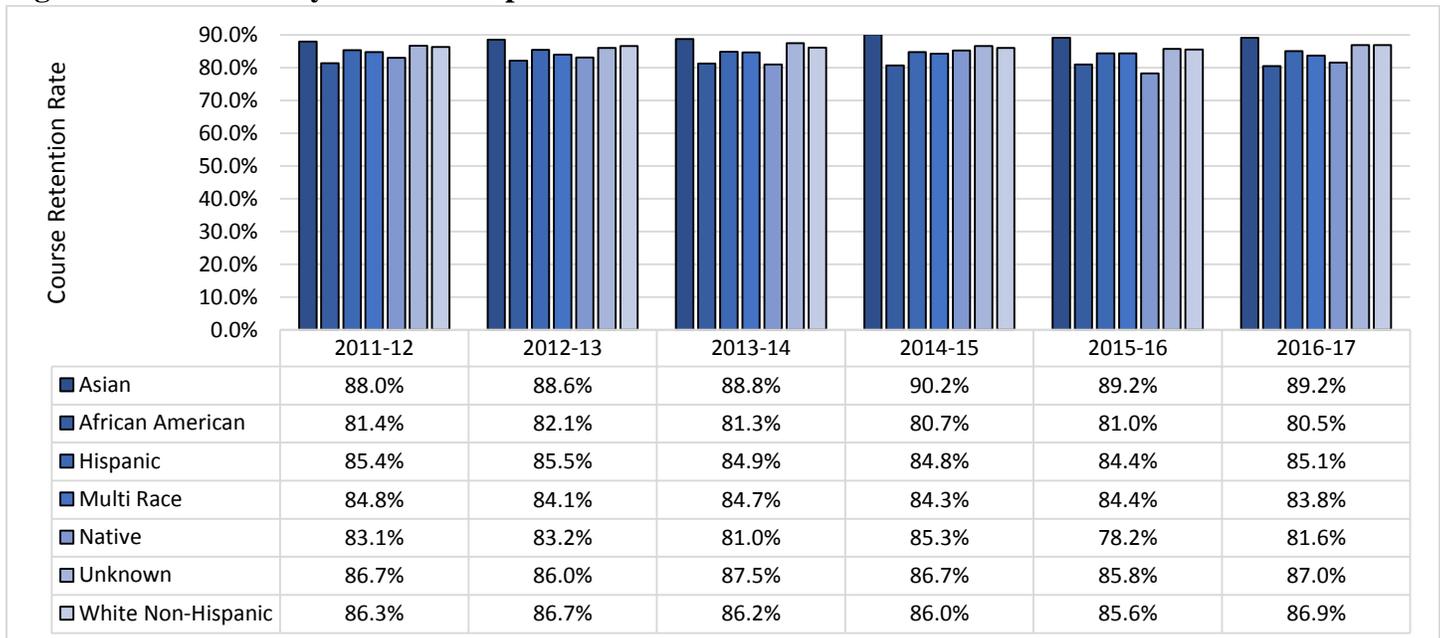
Success and retention rates disaggregated by ethnicity over the past six academic years indicate achievement gaps between ethnic groups. African American students succeed at the lowest rates with Native American students the next lowest. Hispanic students' success rates have increased over the six years while their retention has remained flat. Asians perform the best for both categories with White Non-Hispanic just below.

Figure 25. Success by Ethnic Group



Source: MSJC Internal Database

Figure 26. Retention by Ethnic Group

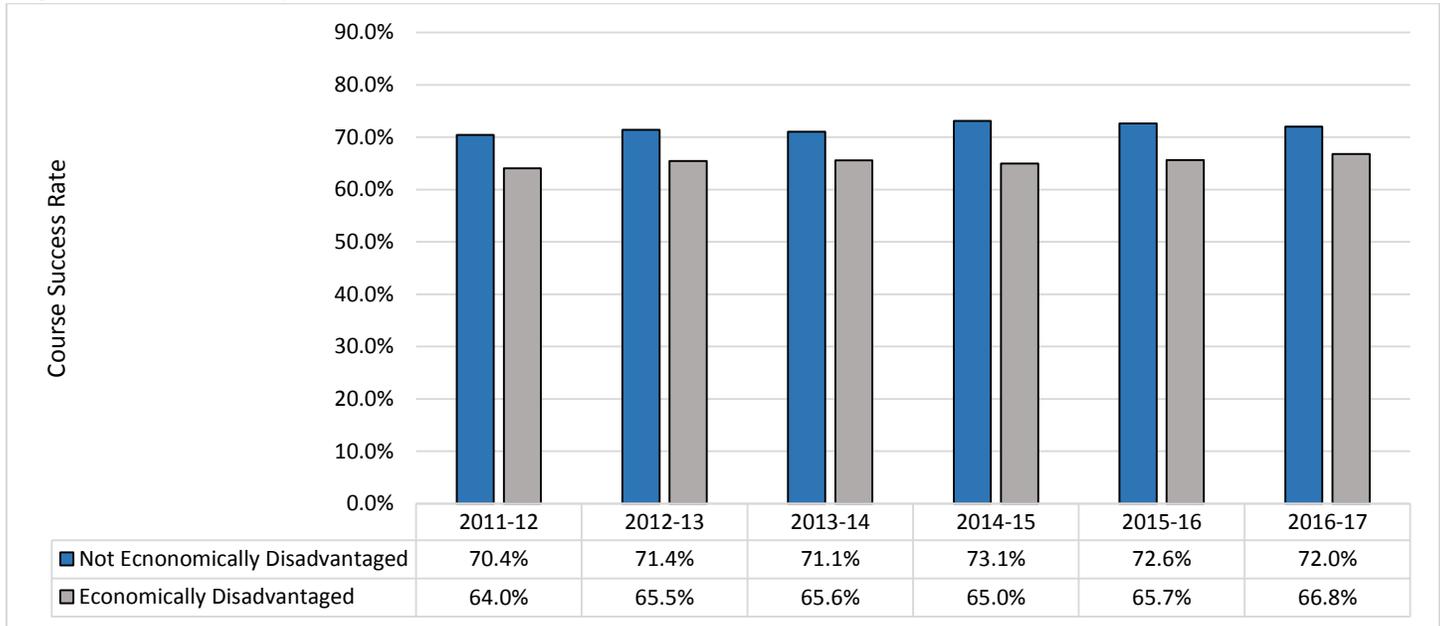


Source: MSJC Internal Database

Economically Disadvantaged

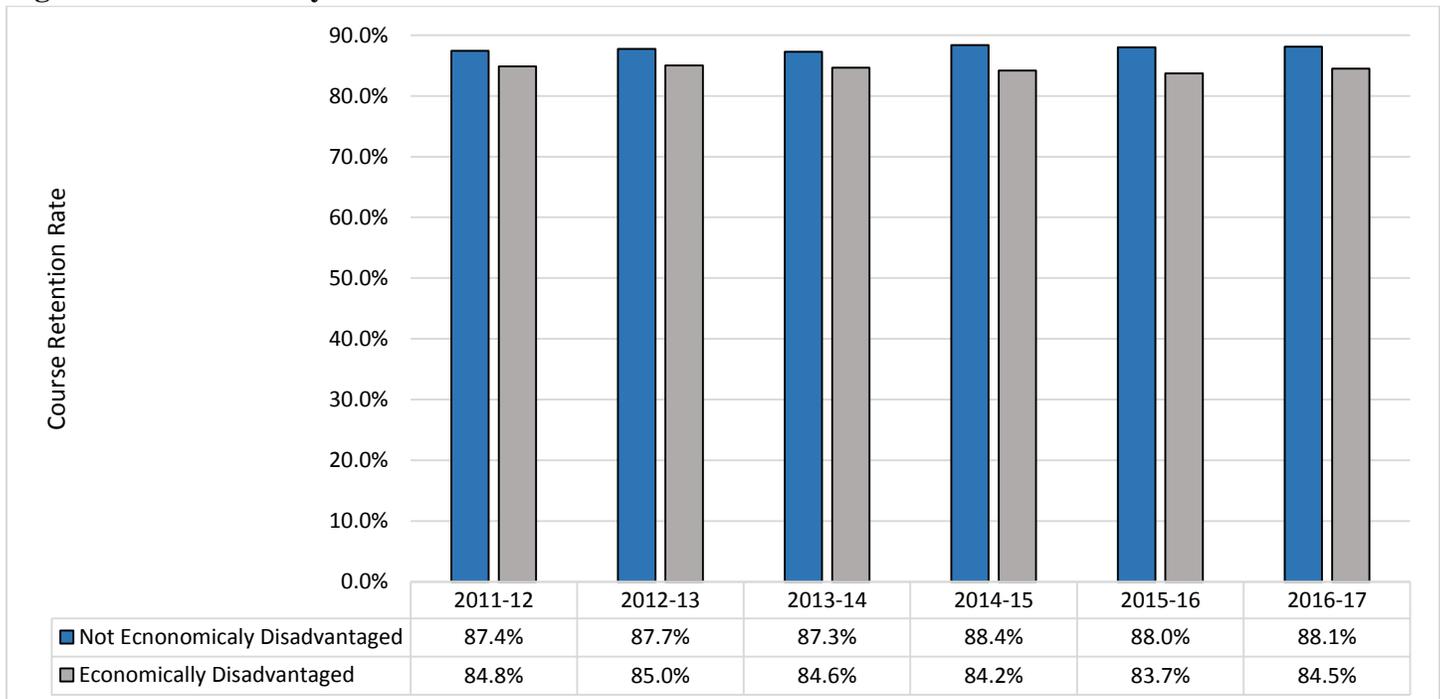
Students who are economically disadvantaged typically have success rates about 6% below the students who are not economically disadvantaged. The retention rates are closer but the economically disadvantaged students have retention rates that are consistently about 4% lower than those who are not economically disadvantaged.

Figure 27. Success by Economic Status



Source: MSJC Internal Database

Figure 28. Retention by Economic Status

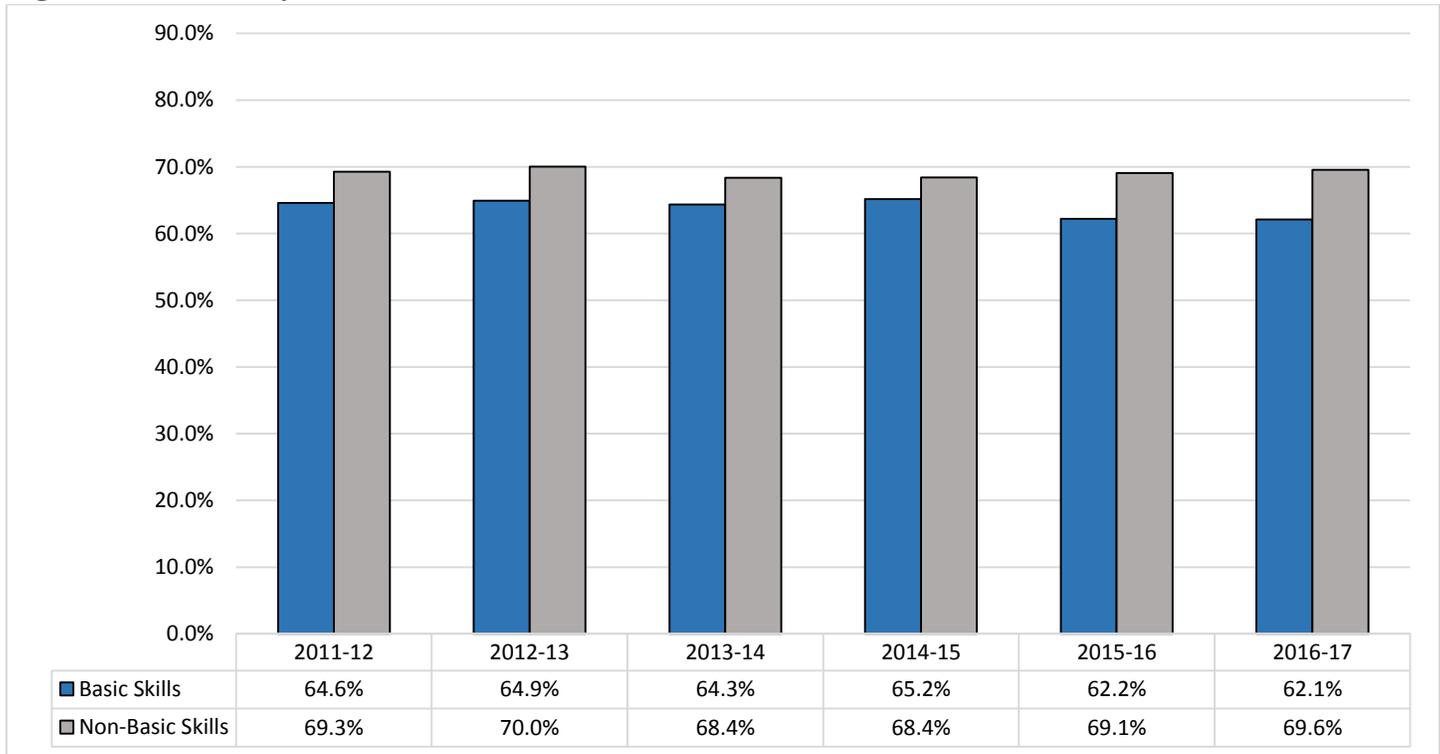


Source: MSJC Internal Database

Basic Skills Course Status

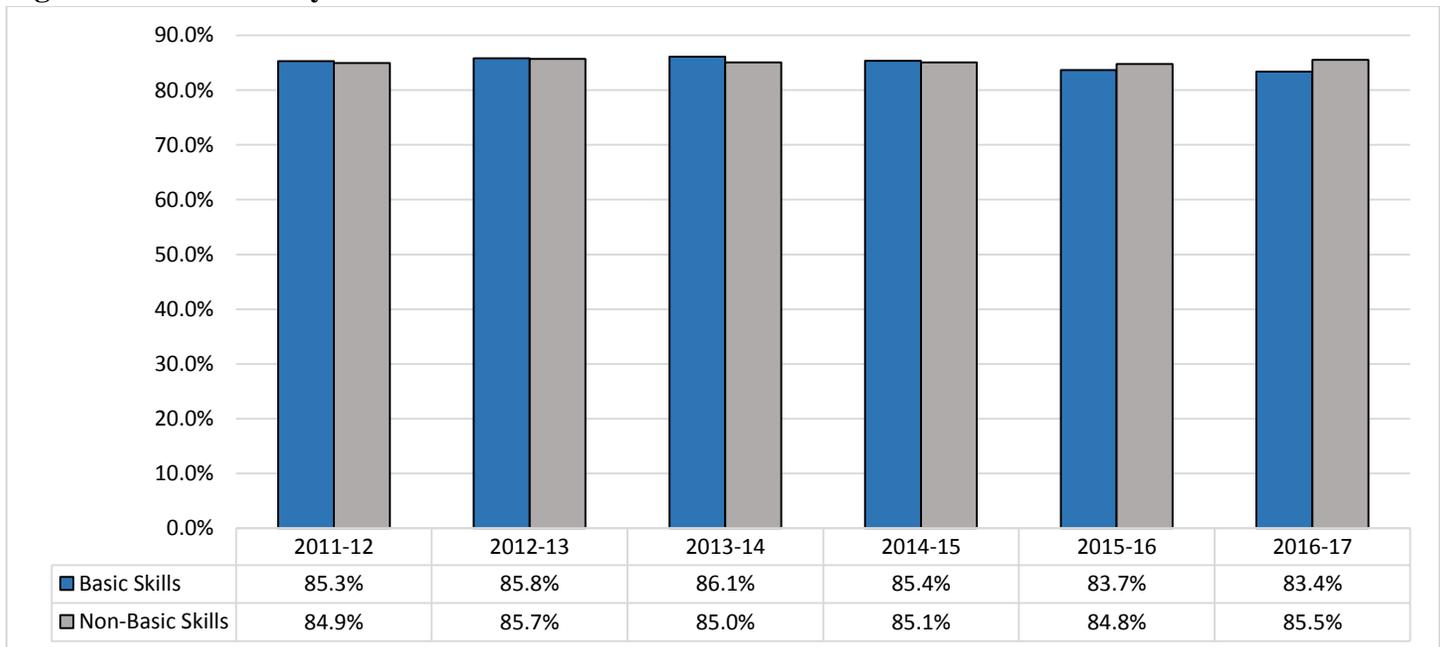
Success rates in non-basic skills courses are generally four to seven points higher than the success rates in basic skills courses. Retention is also better in non-basic skills courses however the gap is much narrower at about two to three points and both are in the mid to high eighties.

Figure 29. Success by Basic Skills Course Status



Source: MSJC Internal Database

Figure 30. Retention by Basic Skills Course Status

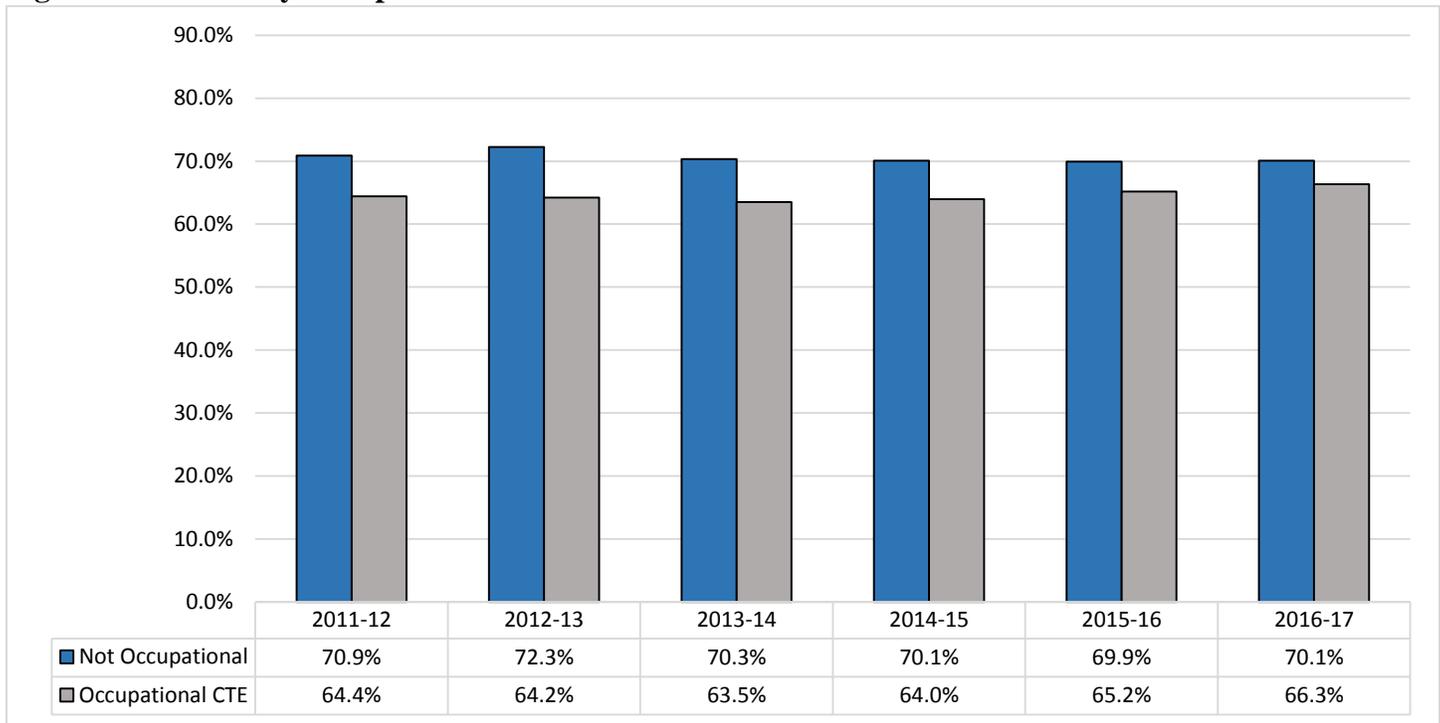


Source: MSJC Internal Database

Occupational Course Status

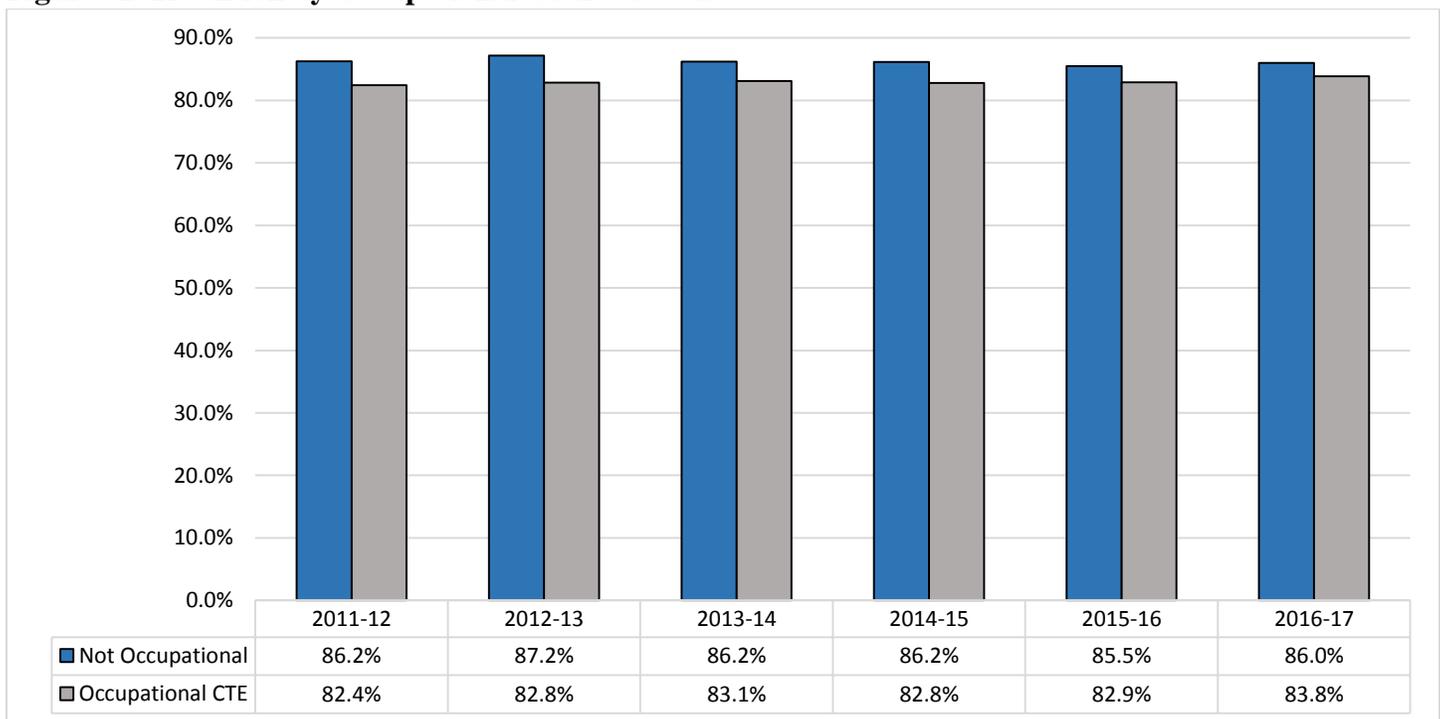
Success and retention rates are higher in courses that are not occupational compared with occupational CTE. The differences are 4-7% higher success rates in courses that are not occupational and retention rates are typically 3-4% higher in those courses compared with the occupational CTE courses.

Figure 31. Success by Occupational Course Status



Source: MSJC Internal Database

Figure 32. Retention by Occupational Course Status

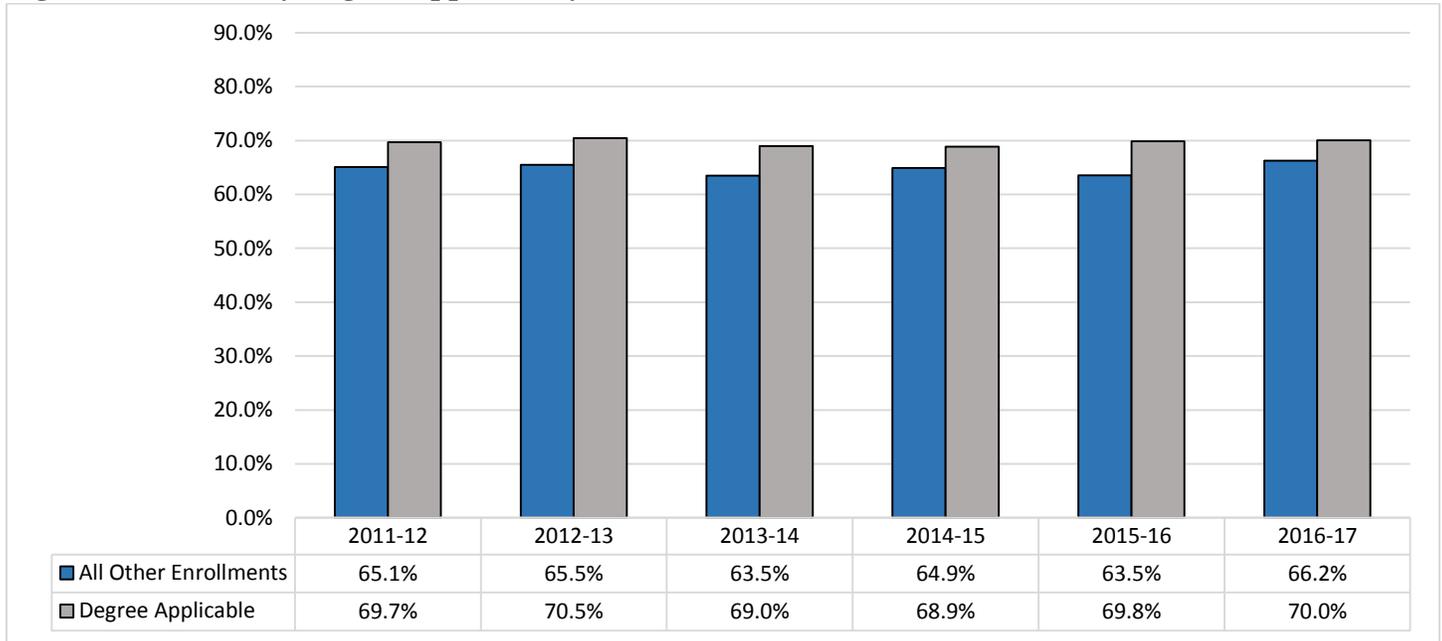


Source: MSJC Internal Database

Degree Applicability

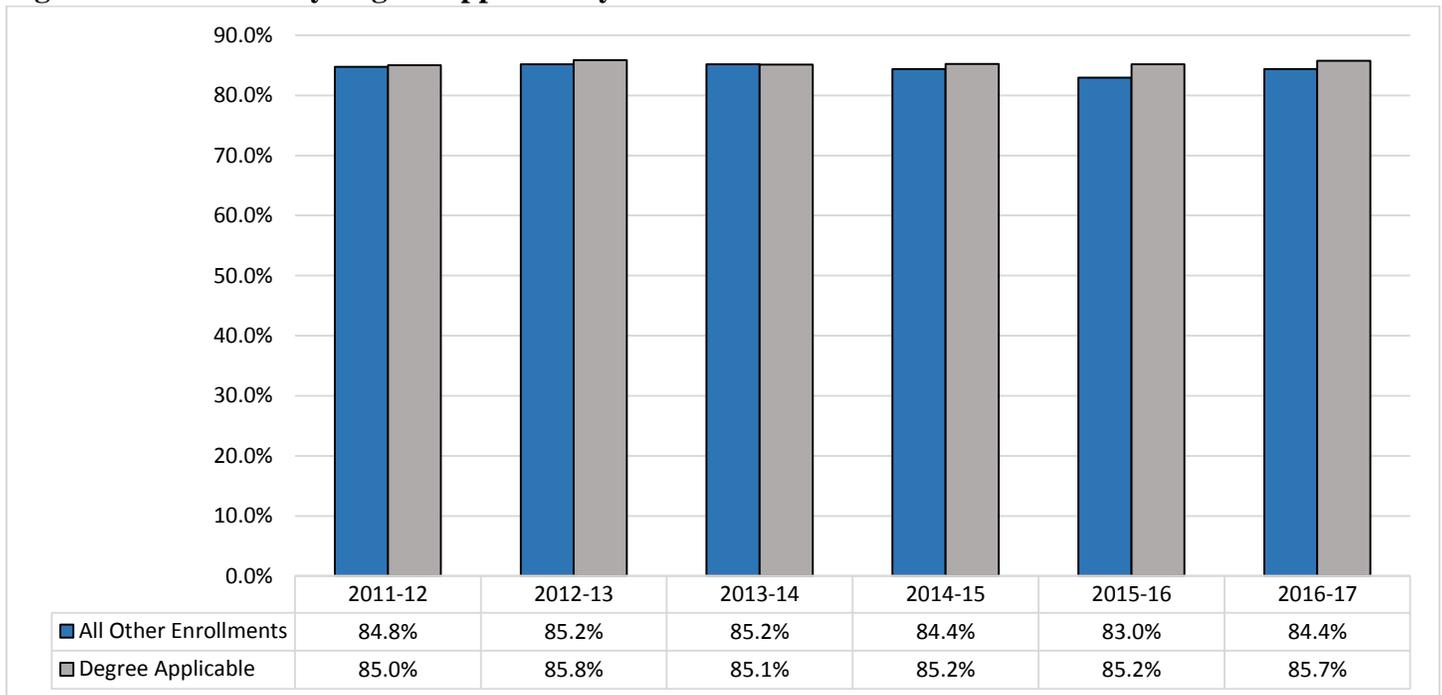
Figures 33 and 34 show the success and retention between degree-applicable (non-CTE and non-basic skills) versus other enrollments. Success rates are consistently higher in the degree applicable courses by 4-6% but the retention rates are much closer with a difference of only 1-2% with the degree applicable courses still being higher.

Figure 33. Success by Degree Applicability



Source: MSJC Internal Database

Figure 34. Retention by Degree Applicability

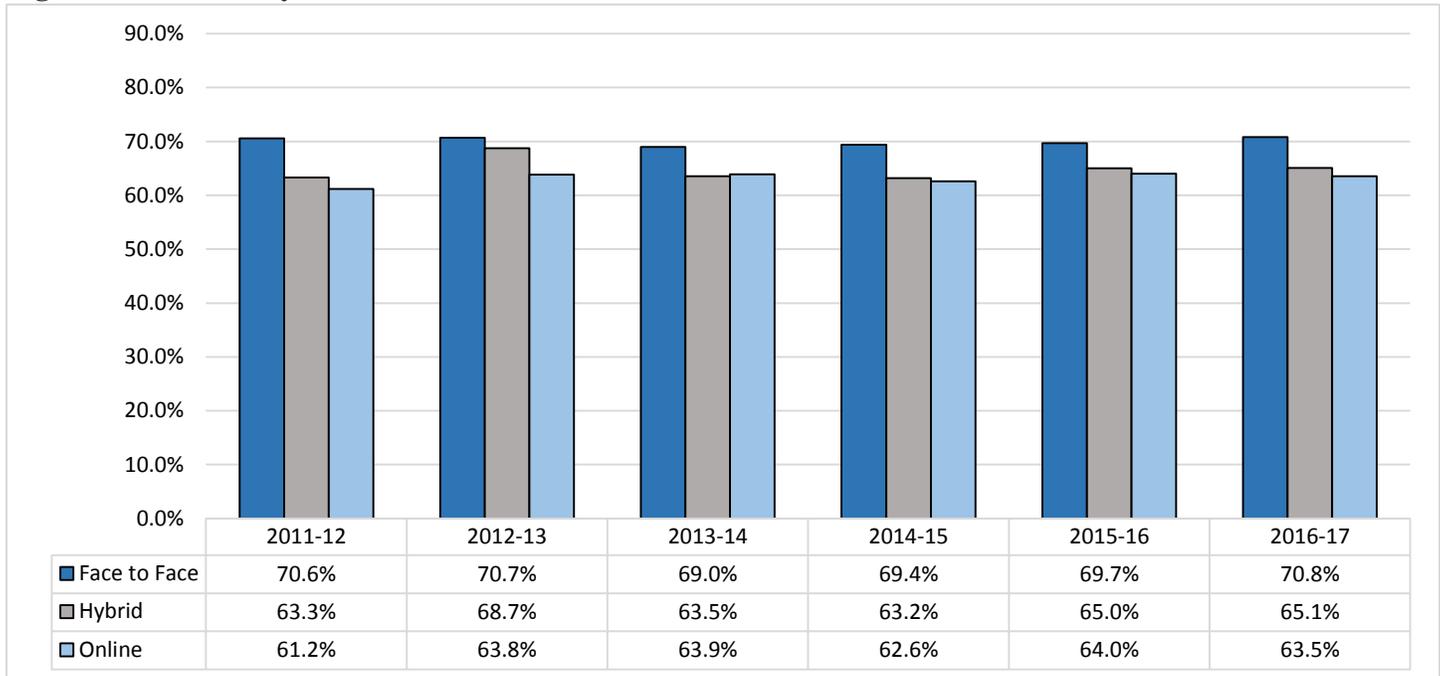


Source: MSJC Internal Database

Distance Education Status

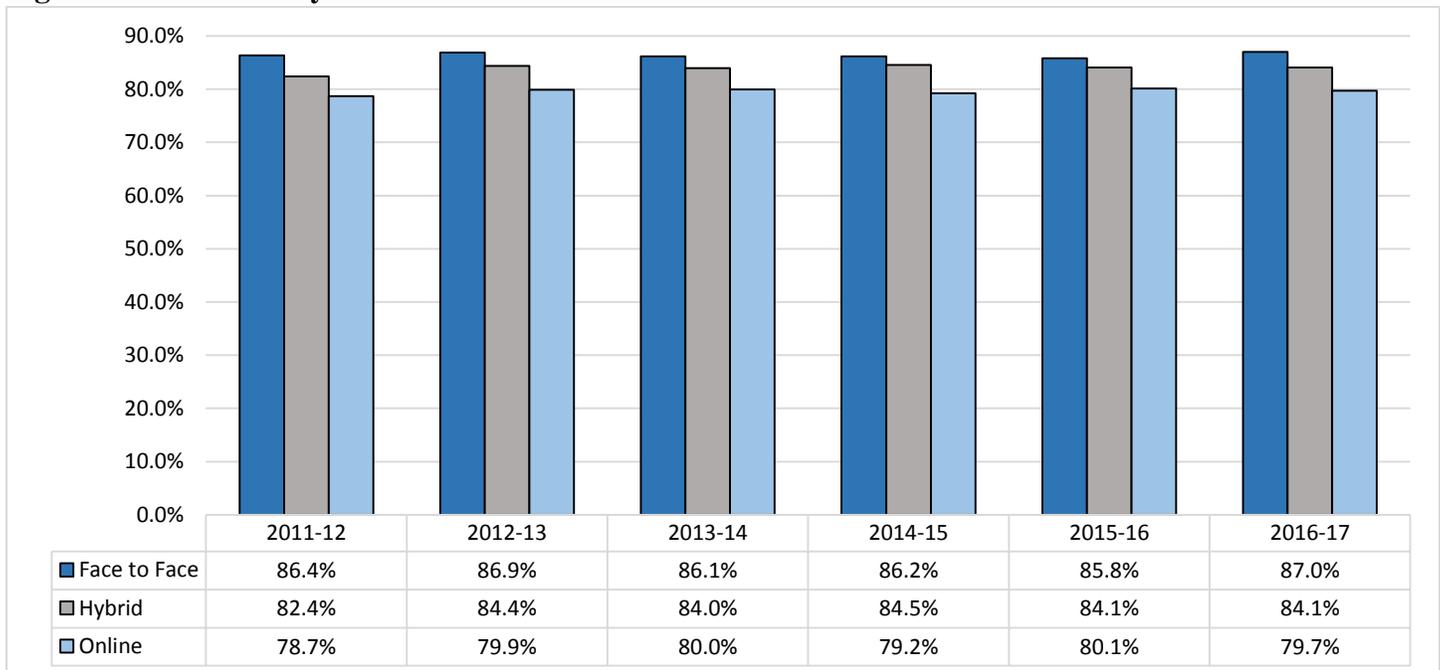
Success and retention are better for face to face classes as compared to online (51% or more online) and hybrid (50% or less online). Both rates are lowest for online with hybrid classes falling between the face to face and online results. Typically success rates are about 6-9% lower in online compared with face to face over the past six academic years and 2-5% lower in hybrid courses compared with face to face. Retention rates are about 6-7% lower for online and 2-3% lower for hybrid as compared with the face to face offerings over the past six academic years.

Figure 35. Success by Distance Education Status



Source: MSJC Internal Database

Figure 36. Retention by Distance Education Status

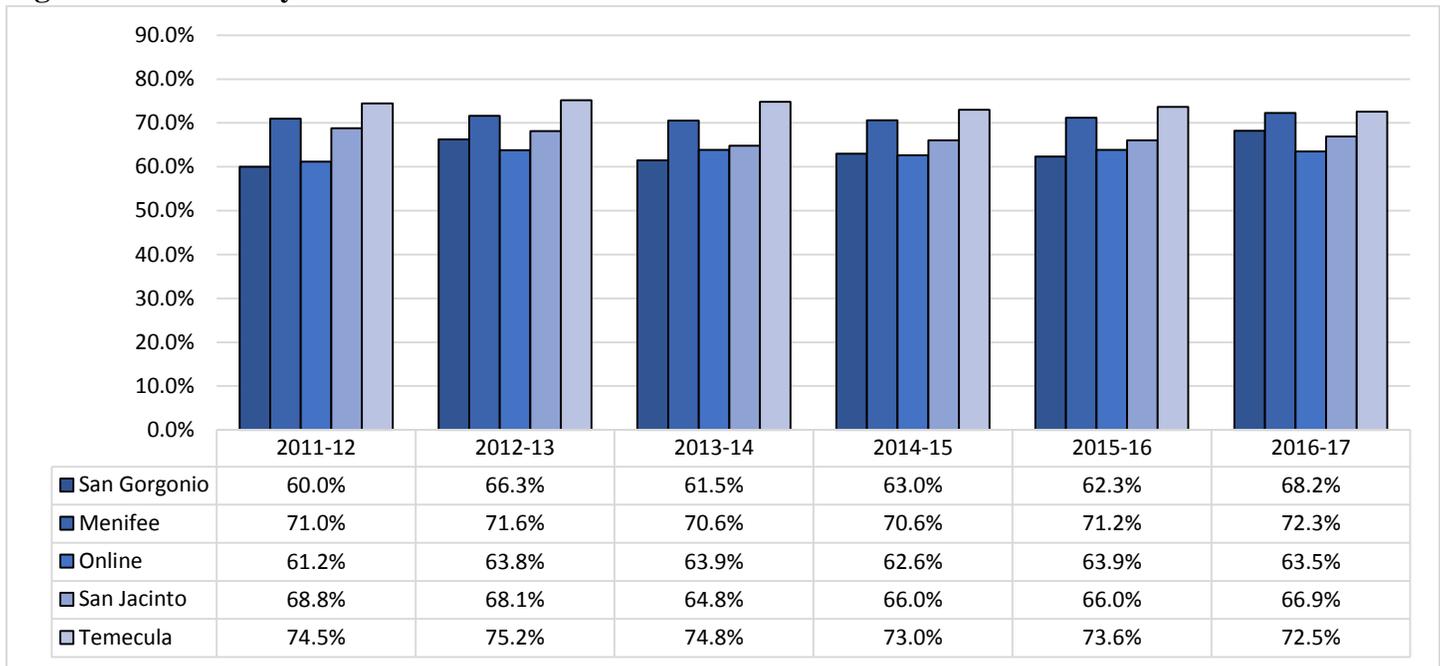


Source: MSJC Internal Database

Campus Location

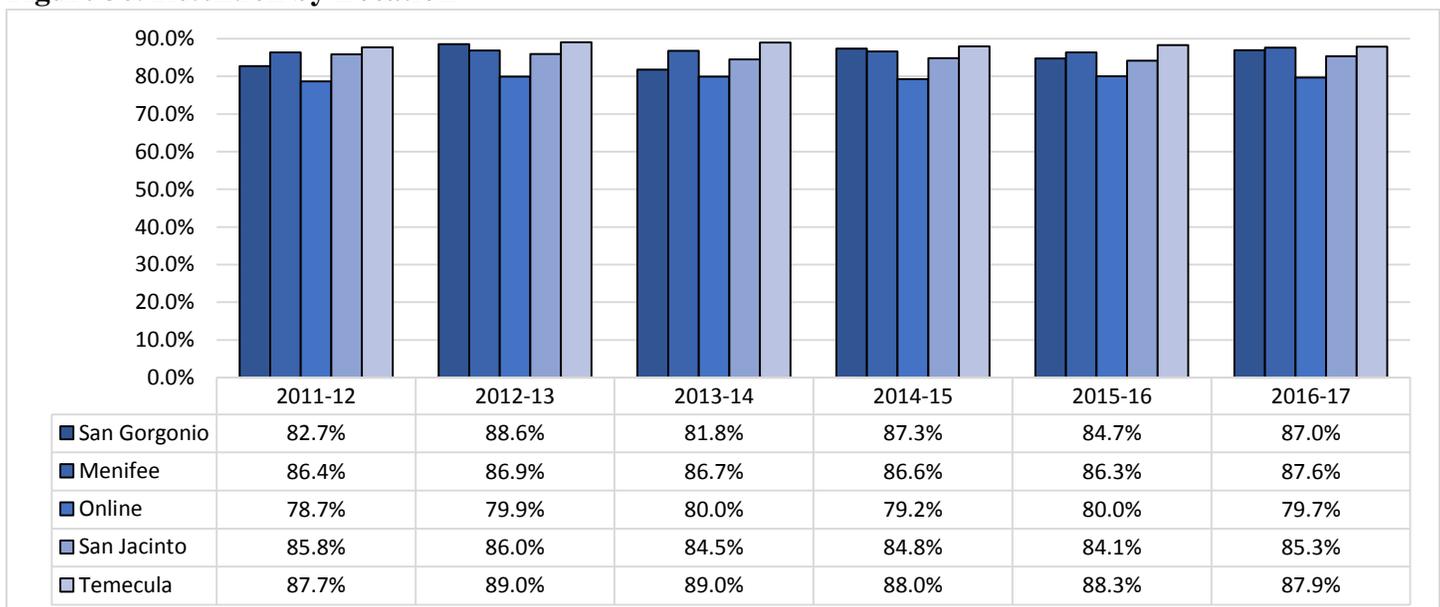
Success and retention across location is fairly stable with the exception of the San Gorgonio site which has the most variability in both success and retention over the past six academic years. In the last three academic years the other locations have seen less than 1% variability in both success and retention.

Figure 37. Success by Location



Source: MSJC Internal Database

Figure 38. Retention by Location



Source: MSJC Internal Database

Program Completion

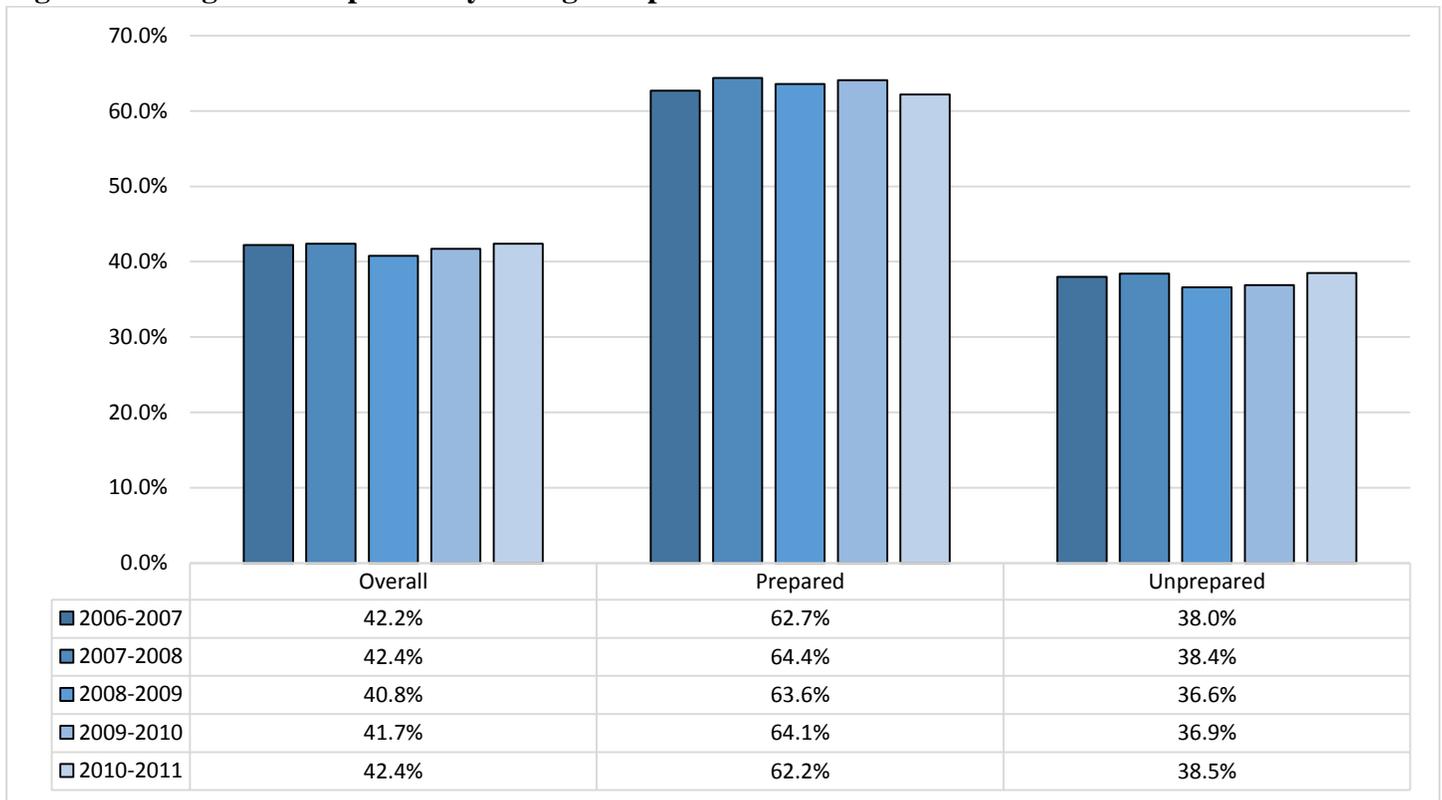
The Chancellor’s Office Student Success Scorecard provides program completion information using statewide data. The scorecard defines student completion as first-time college students achieving one of the following outcomes within six years:

- Completed a degree
- Completed a certificate
- Transferred to a four-year institution

Data are provided to the college in overall totals and disaggregated by college preparedness. Students who are considered “unprepared for college” attempted an English or math course below college level. Students whose lowest English or math course was college level are considered “college prepared.”

The program completion rates have remained fairly stable over the past five cohorts with changes ranging in the 1-2%.

Figure 39. Program Completion by College Preparedness

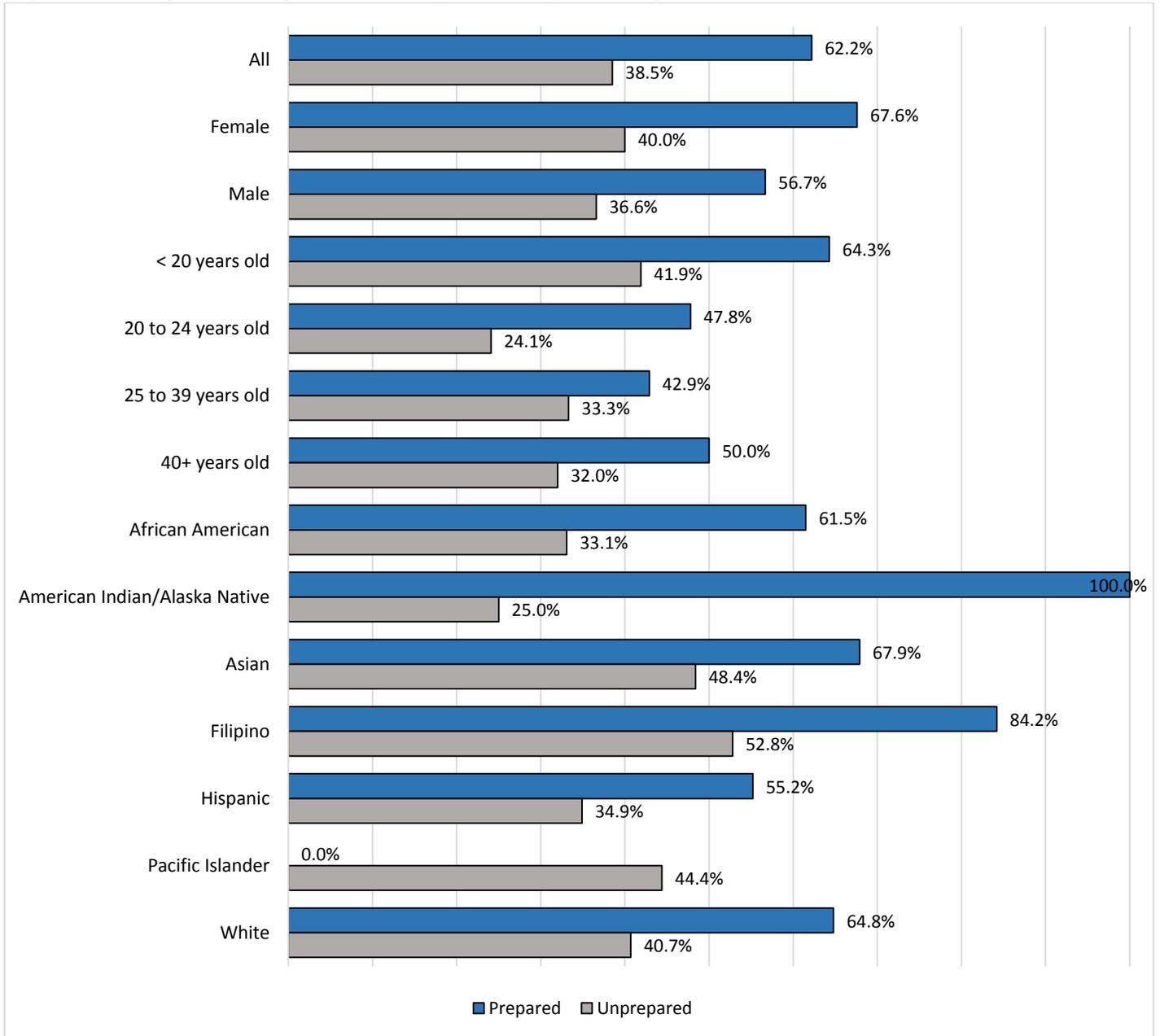


Source: CCCC Student Success Scorecard

Completion Disaggregated

Disaggregating program completion rate by gender, ethnicity, and preparedness shows some even more dramatic differences than seen in Figure 39. However, due to the small number of students in some of the groups this data should be utilized with additional data before drawing any hard conclusions.

Figure 40. Program Completion Rate by Ethnicity and Preparedness



Source: CCCC Student Success Scorecard

Institution Set Standards

Mt. San Jacinto College has established Institutional Set Standards for various measures for assessing student success. These standards represent the floor for their respective data elements. A six-year average is analyzed and the set standard is established through a collaborative process through the College's participatory governance structure.

Course Success

Course success rate is defined as the percentage of students who receive a passing grade of "C" or better. The institution set standard is 66.0%.

Table 21. Institutional Set Standards, Course Success

Data Element	Definition	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	6 year AVG	Institution Set Standard
Course Success Rate	Course Completion with a grade of "C" or better, over the number of students enrolled at census	68.7%	69.5%	68.0%	68.1%	68.5%	69.0%	68.6%	66.0%

Source: MSJC Internal Database

Persistence

Persistence is defined as "the percentage of degree, certificate and/or transfer-seeking students starting first time tracked for six years who enrolled in the first three consecutive terms." The institution set standard is 67%.

Table 22. Institutional Set Standards, Persistence

Data Element	Definition	2006-07	2007-08	2008-09	2009-10	2010-11	5 year AVG	Institution Set Standard
Persistence	Percentage of degree seeking first time students who enrolled in the first three consecutive terms	67.5%	68.4%	69.7%	71.3%	77.2%	70.8%	67%

Source: CCCC Student Success Scorecard

Degree and Certificate Completion

In setting the standards for degree and certificate completion the College looked at the 6-year averages and set the standards at those levels. The number of degrees has continued to rise since 2013-14 which makes the 6-year average a little lower than the number of degrees earned the past two academic years. Institutional set standards are reviewed through the College's participatory governance structure every year and the standard for degrees earned will continue to be modified as needed.

Table 23. Institutional Set Standards, Degrees and Certificates

Data Element	Definition	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	6 year AVG	Institution Set Standard
Degrees	Number of degrees awarded in a given year	1,587	1,758	1,634	1,731	1,900	2,006	1,769	1,769
Certificates	Number of certificates awarded in a given year	242	183	148	149	155	137	169	169

Source: MSJC Internal Database

Transfer Volume

The College has set an institution set standard for total number of transfers. Although it has some variability the average number of transfers to all institutions over the past six academic years has been just over 1,800. The College reviews the institution set standards on a regular basis.

Table 24. Transfer Volume

Data Element	Definition	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	6 Year Avg	Institution Set Standard
University of California	Number of MSJC students who enrolled in a UC in a given year	182	177	147	154	201	236	183	n/a
California State University	Number of MSJC students who enrolled in a CSU in a given year	492	503	474	544	616	728	560	n/a
In State Private	Number of MSJC students who enrolled in a CA private school in a given year	422	500	433	442	361	405	427	n/a
Out of Sate	Number of MSJC students who enrolled in an out of state school in a given year	562	592	716	728	661	675	656	n/a
Total		1,658	1,772	1,770	1,868	1,839	2,044	1,825	n/a

Source: National Student Clearinghouse and MSJC Internal Database

REQUIRED COMPONENTS IN SUPPORT OF SELF-EVALUATION

ORGANIZATION OF SELF-EVALUATION PROCESS

During the past six years, Mt. San Jacinto College has been actively engaged in various Accreditation activities, including completion of Follow-Up, Midterm, and Annual Reports as well as Commission trainings. As such, planning for Accreditation has become integrated into the College's culture, organizational structure, and institutional processes, making it possible to seamlessly commence the planning structure for the 2018 Accreditation Institutional Self-Evaluation Report.

Planning for the 2018 Accreditation Institutional Self-Evaluation Report began in spring 2016. Two representatives from the Commission, Vice Presidents Dr. Norv Wellsfry and Jack Pond, provided a day-long training on April 1, 2016 at Bakersfield College to a number of community colleges with upcoming site visits. The training provided an overview of the purposes of Accreditation, a summary of the new Accreditation Standards, components of the Institutional Self-Evaluation Report and Site Visit, as well as information related to institution-set standards, institutional data, and evidence requirements.

Mt. San Jacinto College sent a team of nine individuals representing all constituent groups (faculty, classified, and administration) and institutional divisions (Instruction, Student Services, and Administrative Units) to the Commission hosted training. The team members were identified through a collaborative discussion between Academic Senate leadership and Administration and included the following:

- Rebecca Teague – Dean, Institutional Effectiveness, Planning, Research and Grants / Accreditation Liaison Officer
- Ted Blake – Learning Center Coordinator / Faculty Accreditation Liaison Officer
- Dr. Jeremy Brown – Instructional Dean – Arts and Humanities Menifee Valley Campus
- Martha Crawford – Student Success and Support (SSSP) Director
- Kristen Grimes – Executive Assistant to the Superintendent/President
- Paul Hert – Institutional Assessment and Program Review Coordinator (Faculty)
- Brandon Moore – Executive Dean, Institutional Effectiveness, Assessment, and Student Success
- Jeannine Stokes – Associate Dean, Human Resources
- Julie Venable – Dean, Administrative Services/Controller

The College used this team, later identified as the “Bakersfield 9 or B9” to design the organizational structure of the Self-Evaluation process and act as part of the institutional accreditation leadership over the subsequent two years leading up to the site visit. This team worked together with the ALO and Faculty ALO to:

- Develop a timeline for completing the Institutional Self-Evaluation Report
- Define organizational and oversight structure (Accreditation Steering Committee)
- Recommend faculty, classified, and administrators to participate on the Accreditation Steering Committee and Standard Workgroups
- Design Accreditation training presentations
- Develop an Accreditation “Fanny Pack” with useful materials, resources, and guides
- Create an Accreditation Standard Writing Template
- Identify methods for communicating issues related to Accreditation
- Establish a website to act as the central comprehensive clearinghouse for all Accreditation and planning resources

Accreditation Steering Committee and Standard Workgroup Structure and Responsibilities

In late spring 2016, the ALO and Faculty ALO worked with the Academic Senate, Classified Senate, and Student Government Association (SGA) leadership to do a call-out for participation on the College’s Accreditation efforts. An Accreditation Steering Committee and Accreditation Standard Workgroups were established. The Accreditation Steering Committee acted as the oversight committee with chair representatives from each of the Standard Workgroups as well as resource and support staff. The Accreditation Steering Committee was chaired by the Superintendent/President, the ALO, and the Faculty ALO.



The primary role of the Accreditation Standard Workgroups was to provide draft bullet summaries as well as document evidence for each Accreditation Standards. The College had a total of nine (9) Standard Workgroups including Standard I, Standard IIA, Standard IIB, Standard, IIC, Standard IIIA, Standard IIIB, Standard IIIC, Standard IIID, and Standard IV. Each Standard Workgroup was led by a tri-chair structure between a faculty member, classified staff, and administrator. The Workgroups represented a diverse collection of individuals from all areas

of the institution to ensure there were wide-ranging perspectives related to each Standard and that the groups were not working in a silo-environment.

ACCREDITATION STANDARD	WORKGROUP MEMBERS
STANDARD I	Chairs: Brandon Moore, Paul Hert, Fernando Gutierrez Gloria Sanchez, Richard Sisk, Stacey Searl-Chapin, Tim Lampley, Debbie Grace, Jill Lanphere
STANDARD II	
STANDARD IIA	Chairs: Jeremy Brown, Martha Crawford, Tamara Smith Michelle Stewart, Roy Ramon, Nick Reeves, Eric Ozolins, Janet McCurdy, Angela Seavey, Tina Vandewater, Beatrice Aguilar, Jamie Marrs, Rose Russell, Joyce Johnson, Kristi DiMemmo, Pam Wright, Teri Safranek, Amy Campbell
STANDARD IIB	Chairs: Micah Orloff, Sherri Moore, Adrienne Walker, Tracey Pitt Herb Alarcon, Luis Mondragon, Evelyn Menz, Annie Schaadt, Andrea Hammock, Lorrie Ross, Becki Ames, SI Staff (Janice Levasseur), Carrie Stantz, Carlos Tovares
STANDARD IIC	Chairs: Martha Crawford, Lynsey Tone, Miranda Angeles, Selena Paez Heather Pomeranke, Shartelle Fears, April Vrtis, Tatiana Somers, Susie Hochstrat, Jenn Burlison, Belen Farinas, Meredith Goebel, Angela Barbera, Elizabeth Mascaro, Maya Cardenas, Faith Nobles, Dolores Smith, Susan Loomis, Tom Spillman, Terri Russell, DSPS Representative
STANDARD III	
STANDARD IIIA	Chairs: Jeannine Stokes, Rosaleen Gibbons, Debbie Perez – Flores Sterling Roulette, Karen Cranney, Lauren Springer, Christopher Kiser, Lanell Covington-James, Mary Scott, Dean of Math/Science
STANDARD IIIB	Chairs: Brian Twitty, Janice Levasseur, Diane Morales Tina Elm, Dave Brunken, Gina Oliver, Daryl Wilkes, Carole Ward, Venita Durgin, Tammy Cunningham
STANDARD IIIC	Chairs: Brian Orlauski, Bil Bergin, Staci Ferris Del Helms, Damien Greathouse, Katherine Stratton, Aaron Stafford, Justin Bennett, Jared Davis, Mike Palacios, Micah Orloff, Anna Stirling
STANDARD IIID	Chairs: Julie Venable, Jennifer Marrs Ron Bowman, Michael Weldon, Jennifer Pickens, Angela Aceves, Stacy Kimbrough, Elaine McCallum, Brenda Medina, Gail Jensen
STANDARD IV	Chairs: Kara McGee, Rhonda Nishimoto, Elizabeth Mascaro Christina Yamanaka, Karla Maroudas, Morgan Hoodenpyle, Marcus Castellanos, Kristen Grimes, Kathy Donnell, Rebecca Orlauski

Once membership for all of the committee and workgroup structures had been identified, the College held an Accreditation Kick-Off with the Chairs of the nine Standard Workgroups (Accreditation Steering Committee) as well as key resource and support staff. The Accreditation Kick-Off was held on June 9, 2016 to formally start the Institutional Self-Evaluation Report process. The attendees received a comprehensive orientation to the Self-Evaluation process, including the tentative timeline, overview of Accreditation, the Accreditation Standards, and components of the Institutional Self-Evaluation Report (including eligibility requirements, evidence, quality focus essay, etc.), committee roles and responsibilities, and templates for developing the Standard drafts, as well as support materials, resources, and guides. Documents including past Accreditation reports were also included as resources, and provided to each committee member electronically.

The Accreditation Steering Committee has met on a consistent monthly basis since fall 2016 to provide updates regarding progress relative to the drafting of each Standard and evidence collection. Agendas and minutes of the Accreditation Steering Committee are posted on the Accreditation website to keep the College apprised of Accreditation-related updates.

The Standard Workgroups began working after the June 9, 2016 Accreditation Kick-Off on the Standard templates. Most workgroups predominantly met in the summer 2016 and fall 2016 to discuss and draft bullet summaries for each of the Standard criteria identified in the ACCJC's *Guide to Improving and Evaluating Institutions*. The ALO and Faculty ALO met with the Standard Workgroups frequently to ensure that the Workgroups were adhering to the timelines and summary templates. Bullet summary drafts for each Standard were completed by the Workgroups throughout fall 2016 and spring 2017.

During the spring, summer, and fall 2017, the Workgroups worked to collect and identify evidence through each of the Standards. An evidence inventory was developed and used to catalog and collect all evidence used within the Institutional Self-Evaluation Report.

As drafts were completed by the Standard Workgroups, the ALO and Faculty ALO assumed the roles of writers and content editors. As full drafts were completed by the ALO and Faculty ALO, they were distributed to the Standard Workgroups, the Accreditation Steering Committee, Academic Senate and the College's Board of Trustees. Given that the Institutional Self-Evaluation Report is an extremely complex document, it was important to the College that all groups had opportunities to review and provide feedback one Accreditation Standard at a time versus waiting until an entire draft of the Institutional Self-Evaluation Report was completed. The drafts were made available to the College community via the College website for review, discussion, and feedback.

Over the course of the two years the College developed the Institutional Self-Evaluation Report, the College underwent an extensive and in-depth period of self-reflection. The Quality Focus Essay (QFE) grew out of not only the comprehensive self-evaluation necessary for accreditation

purposes but also from the College's strategic and educational master planning efforts that established short- and long-term institutional priorities for the future. The College held an all-faculty meeting in October 2016 and several Educational Master and Strategic planning retreats in fall 2016 and spring 2017. Guided by these two simultaneous examination activities, the College identified two areas of improvement for the Quality Focus Essay. The College's Quality Focus Essay was fully vetted by the Academic Senate, faculty, administrative leadership, and staff during fall 2017.

Each of the Standard drafts were completed by September 2017. Drafts of the full Institutional-Self Evaluation Report were completed in October 2017 and presented to the Academic Senate, Classified Senate, Student Government Association, and the Board of Trustees for information, review, and formal approval.

Throughout the development of the Institutional Self-Evaluation Report, the ALO and Faculty ALO made numerous presentations regarding the drafts, accreditation updates, and evidence collection to faculty, classified, students, administrators, and the Board of Trustees.

Institutional Self-Evaluation Report Timeline

Spring 2016 (April-June)

- ACCJC Self Evaluation Team Training
- Bakersfield 9 Team Retreats – Review all Accreditation publications related to Eligibility Requirements, Accreditation Standards, and Commission Policies
- Develop Steering Committee and Self-Evaluation Organizational Structure (Roles/Responsibilities of groups/Committees participating in the process)
- Develop MSJC Accreditation Timeline
- Kick-off Steering Committee Meeting
 - Recruit and Identify Standard Group Chairs/Members
 - Train Steering Committee Members
 - Schedule Monthly Steering Committee Meetings
- Provide updates to shared governance committees, Academic Senate, Classified Senate, SGA

Summer 2016 (June-August)

- Develop Evidence Collection practices for Self-Evaluation
- ALO/Faculty Chair draft outlines for the Self-Evaluation Report (Including introductory sections)
- Design Self-Evaluation website and repository
- Standard Workgroups meet and draft outlines

- Identify and Outline Data/Research for Self-Evaluation Report

Fall 2016 (Sept-December)

- Monthly Steering Committee and Standard Workgroup meetings
- Train Steering Committee members regarding Evidence Collection Practices for Self-Evaluation
- Standard Workgroups complete outlines
- Standard Workgroups develop and complete first draft
- Provide accreditation training and presentations to various constituent groups (Board, Faculty, Classified, Administration, Community)

Spring 2017 (January-May)

- Monthly Steering Committee and Standard Workgroup meetings
- Distribute 1st Draft to campus constituents for review/feedback
- Start Evidence Collection

Summer 2017 (June- September)

- Monthly Steering Committee and Standard Workgroup meetings
- Draft Quality Focus Essay
- Final Draft of Self-Evaluation Completed

Fall 2017 (September-December)

- Monthly Steering Committee and Standard Workgroup meetings
- Final Vetting/Approvals of Self-Evaluation Report to Academic Senate, Classified Senate, SGA, and Institutional Leadership
- Self-Evaluation Report – Information Item at BOT (November 2017)
- Self-Evaluation Report – Action Item at BOT (December 2017)

Spring 2018 (January-March)

- Mock Site Visit
- Monthly Steering Committee and Standard Workgroup meetings
- Site Visit Preparation/Training/Updates
- Submission of Self-Evaluation Report to Commission
- Site Visit
- Site Visit Debrief

EVIDENCE

- [Accreditation Steering Committee Membership/Organizational Chart](#)
- [Accreditation Standard Workgroup Membership Chart](#)
- [Accreditation Steering Committee Meeting Agendas](#)
- [Accreditation Steering Committee Meeting Minutes](#)
- [Accreditation Website](#)
- [Accreditation Fanny Pack](#)
- Accreditation Standard Templates ([Standard I – Sample](#))
- [Accreditation Evidence Inventory Instructions](#)
- [Accreditation Evidence Inventory Collection Sheet](#)
- [Accreditation Institutional Self-Evaluation Report Drafts](#)
- [Board of Trustees Agenda/Minutes](#)
- [Academic Senate San Jacinto Campus Site Meeting Agenda/Minutes](#)
- [Academic Senate Menifee Valley Campus Site Meeting Agenda/Minutes](#)
- [Academic Senate Executive Meeting Agenda/Minutes](#)
- [Classified Senate Agenda/Minutes](#)
- [Student Government Association Meeting Agenda/Minutes](#)
- [Accreditation Presentations](#)
 - [MSJC Accreditation Kick Off Meeting](#)
 - [Accreditation and the QFE](#)
 - [Accreditation Myths and Fears](#)
 - [Accreditation Board of Trustees Workshop](#)
 - Accreditation Updates to Board of Trustees
 - [May 11, 2017](#)
 - [June 21, 2017](#)
 - [August 10, 2017](#)
 - [September 14, 2017](#)
 - [October 12, 2017](#)
 - [Classified Professional Day](#)
 - [Convocation](#)

LIST OF CONTRACTS WITH THIRD PARTY PROVIDERS AND NON-REGIONALLY ACCREDITED ORGANIZATIONS

The complete list of Third-Party Providers for the 2016-2017 academic year is identified [here](#).

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Institutions that have achieved accreditation are expected to include in their Institutional Self-Evaluation Report information demonstrating continued compliance with the Eligibility Requirements. Mt. San Jacinto College has separately addressed Eligibility Requirements 1, 2, 3, 4, and 5 in the Institutional Self-Evaluation Report. The remaining Eligibility Requirements are addressed in the College's response to the appropriate sections of the Accreditation Standards where relevant.

ELIGIBILITY REQUIREMENT 1: AUTHORITY

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Mt. San Jacinto College, a public two-year community college, is authorized to operate as a post-secondary degree-granting educational institution by the State of California, the Board of Governors of the California Community College System, and the Governing Board of Mt. San Jacinto College. The College has maintained continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges since the College's inception in 1963. Mt. San Jacinto College is approved by the U.S. Department of Education to participate in federal student financial aid programs.

EVIDENCE

- [California Community College Chancellor's Office – List of Colleges](#)
- [Board Policy 1100](#)
- [Accrediting Commission of Community and Junior Colleges List of Accredited Colleges](#)

ELIGIBILITY REQUIREMENT 2: OPERATIONAL STATUS

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

Mt. San Jacinto College is fully operational and has been in continuous service since 1963. The College serves approximately 17,000 students each term that are enrolled in full- and part-time credit programs and are actively pursuing degree and certificate programs or transfer preparation to a four-year university/institution.

All courses offered on each of the College's campus locations are published in the Schedule of Classes and are posted on the College's website.

EVIDENCE

- [Mt. San Jacinto College Institutional Data – Enrollment](#)
- [Mt. San Jacinto College Institutional Data – Instructional Program Data](#)
- [Mt. San Jacinto College Institutional Data – Student Achievement: Degrees, Certificates, and Transfer](#)
- [Schedule of Classes](#)

ELIGIBILITY REQUIREMENT 3: DEGREES

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Mt. San Jacinto College offers 56 associate degrees, 36 certificates, and 67 employment concentration certificates in a wide range of disciplines. All of the College's academic programs are two academic years in length. The requirements for the College's Associate Degrees – including the Associates of Arts (A.A.) Associate of Sciences (A.S.), and Associate Degrees for Transfer (A.A-T or A.S-T) are published in the College Catalog. All degree programs require a minimum of 60 units to complete, include a general education (GE) component, and concentration within a major. In 2016-2017, the College offered 2,953 sections affiliated with credit instructional programs. Mt. San Jacinto College conferred 2,006 degrees, and 964 students transferred to four year institutions in 2016-2017.

EVIDENCE

- [Programs of Study and Degrees](#)
- [College Catalog 2017-2018](#)
- [Mt. San Jacinto College Institutional Data – Enrollment](#)
- [Mt. San Jacinto College Institutional Data – Graduation Rates](#)
- [Mt. San Jacinto College Institutional Data – Transfer Rates](#)

ELIGIBILITY REQUIREMENT 4: CHIEF EXECUTIVE OFFICER

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Mt. San Jacinto College Board of Trustees hires the Superintendent/President as the full-time employee of the College. The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the Board Policies and executing all decisions requiring administrative action. The Superintendent/President serves as secretary of the Board of Trustees. Dr. Roger Schultz has served as the Mt. San Jacinto College Superintendent/President since his appointment by the College's Board of Trustees in June 2008. Dr. Schultz has served as superintendent/president since the last comprehensive site visit and therefore there have been no staffing changes requiring communication to the Commission.

EVIDENCE

- [Board Policy 2430 – Delegation of Authority to Superintendent/President](#)
- [Board Policy 2210 – Officers](#)
- [Superintendent/President Job Description](#)
- [Dr. Roger Schultz – Biographical Information](#)

ELIGIBILITY REQUIREMENT 5: FINANCIAL ACCOUNTABILITY

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As stated in Administrative Procedure 6400 - Financial Audits - and in accordance with Education Code Section 84040(b) and the California Community College Chancellor's Office Budget and Accounting Manual, Mt. San Jacinto College provides an annual financial and compliance audit of all College auxiliary organizations, and Foundation funds, books, and accounts. The audit is conducted by certified public accountants licensed by the California Board of Accountancy.

Audit findings are communicated to appropriate College leadership and constituents, and the departments involved prepare corrective action plans and provide documentation for a timely and cohesive response. The Board of Trustees reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm on an annual basis during a public Board of Trustees session.

The 2015-2016 Fiscal Year College Audit was identified by the external auditors as an "unmodified" audit. The College had no findings, and the previous year sole audit finding was fully implemented per the audit report. Further, the College's Measure AA Bond conducted their first audit for fiscal year 2015-2016, and there were no findings or questioned costs. The independent audit report stated that the results of tests indicated that, in all significant respects, Mt. San Jacinto College has properly accounted for the proceeds and expenditures held in the Bond Funds and that such expenditures were made for authorized Bond projects.

In fiscal year 2011-2012, Mt. San Jacinto College decided to no longer participate in the student loan program. As a result the College's current student loan default rate is at 7.9% and the three-year default rate is within federal guidelines. The last default rates are as follows:

- 2012- 2013- 7.9%
- 2011- 2012- 18%
- 2010- 2011- 30%

The College has contracted with a third-party servicer, Educational Credit Management Services (ECMC), to manage the loan portfolio and assist students who are delinquent before they default on their Federal Student Loan. ECMC assist students and families in their efforts to plan and pay

for college. With the discontinuation of the student loan program, the College does not have concerns of the default rate exceeding the federal guidelines.

The Financial Aid Office ensures that the College is in compliance with all federal requirements in the packaging and disbursing of federal financial aid. The Financial Aid Department and Business Services work collaboratively with dual responsibility in monitoring Title IV funds. The College has a separate checking account and a dedicated Accounting Assistant to oversee the activity of the Federal Financial Aid Fund.

EVIDENCE

- Completed Audits [2011-2012](#), [2012-2013](#), [2013-2014](#), [2014-2015](#), [2015-2016](#)
- Adopted Budget Fiscal Years [2011-2012](#), [2012-2013](#), [2013-2014](#), [2014-2015](#), [2015-2016](#), [2016-2017](#), [2017-2018](#)

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES AND FEDERAL REGULATIONS

Mt. San Jacinto College, as a part of its Institutional Self-Evaluation Report process, evaluated its continued compliance with Commission policies. The College completed its self-evaluation related to the Commission’s Eligibility Requirements and Accreditation Standards. Per the Checklist for Evaluating Compliance with Federal Regulations and Commission Policies, the College addresses a number of Commission Policies and the Checklist for Evaluating Compliance with Federal Regulations separately in the following section.

PUBLIC NOTIFICATION OF AN EVALUATION TEAM VISIT AND THIRD PARTY COMMENT [REGULATION CITATION 602.23(B).]

EVALUATION ITEMS

The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

- Mt. San Jacinto College provided third-party individuals the opportunity to comment about the evaluation process through various methods: the College website, open Board of Trustees meetings
- Third-party comments are to be submitted in writing, chiefly via the College website that links to the ACCJC website where persons can fill out a complaint form.
- See response to Standards I.C.5 and I.C.12
- Eligibility requirement 21

The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

- The College has not been notified of any third-party comments and remains committed to working with the visiting team and Commission if any third-party comments are submitted.
- See response to Standards I.C.5 and I.C.12
- Eligibility requirement 21

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

- Mt. San Jacinto College provides the correct link via the College website to the college community and the public so that any third-party comment is submitted directly to the Commission and meets the Commission requirements.
- The College superintendent/president takes a lead role in meeting this expectation by informing the public in an adequate time-frame so that comments can be received by the Commission (at least five weeks prior to the scheduled Commission consideration).
- See response to Standards I.C.5 and I.C.12
- Eligibility requirement 21

CONCLUSION

Mt. San Jacinto College is in full compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions regarding Third-Party Comment. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.

STANDARDS AND PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

EVALUATION ITEMS

Mt. San Jacinto College has defined elements of student achievement performance across the College, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the College's mission.

- The College has established institution-set standards at the College level.
- The institution-set standards were established as part of the participatory governance process.
- Successful course completion is one of the measures of analysis and is also a target under the California Institutional Effectiveness Partnership Initiative (IEPI).
- The College has also set standards of institutional performance for fall-to-fall retention, degrees and certificates awarded, and transfer to four-year colleges and universities.

- The College has institution-set standards for distance education courses.
- See response to Standard I.B.3 and the Distance Education Supplement
- Eligibility Requirement 11

The College has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- The first iteration of institution-set standards at the program level was a review of pass rates in programs for which students must pass licensure examinations in order to work in their fields of study.
- Based on this examination, standards and stretch goals were set by College Council.
- Institution-set standards for program completions are established.
- See response to Standard I.B.3.
- Eligibility Requirement 11

The institution-set standards for programs and across the College are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the College; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

- The College evaluates progress in fulfilling its mission and meeting the goals and outcomes of its Strategic Plan.
- The Institutional Assessment and Program Review Committee (IAPRC) evaluates and discusses the College's performance on the goals and outcomes and makes recommendations to other College committees.
- Student performance metrics are included in Program Review and Annual Program Assessments, and questions guide units to consider reasons for underperformance in various areas.
- See response to Standards I.B.3, I.B.5.
- Eligibility Requirement 11

The College analyzes its performance as to the institution-set standards and student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

- Student performance metrics are included in Program Review data.

- Programs are evaluated on the extent to which they have aligned with the College’s strategic plan, analyzed student performance, and used the results of learning assessment for programmatic improvement.
- See response to Standards I.B.3, I.B.5.
- Eligibility Requirement 11

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

CONCLUSION

Mt. San Jacinto College is in full compliance with the Commission Policy on Standards and Performance with Respect to Student Achievement. The College has reviewed the criteria regarding this policy and finds that it meets the Commission’s requirements.

CREDITS, PROGRAM LENGTH, AND TUITION

[REGULATION CITATIONS: 602.16(A)(1)(VIII); 602.17(A)(3); 602.24(E); 668.43(A)(II).]

EVALUATION ITEMS

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- The College conforms to the accepted minimum program length of 60 semester units.
- The Course Outlines of Record, degrees, and certificates are vetted by the Curriculum Committee, under the direction of the Academic Senate, to ensure that the credit hours and units comply with the regulations set forth by the California Community Colleges Chancellor’s Office (CCCCO) in the Program and Course Approval Handbook.
- The College has in place written policies and procedures for determining a credit hour that meets commonly accepted academic expectations.
- Board Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.
- The College’s Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum 60-unit requirement.
- See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12.
- Eligibility Requirements 9, 10, and 12

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- All courses, regardless of delivery mode, must meet the correct number of contact hours. All degrees and certificates of achievement are reviewed by the Curriculum Committee to confirm that they meet the overall unit requirements and the required minimum units for the major.
- All courses, degrees, and certificates of achievement are approved by the CCCCCO, which is the final step in the validation process.
- Board Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.
- The College's Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
- See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12.
- Eligibility Requirements 9, 10, and 12

Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

- Tuition at the College is a uniform rate per unit with additional fees for labs where relevant or appropriate. Otherwise, tuition is consistent.
- See response to Standards I.C.2, I.C.6.
- Eligibility Requirement 11

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

- The College does not offer clock-hour based courses.
- See response to Standard II.A.9.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

- The College conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree.
- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook.
- The College has in place written policies and procedures for determining a credit hour that meets commonly accepted academic expectations.

- All programs and courses are approved under the California Education Code and administrative regulations promulgated there under.
- Board Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.
- The College’s Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
- See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12.
- Eligibility Requirements 9, 10, and 12

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

CONCLUSION

Mt. San Jacinto College is in full compliance with the Commission Policy on Institutional Degrees and Credits. The College has reviewed the criteria regarding this policy and finds that it meets the Commission’s requirements.

TRANSFER POLICIES

[REGULATION CITATIONS: **602.16(A)(1)(VIII); 602.17(A)(3); 602.24(E); 668.43(A)(II).**]

EVALUATION ITEMS

Transfer policies are appropriately disclosed to students and to the public.

- Board policies and administrative procedures on the transfer of credit are available on the [College’s website](#).
- The [College catalog](#) describes the evaluation process and the necessary forms to complete the process.
- The [College website](#) provides students with the Request for the Evaluation of Transcript Form, and transcripts are reviewed by a counselor and transcript evaluators for evaluation.
- See response to Standard II.A.10.
- Eligibility Requirement 20

Policies contain information about the criteria the institution uses to accept credits for transfer.

- College policies require courses awarded as credit to satisfy degree requirements to be from an institution accredited by either the U.S. Department of Education or the Council on Postsecondary Accreditation.
- Administrative procedures specify the policies and criteria for the transfer and award of credit between the College and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other Colleges and for military service transfer credit.
- Board policy establishes the criteria for acceptance of upper division coursework to meet associate degree requirements and policy on the use of upper-division coursework to satisfy Transfer Curriculum (IGETC or CSU GE).
- See response to Standard II.A.10.
- Eligibility Requirement 20

The institution complies with the Commission Policy on Transfer of Credit.

- To evaluate and grant transfer credit, College faculty, counselors, students, and staff use a common articulation system (ASSIST) to determine course-to-course articulation for general education and major requirements. When appropriate, course descriptions and Course Outlines of Record are reviewed to determine where a course is equivalent.
- The California State Chancellor’s Office Course Identification Numbering System (C-ID) is used to articulate the College’s courses with the California State University system and to streamline transfer among institutions.
- See response to Standard II.A.10.
- Eligibility Requirement 20

CONCLUSION

Mt. San Jacinto College is in full compliance with the Commission Policy on Transfer of Credit. The College has reviewed the criteria regarding this policy and finds that it meets the Commission’s requirements.

DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

EVALUATION ITEMS

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- The College employs administrators, faculty, and staff who oversee and support online instructional programs and support services, including online and hybrid course sections.
- The College has an authentication process through the course management system (Canvas) and requires students to input a unique user name and password.
- The College supports professional development for the College's course management system (Canvas) and effective strategies in online learning.
- All of the College's class offerings, regardless of delivery, follow the same course outline of record (COR).
- Discipline faculty in academic programs complete Program Reviews and Annual Program Assessments, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.
- See responses to Standards II.A.1, II.B.1, and II.C.1 in the Distance Education Supplement of the self-evaluation report.
- Eligibility Requirements 9, 15, and 17

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education in an online or hybrid format (with regular effective contact with the instructor, initiated by the instructor, and online activities included as part of a student's grade).

- All of the College's class offerings, regardless of delivery, follow the same course outline of record (COR), and Distance Education course outlines contain a DE Supplement that details the online adaptations of the methods of instruction and evaluation and regular effective contact.
- Discipline faculty in academic programs complete Program Reviews and Annual Program Assessments, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.
- Dialogue about success in online courses takes place during faculty meetings; in discussions between coordinators, deans, and staff; and in various participatory governance committees, including the Educational Technology Committee (ETC).
- See responses to Standards II.A.1, II.B.1, and II.C.1 in the Distance Education Supplement of the self-evaluation report.
- Eligibility Requirements 9, 15, and 17

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

- The College uses Canvas as its course management system for online and hybrid course sections. Canvas provides secure login for both faculty and students.

- The College has an authentication process through Canvas which maps to the College's EagleAdvisor and requires students to input unique user names and passwords.
- See responses to Standards II.A.1, II.B.1, and II.C.1 in the Distance Education Supplement of the self-evaluation report.
- Eligibility Requirements 9, 15, and 17

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

- The College has a fully interactive web presence and distance learning program that assures that the online infrastructure, financial, student, and academic support are present and ready for future needs and advancements.
- See responses to Standards II.A.1, II.B.1, and II.C.1 in the Distance Education Supplement of the self-evaluation report.
- Eligibility Requirements 9, 15, and 17

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

- The College employs administrators, faculty, and staff who oversee and support online instructional programs and support services, including online and hybrid course sections.
- The College supports professional development for the College's course management system (Canvas) and effective strategies in online learning.
- All of the College's class offerings, regardless of delivery, follow the same course outline of record (COR), and Distance Education course outlines contain a DE Supplement that details the online adaptations of the methods of instruction and evaluation and regular effective contact.
- See responses to Standards II.A.1, II.B.1, and II.C.1 in the Distance Education Supplement of the self-evaluation report.
- Eligibility Requirements 9, 15, and 17

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

CONCLUSION

Mt. San Jacinto College is in full compliance with the Commission Policy on Distance Education and Correspondence Education. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.

STUDENT COMPLAINTS

EVALUATION ITEMS

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

- To ensure that students at the College can fully participate in the academic and social opportunities at the College without being discriminated against or harassed, [Board Policies \(BP\)](#) have been written, including [BP 5500 Standards of Conduct](#), [BP 3410 Nondiscrimination](#), [BP 3430 Prohibition of Harassment](#) and [BP 3540 Sexual and Other Assaults on Campus](#).
- [AP 5530 Student Grievances](#) includes a list of other available procedures in place to address specific concerns and outlines the steps a student or applicant should take in resolving a grievance when no other administrative procedure, District departmental procedure, collective bargaining agreement, or statutory procedure applies.
- The language in the [catalog](#) and the [Student Handbook](#) describes the purpose of student grievances and directs a student to contact the Dean, Discipline/Grievance and High School Partnerships.
- The forms for generating a student grievance are also on the [College's website](#).
- Eligibility Requirement 21

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- The student complaint files for the previous six years (since the last comprehensive evaluation) are available in the office of the Director of Student Judicial Affairs for the team to review.
- Eligibility Requirement 21

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

- The College is prepared to discuss any questions the team members may have about the complaint files, procedures, or policies.
- Eligibility Requirement 21

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

- Mt. San Jacinto College maintains a central Accreditation clearinghouse that includes all institutional accreditation reports submitted since the last self-study completed in 2011. This central repository also includes the evaluation team report from 2011 and the ACCJC response letters. The College's Accreditation website can be accessed from a direct [Accreditation](#) link off of the College's main home page. Mt. San Jacinto College's accreditation status is also published in the College's catalog: *Mt. San Jacinto College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org*
- The College's accredited status using the required Commission language is shown on the Accreditation website. Representation of Mt. San Jacinto College's accredited status includes the following statement on the main [College website](#).
- Information related to other program-specific accrediting bodies is also posted on the College's Accreditation website. Contact information is provided for each as well as links for submitting complaints.
- Eligibility Requirement 21

The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

- To ensure that students at the College can fully participate in the academic and social opportunities at the College without being discriminated against or harassed, [Board Policies \(BP\)](#) have been written, including [BP 5500 Standards of Conduct](#), [BP 3410 Nondiscrimination](#), [BP 3430 Prohibition of Harassment](#) and [BP 3540 Sexual and Other Assaults on Campus](#).
- [AP 5530 Student Grievances](#) includes a list of other available procedures in place to address specific concerns and outlines the steps a student or applicant should take in resolving a grievance when no other administrative procedure, District departmental procedure, collective bargaining agreement, or statutory procedure applies.
- The language in the [catalog](#) and the [Student Handbook](#) describes the purpose of student grievances and directs a student to contact the Dean, Discipline/Grievance and High School Partnerships.
- The forms for generating a student grievance are also on the [College's website](#).
- Eligibility Requirement 21

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

CONCLUSION

Mt. San Jacinto College is in full compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.

INSTITUTIONAL DISCLOSURE AND ADVERTISING AND RECRUITMENT MATERIALS

EVALUATION ITEMS

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- Integrity is assured through having multiple people across the College review major documents such as the catalog and class schedule. Subject matter experts review publications and advertising pertaining to specific areas.
- The College [catalog](#) accurately provides the College's official name, address, telephone numbers, and website addresses. These are also provided in the [class schedule](#). The catalog also provides the College mission statement, purpose and objectives, and entrance requirements and procedures. These can also be found in the class schedule and the Admissions and Records webpages.
- The catalog is revised and reissued every year, and the class schedule is published three times per year (fall, spring, and summer). Inaccuracies and ambiguities are corrected promptly with errata noted.
- College staff and faculty who are well versed in the College admissions procedures and programs handle student recruitment.
- See response to Standard I.C.2, II.C.4.
- Eligibility Requirement 21

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- The College ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.
- The use of the term “accredited” is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. It is stated accurately and fully in a comprehensive statement that identifies the accrediting body by name. No program is referred to as “this program is accredited” unless it has a specific accreditation, such as the nursing programs.
- See response to Standards I.C.1, I.C.2, I.C.5, I.C.13.
- Eligibility Requirement 21

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

- The College lists all of the required information from the ACCJC on the College’s main [accreditation page](#).
- The College lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies a link for any student complaints.
- See response to standards I.C.12
- Eligibility Requirement 11

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

CONCLUSION

Mt. San Jacinto College is in full compliance with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials. The College has reviewed the criteria regarding this policy and finds that it meets the Commission’s requirements.

TITLE IV COMPLIANCE

EVALUATION ITEMS

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

- The College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.
- The Financial Aid Office ensures that the College is in compliance with all federal requirements in the packaging and disbursing of federal financial aid. The Financial Aid Department and Business Services work collaboratively with dual responsibility in monitoring Title IV funds. Recently, the College has contracted with an outside agency to process student Financial Aid disbursements that offer more options for students while ensuring compliance with federal regulations.
- The Student Federal Financial Aid Account is a trust fund set up to account for the deposits and direct payments of government-funded student financial aid, including grants or other funds intended for similar purposes, and the required College matching share of payments to students. Per the College's 2015-2016 audit, there were no material findings, no deficiencies identified, and an unmodified opinion.
- The U.S. Department of Education conducted a program review at Mt. San Jacinto College February 29 through March 4, 2016. This included an examination of the College's policies and procedures regarding institutional and student eligibility, individual student financial aid and academic files, attendance records, student account ledgers, and default rate management procedures.
- See response to Standard III.D.15.
- Eligibility Requirement 5

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

- The USDE has not identified any issues with the College's financial responsibility, including student financial aid responsibility.
- See response to Standard III.D.15.
- Eligibility Requirement 5

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

- The College has contracted with a third-party servicer, Educational Credit Management Services (ECMC), to manage the loan portfolio and assist students who are delinquent before they default on their Federal Student Loan. ECMC assist students and families in their efforts to plan and pay for college. With the discontinuation of the student loan

program, the College does not have concerns of the default rate exceeding the federal guidelines.

- Default rates are monitored and are within federal guidelines. The last default rates are as follows: ■2012- 2013- 7.9% ■2011- 2012- 18% ■2010- 2011- 30%. In fiscal year 2011-2012, Mt. San Jacinto College decided to no longer participate in the student loan program. As a result, our current student loan default rate is at 7.9% and the three-year default rate is within federal guidelines.
- See response to Standard III.D.15.
- Eligibility Requirement 5

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

- The College's contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher education. For example, the OCLC - World Share Management Services –provides all the Library's collection management needs for circulation, patron management, and acquisition inventory control and provides students a single interface. NetTutor offers students a fully online and expanded hours for tutoring.
- The College renews formal membership agreements on an annual basis.
- Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with board policies and administrative regulations.
- College polices ensure the integrity of such agreements.
- Purchasing practices are reviewed as part of the annual audit and Program Review processes.
- See response to Standards I.B.5, III.D.16.
- Eligibility Requirement 5

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

- The College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.
- Per the College's 2015-2016 audit, there were no material findings, no deficiencies identified, and an unmodified opinion.
- The U.S. Department of Education conducted a program review at Mt. San Jacinto College February 29 through March 4, 2016. This included an examination of the College's policies and procedures regarding institutional and student eligibility,

individual student financial aid and academic files, attendance records, student account ledgers, and default rate management procedures.

- Prior to approving an agreement, the College has a contract check list to ensure that all regulations and insurance requirements are met.
- The Contract Coordinators and Business Services review each contract to ensure control and for assurance that the agreement is written as negotiated. Contracts are not processed until the Business Services Department has received all of the required documentation and approvals.
- See response to Standards III.D.15, III.D.16
- Eligibility Requirement 5

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

CONCLUSION

Mt. San Jacinto College is in full compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.

**INSTITUTIONAL ANALYSIS
RELATIVE TO THE STANDARDS**

**STANDARD I: MISSION, ACADEMIC
QUALITY AND INSTITUTIONAL
EFFECTIVENESS, AND INTEGRITY**

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. MISSION

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

EVIDENCE OF MEETING THE STANDARD

Broad Educational Purposes

As a comprehensive, California Community College, Mt. San Jacinto College's broad educational purposes are outlined in its mission statement. The College closely aligns with the mission of the California Community College system that describe the versatile qualities of a public two-year institution of higher education.

The Mt. San Jacinto College mission statement outlines the distinctive yet broad educational purposes that include:

- Transfer level course work to position a student for a baccalaureate program of study
- Associate of arts and associate of science degree pathways
- Career technical education programs and certificates that lead to career advancement, employment and job training
- Pre-collegiate education course work that support students' foundational and basic skills for the purposes of becoming college-ready
- Life-long learning and personal enrichment opportunities through non-credit and community education programs and services.

The ultimate charge of the College, as stated in the mission statement, is to offer “quality, accessible, equitable, and innovative educational programs and services” that focus on the success of students pursuing their educational, career or personal development goals. The broad purposes of accessibility, innovation, academic quality, and equity goals articulated by the College’s mission statement are appropriate to an institution of higher learning ([IA1](#)).

Intended Student Population

Mt. San Jacinto College is a two-year comprehensive community college located in San Jacinto, California with an open admissions policy and a commitment to providing higher education opportunities to the community. As such, Mt. San Jacinto College’s intended student population includes a diverse group of students with varied backgrounds, experiences, and an assortment of distinct academic, career, and personal development goals.

Mt. San Jacinto College’s student population represents a wide spectrum of students and includes: a) incoming High School graduates seeking pre-college, general education, or career education pathways to degree, transfer to a four-year university, or the workforce; b) returning students that have been out of an educational program for a period of time; c) veterans and their dependents seeking educational opportunities and professional growth; d) distance education students; and e) individuals seeking to re-train or enter into the workforce through the attainment of a career and technical education degree or certificate.

As defined through the Office of Institutional Effectiveness, the Mt. San Jacinto College student population is representative of the highly diverse service area, in terms of ethnic background, academic preparation, and socio-economic status.

Mt. San Jacinto College serves an expansive 1,700 square mile area of Southwestern Riverside County, with approximately 25 major rural and urban communities including: Aguanga, Anza, Banning, Beaumont, Cabazon, Calimesa, Hemet, Homeland, Idyllwild, Lake Elsinore, Menifee, Mountain Center, Murrieta, Nuevo, Perris, San Jacinto, Sun City, Temecula, Whitewater, Wildomar, Winchester, and four Native American Reservations ([IA2](#)). The College’s service area includes a total of nine school districts with 19 feeder high schools ([IA3](#)).

The economic levels in the College’s service area are wide ranging with communities whose socio-economic range from impoverished to affluent. Just one in four individuals in the service area population has earned a high school degree or equivalent. Only 13% of the service area population has earned a bachelor’s degree and 15% of the population lives below the poverty level. The median income for Mt San Jacinto College’s service area (\$26,941) is almost exactly the same as the state average and approximately \$2,000 higher than the median for Riverside County. However, only 10.5% of service area residents fall within the \$75,000 or more income level, which represents the largest income discrepancy compared to the state average (13.9%) ([IA4](#)).

Mt. San Jacinto College achieved Hispanic-Serving Institution status in 2001 and since that time the student body has become increasingly more diverse, with the Hispanic student population experiencing the most dramatic increases over the past decade. Between 2005 and 2015, Mt. San Jacinto College's Hispanic student population has nearly doubled from 4,582 to 8,527, which currently represents 49% of the entire student body. The number and percentage of Hispanic students for fall 2016 represents the highest enrollment of Hispanic students in the history of Mt. San Jacinto College ([IA4](#)).

To serve the various communities within the district, Mt. San Jacinto College has positioned its campuses and off-site locations in five main locations to ensure accessibility throughout the service area. The College has two main campuses located in San Jacinto and Menifee, and several off-site locations in Temecula and the San Geronimo Pass ([IA2](#)). In addition to the brick-and-mortar campus and off-site locations, Mt. San Jacinto College is committed to providing accessible learning opportunities to all residents throughout the service area via distance education. Approximately 94 percent of students enrolled in an online or hybrid course live within the College's service area. Online and hybrid learning opportunities are provided across a broad range of the College's offerings ([IA5](#), [IA6](#), [IA7](#)).

Types of Degrees and Other Credentials

Mt. San Jacinto College's mission statement describes students' opportunity to access a variety of academic, career, non-credit, contract, and continuing and community educational opportunities. The College strives to meet the wide range of "academic, career, and personal development goals" identified by the dynamic and diverse student body by offering an expansive and comprehensive range of learning opportunities and services ([IA5](#), [IA6](#), [IA7](#), [IA8](#)).

Specifically, Mt. San Jacinto College offers degrees and certificates that are appropriate for a comprehensive community college and include both Associate of Arts and Associates of Science degrees, as well as Associate of Arts and Associates of Science degrees for Transfer (ADT) to the California State University system. Mt. San Jacinto College does not offer any baccalaureate degree programs. The College provides certificates in a variety of career technical education fields to prepare students for career and workforce development. Basic skills and English as a Second Language training programs are also designed for students who want to build a strong foundation to ensure academic success ([IA5](#)).

As of the 2016-2017 academic year, the institution offers 56 Associate degrees, 36 certificate programs, and 67 employment concentrations. These degrees, certificates, and other employment opportunities and credentials are outlined in the College catalog as well as in the Educational Master Plan ([IA9](#)).

Commitment to Student Learning and Achievement

Mt. San Jacinto College's commitment to student learning and achievement is at the core of the College's organizational statements. The vision, values and mission statement illustrate the College's pledge to promote and support the act of learning and achievement ([IA10](#)).

Mt. San Jacinto College is committed to examining student learning through the assessment of competencies in skills, knowledge, and behaviors that are acquired by students attending the College ([IA11](#)). Competencies are assessed in all programs of study through measurable learning outcomes ([IA12](#)). Learning outcomes are developed at all levels of the College and include Core Competencies (Institutional Learning Outcomes), program, and course level learning outcomes. Additionally, Mt. San Jacinto College is committed to examining learning outcomes for areas that reside outside of the instructional or academic segments of the College and include those that reside in the College's student support services, instructional support, and administrative unit areas ([IA13](#), [IA14](#)).

Student achievement indicators such as student preparedness for college, successful course completion, retention, persistence, program completion, numbers/percentages of degrees and certificates earned, transfer rates, placement rates, licensure examination passage rates, and other measurements of achievement data are all collected, tracked longitudinally, analyzed and evaluated. Additionally, all data is available in the aggregate or disaggregate by key equity indicators (age, gender, race/ethnicity, socioeconomic status, veteran, disabled students, and foster youth) as well as by campus site/location, modality, and major student cohort groups (first year, basic skills, CTE, etc.) across the College as a whole, as well as within programs of study ([IA15](#)).

Student achievement and learning are closely evaluated and examined by the College. The success of students throughout their educational experience is monitored at various completion points, intervals, and in different institutional settings. Student achievement is readily accessible and publicly shared with faculty and institutional leadership in the College's data warehouse, which is used annually in the institution's comprehensive program review processes ([IA15](#), [IA16](#)). The California Community College Chancellor's Office Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI) achievement measures and goals, as well as the institution-set standards all serve to illustrate the College's commitment and progress in relation to student achievement ([IA17](#), [IA18](#)).

Mt. San Jacinto College's commitment to student learning and achievement is at the core of all institutional planning and resource allocation processes. Student learning and achievement data is integrated into the College's comprehensive Program Review and Annual Program Assessment processes to ensure that there are direct linkages to institutional planning, goal development and institutional prioritization of resource allocations ([IA16](#), [IA19](#), [IA20](#), [IA21](#)). The Educational Master Plan, the Strategic Plan, and the development of all student-focused

plans such as Student Success and Support Plan, Student Equity, Basic Skills, Distance Education, Strong Workforce, use the College's focus on student achievement to promote strategies and innovations to improve overall student success ([IA4](#), [IA22](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.A.1 and Eligibility Requirement 6. The Mt. San Jacinto College mission statement accurately describes the College's broad educational purposes as an institution of higher education and aligns with the mission of the California Community College system, of which it is a part. The College mission clearly communicates the intended student population and has institutional processes in place for examining and determining identified student and community needs that drive the establishment of academic, career technical education, and student learning support services and programs. The types of degrees and certificates are also clearly defined in the College's mission statement and illustrate the various educational opportunities (pre-collegiate, general education, transfer, career technical education, and life-long learning) available to students. Competency related data, as well as data regarding student success are embedded in the College's institutional planning and resource allocation structures to support the overall goal of student learning and achievement.

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2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

EVIDENCE OF MEETING THE STANDARD

Use of Data to Set Institutional Priorities and Accomplish the Mission

The mission statement is the cornerstone of the Mt. San Jacinto College integrated planning structure, processes, and practices. The College's integrated planning structure is centered on a six-year planning calendar ([IA23](#)). This six-year planning period consists of an Educational Master Plan that provides a vision for the full six-year planning cycle, multiple three-year Strategic Plans, a comprehensive Program Review completed every three years, and an Annual Program Assessment. Review of the mission statement also coincides with the institution's six year planning calendar in that the timing of the institutional planning statement (Vision, Values, and Mission) reviews, assessment and development links directly to the timelines of the College's major Educational Master planning and Strategic Plan. Specifically, the reworking of the new mission statement coincides precisely with the College's newly developed 2017-2023

Educational Master Plan and the 2017-2020 Strategic Plan. This interrelated timeline is critical to ensuring that the mission statement of Mt. San Jacinto College is central to institutional planning, decision-making and is incorporated into the development of district-wide annual goals and priorities ([IA10](#), [IA22](#)).

The College embarked on a year-long Educational Master Plan development process during the 2015-2016 academic year, which included several divisional planning retreats with representation from students, faculty, classified professional staff, and administration. Community forums in each of the primary service areas within the College's boundaries were held as well as with community leaders, business and industry professionals, K-12 local educational agencies and other members of the local region. The retreats and community forums provided the College-wide foundation for creating institutional priorities and themes through facilitated discussions and workgroup activities ([IA24](#)). Priorities and themes within the Educational Master Plan were not only based on the retreats and forums but also internal data from the College as well as external environmental scans and research promoting the College's use of data to drive planning, decision-making, and the identification of gaps ([IA25](#), [IA26](#)). Strategies identified within the plan are used to develop measurable, time specific outcomes and are linked to performance indicators and evaluation criteria within the Strategic Plan so that the institution can determine the degree to which the institutional mission, goals and objectives have been met ([IA4](#), [IA27](#), [IA28](#)).

The mission statement is also closely integrated with the College's three-year comprehensive Program Review cycle. The College functions on a three-year Comprehensive Program Review cycle with Annual Program Assessments ([IA16](#)). The purpose of Program Review at Mt. San Jacinto College is to provide continual assessment of institutional functionality and effectiveness. Program review assesses whether (1) the College fulfills its mission, (2) educational and support programs promote student success, and (3) the College's planning and resource allocation processes are integrated as well as effective and efficient. As the instructional programs, student services programs, and administrative units prepare their Program Reviews or Annual Program Assessment reports, staff, faculty and administration examine relevant demographic, labor market, and other institutional data in order to determine the suitability of programs for the learner populations, their needs, and the mission of the College ([IA29](#)).

Mt. San Jacinto College's comprehensive institutional framework for Program Review is built upon institutional research and disaggregated data. Institutional data from the College is incorporated into every cycle of Program Review, including the Annual Program Assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the College. Program Review at Mt. San Jacinto College provides analysis of course and program offerings with respect to unduplicated headcount served, the full-time equivalent students (FTES), the number of fulltime equivalent faculty (FTEF) per student, success and retention rates within courses, number of

sections offered, percentage of students taking courses online, and degrees and certificates awarded (where appropriate). In addition to the data, each program provides an assessment of its area as well as program considerations for the future, as specified in the program review templates ([IA29](#), [IA30](#), [IA31](#)).

Program Review requires the developer to answer a number of questions concerning alignment with the mission statement, program goals, program performance, and strengths and weaknesses of the program ([IA16](#), [IA30](#)). In this regard, a system has been implemented in the annual planning calendar to revisit and reaffirm the College mission statement on a three-year basis. This process is intrinsically tied to student learning outcomes and assessment cycles, as well as the annual program planning and review processes.

Program Review acts as only one assessment tool to improve student outcomes and success. Another method Mt. San Jacinto College utilizes to evaluate and assess the mission statement and promote dialog regarding gaps and disparities in service or success rates among key stakeholders and constituent groups is the College's Institutional Planning Committee (IPC) ([IA32](#)). This committee is committed to the regular and systematic review, evaluation, and assessment of institutional processes, including the mission statement. The IPC is a participatory governance committee that oversees and coordinates College-wide planning and effectiveness. The Institutional Planning Committee uses data to identify internal and external trends. Simultaneously, the committee reviews the results of department Program Reviews, Unit Plans, and assessments from all sectors that contribute to the development of the College's multi-year planning goals and resource allocations ([IA19](#)). Updates are provided to the Institutional Planning Committee and College Council outlining the specific data elements that assess and validate the efficacy of the mission statement ([IA18](#), [IA33](#), [IA34](#), [IA35](#), [IA36](#)).

Mt. San Jacinto College has created a pervasive culture of evidence and inquiry that is used to determine the College's effectiveness at accomplishing its mission. This institutionalized practice of using data and research is a hallmark of the College and is a result of the institutional structures and processes established by the Office of Institutional Effectiveness to assess how well the institution is meeting its mission, the needs of students, and the community ([IA37](#)). This department oversees all planning, research, accreditation, evaluation and assessment efforts at the institution to support student learning and achievement. The Office of Institutional Effectiveness has developed multiple internal and interactive databases designed to create easy access to critical disaggregated student data for all institutional planning, Program Review and assessment, hiring, enrollment management, scheduling efforts, and core institutional mission functions ([IA38](#), [IA39](#), [IA40](#), [IA41](#)). Institutional data has been incorporated into every cycle of Program Review, including the Annual Program Assessment templates utilized by faculty to evaluate and assess academic program quality and effectiveness, identify student needs, address gaps, and assess the mission of the College. During each Program Review cycle, faculty receive data specific to each academic program as well as institution-wide data to allow for comparisons

within the Program Review documents. The specificity in the data and its incorporation with the College's Program Review and planning processes has allowed for assessment of the mission and greater efficiencies specific to location, program and course as well as improvements in student performance outcomes ([IA16](#), [IA29](#), [IA30](#), [IA42](#)).

Institutional-Set Standards are also embedded into the comprehensive three-year Program Review cycle as another mechanism to ensure that the College is using data to determine the extent to which the College is meeting its mission and identifying any gaps and disparities in service or success rates ([IA16](#), [IA29](#), [IA43](#)). By establishing Institutional-Set Standards specific to graduation, transfer, success, withdrawal and fill rates, the College is reaffirming its commitment to continuous quality improvement.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.A.2. Through the College's robust, comprehensive, and data-driven process, Mt. San Jacinto College provides an institutionalized method to determine how effectively it is accomplishing its mission. Through these various mechanisms, the College is using institutional data, local district demographics, and student outcome data to determine the extent to which Mt. San Jacinto College is meeting not only its mission but is also identifying gaps and disparities in service or success rates. As a result, the use of data (both internally and externally) directs the institutional priorities and sets the framework for goals and objectives identified in the College's Strategic Plan as well as other master planning documents.

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3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

EVIDENCE OF MEETING THE STANDARD

Programs and Services Aligned with Mission

As evidenced in the mission statement and in various planning documents, including the College's Educational Master Plan, the College has a full range of programs and services aligned with its purposes, its character, and the diverse needs of its student population ([IA1](#), [IA4](#), [IA5](#)). Wide-ranging student educational goals, and identified student and community needs, drive the establishment and development of academic, career technical education, student learning support services and programs that are supported through institutional resources. Differences in student populations across the College's service area are utilized to guide program and service planning.

Mt. San Jacinto College is actively engaged in a robust and comprehensive program review process that ensures that programs and services are aligned with and support the College's mission. As the instructional programs, student services programs, and administrative units prepare their Program Reviews and Annual Program Assessment reports, staff, faculty and administration examine relevant demographic, labor market, and other institutional data in order to determine the suitability of programs for the learner populations, their needs, and the mission of the College. Program Review requires the developer to answer a number of questions and inquiries concerning alignment with the mission statement, program goals, program performance, and strengths and weaknesses of the program. In this regard, a system has been implemented in the annual planning calendar to revisit and reaffirm the mission statement on a three-year basis. This process is intrinsically tied to student learning outcomes and assessment cycles, as well as the annual program planning and review processes ([IA16](#), [IA29](#), [IA30](#), [IA44](#)).

Decision-Making, Planning, and Resource Allocation

Mt. San Jacinto College has developed, improved and sustained an ongoing, institutionalized system of integrated planning that explicitly links mission, institutional priorities and goals, master planning (Educational Master Plan, strategic plan, facilities, technology, staffing), Program Review/Annual Program Assessment, evaluation, data, and resource allocation structures and processes.

The mission statement of Mt. San Jacinto College is central to institutional planning, decision-making, resource allocation, and is incorporated into the development of campus-wide annual goals and priorities. The mission statement provides the foundation to the Educational Master Plan, which informs the institution's goals and allocation of resources to support and better serve the diverse communities within the College's 1,700 square mile service area. It ultimately serves as the primary resource for the development of the College's Strategic Plan, as well as the implementation of the College's other major tactical master plans ([IA4](#), [IA22](#), [IA23](#), [IA45](#)).

The results of the College's ongoing comprehensive Program Review process are used in the development of the Educational Master Plan, particularly as it relates to current and future academic programming. Program Review processes at Mt. San Jacinto College are ongoing, systematic and used to assess and improve student learning and achievement ([IA16](#)). Mt. San Jacinto College has established a regular Program Review cycle that occurs on a three-year cycle with comprehensive Program Reviews, and the associated Unit Plans required every three years. Annual Program Assessments, as well as Unit Plan updates, are submitted each of the ensuing two years. An Institutional Planning and Assessment Calendar outlines a completion schedule for program review, goal development, resource and budget development, and assessment that is used and adhered to by all College divisions ([IA46](#), [IA47](#), [IA48](#)).

Mt. San Jacinto College's planning and resource allocation model directly links resource requests (Resource Allocation Proposals) to the institution's three-year Program Review, Annual

Program Assessment, Strategic Plan priorities and goals, ranking the requests using a rubric (Prioritization Allocation Rubric) and tracking the prioritized requests through the process until funding decisions are cycled through the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the Superintendent/President ([IA19](#), [IA20](#), [IA21](#), [IA45](#), [IA49](#), [IA50](#), [IA51](#), [IA52](#)). Given the completion of seven annual planning cycles, Mt. San Jacinto College has demonstrably defined, implemented, operationalized, and assessed its planning and resource allocation model. Processes are clearly in place that coordinate financial resource planning efforts with all other institutional planning processes. This resource allocation process has institutionalized successful programs like The Student Athlete Scholars Program and the Supplemental Instruction program as well as responded to student needs by granting permanent funding to services like online tutoring ([IA53](#), [IA54](#), [IA55](#), [IA56](#)). As was outlined in the introduction to this response, the College's planning and resource allocation processes have matured and developed into a sustainable, institutionalized model that is fully integrated and embedded into the infrastructure of the College.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.A.3. The College's programs and services are aligned with the mission statement through the College's robust institutional Program Review and Annual Program Assessment processes. The mission statement is the foundation of the Mt. San Jacinto College's integrated planning and resource allocation model with all planning and decisions consistently linked with timelines for thorough integration. Specifically, the six-year Educational Master Plan integrates with the College's mission statement, master plans, program review, learning outcome and assessment, and resource allocation structures that are embedded as a part of a comprehensive planning cycle. Through the College's comprehensive Program Review and Annual Program Assessment cycle, the College's constituencies are able to demonstrate alignment of all key decisions with student learning and achievement. The College's program review process provides an institutional mechanism to evaluate and assess student learning and achievement in the aggregate and disaggregate, thereby focusing institutional priorities, goals, and activities around the needs of students.

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4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

EVIDENCE OF MEETING THE STANDARD

Widely Published

The Mt. San Jacinto College mission statement is widely publicized. The mission statement is located on the College's website located under *College Information* and published in the College catalog under *General Information* ([IA5](#), [IA10](#), [IA57](#)). It is also physically posted in high-visibility conference rooms, classrooms, libraries, college offices, and other prominent locations throughout all of the College's main campuses (Menifee and San Jacinto) and off-campus sites (San Geronio Pass Campus, Temecula Education Complex, and the Temecula Higher Education Center). It is printed on participatory governance committee agendas, Board of Trustee meeting agendas, the College's planning documents (Educational Master Plan, Facilities Master Plan, Strategic Plan, etc.) as well as on the College's annual report developed by the Foundation ([IA4](#), [IA27](#), [IA37](#), [IA58](#), [IA59](#)).

Approved by Governing Board

The most current mission statement along with an updated values statement was approved in January 2017 by the Mt. San Jacinto College Board of Trustees after a year-long review by the *Vision, Values, and Mission Task Force* ([IA1](#), [IA60](#), [IA61](#)). The draft of the mission statement with the new revisions was vetted by the constituent groups and forwarded to the Institutional Planning Committee as a recommendation for approval. Recommendations from the Institutional Planning Committee were forwarded to College Council, the central participatory governance body which formally recommends approval to the Board of Trustees ([IA64](#), [IA65](#), [IA66](#), [IA67](#), [IA68](#), [IA69](#), [IA70](#), [IA71](#), [IA72](#)).

The approved mission statement is as follows:

Mt. San Jacinto College offers quality, accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals. We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates, which meet workforce development needs in our diverse communities. Our commitment to learning and achievement empowers students to enrich our communities and participate meaningfully in today's complex world.

Periodically Reviewed and Updated

In keeping with the institutional timeline for a regular review of the mission statement, Mt. San Jacinto College has maintained an active Vision, Values and Mission Task Force to review, evaluate, and provide College-wide input on the institution's planning statements. The Task Force is representative of all governance and constituent groups at the institution and acts as an ad hoc to College Council ([IA70](#), [IA73](#), [IA74](#)).

This Task Force met regularly throughout 2015-2016 to dialog, and develop a draft revision of the mission statement that addressed the latest nuances in the updated accreditation standards and also reflected areas of emphasis for the College identified through internal and external data scans. Specifically, the Task Force prepared a draft revision of the mission statement that intentionally rearranged and added terms to focus on quality, equity, and providing a safe environment – all of which reflect important institutional improvements and activities that the College has prioritized through several student success initiatives over the last five years. The emphasis on “quality and equity” aim to center the institution's programs and services on fostering cultural competencies and removing educational barriers that disproportionately impede the success of students. Campus safety in the form of security as well as the creation of an environment that supports diversity and equality have been areas of focus for the College and the Task Force determined it was critical to continue to prioritize these efforts within the mission statement ([IA10](#), [IA70](#), [IA74](#), [IA75](#)).

As outlined in Board Policy 1200 – District Mission, Mt. San Jacinto College adheres to a consistent three-year timeline for regular review, assessment, and updating of the mission statement, vision and values. The three-year timeline is intentional so that the review of the mission statement 1) coincides with the College's three-year comprehensive program review cycle, 2) ensures that each mission statement element (mission, vision, values) is reviewed and assessed twice within the College's six year educational master planning cycle, and 3) links to revision timelines of other major institutional planning efforts such as the Strategic Plan. In keeping with this planning cycle, the mission statement was reviewed and assessed in 2014 and again in 2017. The timing of the institutional planning statement reviews, assessment, and revision links directly to the timelines of the College's major master planning and Strategic Plan. Specifically, the reworking of the new mission statement coincides precisely with the College's recently completed Educational Master Plan 2017-2023 and its upcoming three-year Strategic Plan 2017-2021. This interrelated timeline is critical to ensuring that the mission statement of Mt. San Jacinto College is central to institutional planning, decision-making and is incorporated into the development of College-wide annual goals and priorities ([IA1](#), [IA23](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.A.4 and Eligibility Requirement 6. The College widely publicizes and disseminates the mission statement to all constituent groups including students,

faculty, administration, as well as to the community it serves through the website and various College publications and printed materials. The mission statement is placed in high visibility classrooms, offices and meeting spaces throughout the College's campus and off-site locations. The Mt. San Jacinto College mission statement is approved by the governing board. A regular calendar of participatory review and assessment of the mission statement takes place every three years with extensive use of data to determine the extent to which the College is meeting its mission and identifying any gaps and disparities in service or success rates.

STANDARD I.A. EVIDENCE LIST

- [IA1](#) Board Policy 1200 - Mission Statement
- [IA2](#) Service Area and Campus Locations
- [IA3](#) Mt. San Jacinto College District Feeder High Schools
- [IA4](#) Educational Master Plan
- [IA5](#) Catalog 2017-2018
- [IA6](#) Current Schedule of Classes Webpage
- [IA7](#) Community Education Schedule of Classes Fall 2017 (non-credit and fee based offerings)
- [IA8](#) Student Services Webpage
- [IA9](#) Catalog 2016-2017
- [IA10](#) Mission Statement, Vision, Values and Institutional Priorities
- [IA11](#) Core Competencies
- [IA12](#) Program Learning Outcomes-Instructional Services
- [IA13](#) Program Learning Outcomes-Student Services
- [IA14](#) Program Learning Outcomes-Instructional Services
- [IA15](#) Student Achievement Indicators - Aggregated and Disaggregated
- [IA16](#) Comprehensive Program Reviews and Annual Program Assessments
- [IA17](#) Board of Trustees Scorecard Report Presentations
- [IA18](#) Board of Trustees Institutional Effectiveness Partnership Initiative (IEPI) Presentation
- [IA19](#) Resource Allocation Proposals (RAPs) 2017-2018
- [IA20](#) Resource Allocation Proposal 2017-2018 Template
- [IA21](#) Prioritization Allocation Rubric 2017-2018
- [IA22](#) Institutional Master Plans
- [IA23](#) Institutional Planning Timeline
- [IA24](#) Educational Master Plan Development Documentation
- [IA25](#) Educational Master Plan - Internal Scan
- [IA26](#) Educational Master Plan - External Scan

- [IA27](#) Strategic Plan
- [IA28](#) Strategic Plan Development Documentation
- [IA29](#) Program Review Data
- [IA30](#) Comprehensive Program Review Templates
- [IA31](#) Program Review Manual
- [IA32](#) Institutional Planning Committee (IPC) Website
- [IA33](#) IPC Meeting Agenda Re: IEPI
- [IA34](#) College Council
- [IA35](#) IPC Meeting Agenda Re: Institution-Set Standards, IEPI Indicators, Disaggregation of Data
- [IA36](#) IPC Meeting Agenda Re: Institutional Data Availability and Access
- [IA37](#) Institutional Planning and Effectiveness Website
- [IA38](#) Institutional Research Website
- [IA39](#) SETS Website
- [IA40](#) Book-It Scheduling Tool
- [IA41](#) Joint Hiring Data
- [IA42](#) Program Review and Assessment Webpage
- [IA43](#) Institution Set Standards
- [IA44](#) Program Review Instructions 2014-2017
- [IA45](#) Budget Calendar 2017-2018
- [IA46](#) 2017-2018 Program Review and Assessment Calendar (Instruction)
- [IA47](#) 2017-2018 Program Review and Assessment Calendar (Student Services)
- [IA48](#) Course Improvement Plans
- [IA49](#) Classified and Administrative Personnel Prioritization Request (CAPPR) 2017-2018 Template
- [IA50](#) Shared Governance Resource Allocation Proposal (RAP) 2017-2018 Template
- [IA51](#) Assessment of RAP Process/Cycle for Improvement
- [IA52](#) Budget Allocation Webpage
- [IA53](#) Supplemental Instruction (SI) Program RAP 2016-2017 (RAP ID: IO 131-1617)
- [IA54](#) Student Athlete Scholars Program RAP 2015-2016 (RAP ID: SS 101-1516)

- [IA55](#) Supplemental Instruction (SI) Program RAP 2016-2017 (RAP ID: IO 131-1617) - Award Notification
- [IA56](#) Student Athlete Scholars Program RAP 2015-2016 (RAP ID: SS 101-1516) - Award Notification
- [IA57](#) Mission Statement Webpage
- [IA58](#) Board of Trustee Meeting Agendas (BoardDocs)
- [IA59](#) Annual Report, pg. 16
- [IA60](#) Board of Trustee Meeting Agenda, pg. 49-50
- [IA61](#) Board of Trustee Meeting Minutes, pg. V
- [IA62](#) Classified Senate Agenda
- [IA63](#) Classified Senate Minutes
- [IA64](#) Academic Senate Agenda (Mission Statement)
- [IA65](#) Academic Senate Minutes (Mission Statement)
- [IA66](#) IPC Meeting Agenda (Mission Statement)
- [IA67](#) IPC Meeting Minutes (Mission Statement)
- [IA68](#) College Council Agenda (Mission Statement)
- [IA69](#) College Council Minutes (Mission Statement)
- [IA70](#) Mission Vision Values Task Force
- [IA71](#) Board of Trustee Meeting Agenda, pg. 41-42
- [IA72](#) Board of Trustee Meeting Minutes, pg. viii
- [IA73](#) College Council
- [IA74](#) IPC Meeting Agenda Re: Vision, Values and Mission Task Force
- [IA75](#) Board of Trustee Meeting Agenda – 2014 Mission Vision Values Statement, pg. 41-42

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College engages in structured, continuous and collegial dialog on student outcomes, student equity, academic quality, institutional effectiveness and improvement of student learning and achievement through the College's participatory governance structures and established College processes and practices.

The primary vehicle responsible for formally communicating to all constituent groups and supporting an ongoing dialog at the College is through the College Council, which consists of representatives from administration, faculty, classified staff, and students ([IB1](#)). The College Council provides the means for the combined thinking of faculty, classified staff, students, and administration to be included in the formation of all recommendations except curriculum issues. College Council meets monthly to routinely discuss and approve proposed Board of Trustees action and information agenda items and review reports from each of the Participatory Governance committees. They also act as the decision-making body that forwards recommendations on Participatory Governance issues that do not require mutual agreement between the Academic Senate and Board of Trustees to the Superintendent/President for action or for presentation to the Board of Trustees for action ([IB2](#)).

The College uses a variety of strategies to keep College constituent groups regularly informed and engaged in meaningful discussions to stimulate plans for continuous improvement of student learning and achievement. College leadership hosts a number of events held regularly throughout the academic year to communicate information relative to major College updates and progress on College-wide initiatives. Some of these opportunities to inform and engage all constituent groups include the faculty Convocation, Classified Convocation, Brown Bags and lunchtime gatherings, and Town Hall sessions, which provide faculty, staff, and students an opportunity to provide feedback and input. These sessions are facilitated by the College's Executive Cabinet and Superintendent/President ([IB3](#), [IB4](#), [IB5](#)).

The Academic Senate also provides similar opportunities for full and part-time faculty to engage openly in dialog focused on student success and equity during Convocation and All-Faculty meetings scheduled throughout the fall and spring terms. A Speakers Series has also been established to bring expert speakers and authors to explore topics related to academic quality, student success, learning, diversity, and equity ([IB3](#), [IB6](#), [IB7](#), [IB8](#)).

Student Outcomes

The College's integrated planning, Program Review, and resource allocation practices supports regular, structured, and collegial College-wide dialog about student learning outcomes and assessment results amongst all constituent groups ([IB9](#), [IB10](#), [IB11](#), [IB12](#), [IB13](#)).

The Institutional Assessment and Program Review Committee is the primary participatory governance committee that formalizes processes and practices related to program review, learning outcomes, and assessment ([IB14](#)). This committee serves as the catalyst to formalize dialog amongst all constituent groups in all academic, student support service and administrative areas of the institution to examine and document effectiveness of College programs and services. The collegial dialog about improving student learning and institutional effectiveness at the department, unit and division levels is organized and systemic through the process of completing comprehensive Program Reviews and Annual Program Assessments ([IB10](#)).

Analyzing the data from student learning outcomes and creating, implementing and measuring the effectiveness of improvements to student learning and achievement is an integral part of the Program Review processes. During the comprehensive Program Review and Annual Program Assessment cycle, faculty within academic and CTE programs, administrative leadership, and staff regularly discuss student learning outcome and achievement results. Through the evaluation of the assessment and student success data, full- and part-time faculty are afforded opportunities to collaboratively discuss plans for improvement at the course and program levels on an annual basis. Faculty outline these strategies for improvement within the Course Improvement Plans (CIPs) which are utilized to stimulate additional discussions within participatory governance as requests for resource allocations move through the College's planning and budget development processes ([IB12](#), [IB13](#), [IB15](#), [IB16](#), [IB17](#), [IB18](#)).

Recently, the Institutional Assessment and Program Review Committee (IAPRC) developed opportunities for all programs (instruction, student services, and administrative units) to openly present the status of their program/department program review including data on student learning, achievement, as well as program/department needs and plans for improvement. Each month, the Institutional Assessment and Program Review Committee members invite faculty, classified, and administrative representatives from each of the three divisions to share about their program/department. These opportunities to communicate program progress and needs have been highly effective in generating further discussion, encouraging collaboration across departments, and identifying solutions and strategies for providing adequate support and resources to ensure the success of each program/department in serving the College's diverse student population ([IB19](#)).

In addition to the Institutional Assessment and Program Review Committee, there are several other participatory governance committees directly involved with the College's integrated planning processes that facilitate widespread dialog about learning outcomes and assessment results and includes the College's Institutional Planning Committee, Budget Committee, and Curriculum Committee ([IB20](#), [IB21](#), [IB22](#)).

Student Equity

Through robust dialog and discussion, the College's participatory governance committees work to identify existing or emerging extended opportunities and equity issues, advise College leadership in the development of responsive policies and procedures, and analyze and make recommendations for action based on relevant research, data, and practices. The College has several key participatory governance committees and other College-wide groups that identify, discuss, plan, and implement strategies focused on student equity, diversity, learning, and achievement. Each of the committees advocate for the development and implementation of institutional practices and processes that facilitate the success of the College's diverse student population. These core Participatory Governance committees include the Basic Skills Committee, Student Equity Committee, Diversity Committee, and Title V Hispanic-Serving Institutions (HSI) Grant Program Steering Committee and they oversee the Basic Skills Initiative Plan, Student Equity Plan, EEO Plan, and Title V HSI Grant, respectively ([IB23](#), [IB24](#), [IB25](#), [IB26](#), [IB27](#), [IB28](#), [IB29](#), [IB30](#)).

Committees utilize and analyze data, evidence, and research to evaluate student learning and develop institutional approaches to mitigate disproportionate impacts to reduce achievement gaps among student sub-populations ([IB31](#)). Disaggregated student learning and achievement data is produced by the Office of Institutional Research and published in data reports that are readily available on the College's website, embedded within the College's planning documents, and used by the various committees to drive dialog and discussion regarding institutional improvements ([IB9](#), [IB32](#), [IB33](#)). Additionally, the disaggregated data has been included in the

College's Comprehensive Program Review and Annual Program Assessment process ([IB10](#), [IB16](#)).

Through the work of these dedicated committees, the College has developed a series of focused projects, programs, and events that have led to improvement of student learning and achievement for the College's disproportionately impacted student groups. Some of these successful projects include the following: ([IB34](#), [IB35](#), [IB36](#), [IB37](#),pg.20, [IB38](#), [IB39](#), [IB40](#), [IB41](#), [IB42](#))

- Acceleration Model in English
- Pre-Statistics Course pilot in Math
- Multiple Measures in English
- First-Year Experience Program
- Student Equity Speaker Series and Book Club
- Student Mentors Program
- Focused Professional Development
- Distance Education - Guided Pathways for Success (GPS)

Academic Quality and Institutional Effectiveness

Dialog about institutional effectiveness at the College is ongoing, robust, and pervasive with data and analyses widely distributed and used throughout the institution. Mt. San Jacinto College has structured mechanisms to actively engage College constituents in formal and informal dialog about institutional planning, learning, teaching, and assessment of learning outcomes.

Dialog about improvement of academic quality and institutional processes occurs in the context of all major institutional planning processes. The master planning development processes for the Educational Master Plan, Strategic Plan, Facilities Master Plan, Technology Master Plan, and plans for other College initiatives such as the Basic Skills/Student Equity/SSSP Integrated Plan demonstrates the College's sustained, substantive, and collegial dialog efforts related to student learning, success, and institutional effectiveness. The College utilizes the following structures to stimulate robust discussion and include diverse perspectives: focus groups, retreats, public forums, presentations, and meetings with various constituent and participatory governance groups including Academic Senate, Classified Senate, Student Government Association, and other related sub-committees as necessary. The Academic Senate is heavily involved in this process, reviewing drafts and offering support and recommendation of College-wide and instructional plans ([IB9](#), [IB43](#), [IB44](#), [IB45](#), [IB46](#)).

Faculty, staff, and students are informed about institutional efforts to achieve goals and improve learning as a result of the College's concerted efforts to regularly and consistently communicate College-wide goals, progress toward meeting goals, and plans for improvement. Throughout the 2016-2017 academic year, Mt. San Jacinto College facilitated the closing of the 2014-2017

Strategic Plan, evaluated the College's achievement of stated institutional priorities, goals, and outcomes, and developed a wholly new plan for the 2017-2020 cycle (IB47). In early fall 2016, Mt. San Jacinto College began the process for developing a new Strategic Plan for the institution's next three-year cycle. Following a similar planning structure and timeline as the previous 2014-2017 Strategic Plan, and including focused, face-to-face dialog with faculty, staff, students, and administrators, the College completed a draft of the 2017-2020 Strategic Plan with a tentative timeline to share the final version with the College community, move through the participatory governance approval queues, and ultimately a recommendation for approval by the Board of Trustees in early fall 2017 (IB44, IB48). This planning development process was coordinated by the College's Offices of Institutional Effectiveness and Research to ensure access to data as well as full participation from all constituencies. As with similar institutional-wide planning efforts and following the historically collegial practices established through the College's effective participatory governance structure, the College ensures the consideration of diverse perspectives in the development of institutional priorities and goals. As a result of this involvement, faculty, staff and students are aware of, and knowledgeable and vested in, institutional efforts to achieve student learning and achievement goals.

The Institutional Planning Committee (IPC), composed of academic and classified leadership as well as constituent group representatives, plays an essential role in facilitating broad discussions regarding institutional integrated planning and resource allocation practices, use of data and research, accreditation processes, and other activities that promote institutional effectiveness (IB20). Minutes of the IPC meetings serve to demonstrate the substantive nature of the dialogue amongst all groups (IB49).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.B.1. The College engages the campus community in widespread, sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialog occurs regularly through various participatory governance committee structures, as well as through College-wide institutional planning, program review, and resource allocation practices focused on the topics of student learning, achievement, and institutional effectiveness. Institutional dialog utilizes the analysis of internal and external data, evidence and research to stimulate plans for improvement that become embedded within the College's master planning priorities, goals, and objectives.

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2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College has an established and comprehensive institutional framework for defining and assessing student learning outcomes for all instructional programs (credit and non-credit) and student support and learning services ([IB50](#)). The College has systematic Curriculum and Program Review processes and procedures established to approve, administer, deliver, and evaluate student learning outcomes at the course, program and institutional levels ([IB10](#), [IB51](#), [IB52](#)). Student learning outcomes (SLOs) and service area outcomes (SAOs) are created and assessed by student services programs. Administrative units utilize administrative unit outcomes (AUOs) ([IB53](#), [IB54](#)).

Course Learning Outcomes (CLOs) are identified by department faculty and regularly assessed by each faculty who teach the course through the systematic processes by which courses are written, revised, and assessed ([IB55](#)). CLOs are developed by faculty and approved in conjunction with the Course Outlines of Record as defined in the College curriculum policies. Current Course Outlines of Record (CORs) are housed in CurricUNET ([IB56](#)). The current CLOs are housed in eLumen, our CLO database ([IB57](#)). A link from CurricUNET to eLumen directs faculty to the current CLOs of each course because, as the assessment process evolves, the CLOS may change at a faster rate than the CORs. The Institutional Assessment and Program Review Coordinator is a part of the curriculum technical review process to ensure the viability of CLOs with the COR for each designed course. The methods of instruction and evaluation, assignments, and course content are reviewed to ensure alignment with the CLOs. Each course assessment requires the use of at least three CLOs. Every section of the course must use the same assessment tool and rubric (unless online sections require their own assessment tool and rubric).

Faculty in departments and programs collaborate to design a regular three-year CLO assessment schedule and submit a tentative three-year CLO assessment plan to ensure that all course offerings are assessed at least twice within the three-year cycle. The only classes that may not be scheduled for assessment at least twice within the three-year cycle are specialty courses, which are assessed when offered. Faculty completing assessments in eLumen submit individual scores for each student and offer analysis for scores in the Course Improvement Plans (CIPs) completed for each assessed course. CIPs are completed the semester following assessment to allow departments time to meet and analyze the data, to share effective teaching strategies, or revise test questions or CLOs based on student performance and alignment with Program Learning Outcomes and Core Competencies ([IB12](#), [IB13](#), [IB52](#), [IB57](#), [IB58](#), [IB59](#), [IB60](#), [IB61](#)).

Effectiveness of learning within courses at each level in a program pathway are assessed and evaluated via the CLO process in eLumen and Program Review. CLOs are assessed by faculty in order to implement teaching and learning strategies where necessary as well as to plan course revisions to respond to student performance. Courses that are out of compliance or not assessed are not scheduled as they may jeopardize a student's progress ([IB57](#), [IB62](#)).

To ensure collegiality, the instructional leadership team works collaboratively with Academic Senate leadership to continually refine the College's core set of requirements specific to faculty's role in program review and assessment to provide further guidance and specificity regarding learning outcome assessment. The two groups jointly revise the College's *Assessment and Program Review Cycle Expectations* at the start of each Program Review cycle ([IB50](#), [IB63](#), [IB64](#)). The guideline helps to create a consistent and standardized approach to assessment at Mt. San Jacinto College regardless of location or program.

Mt. San Jacinto College programs culminate in attainment of Student Learning Outcomes at the course, program, and institutional levels. All academic programs at Mt. San Jacinto College have Program Learning Outcomes (PLOs) that are published in the College catalog. PLOs are assessed by faculty and administration via the Program Review process ([IB37](#), [IB55](#), [IB60](#), [IB61](#), [IB62](#)).

CLOs map to both PLOs and Core Competencies, and Core Competencies are directly related to the College mission statement. Core competencies – maintained, measured, and revised through both curriculum and Program Review processes – ensure that students completing a general educational program at Mt. San Jacinto College possess the “skills and knowledge needed to participate in today's complex world” ([IB52](#), [IB61](#), [IB65](#), [IB66](#), [IB67](#)). (ER 11)

This comprehensive charting (mapping) of course outcomes to program outcomes has occurred during all-faculty and department meetings, including convocation, and has been documented and recorded in the College's learning outcome and assessment database (eLumen). Beyond the actual mapping exercises performed by faculty and staff, the alignment of courses to programs has been used as the foundation for discussions and dialog with institutional leadership to design program goals, outcomes, align curriculum, and correctly sequence course offerings (Student Success Pathways) to achieve and attain intended learning outcomes for students. Specifically, improvements have led to more efficient course scheduling and as a result students have a clearer pathway to degree completion ([IB3](#), [IB34](#), [IB57](#), [IB65](#)).

Mt. San Jacinto College has seven Core Competencies:

- **Communication:** The student will communicate effectively, expressing thoughts, goals and needs through use of appropriate modes and technologies.
- **Critical Thinking:** The student will reason and think critically.
- **Aesthetic Awareness:** The student will possess aesthetic awareness.
- **Social Awareness:** The student will demonstrate societal awareness.
- **Responsibility:** The student will display personal and civic responsibility.
- **Scientific Awareness:** The student will possess an awareness of the physical and biological principles related to science.

- **Information and Technology Literacy:** The student will access, interpret, evaluate and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

The Core Competencies undergo a regular cycle of assessment, review, and revision. The Core Competencies are reviewed on a six-year cycle to coincide with the conclusion of two cycles of the College's comprehensive Program Review and alignment with the development of the College's six-year Educational Master Plan. The Core Competencies were reviewed and revised in spring 2017 through a comprehensive participatory governance approval process that included the Academic Senate, Institutional Assessment and Program Review Committee, and the Board of Trustees. During the 2016-2017 academic year, Mt. San Jacinto College faculty, staff, and administrators engaged in extensive dialog about additions and changes to the College's Core Competencies based on review of institutional data, research and analysis as well as feedback from faculty regarding student learning needs. As a result of the discussion that took place at multiple committee meetings during that academic year, the faculty recommended an additional core competency focused on Information and Technology Literacy be added ([IB68](#)).

Mt. San Jacinto College utilizes two innovative practices to measure Core Competencies (institutional learning outcomes) that include both authentic and in-direct assessments. A comprehensive Graduation Survey is distributed to all graduating students annually to determine perceptions of whether they accomplished the seven institutional core competencies in their particular program of study ([IB69](#)).

Additionally, the College initiated a Critical Assessment Test (essay) that was administered to a cohort of students twice each term (pre/post) during the 2014-2015 and 2016-2017 academic years to measure improvements in critical thinking skills. A team of interdisciplinary faculty scored and validate the tests. Results are used to drive changes at the programmatic level. The College intends on expanding the use of this authentic assessment of Core Competencies to additional courses and sequences that lead to degree and program completion, including the First Year Experience cohort. Core Competencies are assessed on an annual basis ([IB70](#)).

Accomplishments of Core Competencies in non-instructional areas are primarily documented within the Annual Program Assessment review cycle for both the Student Services and Administrative Services units ([IB71](#), [IB72](#)). A matrix embedded within the Program Review template outlines the linkages between service unit outcomes and the Core Competencies and therefore the achievement of an outcome correlates to the accomplishment of one or more Core Competencies ([IB73](#), [IB74](#)).

Mt. San Jacinto College regularly evaluates student and learning support services to assure their adequacy in meeting identified student needs. All non-academic divisions including Student Services, the Learning Resource Centers, Library, Supplemental Instruction, Basic Skills and the College's Administrative Services fully participate in the student learning outcomes and

assessment processes ([IB71](#), [IB72](#), [IB75](#)). Learning outcomes for these non-academic student support and learning units are assessed on an annual cycle during each academic year and follow the same three-year Program Review cycle as instructional and administrative services ([IB53](#), [IB54](#)). The units include all assessment related data within the three-year comprehensive Program Reviews and the Annual Program Assessment reports depending on the cycle ([IB10](#), [IB58](#), [IB59](#)).

In Student Services, Program Learning Outcomes (PLOs) and Service Area Outcomes (SAOs) are developed through a detailed process of incorporating all SLOs and SAOs into one or several PLOs. Surveys are created to address one or more PLOs and are linked to the Core Competencies. The PLO process is a joint effort created by the respective unit's classified staff and administrators overseeing the unit. Assessments used for measuring PLOs include: surveys, questionnaires, program evaluations, exit interviews, student interviews, checklist, and activities evaluations ([IB37](#), [IB53](#), [IB71](#), [IB76](#)).

Mt. San Jacinto College ensures that students have a clear and concise description of program and course learning outcomes through several different methods. The process ensures that students understand the student learning outcome expectations of the course. These expectations are determined by the program and based on various performance indicators embedded in each course outline of record.

Annually, the Academic Senate revises and approves a comprehensive document pertaining to syllabus development, the Syllabus Checklist ([IB77](#)). The Academic Senate's Syllabus Checklist notes that CLOs are required elements of course syllabi and should also be posted within the course management system utilized for every class. The Checklist is electronically distributed to full-time and part-time faculty, made available online, and discussed during the associate faculty orientation and full-time faculty convocation ([IB78](#)). In every class section students receive a course syllabus that specifies current learning outcomes consistent with the College's formally approved course outline. Each course syllabus is required to include the most current CLOs for the course. All faculty are required to submit copies of their syllabi to the Office of Instruction for warehousing, and examination of syllabi are part of every faculty's evaluation process ([IB79](#)).

Learning outcomes (program and Core Competencies) are posted and accessible on the Office of Institutional Effectiveness and Planning website for faculty, staff, students, and the public ([IB60](#), [IB61](#)). Core Competencies and program learning outcomes are also outlined in the College catalog which students can access both online and in hard-copy format ([IB37](#)).

Mt. San Jacinto College uses eLumen as its central clearinghouse for all instructional student learning outcomes and assessment results and data ([IB57](#)). Learning outcomes at the student, program and institutional level are available through eLumen and incorporated into Program Review and Annual Program Assessment reports ([IB80](#), [IB81](#)). Faculty use eLumen and

CurricUNET to assess CLO's and have access to course outlines of record, which include methods of instruction and evaluation that are integrated with the course objectives ([IB56](#)).

Faculty, classified staff, and administrators from all divisions of the College (Instructional, Student Services, Administrative) are members of the Institutional Assessment and Program Review Committee to ensure that all divisions of the College are provided with opportunities for direct communication and direction regarding student learning outcomes, assessment, program review, resource allocation, and planning processes ([IB14](#), [IB62](#), [IB71](#), [IB72](#)). Student learning outcome, assessment, and program review training workshops are extended to all three divisions throughout the semester and during the Teaching and Learning Academy. Individual department/program sessions are also offered to meet the range of schedules within the service areas ([IB3](#), [IB82](#), [IB83](#)).

These processes result in effective changes at the course, program, and institutional level. For example, the History department identified a need for laptops in the course improvement plan (CIP) for History 107: History of East Asia before 1600 and included in Program Review ([IB84](#), [IB85](#)). This need was articulated in a Resource Allocation Proposal (RAP), submitted to the Budget Committee, scored, and then sent forward for approval by the Executive Cabinet ([IB86](#), [IB87](#)). College-wide needs such as permanent funding for online tutoring and the Supplemental Instruction (SI) Program are articulated and funded through this process as well ([IB88](#), [IB89](#), [IB90](#), [IB91](#), [IB92](#), [IB93](#), [IB94](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.B.2 and Eligibility Requirement 11. The College has defined student learning outcomes for all instructional programs and student and learning support services at the course, program, and institutional levels. Faculty, classified staff, and administrators are actively engaged in student learning outcome development and assessment activities. Student learning outcomes are faculty-driven, assessed at the course, program and institutional levels, and results are used to make improvements. All student learning outcomes are formally reviewed during the curriculum and program review process by the Curriculum Committee, the Institutional Program Review and Assessment Coordinator, as well as the Institutional Assessment and Program Review Committee. The College publishes learning outcomes in multiple locations including in the College catalog, on the College's website, in eLumen and CurricUNET, and in every course syllabi distributed to students. All units, including instruction, student services, and administrative services participate in the College's learning outcome assessment and incorporate this information into the comprehensive Program Review and Annual Program Assessment processes. Faculty, staff, and administration utilize assessment results to lead to effective changes at the course, program, and institution level for the purpose of improvement.

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3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

EVIDENCE OF MEETING THE STANDARD

Student success is core to the mission, vision, and values at Mt. San Jacinto College. As such, the College is actively engaged in dialog and planning to mitigate some of the specific challenges and obstacles related to student success and achievement. To ensure continued progress and improvement to student learning and achievement outcomes, the College establishes accountability measures through the California Community College Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) and through the ACCJC Institution Set-Standards ([IB95](#), [IB96](#)).

As a requirement of the 2014 ACCJC Annual Report, the College established institution-set standards for student achievement. At the time, the College developed institution-set standards for student achievement related to course completion, program completion, job placement rates, and licensure examination rates. Since that time, the College has expanded its metrics to include other critically important institution-set standards related to transfer and retention ([IB97](#), [IB98](#)).

The Office of Institutional Effectiveness is responsible for facilitating the development of the institution-set standard. To develop and establish institution-set standard measurements, the College utilizes the participatory governance committee structure, through which representatives from the faculty, classified staff, students, and administration analyze trend data provided by the Office of Institutional Research for each individual performance metric. The committees primarily involved in the dialog regarding the establishment of institution-set standards include College Council, Research, Budget Committee, Institutional Planning Committee and the Institutional Assessment and Program Review Committee. The committees review, discuss, and collaboratively develop recommendations for the standards that are based on a five-year longitudinal trend data analysis. Recommendations are forwarded to the Executive Cabinet leadership for formal adoption and presentation to the Board of Trustees ([IB98](#), [IB99](#)).

Development of the IEPI Indicators follows the same institutional process for establishing performance measures. In spring 2015, the College completed the Year One Framework of Indicators for the Institutional Effectiveness Partnership Initiative. Dialog and discussion took place in key participatory governance committee meetings utilizing trend data analysis provided by the Office of Institutional Research. Unlike the institution-set standards that set the minimum levels of performance, the IEPI indicators represent the College's aspirational "stretch" goals.

Each year since the adoption of the first Framework of Indicators, the College develops updated one-year and six-year goals specific to the framework ([IB95](#), [IB100](#), [IB101](#)).

In an attempt to ensure that the College had minimum and aspirational goals established for all of the ACCJC institution-set standards and IEPI indicators, the College created a small ad-hoc workgroup within the Institutional Planning Committee to design and develop recommendations for each indicator. This work was completed in spring 2017 ([IB102](#)).

The College's institution-set standards are published on the Office of Institutional Effectiveness website as well as in the ACCJC Annual Report that is submitted to the Commission each spring semester ([IB97](#), [IB103](#), [IB104](#)). The College works diligently to share and disseminate this information to the larger College community. Given that the institution-set standards are derived as a result of comprehensive dialog and discussion in key participatory governance committees, committee members are provided with electronic copies of the institution-set standards. The Board of Trustees are also provided with presentations regarding the institution-set standards and the process for establishing the metrics used by the institution to measure institutional performance ([IB105](#)).

Over the last several planning and Program Review cycles, the College has embedded institution-set standard metrics within the College's data warehouse. The College's data warehouse provides disaggregated student data, including student achievement and institution-set standards for all planning efforts. Data is incorporated into every cycle of Program Review, including the comprehensive and Annual Program Assessment templates utilized by the faculty ([IB80](#), [IB81](#)). The disaggregated programmatic and student achievement data and institution-set standards serve to facilitate the faculty's evaluation of academic program quality and effectiveness, identify emerging student needs and disparities, address gaps, and assess the mission of the College ([IB62](#), [IB98](#), [IB101](#)). During each Program Review cycle, faculty have comprehensive data related to each academic and CTE program allowing them to fully evaluate course and program level student achievement against the institution-set standards and develop informed, data-driven recommendations for improvements ([IB16](#), [IB106](#)).

Institution-set standards are reviewed annually to track and monitor whether progress is made toward both the institution-set standards and the IEPI indicators ([IB98](#), [IB101](#)). Information related to progress is disseminated to key decision-making bodies with additional dialog to determine areas for further inquiry and improvement. The College's institution-set standards and the IEPI indicators were critical components used in the development of the Educational Master Plan ([IB107](#)). To meet the achievement thresholds established through the performance indicators, the Educational Master plan identified key strategies and themes that identify better ways of serving students and improving student achievement outcomes ([IB108](#)). In this way, the College prioritizes the performance indicators in setting the direction, focusing efforts, and leveraging resources to promote effective educational policies, practices and strategies over the

next six years. In this way, the College ensure broad-based understanding of the institution's priorities and actions to achieve and exceed the institution-set standards and IEPI indicators.

Virtually every Program Review attempts to elicit improvements to increase student performance based on set standards and/or other data indicators. In the case of the institutional set standard for success, faculty understand that it is a floor to stay above and to stimulate discussion and planning. In this process, the Program Review author compares program data with that of the entire College to get a feel for the overall program success rate, disaggregates to determine underperformance relative to the program average (by site or modality) and then makes suggestions to improve the lowest performing site or modality. Any improvement of program success rates increases program averages and subsequently the College's rate. Faculty work to improve their program success in the context of the College's programs as a whole ([IB16](#), [IB62](#), [IB80](#), [IB81](#)).

The Program Review template led faculty through this analysis at both the program and discipline levels ([IB16](#)). For example, the Anthropology department identified a great need to improve the success rate of ANTH 101: Physical Anthropology, a challenging course taught in conjunction with ANTH 111: Physical Anthropology Lab, and which satisfies the requirement of a lab course in the General Education pattern. Based on an analysis of the institution set standards, Supplemental Instruction (SI) was identified as a possible intervention as well as an additional full-time faculty member ([IB109](#)). Both of these enhancements for the program were in place for the 2017-18 academic year and were affirmed through institutional planning processes ([IB110](#), [IB111](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.B.3 and Eligibility Requirement 11. The College defines standards for student achievement and assess its performance against those standards. The College follows its participatory governance approval process to ensure broad collaboration and dialog regarding the establishment of institution-set standards and goals. Longitudinal data from the Office of Institutional Research is the primary tool used to establish appropriate institution-set standards for student achievement. The standards are embedded in institutional planning, program review and allocation structures to ensure that there is a broad understanding of the institution's priorities and actions to achieve and exceed the student achievement performance outcomes and used to stimulate planning for improvement within programs. The standards are reviewed and updated annually and are published on the College's website to ensure transparency and access for internal and external stakeholders.

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4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

EVIDENCE OF MEETING THE STANDARD

The use of assessment data is the cornerstone of Mt. San Jacinto College's integrated planning and resource allocation practices. The College is extremely effective in the collection, analysis, and distribution of accurate, current, and disaggregated qualitative and quantitative data. The College's sophisticated and highly organized data structures support all of the College's comprehensive long and short-term planning efforts intended to make sustained and impactful improvements to institutional processes affecting student learning and achievement.

The College provides extensive reporting and analysis on assessment and achievement data to a broad spectrum of College programs, services, departments, and administrative units. The Offices of Institutional Effectiveness and Institutional Research play a key role in College-wide evaluation and assessment efforts by communicating data, facilitating the analysis of data, and coordinating the integration and use of the data into core institutional planning efforts and student success initiatives ([IB32](#), [IB112](#), [IB113](#)).

The Office of Institutional Research, in consultation with faculty leadership and administration, developed a comprehensive data warehouse ([IB32](#), [IB106](#)). The College first integrated this data resource tool into the 2012-2013 Annual Program Assessment and resource allocation cycle. The Data Warehouse prototype initially developed by the Office of Institutional Research focused primarily on disaggregating core institutional performance indicators such as withdrawal, success and retention by College modality, academic program, and course by campus site as well as student demographics by College and campus site. Originally, this data was used primarily for Program Review, Annual Program Assessment and the hiring processes, including faculty joint hiring, but it is now used even more widely ([IB16](#), [IB114](#), [IB115](#)).

The data warehouse augmentation has significantly improved institutional dialog between campus sites, academic program/department heads, faculty (full and part time) and administration since data is available not only at an institutional level but by site allowing for comparisons and discussions regarding gaps in achievements to be made. The specificity in the data and its incorporation with the College's program review and planning processes has allowed for assessment of the mission and greater efficiencies specific to location, program and course as well as improvements in student performance outcomes ([IB10](#), [IB16](#), [IB80](#)).

Because the system is native to Mt. San Jacinto College and managed by the Office of Institutional Research, improvements, modifications and additions to the warehouse are instantaneously performed on a continual basis. Requests for augmentations to the system are made by the administrative team and faculty and promptly performed by the Office of Institutional Research. This flexibility to create, develop and maintain an organized, open and accessible data system that is completely unique and customizable to the research, data and analysis needs of the College has led to an institution-wide adoption and support of the system in

nearly all decision-making processes and policies. The data warehouse is available and accessible to all College faculty, staff, and administration on the public network drive and is also accessible via the College's website for those wishing to have additional remote access ([IB16](#), [IB32](#), [IB106](#)). The College has plans in the future to migrate the warehouse into a web-based module (Sharepoint) that will allow for real-time access on the website without the need to download the warehouse file into Microsoft Excel.

Access to such finely disaggregated data has allowed for enhanced efficiencies in many areas within the College because it has drastically improved the College's access to data and strengthened its institutional capacity to become a more inquiry-based college. Faculty, staff, and administrators are now creating inquiry-based research groups to develop comprehensive research queries addressing student performance, academic quality, and institutional challenges and obstacles facing students. Focused topics of these inquiry-based teams have included course scheduling and sequencing as well mitigating disproportionate impacts affecting Hispanic STEM students. These inquiry-based teams have consistently been using SETS to provide potential solutions for needs identified within the data analysis. Additionally, the inquiry-based teams have created increased and meaningful College-wide dialog regarding these issues. Informally, faculty have reported enhanced discussion and discourse regarding institutional effectiveness in department meetings, all-faculty meetings, and one-on-one conversations on campus ([IB116](#), [IB117](#), [IB118](#)).

The use of SETS has provided an opportunity for the College to have a more robust and substantive dialog during recent institutional planning efforts such as those that took place with the development of the Educational Master Plan, Strategic Plan, the Technology Master Plan, as well as plans focused on targeted student success strategies and efforts including the Student Equity Plan, SSSP, and Basic Skills Integrated Plan, Strong Workforce Plan, and several large institutional categorical programs such as the Title V Hispanic-Serving Institutions Grant Program ([IB30](#), [IB48](#), [IB107](#), [IB113](#), [IB119](#)). Proposed goals and objectives established within the various plans were based on internal data from SETS as well as external data and research that aimed to address disproportionate impacts and reduce achievement gaps among diverse student populations ([IB31](#), [IB120](#)). Strategies identified within the plan were tied to measurable, time specific outcomes and linked to performance indicators and evaluation criteria so that the College can determine the degree to which goals and objectives have been met ([IB121](#)).

Data was also key in initiating critical conversations amongst faculty in regards to eliminating barriers to increase student achievement and access. Examples resulting from this type of data and discussion is the shift in assessment and placement practices from standardized ACCUPLACER placement tests to adoption of a multiple measures approach in English ([IB36](#), [IB37](#), [IB122](#)). English faculty also initiated additional efforts to mitigate disproportionate impacts affecting several student populations that are placed several levels below college level English. Through discussion and analysis of data, the English department implemented an

acceleration model that has proven to demonstrate higher student success and persistence ([IB34](#), [IB123](#)). The math department also looked at success rates of its lowest level courses and the number of students transitioning from basic skills to college level. Due to the results of that inquiry, two courses were eliminated (Math 050 and Math 051) in favor of one course (Math 055) and two other courses (Math 090 and Math 096) were combined into an alternative course (Math 094) to reduce possible exit points for students (link to catalog page describing math sequence). The math department is also piloting a Pre-Statistics course in fall 2017 as an alternative pathway to the transfer level Math 140: Introduction to Statistics that is the course required for most non-STEM students ([IB34](#)).

Data has become the foundation for the College's Enrollment Management strategies in regards to effective section and course scheduling and sequencing. As a result of the College utilizing this resource to gauge and track enrollment trends, the College has been able to leverage section offerings to ensure that students are provided with ample opportunities to enroll in courses that lead to their educational goals. Specifically, the data warehouse was expanded to include data related to wait lists ([IB106](#), [IB124](#)). In previous years, the College had maintained a ten-person wait list for any and all course sections. As a result, critical data was missing to be able to make adjustments to scheduling and course offerings that were negatively effecting completion of academic and certificate programs as well as transfers. Impacted sections and courses were essentially hidden under the ten-person wait list policy. Due to the recent adjustment in data accessibility and analysis, faculty and academic administrators are able to more effectively collaborate and offer the appropriate sections and courses needed by students. The scheduling efficiencies have resulted in:

- Development of a block schedule where courses are offered in an organized format so that students have consistent start and end times so that course scheduling conflicts are minimized ([IB34](#))
- More efficient fill rates ([IB106](#))
- Students having access to more efficient schedules allowing them to take an average of 2.7 classes for an average of 9.2 units ([IB125](#))
- Exceeding enrollment growth targets developed by the California Community College Chancellor's Office resulting in additional funding to support student achievement and success ([IB126](#))

The use of enrollment data has provided the College with an opportunity to be more acutely aware of fill rates for particular sections and to be able to make quick adjustments for sections that are low-enrolled and replacing them with high-need and high-fill sections. Most recently, as a result of trend data demonstrating that online courses suffered significant losses in enrollments during the week prior and continuing into the first full week of each semester the Enrollment Management Committee determined that the "enrollment freeze week" prior to the start of each semester created a barrier to enrollments in online courses. Based off of a recommendation from

the Enrollment Management Committee, the College changed the holds on enrollment and opened them for students. As a result, the College experienced significant increases in the number of students enrolling and persisting beyond Census ([IB128](#), [IB129](#)).

Ongoing training regarding the functionality of the data warehouse takes place during the MSJC Teaching and Learning Academy, individual department and unit meetings, and one-on-one with faculty/staff by the Office of Institutional Effectiveness and Research leadership team ([IB130](#), [IB131](#)). Presentations promoting the data warehouse also take place during various participatory governance and ad-hoc committee meetings, including College Council, Institutional Planning Committee, Institutional Assessment and Program Review Committee, Research Committee, CTE, monthly faculty meetings, Deans Council, Academic Senate, and Executive Cabinet ([IB132](#), [IB133](#), [IB134](#), [IB135](#)). Faculty and staff receive guidance on reviewing and interpreting the data in the warehouse and are provided assistance in developing assumptions and recommendations based on the analysis of the data. In order for the data warehouse to have true institutionalization, the College has worked tirelessly to ensure that faculty, staff and administration are familiar, comfortable, and proficient in using the data warehouse. Because the system is extremely interactive, training is essential to maximize functionality.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.B.4. The use of data plays a significant role as part of Mt. San Jacinto College's overall decision-making structures and planning. The College has highly organized and structured data systems to support the development of strategies to improve student learning and student achievement. Data is accessible, current, accurate, and embedded in all of the College's planning, resource allocation, assessment, hiring, and enrollment management and scheduling efforts. Institutional data has been incorporated into every cycle of Program Review, including the Annual Program Assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the College. Institutional data on student learning and achievement has been a vital institutional resource for accessing and analyzing the data for disproportionate impact and effectiveness of academic and student support programs and services and developing clear and measurable goals and objectives.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through Program Review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

EVIDENCE OF MEETING THE STANDARD

Program review processes at Mt. San Jacinto College are ongoing, systematic and used to assess and improve student learning and achievement and advance the mission of the College. The College has established a regular review cycle to correspond with the long-term and short-term planning needs.

The College's Program Review process is outlined in the Program Review Handbook ([IB52](#)). Comprehensive Program Reviews, and the associated unit plans, are required every three years. Annual Program Assessments, as well as unit plan updates, are submitted each of the ensuing two years ([IB80](#), [IB81](#), [IB136](#)). An Institutional Planning and Assessment Calendar outlines a completion schedule for Program Review, goal development, resource and budget development, and assessment that is used College-wide and adhered to by all College divisions ([IB137](#)). The schedule increases awareness for Instructional Services, Student Services, faculty, classified staff, and administrators on impending timelines. In addition to the Program Review completion schedule, the Assessment and Program Review Coordinator maintains an annual Assessment and Program Review Calendar that provides an outline of important deadlines relative to planning, evaluation, assessment, goal development and prioritization, and budget development and allocation activities ([IB58](#), [IB59](#), [IB138](#)). The calendar illustrates the institution's integration of Program Review, SLOs and assessment processes with planning, resource allocation, and data-driven, decision-making practices.

Through the participatory governance structure, the College developed a specific institutional definition of what constitutes a "program." Through College-wide discussions during the Institutional Assessment and Program Review Committee, Institutional Planning Committee and Academic Senate, it was determined necessary to differentiate between disciplines and programs so that assessments were clearly directed at evaluating a sequence of courses leading to a degree and/or certificate versus a somewhat random group of discipline specific courses that did not lead to a terminal degree. This has been a critical component of the College's evolution to institutionalize the development and assessment of learning outcomes in Program Review. A "program" represents a sequence of courses that lead to a degree or certificate ([IB139](#)). For nonacademic divisions the definition is expanded to include any program/service with an institutional budget. This definition has been reviewed, vetted, and approved by the Institutional Assessment and Program Review Committee, Institutional Planning Committee as well as the Academic Senate and College Council. A clear definition of an institutional "program" has allowed for improvements to the program review and learning outcome and assessment cycle. Therefore, the programs themselves, along with their constituent courses and affiliated degrees and certificated, are evaluated annually, with comprehensive reviews every three years.

Since 2014-2015, the College has reorganized the catalog so that all academic disciplines are organized under a program-based structure, wherein a program represents a sequence of courses that lead to a degree or certificate. This shift in representing disciplines by program enables not only students but faculty and staff to have a clearer understanding of academic programs versus disciplines that are stand-alone and that may or may not lead to a degree or certificate and to work towards developing *Student Success Pathways* for students. This clarification has created opportunities for review and analysis of data and research related to “programs” versus disciplines and as a result the depth and richness of the program review process has been greatly enhanced and strengthened ([IB37](#), [IB140](#)).

Program Reviews incorporate needs statements for staffing, equipment, budget support, and other resources that are justified through analysis of both quantitative and qualitative data. Service level data are combined with student perception data ([IB80](#), [IB81](#)). The program review process allows for faculty to address any improvements or changes to the program required as a result of gaps identified in the Program Review data or dialog within the department. Plans for improvement are outlined in the Program Reviews and assessed during Annual Program Assessment cycles.

Program Review creates the foundation for the Educational Master Plan. The Educational Master Plan and parallel sector plans for Facilities, Staffing, and Technology are used as the controlling documents for allocations, staffing, and facilities development. As a result, planning and resource allocation are driven at their core by student learning outcomes ([IB17](#)).

The College has a comprehensive institutional framework for Program Review and has built the process on institutional research and disaggregated data. As demonstrated in I.B.4, the Program Review process involves internal stakeholders to assess, discuss, and decide on needed changes. Faculty, classified staff, and administrators are engaged in Program Review and student learning outcomes and assessment.

Institutional data has been incorporated into every cycle of Program Review, including the Annual Program Assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the College. During each Program Review cycle, faculty access data specific to each academic program and discipline as well as institution-wide data, including IEPI indicators and institution-set standards to allow for comparisons within the Program Review documents ([IB10](#)).

Each fall, departments are provided with an electronic data matrix for their program. The data matrix includes program performance, student achievement, and student demographics. Program performance addresses full time equivalent students (FTES), FTEF, fill rates, percentage of courses taught by associate (part-time) faculty, program enrollments, sections, and average enrollment per section. The data are disaggregated by courses taught face-to-face and online. As Program Review has become more sophisticated the data requests and requirements have

followed suit. Data utilized in Program Review is expanded each year due to faculty and administrative requests for access to new pertinent information [\(IB16\)](#).

Student achievement data include student success, student retention, and degrees earned. The data are disaggregated by categories to align with the requirements of the Student Equity Plan and to address the College's distinct student populations [\(IB16\)](#). In 2016-2017, the College formalized a Disaggregation Matrix that outlined the disaggregated categories to be analyzed for the current Program Review cycle [\(IB141\)](#). A ten-year trend analysis is available for the program to allow faculty to reflect on program standards. Student achievement data are also disaggregated by online and face-to-face courses, as well as by campus location so departments can address any discrepancies between student success for online courses versus their face-to-face counterparts or by site. Student demographic data, in addition to age, ethnicity, and gender provide information on student enrollment status, student goal orientation, and educational level.

Program Review data contains enrollments and time to completion for program degrees and certificates. Faculty analyze this data, including comparison with College averages, to identify enrollment trends and suggest improvements where needed [\(IB142, IB143\)](#). For declining populations, solutions are requested in the Program Review template [\(IB80\)](#). Student achievement and learning outcome data is disaggregated by program and course. Additional research is completed within specific departments and areas. Department chairs, program coordinators, and program directors use the Annual Program Assessment process to determine specific departmental and area needs.

The College has had full participation from all College divisions including Instruction, Student Services and Administrative Services. Administrative Unit Plans are developed to support and prioritize resource requests contained within the Program Review and Annual Program Assessments [\(IB10\)](#). All Annual Program Assessment documents, including Unit Plans are placed on the Office of Institutional Effectiveness and Planning website for access by the College community.

As of the completion of the Institutional Self Evaluation Report, all divisions have participated in the Program Review and Annual Program Assessment process. Faculty have submitted the comprehensive Program Review and Annual Program Assessments during the three-year cycle for each program/department as well as all 17 units within the Student Services division. In 2015-2016, data for General Education and Developmental Education were disaggregated to the "program" and course levels. Administrative Services, including the President's Office, Business Services (and its subsidiaries), and Human Resources have also completed Annual Program Assessments [\(IB72, IB144\)](#).

After Program Reviews are completed, they are submitted to the Office of Institutional Effectiveness and published on the College's website [\(IB10\)](#). Program Review authors and supervisors are encouraged and invited to present their Program Review findings to the

Institutional Assessment and Program Review Committee to garner feedback and input regarding the extent to which the program is effectively meeting the mission of the College (IB145).

Improvement of student learning and achievement are at the center of all Program Review activities. Resource needs are identified after careful analysis of data and reflection. Even student services and administrative units include student learning in their Program Review documents. The Veterans Services department includes both Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) that intersect and are measurable. For example, the SAO that states that “The student will know what student services the Veterans Resource Center (VRC) provides” pairs with the SLO that states that “The student will list resources (IB146).” For the administrative units, Administrative Unit Outcomes (AUOs) are identified and developed. For example, the Academic Technology Services (ATS) department lists that “Students will have access to current versions of required applications through network and web resources” as one of the program learning outcomes (IB147). All units and departments utilize learning outcomes as a common aspect across all Program Reviews.

The College’s Program Review process undergoes a regular review for effectiveness. Fields are made available on the Program Review template to allow for open and honest feedback regarding the Program Review process and its integration to the planning and resource allocation process. Additionally, members of the Institutional Assessment and Program Review Committee also are provided opportunities to evaluate the process and make improvements on an annual basis (IB148).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.5. Through the comprehensive Program Review and Annual Program Assessment processes, the College has effectively established a systematic institutional practice to evaluate College goals and objectives, student learning outcomes, and student achievement. Data related to student achievement and learning is disaggregated to reflect distinct populations of students at Mt. San Jacinto College. Data assessment and analysis drive plans to improve student learning and achievement. Improvements to student learning, as determined by data and its analysis within the College’s Program Review model, are identified, prioritized and funded through the College’s integrated planning and resource allocation structures.

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6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it

implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College effectively disaggregates and analyzes student achievement data for subpopulations of students for the purpose of identifying and addressing disproportionate performance gaps ([IB16](#), [IB31](#)). This data has consistently been embedded in the College's comprehensive Program Review and Annual Program Assessments over many cycles and integrated into the College's master planning efforts and resource allocation priorities.

The College's home-grown, internal and interactive performance data warehouse organizes student achievement data for broad consumption by the institution. The data warehouse provides detailed disaggregated data for student outcomes by demographics, modality of instruction, time of day and location. The warehouse features the following data components: (1) FTES generation by district, modality, and academic program by campus site; (2) student success rate by district, modality, academic program and course by campus site (3) retention rate by district, modality, academic program and course by campus site; (4) withdrawal rate by district, modality, academic program and course by campus site; (5) graded seats by district, program and course by campus site; (6) awards by district and academic program; (7) student demographics by district and campus site; and (8) time of day by district ([IB16](#)).

In the five years since its initial development, the College has made significant, strategic improvements to the Data Warehouse that now includes a multitude of institutional data elements, additional student performance measures, multi-year and semester ten-year trend analyses, section, course, program and institutional indicators, individual course section and faculty data, course level data (developmental, basic skills, college level), room utilization and allocation, time of day information, key scheduling efficiency measures (percentage of cap, enrollment counts/rates, census counts/rates, FTES generation and fill rates, course fill rates and wait lists), terms (academic year and semester terms), all off campus sites and locations, student demographics, and the capability of running a variety of queries in real-time ([IB106](#)).

Institutional student achievement data has been incorporated into every cycle of Program Review, including the Annual Program Assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the college. During each Program Review cycle, faculty access data specific to each academic program and discipline as well as institution-wide data to allow for comparisons within the Program Review documents ([IB16](#)).

Additionally, the data has also been integrated with the joint hiring proposal requests wherein faculty utilize data and research to justify and validate the need for net-new tenure-track full-time

faculty positions within their academic program and/or discipline. The specificity in the data and its incorporation with the College's Program Review and planning processes has allowed for assessment of the mission and greater efficiencies specific to location, program, and course as well as improvements in student performance outcomes ([IB114](#), [IB149](#)).

The Program Review/Annual Program Assessment process also includes student learning outcome data specific to each of the campus sites and modalities (Menifee Valley, San Jacinto, Temecula Education Complex, San Geronimo Pass, and Online) ([IB16](#)). The disaggregation by site enables decision-makers at each location to use more appropriate and relevant data that is focused on the targeted student population served by each campus entity. Institutional dialog between campus sites, academic program/department heads, faculty (full- and part-time) and administration significantly improved since data in the Data Warehouse is available not only at an institutional level but by site allowing for comparisons and discussions regarding gaps in achievements to be made.

Mt. San Jacinto College has consistently integrated data and analysis regarding student learning outcomes into its three-year Program Review cycle. Disaggregation of student learning outcomes occurred within the most recent comprehensive cycle with procedures and practices established to integrate this data within the Program Review model. Mt. San Jacinto College uses eLumen as a comprehensive learning outcome database to act as a clearinghouse for all assessment data, analysis, and results at the course, program, and institutional level. Faculty use this database to develop learning outcomes, assign rubrics, enter assessment scores, and analyze the data through the development of course improvement plans. The eLumen database is a cloud-based system in which the College has full access to data and results, with the ability to customize reports and queries ([IB57](#)).

As the College was exploring methods for retrieving the disaggregated learning outcome data from the database, the institution quickly determined that the eLumen database reports did not adequately disaggregate the learning outcome data that was deemed appropriate and necessary for faculty and administration to effectively identify performance gaps. Over the course of the 2016-2017 academic year, Mt. San Jacinto College worked with eLumen and its staff to create a strategy to retrieve raw data from the system so that the College's Office of Institutional Research could then apply the same disaggregation standards used for the student achievement data ([IB150](#)).

While the College worked to retrieve the outcome data during the spring 2017 semester, the Office of Institutional Effectiveness coordinated the development of a matrix outlining the levels of disaggregation, including the specific categories of disaggregation and the identification of the subpopulations, as well as other institutional parameters. Through lengthy discussion and dialog during the Institutional Planning Committee, with representatives from faculty and classified leadership, the College adopted a matrix used to drive the student learning and achievement data

fields for the 2017-2020 Program Review cycle ([IB151](#)). The comprehensive Program Review cycle slated for the 2017-2018 academic year will incorporate access to all of the data fields identified in the matrix and it is also expected that the Office of Institutional Research will integrate student learning outcome data into the SETS database as well.

The use of the disaggregated data allows the College to have a more robust dialog during institutional planning efforts and participatory governance committee meetings specifically related to student achievement, learning, and equity. The College's disaggregated data is a critical institutional resource for accessing and analyzing the data for disproportionate impact and effectiveness of academic and student support programs and services. The data is used to develop institutional plans, grant proposals, and initiatives that specifically work to address the performance gaps in subpopulations.

The Student Equity Plan and the U.S. Department of Education Title V grant act as prime examples illustrating how the College uses disaggregated data to implement strategies and allocate resources for the purpose of improving student achievement and learning outcomes. Through the Title V Grant and Student Equity, the data showed that specific student populations were not as successful as their peers ([IB31](#)). Through the Student Equity Committee, the College determined several subpopulations including: the 20-24 year old population, African-American males, and first-year students were disproportionately impacted. The Title V grant showed similar findings; however, this grant specifically focuses on the Hispanic student population and the inequities in success, retention, persistence, and transfer rates. Both programs commit resources, including human and fiscal, to work towards mitigating the disproportionate impacts related to student achievement. The Student Equity Plan clearly outlines the intended goals, objectives and evaluation strategies to gauging effectiveness ([IB28](#)). To date, signature activities that have demonstrated a high level of success include:

- Completion of an institutional equity audit to identify institutional barriers and obstacles impacting student success ([IB31](#))
- Enhanced data and analysis regarding student perceptions through the completion of the Community College Survey of Student Engagement (CCSSE) and several District-wide student focus groups ([IB152](#))
- Improved integration and leveraging of resources (BSI, SSSP, Equity, and Title V grant) to support coordinated implementation of key student support programs and services ([IB153](#))
- Expansion of best practice student learning support programs including supplemental instruction and coordinated student engagement activities ([IB8](#), [IB38](#))
- Increased College readiness for incoming students through college to career transition program, dual enrollment, and curriculum alignment efforts ([IB154](#))
- Implemented and piloted a First Year Experience program ([IB38](#))

- Increased professional development opportunities for faculty that focused on prevalent equity and student success issues ([IB41](#))

The College's Strategic Plan and Educational Master Plan development efforts integrate the Student Equity data and other institutional disaggregated data to provide the institutional foundation for creating institutional goals, objectives and outcomes through facilitated discussions, retreats, and workgroup activities focused on each of the five institutional priorities adopted by the Board of Trustees. Proposed goals and objectives within the Strategic Plan and Educational Master Plan, in part, are based on internal data as well as external data and best practices. Use of disaggregated data helped to drive planning, decision-making, and the allocation of resources. Strategies identified within the plans are tied to measurable, time specific outcomes and linked to performance indicators and evaluation criteria so that the institution can determine the degree to which goals and objectives have been met.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.B.6. The College disaggregates student achievement data and has put measures into place to disaggregate student learning outcome data in its next comprehensive Program Review cycle in the 2017-2018 academic year. The College consistently uses the disaggregated data related to specific student populations for the purpose of identifying performance gaps and disproportionate impacts. Through the College's participatory governance structure, program review, and planning processes, the College uses the data to identify differences among student groups' achievement and learning and develops strategies for mitigating the differences and making improvements. The strategies are embedded in core planning documents and institutional grants so that appropriate resources can be prioritized and allocated for effective implementation. With each master plan or grant, the College designs detailed evaluation and assessment methods to ensure the College's effective use of resources for the purpose of improving student achievement and learning.

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7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College regularly assesses its practices and process through a systematic and regular review of policies and procedures related to all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to ensure their effectiveness in supporting the College mission and academic quality. As outlined in Board Policy 2410 – Board Policies and Administrative Procedures – the Board Policy and Administrative Procedure Manuals, in their entirety, is reviewed on a three-year cycle (IB155). The policy review process begins each summer with an annual policy and procedure update workshop which includes key departmental and administrative staff from each area of the College (IB156). Department and administrative staff are organized into core workgroups to focus on individual chapters within the Board Policy and Administrative Procedure manual (IB157). Each chapter relates to an area of the College and includes the College, Governing Board, General Institution, Instruction, Student Services, Business and Fiscal Affairs, and Human Resources.

Upon receiving updates from the Community College League of California (CCLC) new policies and administrative procedures, or their revisions are tracked in the President’s Office Policy and Procedure database. The respective College departments are identified for the delegation of responsibility of updating the Board Policies and Administrative Procedures. The College has developed an Annual Tracking and Request for Changes Form that is utilized for each Board Policy and Administrative Procedure (IB158). The President’s Office distributes a Board Policy and Procedures Update memo for each Board Policy and Administrative Procedure (IB159). This memo summarizes the revisions from the CCLC as well as the Board Policy and Administrative Procedure changes indicated from the CCLC.

Departments and divisions make revisions to existing procedures, add new procedures, delete obsolete procedures, and follow a regular calendar of review of existing procedures to ensure alignment with College goals. Administrative Procedures are then forwarded to the area Vice Presidents. If supported, the area Vice President forwards the revisions to the Executive Cabinet for review and approval. The procedures are vetted through the various participatory governance groups (Academic Senate, Classified Senate, and Student Government Association).

Administrative procedures dealing with student fees must be approved by the Mt. San Jacinto College Board of Trustees. If recommended for approval by the various constituent groups and

formally approved by College Council, the policy is then forwarded to the Mt. San Jacinto College Board of Trustees for review and approval. If at any point in the process the procedure is rejected, it is returned to the area from which it originated for additional analysis and revisions ([IB160](#)).

Once approved by the College Council and recommended for action by the Superintendent/President, the policies are reviewed by the Board of Trustees in two separate sessions. The initial review is informational and accompanied by an opportunity for the Board of Trustees to discuss, comment, and/or ask questions of staff and administration. At the second review, the Board of Trustees takes formal action on the recommended Board Policy. Once approved by the Board of Trustees the Board Policy Manual is updated and placed on the college website. Copies are also distributed electronically to each division for use as a reference ([IB161](#)).

Program Review processes at Mt. San Jacinto College, outlined in section I.B.5, are ongoing, systematic, and used as another method the College employs to assess all areas of the institution for the purpose of improving student learning and achievement.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.B.7. Through the College's comprehensive Board Policy and Administrative Procedure review process, the institution has a regular institutional effectiveness review and assessment cycle for all areas of the institution. In addition to the policy and administrative procedure reviews, the College participates in an active and systematic Program Review cycle that works to determine the efficacy of the institution's instructional programs, student and learning support services, resource management, and governance processes. Results of the College's assessments are used to develop and implement plans of improvement that are supported through the College's resource allocation process and of which, are embedded in core institutional planning documents like the Educational Master Plan and the Strategic Plan.

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8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College broadly communicates the results of all of its assessment and evaluation activities to both internal and external stakeholders to ensure that the institution has a shared understanding of the College's strengths and weaknesses. The College is committed to ensuring

assessment and evaluation results are transparent and accessible so that the institution can collectively and collaboratively analyze, discuss, and establish appropriate priorities through a uniform structure.

The College communicates the results through several widely disseminated institutional reports including the Student Success Scorecard which is mandated by the California Community College Chancellor's Office to monitor, track, and report on progress related to key performance indicators ([IB162](#)). Annually, the Chancellor's Office publishes the performance metrics for Mt. San Jacinto College and the Office of Institutional Research analyzes the data, prepares and publishes a comprehensive report, and provides presentations to the College's Board of Trustees, the Institutional Planning Committee, administration, faculty, and classified ([IB163](#)).

Mt. San Jacinto College reports progress related to institutional effectiveness activities through the reporting of yearly Institutional Effectiveness Partnership Initiative Indicator Framework as well as the progress in meeting or exceeding institution-set standards published in the ACCJC Annual Report ([IB95](#)). These reports are posted on the College website, published in the monthly College newsletter MSJCLinks, and presented to participatory governance and constituent groups, including the Board of Trustees ([IB164](#), [IB165](#), [IB166](#), [IB167](#)).

The College's comprehensive Program Reviews and Annual Program Assessments are accessible via the Institutional Effectiveness webpage ([IB10](#)). Within Program Review, faculty and staff provide detailed needs assessment and analysis regarding programmatic strengths and weaknesses, as well as challenges and opportunities associated with student learning and achievement outcomes. Assessment results embedded within the Program Reviews are used to facilitate broad institutional discussions regarding plans for improvement, prioritization of goals and objectives, and leveraging of resources.

Institutional dialog and discussion regarding program strengths and challenges takes place monthly during the Institutional Assessment and Program Review Committee where academic and CTE program chairs, administrative and student support service managers provide detailed presentations regarding Program Review and assessment findings and results ([IB14](#), [IB145](#)). This information is shared during Institutional Planning Committee meetings, planning focus groups, and retreats ([IB168](#)). The Institutional Planning Committee is responsible for facilitating the integration of assessment results with institutional planning and resource allocation efforts at the College.

The Office of Institutional Effectiveness and Planning plays a major role in supporting institutional assessment, planning, decision-making, and quality improvement by coordinating data collection efforts, generating reports, and presenting findings to facilitate the integration of evaluation activities and results with College plans. To enhance communication and dialog of important assessment results, the Office of Institutional Effectiveness and Planning utilizes the

College's website and produces and maintains a current and up-to-date virtual fact book to share and provide opportunities for dialog to establish institutional priorities ([IB32](#), [IB106](#), [IB112](#)).

Through broad-based collaborative review, analysis, and discussion activities, the College ensures that the internal and external communities are collectively aware of the College's effectiveness at the course, program, and institutional levels and integrates evaluation results into core institutional planning structures to set institutional priorities. The College's core planning documents, such as the Strategic Plan and Educational Master Plan serve as examples of how the College uniformly reviewed results from institutional assessments to establish and direct the priorities and resources of the institution ([IB48](#), [IB107](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.B.8. The College uses a multitude of documented assessment results to communicate matters of quality assurance to appropriate constituencies, including the campus community and the general public. Dissemination of assessment results takes place regularly through numerous communication methods including but not limited to planning documents, College's website, Program Review and Annual Program Assessments, virtual Fact Book, newsletters, reports, and presentations. Mt. San Jacinto College encourages transparency of the institution's strengths and challenges at all levels of the institution to ensure that all constituent groups have a shared understanding of the issues, obstacles, and opportunities facing the College, student success and achievement. Through this open communication and dialog, Mt. San Jacinto College effectively establishes institutional priorities as outlined in the College's master planning documents.

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9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College has an institutional infrastructure where planning guides resource allocation and distribution. Educational planning is integrated with resource planning and allocation to support student achievement and learning. Mt. San Jacinto College's planning and resource allocation model directly links Resource Allocation Proposals (RAPS) to the institution's three-year Program Review, Annual Program Assessment, and strategic plan

priorities and goals, ranking the requests using the College's Prioritization Allocation Rubric (PAR) and tracking the prioritized request through the process until funding decisions are cycled through the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the Superintendent/President.

Planning Model: Continuous Quality Improvement Overview

The College has a strong, sustained, and a fully operationalized integrated planning and budgeting process that began nearly seven years ago and is updated annually. The College's integrated planning and effectiveness model merges the institution's mission, research/data, resource allocation, and Program Review with its participatory governance structure which includes members of Academic Senate, Classified Senate, Student Government Association, administration, and the President's Executive Cabinet to continually refine its key planning processes to improve student learning.

In fall 2017, Mt. San Jacinto College approved its three-year Strategic Plan that establishes set institutional priorities, goals, objectives, and measurable outcomes that directly support the College's mission statement. Proposed goals and objectives within the Strategic Plan are based on both internal and external data and research thereby advancing the College's initiative to be more data-driven ([IB44](#), [IB48](#), [IB169](#)).

Dialog about institutional effectiveness at the College is ongoing, robust, and pervasive with data and analyses widely distributed and used throughout the institution. The College has structured mechanisms to actively engage College constituents in formal and informal dialog about institutional planning, learning, teaching, and assessment of learning outcomes. A comprehensive overview of the College's dialog using institutional data can be found in the response to [Standard I.B.1](#).

Institutional goals are assessed on an annual basis with all sectors of the College. Each Participatory Governance committee is required to set annual goals and show evidence of the progress of such goals during monthly College Council meetings of each academic year ([IB170](#)).

Planning Model: Program Review/Annual Program Assessment

Program Review processes at Mt. San Jacinto College are ongoing, systematic and used to assess and improve student learning and achievement ([IB52](#), [IB80](#), [IB81](#)). Program Review and Annual Program Assessment, outlined in detail in I.B.5, form the backbone of the College's collaborative and systematic planning structure. Beginning from the course or point of service level, these processes keep the student at the center as they move outward to the Program and Core Competency level. Program enhancements occur during this process, with funding allocation through the Resource Allocation Proposal (RAP) process that brings improvements back to the point of service or course for the Mt. San Jacinto College student ([IB11](#)).

Extensive trainings are held during the College's Teaching and Learning Academy and fall Convocation forums in order to provide faculty, staff and administrators an opportunity to review the Annual Program Assessment and the new data resources ([IB3](#), [IB83](#)). The most widely used method of disseminating information regarding the Program Review/Annual Program Assessment cycle includes one-on-one meetings with individual faculty, department and committee meetings.

Planning Model: Resource Allocation and Prioritization Process

The College's planning and budget processes are clearly defined in the integrated strategic and master planning processes and various participatory governance committees are actively engaged in these processes. Processes are in place to coordinate financial resource planning efforts with other institutional planning processes. The Budget Calendar initiated by the Budget Committee and approved by the Board of Trustees sets the timeline for the annual budget development cycle ([IB138](#)). This document presents the important dates for the College including deadlines for Annual Program Reviews, the Budget Workshop, departmental budget reports, RAP submission, and PAR scoring.

The College has a fully operationalized resource allocation and planning process. For the past seven years, the College has completed full iterations of the planning process linking resource allocation proposals (RAP) requests to the Annual Program Assessment, student learning outcomes, institutional priorities and goals, institutional plans, and outlining measurable assessment outcomes and key performance indicators ([IB11](#), [IB17](#)). Ranking the requests using a rubric (Prioritization Allocation Rubric -- PAR) and tracking the prioritized requests through the process until funding decisions were cycled through the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the Superintendent/President.

Awardees of funds are required to submit a RAP Follow-Up Report at the end of each academic year documenting the use of funds and the impact on student learning, achievement and institutional effectiveness as a result of the allocation. The Budget Committee and Institutional Planning Committees review and post the reports on the College's website ([IB171](#)).

As a result of creating a well-defined transparent planning and allocation process, the College has experienced an increasing number of RAPs being submitted during each of the budget development cycles ([IB172](#)). RAPs are scored by volunteers from each constituent group ([IB173](#)). Each volunteer receives training on scoring, using the rubric, and providing feedback to the RAP authors ([IB174](#)). All scored RAPs are posted to the Office of Institutional Effectiveness and Planning website where the RAP authors can view the score and receive comments/feedback regarding the score. The transparency in the process allows for the RAP authors to gain additional information to strengthen future RAP submissions.

As a result of completing several cycles, the College is able to close the loop and fully assess the resource allocation process. The evaluation of the complete resource allocation cycle includes a review of the existing processes, a comprehensive review of the rubrics, and an informal survey regarding planning, assessment and resource allocation which result in improvements to the process ([IB175](#), [IB176](#)). Specifically, the RAP and PAR templates are reviewed and assessed by an ad-hoc committee of the Budget Committee ([IB177](#)). Minor revisions are made to simplify the form and more closely align both documents to each other as well as to other College planning documents. The revised RAP and PAR are reviewed and approved by the Budget Committee and the Institutional Planning Committee. The revised forms are made available to faculty, staff and administrators for use during each Program Review cycle.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.B.9. All decisions regarding resource allocation are driven by the mission statement, collaborative planning and assessment. Short-range plans are reviewed periodically during the fiscal year and are based on the reasonable expectation of available funding. Long-range plans are set and remain firm, and in sync with the Educational Master Plan objectives. Mt. San Jacinto College allocates resources based on priorities outlined in the Educational Master Plan, Strategic Plan, and the institutional priorities and goals. Both short-range and long-range financial plans are formulated in order to establish clear directives that meet projected obligations as they become due.

Resource allocation is an important element of the College's planning processes. Systematic and data-driven Program Review for all areas of the institution has been successfully integrated with institutional planning and resource allocation processes as demonstrated through the RAP and PAR used to score, rank, and prioritize budget augmentation requests that are supportive to the College's planning agendas and mission. After the completion of each cycle, the process is evaluated and assessed, continually improving.

STANDARD I.B. EVIDENCE LIST

<u>IB1</u>	College Council Website
<u>IB2</u>	Participatory Governance Document
<u>IB3</u>	Convocation Agendas - 2015-2016 and 2014-2015
<u>IB4</u>	Classified Convocation Agenda
<u>IB5</u>	Brown Bag/Town Hall Announcements
<u>IB6</u>	Academic Senate Website
<u>IB7</u>	All Faculty Meeting Agendas
<u>IB8</u>	First Year Experience Speaker Series
<u>IB9</u>	Institutional Plans
<u>IB10</u>	Program Review Website
<u>IB11</u>	Budget Allocation Process (Resource Allocation Proposal – RAP)
<u>IB12</u>	Course Improvement Plan (CIP) Data
<u>IB13</u>	Course Improvement Plans (CIPs)
<u>IB14</u>	Institutional Assessment and Program Review Committee (IAPRC) Website
<u>IB15</u>	Program Review and Assessment Cycle Visual
<u>IB16</u>	Program Review Data
<u>IB17</u>	Resource Allocation Proposal (RAP) Template
<u>IB18</u>	Prioritization Allocation Rubric (PAR) Template
<u>IB19</u>	Institutional Assessment and Program Review Committee Agendas and Minutes for 2016-2017
<u>IB20</u>	Institutional Planning Committee (IPC) Website
<u>IB21</u>	Budget Committee Website
<u>IB22</u>	Curriculum Committee Website
<u>IB23</u>	Basic Skills Committee Website
<u>IB24</u>	Student Equity Website
<u>IB25</u>	Diversity Committee website
<u>IB26</u>	Title V Grant website

<u>IB27</u>	Basic Skills Initiative (BSI) Plan
<u>IB28</u>	Student Equity Plan
<u>IB29</u>	EEO Plan
<u>IB30</u>	Title V Grant
<u>IB31</u>	Student Equity Data
<u>IB32</u>	Institutional Research Website
<u>IB33</u>	Data Repository
<u>IB34</u>	Schedule of Classes
<u>IB35</u>	Katie Hern Workshop – Spring 2016 Academy
<u>IB36</u>	Board of Trustees Meeting Agenda – (English Multiple Measures)
<u>IB37</u>	Catalog 2017-2018
<u>IB38</u>	First Year Experience Website
<u>IB39</u>	Student Equity Sponsored Speaker Series Flyer
<u>IB40</u>	First Year Experience Mentors
<u>IB41</u>	Professional Development Opportunities Website
<u>IB42</u>	Distance Education GPS PowerPoint
<u>IB43</u>	Educational Master Plan Development Files
<u>IB44</u>	Strategic Plan Development Files
<u>IB45</u>	Technology Master Plan Development Files
<u>IB46</u>	Academic Senate Meeting Agenda/Minutes RE: Educational Master Plan
<u>IB47</u>	Strategic Plan 2014-2017 Assessment
<u>IB48</u>	Strategic Plan
<u>IB49</u>	Institutional Planning Committee Agenda/Minutes Document Library
<u>IB50</u>	Assessment and Program Review Expectations 2014-2017
<u>IB51</u>	Curriculum Best Practices 2017-2018
<u>IB52</u>	Program Review Manual
<u>IB53</u>	Student Services Service Area Outcomes (SAO) Website
<u>IB54</u>	Administrative Units Administrative Unit Outcomes (AUO) Website
<u>IB55</u>	Course Learning Outcomes (CLOs) Website
<u>IB56</u>	CurricUNET - Course Outline of Records

- [IB57](#) Three-Year CLO Assessment Schedules/Plans
- [IB58](#) 2017-2018 Assessment and Program Review Calendar (Instruction)
- [IB59](#) 2017-2018 Assessment and Program Review Calendar (Student Services)
- [IB60](#) Program Learning Outcomes (PLOs)
- [IB61](#) Core Competencies
- [IB62](#) Program Review - Instructional Programs 2016
- [IB63](#) Academic Senate Agenda RE: Program Review Expectations
- [IB64](#) Academic Senate Minutes RE: Program Review Expectations
- [IB65](#) CLO, PLO, Core Competencies Mapping
- [IB66](#) Mission Statement
- [IB67](#) Curriculum Committee Operating Procedures -Revision Process
- [IB68](#) Core Competencies Review and Approval (Board of Trustees, Academic Senate, IAPRC)
- [IB69](#) Graduate Surveys
- [IB70](#) CAT Test samples and CAT Test results
- [IB71](#) Program Review - Student Services 2016
- [IB72](#) Program Review - Administrative Units 2016
- [IB73](#) Annual Program Assessment (APA) Templates - Student Services
- [IB74](#) Annual Program Assessment (APA) Templates - Administrative Services
- [IB75](#) Program Reviews - Basic Skills, LRC, Library
- [IB76](#) Student Services Network Drive (Accessible on Campus)
- [IB77](#) Syllabus Checklist
- [IB78](#) Associate Faculty Orientation Agenda
- [IB79](#) Course Syllabi
- [IB80](#) Comprehensive Program Review Template
- [IB81](#) Annual Program Assessment (APA) Template
- [IB82](#) Training Workshops/Presentations to Instruction and Student Services
- [IB83](#) Teaching and Learning Academy Spring 2017 Agenda
- [IB84](#) History 107 Course Improvement Plan (CIP)
- [IB85](#) History Program Review

- [IB86](#) History Laptops Resource Allocation Proposal (RAP)
- [IB87](#) History Laptops Prioritization Allocation Rubric (PAR)
- [IB88](#) Supplemental Instruction (SI) Program Review
- [IB89](#) Supplemental Instruction (SI) RAP
- [IB90](#) Supplemental Instruction (SI) PAR
- [IB91](#) LRC Program Review
- [IB92](#) LRC RAP - Online Tutoring
- [IB93](#) LRC PAR - Online Tutoring
- [IB94](#) Funding Notification - RAP Spreadsheet
- [IB95](#) Institutional Effectiveness Partnership Initiative (IEPI) Website
- [IB96](#) Institution Set Standards website
- [IB97](#) ACCJC Annual Reports
- [IB98](#) Program Review Data - Institution Set Standards
- [IB99](#) Institution Set Standards Review and Approval
- [IB100](#) Institutional Effectiveness Partnership Initiative (IEPI) Presentations
- [IB101](#) Program Review Data - IEPI
- [IB102](#) Institutional Planning Committee Meeting Agenda/Minutes – IEPI Indicators
- [IB103](#) Institutional Effectiveness Website - IEPI
- [IB104](#) Institutional Research Website – Institution Set Standards
- [IB105](#) Board of Trustees Agenda - Institution Set Standards Presentations, pg. 48
- [IB106](#) Data Repository
- [IB107](#) Educational Master Plan
- [IB108](#) Educational Master Plan Themes, pg. 11
- [IB109](#) Program Review - Anthropology
- [IB110](#) Anthropology RAP
- [IB111](#) Anthropology PAR
- [IB112](#) Institutional Effectiveness Website
- [IB113](#) Institutional Plans
- [IB114](#) Joint Hiring Form
- [IB115](#) Classified and Administrative Personnel Prioritization Request (CAPPR) Form

- [IB116](#) STEM FIG Agenda/Minutes
- [IB117](#) STEM FIG Presentation– Agenda
- [IB118](#) STEM APR - STEM FIG
- [IB119](#) Technology Master Plan
- [IB120](#) Educational Master Plan Themes/Future Considerations, External/Internal Data (Chapters 4, 6, 7 and 10)
- [IB121](#) Strategic Plan Goals Summary
- [IB122](#) Multiple Measures
- [IB123](#) English Acceleration Summary
- [IB124](#) Enrollment Summary Dashboard
- [IB125](#) Data Repository – Units Per Headcount
- [IB126](#) Board of Trustees Enrollment Update Spring 2017
- [IB127](#) Enrollment Growth PowerPoints
- [IB128](#) Enrollment Management Committee Agenda/Minutes RE: Online Auto Enrollment Freeze Week
- [IB129](#) Data Repository - CCSSE and SETS
- [IB130](#) MSJC Teaching/Learning Academy Agenda
- [IB131](#) Institutional Research Presentations and Reports
- [IB132](#) Institutional Planning Committee Agenda/Minutes
- [IB133](#) Institutional Assessment and Program Review Committee Agenda/Minutes
- [IB134](#) CTE Presentation Agenda/Minutes
- [IB135](#) Institutional Assessment and Program Review Committee Minutes
- [IB136](#) Unit Plan Template
- [IB137](#) Institutional Planning and Assessment Calendar
- [IB138](#) Budget Calendar
- [IB139](#) Program Definition (IAPRC, Academic Senate, IPC)
- [IB140](#) College Catalog 2014-2015
- [IB141](#) Disaggregation Matrix
- [IB142](#) Program Review Data – Enrollment
- [IB143](#) Program Review Data - Time to Completion

- [IB144](#) Program Review - Business Services
- [IB145](#) Institutional Assessment and Program Review Committee Meeting Agenda/Minutes – Program Review Presentation
- [IB146](#) Program Review – Veterans Resource Center
- [IB147](#) Program Review - Academic Technology Services
- [IB148](#) Institutional Assessment and Program Review Committee Information
- [IB149](#) Joint Hiring Data
- [IB150](#) Program Review Data - Learning Outcome
- [IB151](#) Institutional Planning Committee Agenda/Minutes - Disaggregation Matrix
- [IB152](#) CCSSE
- [IB153](#) Integrated SSSP/Equity/BSI Plan
- [IB154](#) SSSP
- [IB155](#) Board Policy 2410 - Board Policies and Administrative Procedures
- [IB156](#) Board Policies and Administrative Procedures Retreat Announcement/Memo
- [IB157](#) Board Policies and Administrative Procedures Retreat Handouts
- [IB158](#) Annual Tracking and Request Change Form
- [IB159](#) Board Policies and Administrative Procedures Memo
- [IB160](#) Board Policies and Administrative Procedures Schematic
- [IB161](#) Board Policy Manual
- [IB162](#) Student Success Scorecard
- [IB163](#) Student Success Scorecard Presentation
- [IB164](#) ACCJC Annual Report
- [IB165](#) MSJCLinks
- [IB166](#) Board of Trustee Meeting Agenda - IEPI, pg. 48
- [IB167](#) Board of Trustee Meeting Minutes - IEPI, pg. vi
- [IB168](#) Institutional Planning Committee Meeting Agenda – Program Review Update
- [IB169](#) Strategic Plan Internal and External Scans
- [IB170](#) Participatory Governance Committee Reports
- [IB171](#) RAP Follow up Reports
- [IB172](#) RAP Lists

- [IB173](#) RAP Volunteers
- [IB174](#) RAP Training Schedule
- [IB175](#) RAP/PAR Adjustments
- [IB176](#) Institutional Planning Committee Meeting Agenda RE: Evaluation of RAP Process
- [IB177](#) Budget Committee Meeting Agenda - RAP/PAR Template Review/Evaluation

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

C. INSTITUTIONAL INTEGRITY

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College aims to ensure the integrity of all information regarding the College's mission, student learning outcomes, educational programs, student support services, and accreditation status is accurately and clearly provided to personnel, current and prospective students and the communities served by the College. A variety of strategies are utilized to effectively inform students, personnel, and the public about the College. This includes, but is not limited to, the College's website, institutional publications such as the catalog and class schedule, an active presence on social media accounts (Facebook, Twitter, Instagram), weekly and monthly newsletters, informational videos, and student and faculty handbooks ([IC1](#), [IC2](#), [IC3](#), [IC4](#), [IC5](#), [IC6](#), [IC7](#), [IC8](#), [IC9](#), [IC10](#), [IC11](#), [IC12](#), [IC13](#), [IC14](#)). Mt. San Jacinto College's Public Information and Marketing Office serves to inform the College community and the public by producing accurate communications materials about the College. Announcements about Mt. San Jacinto College's quality programs, its events, facts about the College and compelling stories about students and staff are delivered to the public through press releases to the media and electronic newsletters ([IC15](#)).

Mission Statement

The College widely publicizes and disseminates the mission statement to all constituent groups including students, faculty, administration, as well as to the community it serves through the

website and various College publications and printed materials. The mission statement is located on the College's website located under *College Information* and published in the College catalog under *General Information* ([IC1](#), [IC2](#)). It is also physically posted in high-visibility conference rooms, classrooms, libraries, College offices, and other prominent locations throughout all of the College's main campuses (Menifee and San Jacinto) and off-campus sites (San Geronio Pass Campus, Temecula Education Complex, and the Temecula Higher Education Center). It is printed on participatory governance committee agendas, Board of Trustees meeting agendas, the College's planning documents (Educational Master Plan, Facilities Master Plan, Strategic Plan, etc.) as well as on the College's annual report developed by the Foundation ([IC16](#), [IC17](#), [IC18](#), [IC19-pg.8](#), [IC20](#), [IC21](#)). The Mt. San Jacinto College mission statement is approved by the governing board. A regular calendar of participatory review and assessment of the mission statement takes place every three years with extensive use of data to determine the extent to which the College is meeting its mission and identifying any gaps and disparities in service or success rates.

Student Learning Outcomes and Achievement

The Mt. San Jacinto College Institutional Assessment and Program Review Committee (IAPRC) serves as the main participatory governance body that ensures the integrity, accuracy, and clarity of learning outcomes at every level of the institution (Core Competencies, Program, and Course) ([IC22](#), [IC23](#), [IC24](#), [IC25](#)). The College's student learning outcomes information and data is publicly published in the College catalog, posted on the College's Office of Institutional Effectiveness website, available in course syllabi and course outlines of record, and for internal constituencies available in the student learning outcome eLumen database ([IC2](#), [IC25](#), [IC26](#), [IC27](#), [IC28](#), [IC29](#)). The College has a Learning Outcome Development and Assessment cycle that is posted on the College's website and is available in the Program Review and Assessment Manual developed for each program review three-year cycle ([IC30](#), [IC31](#)). The Institutional Program Review and Assessment Coordinator works with the Academic Deans, the Institutional Assessment and Program Review Committee, the Curriculum Coordinator, the Curriculum Committee, and the Academic Senate to ensure adherence to the review cycle (Assessment and Program Review Calendar), the integrity of the process, and the student learning outcome information ([IC32](#), [IC33](#)).

The course improvement plan (CIP) documents facilitate discussion and analysis of course learning outcome (CLO) data. It captures proposed improvements to student learning. It also documents improvements to course assessment, including modifications to existing assessment tools and rubrics, suggestions for new assessment tools and rubrics and modifications to the course learning outcomes (CLOs). Via program review, these improvements are documented and shared ([IC34](#), [IC35](#), [IC36](#), [IC37](#)).

Educational Programs

Through specific Board Policies and Administrative Procedures, Mt. San Jacinto College ensures the clarity, accuracy, and integrity of the information shared with internal and external constituent groups is maintained, reviewed, and updated as necessary and appropriate. Board Policy 4020 – Program, Curriculum, and Course Development – ensures that the College’s programs and curricula be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency ([IC38](#)). Within this policy is a description that all programs and course descriptions must also undergo regular review and justification. The College’s comprehensive program review practices and policies also ensure the regular review of the quality of effectiveness of Mt. San Jacinto College’s programs and student services. Program reviews are completed on a regular three-year cycle and is an ongoing professional responsibility of faculty and administration ([IC36](#)). The College’s website, catalog, schedule of classes, and other core institutional documents are all updated annually to reflect any adjustments as a result of the program, policy, or procedure evaluation and assessment cycle ([IC2](#), [IC3](#)).

Student Services

Information related to the College’s Student Support Services and resources is integrated throughout the College and readily available in multiple formats including on the College’s website, printed in the College catalog, student handbook, and other informational brochures and flyers ([IC2](#), [IC14](#), [IC39](#), [IC40](#)). Each unit of Student Services, including Assessment and Placement, CalWorks, Career Center, Counseling, DSPS, Talent Search, Enrollment Services, EOPS, Financial Aid, Honors Enrichment, CARES Team, Outreach, Student Conduct, Student Engagement and Student Government Association have their own dedicated webpages enabling students to directly access current, accurate, and relevant information, resources, policies, procedures, and forms ([IC41](#), [IC42](#), [IC43](#), [IC44](#), [IC45](#), [IC46](#), [IC47](#), [IC48](#), [IC49](#), [IC50](#), [IC51](#), [IC52](#), [IC53](#), [IC54](#)). Like all other divisions at the institution, Student Services undergoes a yearly evaluation through the College’s program review and annual program assessment process ([IC55](#)).

Accreditation Status

Mt. San Jacinto College posts its accredited status on the front page of the College’s website and also publishes the accreditation information in the College catalog ([IC2-pg.16-17](#), [IC56](#)). The Mt. San Jacinto College Accreditation homepage provides access to all accreditation related documentation, reports and correspondences ([IC56](#), [IC57](#)). Information related to accreditation is also provided, as necessary, in the monthly College newsletter (MSJCLinks), via an informational video posted online, and during various participatory governance meetings ([IC58](#), [IC59](#), [IC60](#), [IC61](#), [IC62](#), [IC63](#)). Both internal and external constituencies have access to information about the College’s accrediting status with programmatic accreditors. The Office of Institutional Effectiveness and the Accreditation Liaison Officer are responsible for maintaining the website and information to ensure accuracy and currency.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.1 and Eligibility Requirement 20. Mt. San Jacinto College conducts a regular review of its policies, procedures, practices, and publications to ensure integrity, accuracy, and clarity of the information shared with the general public, prospective and current students, and employees. The College has designated policies and procedures, timelines, review processes, and identifies key stakeholders and participatory governance structures that are responsible for the maintenance of the information and its accuracy. Through these institutional structures, Mt. San Jacinto College ensures that information related to the College's mission, student learning outcomes, educational programs, and student support services are up to date, accurate, and accessible to the College's various audiences. Information is posted and published in a variety of ways, including the College website and in printed materials such as the catalog, schedule of classes, student and faculty handbooks, and institutional manuals.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College provides a comprehensive catalog that is available online on the College's main website and in print for current and prospective students ([IC64](#)). The Mt. San Jacinto College catalog is published annually and includes the mission statement; requirements for admission, degrees, certificates, and transfer; major policies affecting students; listings of all courses and services; and all of the other information required by the Commission and the catalog requirements listed under Eligibility Requirement (ER) 20. The College catalog offers its constituents with precise, accurate and current information concerning the following: ([IC2](#))

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC and with programmatic accreditors, if any
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length

- Academic Freedom Statement
- Available Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or Publications Where Other Policies May be Found

The College catalog as well as the class schedule, College brochures, and other information is carefully checked for accuracy and updated on a regular basis ([IC3](#), [IC40](#), [IC65](#)). The Office of Instructional Services oversees catalog production and ensures the accuracy and currency of the information and content related to catalog requirements, locations, policies, and procedures. A catalog development timeline is used to outline and communicate major catalog revision schedules and deadlines ([IC66](#)).

To ensure that Mt. San Jacinto College provides students with clear communication regarding program patterns and in order to maintain a constant and regular review cycle of program information and competency levels, Mt. San Jacinto College reviews and updates catalog program pages annually every spring for publication in the next academic year ([IC2](#), [IC66](#)). During this review, departments, divisions, and faculty are tasked with reviewing program page information and submitting updates. The review includes looking at each program, verifying the proper sequence of courses is included in each, and evaluating and making changes to pre-requisite requirements. The general education patterns are updated by the Articulation Coordinator and added to the College catalog, the Transfer Center website, evaluation offices to update the Degree Audit site, and added to Colleague ([IC67](#)). These updates are then reviewed and approved by the Board of Trustees ([IC68](#)). The final program pages are printed in the

College catalog, housed on the curriculum website, loaded into degree audit systems through Enrollment Services, and disseminated to the Counseling department as educational plans ([IC70](#), [IC71](#)). Approved catalogs are printed and disseminated as appropriate. Past and current catalogs are available on the College's website, the Curriculum Committee website, loaded into degree audit system in Enrollment Services, and available online ([IC64](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.2 and Eligibility Requirement 20. Mt. San Jacinto College provides its constituents with an annual catalog that contains precise, accurate, and current information about the College, its mission, programs, services, and policies. The catalog also provides information about the College's academic calendar, its certificate and degree programs, the faculty and their level of education, and the names of the Board of Trustees. The catalog is well structured with a table of contents included so information can be easily found. The Mt. San Jacinto College catalog includes all relevant information that helps students succeed and the College achieve its mission. The College catalog can be accessed online and in print form.

Mt. San Jacinto College provides accurate and concise information about important policies and procedures affecting students. All policies affecting students are located in the catalog both in print and in electronic format. The College catalog is updated annually, therefore current, complete, clear, easy to understand and use.

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3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College uses its Core Competencies as well as other levels of program and course student learning and achievement assessments to communicate the institution's academic quality. The College makes a concerted effort to ensure transparency of information and data related to academic quality and publicly publishes this information so that all constituents, internal and external, can access the information ([IC23](#), [IC24](#), [IC25](#)).

Data and analysis related to assessment of student learning and evaluation of student achievement is effectively communicated to the various internal and external College constituencies, including employees, current and prospective students, and the public at large. Mt. San Jacinto College's Core Competencies are published in the College catalog as are the

Program Learning Outcomes (PLOs) for each academic degree and certificate program ([IC2](#), [IC23](#), [IC24](#)). Information regarding learning assessments at the institutional, program and course level is also accessible via the College's Institutional Effectiveness and Planning website, with separate webpages dedicated to outcomes and assessment information ([IC72](#)). Access to the College's comprehensive Program Reviews and Annual Program Assessments for all divisions (instructional, student services, administrative) are also available on the website and feature data and analysis related to student learning outcomes and student achievement measurements ([IC36](#), [IC37](#), [IC55](#), [IC72](#), [IC73](#)). Additionally, Course Learning Outcome (CLO) information is required on course syllabi, as listed in the Syllabus Checklist in the Faculty Handbook and the Academic Senate webpage, and are disseminated to all students at the beginning of each course and located on course shells via Canvas and collected by the Office of Instruction ([IC13](#), [IC25](#), [IC28](#), [IC74](#), [IC75](#)).

The College maintains a database used to track, collect, and record all student learning outcome and assessment activity at the institution. The College's student learning outcome and assessment database (eLumen), acts as the central repository for the College's student learning outcome and assessment data and is primarily utilized by internal constituents (full- and part-time faculty and administration) for the purpose of tracking, recording, reporting, and analyzing assessments at the course, program and institutional levels ([IC29](#)). Course improvement plans are embedded in eLumen and used to provide analysis related to learning outcomes to support planning and resource allocation efforts at the institution ([IC34](#), [IC35](#)). The analysis is then reported out through the College's comprehensive Program Review and Annual Program Assessments that are published on the College's website ([IC36](#)). eLumen is managed by the Office of Institutional Effectiveness and the Institutional Program Review and Assessment Faculty Coordinator who publishes learning outcome reports and provides updates to faculty, administration and various participatory governance groups including the Academic Senate, the Institutional Assessment and Program Review Committee and the Institutional Planning Committee ([IC76](#), [IC77](#), [IC78](#), [IC79](#), [IC80](#), [IC81](#)).

The College communicates matters of academic quality through the dissemination and publication of reports, presentations, and updates related to the assessment of student learning and achievement. The Office of Institutional Research is the primary College unit responsible for data and research collection, analysis and reporting. The Office of Institutional Research, in collaboration with faculty, administration, and the participatory governance structure has developed institutional standards related to establishing minimum levels of performance (Institution-set Standards) and aspirational stretch goals (Institutional Effectiveness Partnership Initiative (IEPI) indicators) ([IC82](#), [IC83](#)). These performance metrics are published on the College's website, used as comparison metrics in program review, discussed and approved through the participatory governance process, adopted by the Board of Trustees, and used by faculty and administration to guide planning and resource allocations ([IC84](#), [IC85](#), [IC86](#)). In

addition, the Office of Institutional Research publishes a variety of reports and updates regarding student achievement ([IC87](#)).

Over the last five years, the College's Office of Institutional Research has greatly improved its Data Warehouse which now includes a multitude of institutional data elements, additional student performance measures, multi-year and semester ten-year trend analyses, section, course, program and institutional indicators, individual course section and faculty data, course level data (developmental, basic skills, college level), room utilization and allocation, time of day information, key scheduling efficiency measures (percentage of cap, enrollment counts/rates, census counts/rates, FTES generation and fill rates, course fill rates and wait lists), terms (academic year and semester terms), all off campus sites and locations, student demographics, and the capability of running a variety of queries in real-time ([IC87](#), [IC88](#), [IC89](#), [IC90](#)).

The Data Warehouse is a home-grown, internal and interactive data warehouse that captures and showcases critical disaggregated student data for all institutional planning, resource allocation, Program Review and assessment, hiring, and enrollment management and scheduling efforts. Institutional data has been incorporated into every cycle of Program Review, including the annual program assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the College ([IC36](#), [IC89](#)). During each program review cycle, faculty access data specific to each academic program and discipline as well as institution-wide data to allow for comparisons within the program review documents. Additionally, the data has also been integrated with the joint hiring proposal requests wherein faculty utilize the data and research to justify and validate the need for net-new tenure-track full-time faculty positions within their academic program and/or discipline ([IC91](#)). The specificity in the data and its incorporation with the College's program review and planning processes has allowed for assessment of the mission and greater efficiencies specific to location, program and course as well as improvements in student performance outcomes ([IC92](#)).

Because the system is native to Mt. San Jacinto College and managed by the Director of Research, improvements, modifications and additions to the warehouse are instantaneously performed on a continual basis. Requests for augmentations to the system are made by the administrative team and faculty and promptly performed by the Office of Institutional Research. This flexibility to create, develop and maintain an open and accessible data that is completely unique and customizable to the research, data and analysis needs of the College has led to an institution-wide adoption and support of accessing and utilizing data in nearly all decision-making processes and policies. Data is available and accessible to all College faculty, staff, and administration on the public network drive and is also accessible via the College's website for those wishing to have additional remote access off-site ([IC88](#)). The College has plans in the future to expand the warehouse to allow for even greater real-time access on the College website.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.3 and Eligibility Requirement 19. Mt. San Jacinto College collects assessment data on student achievement and learning and uses this data to inform decision-making, planning and resource allocation processes at the College. Student learning outcome and assessment information is readily available on the College's website, catalog and course syllabi for both internal and external constituencies. Data and analysis related to student learning and achievement is also broadly accessible via the College's website, and internal databases. The College is committed to ensuring transparency of data and analysis for the purpose of communicating matters of academic quality to the public, current and prospective students, and internal constituent groups.

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4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College catalog is the primary institutional resource that clearly describes the College's associate degrees, career and technical education certificates, required courses and pathways, as well as the expected learning outcomes for each degree and certificate program (IC2). Criteria for program descriptions include standardized language to indicate whether a degree is non-transfer or transfer as well as distinctive features of each program and the learning outcomes for each program.

General requirements for the Associate of Arts and Associate of Science degrees and for transfer to California State Universities and Colleges can be found in the Degrees, Certificates & Curricula area of the catalog (IC2-pg.89-106). Career opportunities are also listed for all degrees (both two and four-year degrees based on labor market statistics locally, statewide, and nationally), certificates and employment concentrations and are researched by faculty and include information from the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST Next Gen), EUREKA career database, and any outside agency mandates.

Mt. San Jacinto College communicates transfer level programs and procedures through the College catalog, counseling sessions, and in other educational plan materials. During counseling appointments, counselors communicate to students the transferability of courses to enroll in the College as well as the transfer requirements from Mt. San Jacinto College to another institution. The policy and process is also explained to students during New Student Counseling Sessions during the months prior to fall and spring semesters (IC2, IC93, IC94, IC95).

The Counseling department updates educational plans every year and the appropriate educational plan for the catalog year is given to students when they come in for counseling. If a program has changed from one catalog year to the next, the education plan is immediately updated to ensure students are getting the most current and correct information. Degrees and certificates are explained on the educational plans ([IC44](#), [IC71](#), [IC94](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.4. The institution assures that students and prospective students receive complete and accurate information about the degrees and certificates offered, their purpose, course requirements, and student learning outcomes. The College catalog is updated annually through a comprehensive review process and is available in printed or electronic formats ([IC66](#)). Specific requirements regarding transfer and articulation are also readily available to students via the College catalog and describe the general transfer policy and specific policies for each university partner.

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5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

EVIDENCE OF MEETING THE STANDARD

There is a regular and systematic review of policies and procedures to ensure integrity of Mt. San Jacinto College's mission, programs, and services. As outlined in Board Policy 2410 – Board Policies and Administrative Procedures – the Board Policy and Administrative Procedure Manuals, in their entirety, are reviewed on a three-year cycle ([IC96](#), [IC97](#)). As previously outlined in Standard I.B.7, the policy review process begins each summer with an annual policy and procedure update workshop which includes key departmental and administrative staff from each area of the College ([IC98](#)). Upon receiving updates from the Community College League of California (CCLC) new policies and administrative procedures, or their revisions are tracked in the President's Office Policy and Procedure database. The respective College departments are identified for the delegation of responsibility of updating the Board Policies and Administrative Procedures. The College has developed an Annual Tracking and Request for Changes Form that is utilized for each Board Policy and Administrative Procedure ([IC99](#)). The President's Office distributes a Board Policy and Procedures Update memo for each Board Policy and Administrative Procedure ([IC100](#)). This memo summarizes the revisions from the CCLC as well as the Board Policy and Administrative Procedure changes indicated from the CCLC ([IC101](#)).

Departments and divisions make revisions to existing Administrative Procedures, add new procedures, delete obsolete procedures, and follow a regular calendar of review of existing procedures to ensure alignment with College goals ([IC102](#)). Procedures are then forward to the area Vice Presidents. If approved, the area Vice President forwards the revisions to the Executive Cabinet for review and approval. The Executive Cabinet reviews and approves the procedure which then puts it into effect. Administrative procedures dealing with student fees, once approved by Executive Cabinet are then sent to College Council for review and approval and vetted through the various participatory governance groups (Academic Senate, Classified Senate, and Student Government Association) ([IC103](#)). If recommended for approval by the various constituent groups and formally approved by College Council, the procedure is then forwarded to the Mt. San Jacinto College Board of Trustees for review and approval ([IC104](#)). If at any point in the process the procedure is rejected, it is returned to the area from which it originated for additional analysis and revisions. Once approved by the College Council and recommended for action by the Superintendent/President, the procedures are reviewed by the Board of Trustees in two separate sessions. The initial review is informational and accompanied by an opportunity for the Board of Trustees to discuss, comment, and/or ask questions of staff and administration. At the second review, the Board of Trustees takes formal action on the recommended Administrative Procedure ([IC105](#), [IC106](#)). Once approved by the Board of Trustees, the Administrative Procedure Manual is updated and placed on the College website. Copies are also distributed electronically to each division for use as a reference.

College publications are required to adhere to the Mt. San Jacinto College Board Policy 3320 – Branding – which is used to implement a consistent branding procedure that supports the mission, vision and values of the College ([IC107](#)). The purpose of the branding procedures and guidelines are to establish and maintain the College identity and visual consistency, which results in supporting Mt. San Jacinto College’s sense of integrity and excellence. Adherence to these standards helps to enhance the College’s brand image in a diverse marketplace that utilizes printed materials, use of websites and social media, merchandise, and special events as its academic brand.

The corresponding Administrative Procedure 3320, along with the Mt. San Jacinto College Branding Guidelines and Branding Checklist, describes the process and procedures for utilizing the College’s logo and creating marketing and public relations materials ([IC108](#), [IC109](#), [IC110](#)). The Branding Guidelines were developed by the Public Information and Marketing Department and are available via a PDF document on the College’s website ([IC15](#)). The Branding Guidelines serve to ensure the production of quality marketing and public relations materials are consistent and convey the image and assure the integrity of the College’s mission, programs, and services. The Public Information and Marketing Department, the Purchasing Office, and the College Printshop require that the Branding Guidelines are adhered to in order for a College department to publish, print, order, or disseminate a document, publication, or merchandise. The policy and

procedures related to institutional branding follow the College’s regular Board Policy and Administrative Procedure review cycle.

Publications that are distributed regularly like the College catalog, schedule of classes, academic calendar, student resource guide, faculty handbook, and Curriculum Best Practices guide undergo a systematic annual review to assure their integrity and effectiveness. Each publication has its own review procedures, timelines, and is updated annually with input from various stakeholders to ensure that current and future students receive accurate information about the College’s mission, programs, services, and policies ([IC2](#), [IC3](#), [IC13](#), [IC14](#), [IC111](#), [IC112](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.5. Mt. San Jacinto College has established institutional practices for ensuring the regular review of institutional policies, procedures, and publications. The College has a regular three-year cycle of review for Board Policies and Administrative Procedures. The review cycle is vetted through the College’s participatory governance structure for feedback, input, and formal approval and adoption. Likewise, the College has established standards and guidelines for the publication of institutional documents and materials. The policies and procedures for developing publications ensure the integrity in the messaging and branding of the College, its mission, programs, and services.

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6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College provides accurate information to current and prospective students regarding the total cost of education, including textbooks, and other instructional materials. The College informs students through a variety of methods including printed and online resources to ensure accessibility to the information. The College catalog provides comprehensive information regarding student enrollment fees, tuition, and other related fees and costs associated with attendance at Mt. San Jacinto College. The College catalog is available in print or accessible on the College’s website ([IC2, pgs.27-30, and 113-242](#)).

Similarly, the Mt. San Jacinto College Enrollment Services Department website provides a complete accounting of the fees and tuition costs a student can expect to pay as a result of their attendance at Mt. San Jacinto College ([IC113](#)). Additional information related to available financial support and aid to students is accessible on the Financial Aid webpage ([IC49](#)).

Additionally, a Net Price Calculator is available on the College's Financial Aid webpage for incoming and current students as well as parents to estimate the total cost of attendance at Mt. San Jacinto College each year ([IC49](#), [IC114](#)). The Net Price Calculator is a personalized tool that provides the estimated net price information (defined as estimated cost of attendance – including tuition and required fees, books, and supplies, room and board), and other related expenses based on various criteria input by the student and/or parent. In this way, a student and/or parent can get a better approximation of the total cost based on individualized responses and need. To ensure awareness and understanding of the Net Price Calculator and the costs associated with the institution, Mt. San Jacinto College has designed a helpful instructional video to assist students and parents ([IC115](#)).

Certificate programs now list specific program costs in the College catalog for in-state, out-of-state, books and supplies, and off-campus room and board. The section also provides program length (in weeks) as well as information about how many students borrowed money, how much debt is accrued by the average student, the typical monthly loan payment, and what the typical graduate earns as well as the number of graduates who got jobs. Finally, licensure requirements (if applicable) are listed ([IC2](#)).

Although the College does not mail printed copies of the Schedule of Classes each term, copies of the printed schedule are distributed to the local high schools, libraries, and other key locations within the service area. Information related to textbooks and instructional materials is available in the print version as well as online under the Schedule of Classes webpage ([IC3](#)). Direct links to the Bookstores on the main campus sites (San Jacinto and Menifee) are accessible via the Schedule of Classes webpage and also from the main webpage for the College ([IC116](#)). Options for purchasing, renting, buying-back, or swapping textbooks and supplies are available through the website or in the physical Bookstores located at main campuses.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.6. Mt. San Jacinto College publishes accurate and appropriate information on the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials in a variety of institutional publications as well as on the College's website.

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7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College assures institutional and academic integrity through the adoption of governing board policies focused on academic freedom and responsibility. Mt San Jacinto College Board Policy 4030 – Academic Freedom – addresses academic freedom of faculty members in activities related to classroom teaching, research, and publication ([IC117](#)). The policy expresses that academic duties must maintain accuracy and faculty members are expected to exercise appropriate restraint and demonstrate respect for the opinions of others. The policy clearly states the College's commitment to ensuring an atmosphere in which intellectual freedom of inquiry and dissemination of information and knowledge for all constituents exists.

Board policies, including BP 4030, undergo a regular cycle of review and revision that includes an examination by all constituent groups, including the Academic Senate. Facilitated through the participatory governance structure, faculty are given the opportunity to provide feedback and input regarding the policies as outlined by the board policy and administrative review cycle. Once the policies and procedures are fully vetted and approved by the participatory governance bodies, the administration forwards the policies and procedures to the Board of Trustees for formal review and adoption ([IC104](#)).

The Board Policy addressing academic freedom is published in a variety of institutional publications including the Mt. San Jacinto College Board Policy Manual, the Faculty Handbook, and the College catalog, all of which are available online on the College's website ([IC2](#), [IC13](#), [IC97](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.7 and Eligibility Requirement 13. The Board of Trustees endorses policies related to academic freedom as outlined in the Board of Trustees approved Board Policy 4030. Through the board policy and administrative procedure review process, faculty are given the opportunity to provide input and feedback regarding the revision of policy verbiage. Mt San Jacinto College publishes policies and procedures on academic freedom in several College publications including the catalog, faculty handbook, and Board Policy Manual. All publications are published and accessible on the College's website. The institution's

commitment to the free pursuit and dissemination of knowledge are embedded within the mission statement and core competencies adopted by the Board of Trustees.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Board of Trustees and the campus community are committed to an honest, productive, and safe learning environment. As such, Mt. San Jacinto College adopts policies and procedures related to honesty and integrity for all constituencies, including students. The College maintains an Institutional Code of Ethics through Board Policy and Administrative Procedure 3050 – Institutional Code of Ethics – which states that all employees “shall be committed to the principles of honesty and equity” ([IC118](#), [IC119](#)).

To promote a fair and honorable learning environment in relation to students, the Board of Trustees and the Superintendent/President have established policies and procedures on academic honesty and expected student conduct and behavior, as well as the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

Mt. San Jacinto College’s academic honesty standards are outlined in Board Policy 5500 - Standards of Conduct – and the corresponding Administrative Procedure (AP 5500) ([IC120](#), [IC121](#)). The policies and procedures regarding these standards are accessible in the College catalog, Student Handbook, Orientation Guide, and posted on the College website ([IC2](#)), [IC14](#), [IC122](#)). An entire webpage is dedicated to *Student Conduct* and includes direct access and information related to the applicable policies and procedures as well ([IC53](#)). It is expected that all students attending Mt. San Jacinto College read, understand, and abide by the College’s Student Code of Conduct.

Faculty are required to notify students in the course syllabus that academic honesty is one of the fundamental cornerstones of the academic community ([IC28](#), [IC74](#)). Statements regarding academic honesty are therefore provided to students the first week of each semester. Faculty are encouraged to define acceptable standards of academic honesty, including cheating, plagiarism, and engaging in other forms of academic dishonesty. Faculty are provided with resources and information related to the approved Board of Trustees policies regarding their role and

responsibility on academic honesty and integrity through the Student Conduct webpage, as well as in the Faculty Handbook which is updated annually ([IC13](#), [IC53](#)).

Violations of the rules and regulations relating to academic honesty (which includes cheating, plagiarism, engaging in other academic dishonesty, forgery, alteration or misuse of college documents, records or identification, or knowingly furnishing false information to the district) may result in various disciplinary actions, including but not limited to removal, suspension, or expulsion of the student as outlined in Board Policy 5500 ([IC120](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.8. Mt. San Jacinto College has adopted and published clear policies and procedures concerning honesty, integrity, and responsibility of students and employees, including student conduct, academic honesty and the consequences for dishonesty. The policies and procedures are readily accessible and available in several locations including the Board Policy Manual, College catalog, Student and Faculty handbooks, and on the College website with a webpage specifically designed to allow students the opportunity to review the approved policies, procedures and adhere to its spirit.

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9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

EVIDENCE OF MEETING THE STANDARD

In order to assure the academic integrity of the teaching-learning process, the College uses and makes public governing board policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews ([IC117](#), [IC120](#)). These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge. Academic Freedom, a Statement of Professional Ethics, and the Commitment to Quality, along with the Student Code of Conduct are clearly defined and included in the Mt. San Jacinto College catalog ([IC2](#)).

Mt. San Jacinto College's expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline is clearly delineated within Board Policy 4030 – Academic Freedom – and reiterated in the Faculty Handbook as well as in the College catalog ([IC2](#), [IC13](#), [IC117](#)). Faculty members are expected to adhere to these guides for professional ethics by presenting course and discipline information fairly and objectively following and utilizing the Course Outline of Record as a guide to assure that course content is delivered using appropriate teaching methodologies and pedagogies ([IC27](#)).

The faculty evaluation processes, including the classroom and teaching observation, student evaluations and peer and administrative evaluative review ensures that faculty members conform to the guidelines for professional and ethical conduct and present information and data in a practical, relevant, fair, and objective manner while allowing for the expression of differing points of view ([IC123](#), [IC124](#)). The faculty evaluation process provides evidence to support how effectively the College is communicating the expectation that faculty present data and discipline information fairly and impartially.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.9. Through the College's Board Policy 4020-Academic Freedom -- and the information contained in the Faculty Handbook and College catalog regarding Professional Ethics, Mt. San Jacinto College clearly sets an expectation that faculty distinguish between personal conviction and professionally accepted views within a discipline. Through these various institutional policies and practices, Mt. San Jacinto College faculty are expected to utilize the Course Outlines of Record, adhere to the course curriculum, and present relevant discipline information and materials in a fair and objective manner consistent with established professional codes and standards of ethics.

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10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College, as a nonsectarian, open-access public institution, does not require conformity to a specific code of conduct, specific beliefs or world views. While individual faculty and departments may have specific world views and beliefs, Mt. San Jacinto College encourages diversity and freedom of discussion in pursuit of academic truth as outlined in Board Policy 4030 – Academic Freedom ([IC117](#)).

Mt. San Jacinto College does adhere to a code and standard of behavior and professional ethics for faculty, staff, administrators, and students; however, given the open-access classification identified in the College's mission statement, department and unit mission statements, and the College's Core Competencies, Mt. San Jacinto College does not require conformity to specific codes of conduct that seek to instill specific beliefs or views ([IC23](#), [IC125](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.10. As an open-access public institution, Mt. San Jacinto College does not endorse or require faculty, staff, administrators, or students to adhere or conform to specific codes of conduct that seek to instill specific beliefs or world views.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College does not have instructional sites located outside of the United States nor does it operate in foreign locations. As such, Mt. San Jacinto College has not sought authorization from the Commission to operate in a foreign location ([IC126](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.11.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Superintendent/President, working in conjunction with the Academic Senate and other constituent groups ensures the institution's compliance with the ACCJC Eligibility Requirements, Accreditation Standards, and other Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits, and approval of substantive change requests as outlined in Board Policy 3200 – Accreditation ([IC127](#)). A Statement of Accreditation for Mt. San Jacinto College is accessible on the College's main webpage and in the College catalog ([IC2](#), [IC56](#)).

The College fully agrees to disclose any and all information required by the Commission. A signed letter from the Superintendent/President, assuring the College's compliance with the Commission's policies, is on file with the Commission and maintained in the President's Office. All reports and correspondences are collected and stored on the institution's Accreditation Report clearinghouse located on the College's Accreditation webpage which is accessible to the internal College community as well as the public at large ([IC57](#)).

Since the last Self-Study in 2011, Mt. San Jacinto College has complied with the Commission's requests, recommendations, and policies as evidenced by the successful submission of a Follow-Up Report, Midterm Report, six Annual and Fiscal Reports, several Substantive Change proposals, as well as other reports required by the ACCJC related to student learning outcome and assessment progress ([IC57](#), [IC128](#), [IC129](#), [IC130](#), [IC131](#)). All reports are accurate and submitted within the time period allotted by the Commission following the College's comprehensive participatory approval process designed to ensure contribution and feedback by all constituencies. Mt. San Jacinto College has promptly and efficiently responded and acted upon recommendations received by the Commission during its last Self-Study as evidenced by the correspondence received by the Commission citing the resolution and compliance with all Accreditation Standards had been met.

Other matters of educational quality and institutional effectiveness are clearly and accurately communicated to the public by Mt. San Jacinto College. This communication is evidenced through the College's mission statement, institutional data on student achievement and learning, as well as the College's institutional effectiveness and educational quality efforts published on the Office of Institutional Effectiveness website ([IC1](#), [IC87](#), [IC89](#), [IC132](#)).

Mt. San Jacinto College is in compliance with the Commission's policies regarding student and public complaints. The College publishes the policies and procedures for student complaints and grievances in the Board Policy and Administrative Procedure Manuals, the Student Resource Guide, Faculty Handbook, and the College catalog ([IC2](#), [IC13](#), [IC14](#), [IC97](#)). The public is also able to make complaints to the Commission via a link on the College's Accreditation website ([IC56](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.12 and Eligibility Requirement 21. Mt. San Jacinto College and the Board of Trustees adhere to the eligibility requirements, Standards, policies, and requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC) for public disclosure and reporting. The College responds to recommendations, requests, and requirements as evidenced by the timely submittal of reports to the ACCJC and prompt notification to College constituents regarding educational quality and institutional effectiveness activities. The College consistently demonstrates that it is in compliance and meets all reporting requirements per the ACCJC.

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13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College advocates and demonstrates honesty and integrity in its relationships with external agencies. The College is affiliated with several external agencies which require the College to adhere to and meet specific guidelines, standards, statutes, and regulations. Currently, the College maintains program accreditation affiliations with the ACCJC, California Board of Registered Nursing, and the Commission on Accreditation of Allied Health Accreditation Programs. The College has been approved for training of veterans under the various United States public laws and California veteran enactments. The Bureau of Citizenship and Immigration Services has approved Mt. San Jacinto College for international students under educational visas. Mt. San Jacinto College is also authorized under federal law to enroll non-immigrant students ([IC56](#)).

The College maintains full compliance with the regulations, standards, and statutes specific to each external agency through the consistent completion of timely and accurate annual, quarterly or mid-term fiscal and program related reports and assessments as well as participation in required site visits ([IC57](#), [IC133](#)). Reports submitted to all external agencies are submitted in a timely fashion and accurately represent the College, its institutional data, and its efforts and progress related to each program and service.

The institution maintains full compliance with the U.S. Department of Education's regulations on public notifications including the Notice of Availability of Institutional and Financial Aid Information through the Student Consumer Information. Mt. San Jacinto College distributes and makes available general information, financial aid, health and safety, and online database information to enrolled students, prospective students, employees, and the public. This information is readily available through the College's website and is available in print through the Public Information and Marketing Office ([IC134](#), [IC135](#)).

Mt. San Jacinto College maintains transparent communication to the College community at large and the public regarding its accreditation statuses for its various programs. The College's affiliations with external accrediting agencies is publicized on the College's website as well as in the College catalog ([IC2](#), [IC56](#)). Changes occurring to the accreditation status with any of the external agencies prompts the College to disseminate the information via its College-wide newsletter (MSJCLinks), notifications to staff, faculty and students through email blasts, and

announcements during College-wide brown bags, town halls, or Board of Trustee meetings. As necessary, the College also issues public press releases in local news media as appropriate.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.13 and Eligibility Requirement 21. The College is affiliated with several external agencies and complies with all standards, statutes, regulations, and requirements. Through the timely submission of accurate fiscal and program related reports the College maintains consistent communication with its external accrediting agencies. The College is in full compliance with the U.S. Department of Education regulations on public notifications and clearly communicates any changes in its accredited status to the ACCJC, students, and the public in a timely manner. Public notifications are published and accessible on the College's website, catalog, in its various reports and planning documents.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College is a state funded, open-access institution of higher education and, as such, the College does not generate revenue, seek to ensure financial gains or contributions for external investors or parent organizations. The College's financial audit statements and other fiscal budget reports document and provide assurances that Mt. San Jacinto College does not, in any manner, support external objectives and motivations that would compromise the College's commitment to high educational quality ([IC136](#)).

As illustrated in the College's mission statement, Mt. San Jacinto College is committed to ensuring a *high quality* education for the communities served by the institution. The College's Board Policies and Administrative Procedures define faculty, classified and management's operational roles and responsibilities in the development, implementation, and delivery of rigorous and high quality academic programs and student support services resulting in positive learning and achievement outcomes for students attending Mt. San Jacinto College ([IC1](#), [IC97](#)).

The College's practices and policies keep institutional excellence and academic quality at the forefront of the College's decision-making and planning processes. Specifically, the College promotes and fosters an institutional climate committed to student learning and achievement

through a variety of institutional practices including the College's: ([IC19](#), [IC20](#), [IC36](#), [IC70](#), [IC137](#), [IC138](#), [IC139](#), [IC140](#))

- robust and comprehensive program review, learning outcome and assessment cycle
- integrated planning and resource allocation model linking student learning and achievement outcomes to planning and budget distribution
- prioritization of student success and achievement goals and key performance metrics embedded with the College's Strategic Plan and other master planning documents
- continuous cycle of evaluation and assessment of institutional programs and services to ensure effectiveness of services, adequacy of resources, and achievement of stated outcomes
- well-defined curriculum development and revision cycle

Through these various institutional processes, Mt. San Jacinto College demonstrates that decisions regarding finance are wholly committed to ensuring high educational quality and are not compromised by external entities.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.C.14. Mt. San Jacinto College has clear policies and procedures that demonstrate the delivery of high quality education is paramount to other external objectives. As a public, open-access institution funded by the State of California, Mt. San Jacinto College does not generate financial returns or contributions for external investors, a related or parent organization, or support other external interests. The College is committed to the delivery of academic programs and services that are of rigor and high quality in order to support student success, achievement, and learning performance outcomes.

STANDARD I.C. EVIDENCE LIST

IC1	Mission Statement Website
IC2	Catalog 2017-2018
IC3	Schedule of Classes
IC4	MSJC Facebook
IC5	MSJC Twitter
IC6	MSJC Instagram
IC7	MSJC YouTube
IC8	MSJC Snapchat
IC9	MSJCLinks Newsletter
IC10	Weekly Roundup
IC11	MSJC Newsletters
IC12	President's Corner (Videos)
IC13	Faculty Handbook 2017-2018
IC14	Student Resource Guide 2016-2017
IC15	Public Information and Marketing Office Website
IC16	Participatory Governance Agenda Template
IC17	Institutional Planning Committee Meeting Agenda (Mission Statement)
IC18	Board of Trustees Meeting Information
IC19	Educational Master Plan (Mission Statement, pg. 8)
IC20	Strategic Plan 2017-2020
IC21	College and Foundation Annual Reports
IC22	Institutional Assessment and Program Review Committee
IC23	Core Competencies
IC24	Program Learning Outcomes
IC25	Course Learning Outcomes
IC26	Course Syllabi (Access Available on Campus)
IC27	CurricUNET - Course Outline of Records

<u>IC28</u>	Course Syllabi Sample
<u>IC29</u>	eLumen
<u>IC30</u>	Three Year CLO Assessment Schedule
<u>IC31</u>	2017-2020 Comprehensive Program Review Instructions
<u>IC32</u>	2017-2018 Program Review and Assessment Calendar (Instruction)
<u>IC33</u>	2017-2018 Program Review and Assessment Calendar (Student Services)
<u>IC34</u>	Course Improvement Plans
<u>IC35</u>	Course Improvement Plan Data
<u>IC36</u>	Program Review Website
<u>IC37</u>	Program Review - Instructional Programs
<u>IC38</u>	Board Policy 4020 - Program, Curriculum, and Course Development
<u>IC39</u>	Student Services
<u>IC40</u>	Student Resources
<u>IC41</u>	Assessment and Placement
<u>IC42</u>	CalWorks
<u>IC43</u>	Career Center
<u>IC44</u>	Counseling
<u>IC45</u>	DSPS
<u>IC46</u>	Talent Search
<u>IC47</u>	Enrollment Services
<u>IC48</u>	EOPS
<u>IC49</u>	Financial Aid
<u>IC50</u>	Honors Enrichment
<u>IC51</u>	CARES Team
<u>IC52</u>	Outreach
<u>IC53</u>	Student Conduct
<u>IC54</u>	Student Government Association
<u>IC55</u>	Program Review - Student Services
<u>IC56</u>	Accreditation Home Page
<u>IC57</u>	Accreditation Reports

- [IC58](#) MSJCLinks June 2017
- [IC59](#) MSJCLinks February 2017
- [IC60](#) MSJCLinks September 2016
- [IC61](#) Institutional Planning Committee Meeting Agenda (Accreditation Update)
- [IC62](#) Institutional Assessment and Program Review Committee Meeting Agenda (Accreditation Update)
- [IC63](#) Budget Committee Meeting Agenda (Accreditation Update)
- [IC64](#) College Catalog
- [IC65](#) Student Resources
- [IC66](#) Catalog Development Timeline 2018-2019
- [IC67](#) Transfer Center (GE requirements)
- [IC68](#) GE Pattern
- [IC69](#) GE Pattern Options
- [IC70](#) Curriculum Committee Website
- [IC71](#) Student Education Plan Sample
- [IC72](#) Learning Outcomes Assessment
- [IC73](#) Program Review - Administrative Units
- [IC74](#) Syllabus Content Checklist
- [IC75](#) Academic Senate
- [IC76](#) Academic Senate – Executive Senate Meeting Agenda (Program Review Update)
- [IC77](#) Academic Senate – Executive Senate Meeting Minutes (Program Review Update)
- [IC78](#) Institutional Assessment and Program Review Meeting Agenda (Program Review Update)
- [IC79](#) Institutional Assessment and Program Review Meeting Minutes (Program Review Update)
- [IC80](#) Institutional Planning Committee Meeting Agenda (Program Review Update)
- [IC81](#) Institutional Planning Committee Meeting Minutes (Program Review Update)
- [IC82](#) Institution Set Standards
- [IC83](#) Institutional Effectiveness Partnership Initiative Goals
- [IC84](#) Program Review - 2017 - Program Rate Sheets

- [IC85](#) Board of Trustee Meeting Agenda 5/11/17, pg. 48
- [IC86](#) Board of Trustee Meeting Minutes 5/11/17, pg. vi
- [IC87](#) Institutional Research Website
- [IC88](#) Institutional Research Data Repository
- [IC89](#) Program Review Data
- [IC90](#) Book-IT
- [IC91](#) Joint Hiring Data
- [IC92](#) Strategies for Enrollment Management
- [IC93](#) New Student Counseling Agenda
- [IC94](#) Student Education Plan Templates
- [IC95](#) New Student Counseling Sessions webpage
- [IC96](#) Board Policy 2410 - Board Policies and Administrative Procedures
- [IC97](#) Board Policies and Administrative Procedures in BoardDocs
- [IC98](#) Board Policy/Administrative Procedure Review Retreat Announcement/Agenda
- [IC99](#) Board Policy/Administrative Procedure Annual Tracking and Request for Changes Form
- [IC100](#) Board Policy/Administrative Procedure President's Office Memo for BP/AP Review from SU17
- [IC101](#) CC League's BP/AP Update Memo(s) SU17
- [IC102](#) Three Year Cycle Spreadsheet/Calendar of Review of BPs/APs
- [IC103](#) Board Policy and Administrative Procedure Revision Tracking Sheet
- [IC104](#) Board Policy and Administrative Procedures Process Flowchart
- [IC105](#) Board of Trustee Meeting Agenda RE: BP/AP Approvals
- [IC106](#) Board of Trustee Meeting Minutes RE: BP/AP Approvals
- [IC107](#) Board Policy 3320 - Branding
- [IC108](#) Branding Guidelines
- [IC109](#) Branding Guidelines Checklist
- [IC110](#) Administrative Procedure 3320 - Branding and Use of College Name and Logos
- [IC111](#) Academic Calendar
- [IC112](#) Curriculum Best Practices 2017-2018

- [IC113](#) Enrollment Services Fees and Tuition Costs
- [IC114](#) Financial Aid Net Price Calculator
- [IC115](#) Financial Aid Instructional Video
- [IC116](#) MSJC Bookstore Webpage
- [IC117](#) Board Policy 4030 - Academic Freedom
- [IC118](#) Board Policy 3050 - Institutional Code of Ethics
- [IC119](#) Administrative Procedure 3050 - Institutional Code of Ethics
- [IC120](#) Board Policy 5500 - Standards of Conduct
- [IC121](#) Administrative Procedure 5500 - Standards of Conduct
- [IC122](#) Online Orientation – Student Conduct
- [IC123](#) CTA/NEA Contract - Evaluations, pg. 42-44
- [IC124](#) CWA Contract - Evaluations, pg. 10-13
- [IC125](#) Board Policy 1200 - District Mission
- [IC126](#) Campus Locations
- [IC127](#) Board Policy 3200 - Accreditation
- [IC128](#) Accreditation Follow-up Report
- [IC129](#) Accreditation Midterm Report
- [IC130](#) Accreditation Annual Reports
- [IC131](#) Accreditation Substantive Change Reports
- [IC132](#) Institutional Effectiveness Website
- [IC133](#) Reports for BRN, BVNPTE, Other Programmatic Accreditation Reports DMS
- [IC134](#) Consumer Information
- [IC135](#) MSJC Website
- [IC136](#) Financial Audits
- [IC137](#) Resource Allocation Proposals (RAPs) 2017-2018
- [IC138](#) Prioritization Allocation Rubric (PAR)
- [IC139](#) Resource Allocation Process (RAP) Website
- [IC140](#) Institutional Plans

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

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. INSTRUCTIONAL PROGRAMS

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

EVIDENCE OF MEETING THE STANDARD

Consistent with our mission, instructional programs at Mt. San Jacinto College are developed and maintained to be, in alignment with the College mission statement, “accessible,” “equitable,” and “innovative” across the wide range of non-credit, basic skills, general education, and transfer courses and workforce certificates through a collaborative, faculty-driven program review and curriculum process ([IIA1](#)). Course learning outcomes ensure that students gain not only a degree, certificate, or transfer to a four-year institution but also employment and a knowledge base that will “empower” them to be a “life-long” learner and “affect positive change in and enhance the world in which we live” ([IIA2](#)). (ER 9)

The Curriculum Committee charge ensures that the committee regularly evaluates the appropriateness and relevance of programs and courses to the College's mission, as well as the effectiveness of the programs in their design to achieve educational goals ([IIA3](#)). Courses must be revised at least once every six years (CTE courses every two years) ([IIA4](#), [IIA5](#)). The

committee ensures this takes place by releasing a list of out-of-compliance courses to all faculty multiple times each year, which operates as a warning before courses are placed on the Sunset List ([IIA6](#)). The Curriculum Committee Sunset Policy outlines how courses are removed from the course catalog after they go out of compliance ([IIA7, pg. 21-22](#)). The extensive curriculum process is designed to review courses and programs for content, transferability, or employment, and that they align with the College's mission. In order to place a course or program on the curriculum agenda, a Request for Placement Form is required ([IIA8](#)). This form specifically addresses if the course or program is part of the General Education (GE) pattern, to explain the rationale for the course or program, and how it relates to the Program Learning Outcomes (PLOs) and Program Review.

The Mt. San Jacinto College Curriculum Committee is comprised of experts and stakeholders from across the College ([IIA3](#)). Faculty from the following 10 instructional areas sit on the committee ([IIA9](#)):

- Allied Health
- Applied Technology
- Arts
- Business/Computer Information Systems
- Language and Letters
- Math
- Nursing
- Science
- Social/Behavioral Sciences
- Student Development

In addition, the Articulation Officer, Distance Education Coordinator, a Librarian, two Counselors, and two students as well as three administrators and an additional three faculty at-large sit on the committee for their functional roles in the curriculum process. Finally, the committee includes non-voting support staff from the Office of Institutional Research, Enrollment Services, and the Learning Center as well as the Class Scheduling and Information Specialist and the Curriculum Clerical Support ([IIA9](#)).

The Offices of Institutional Research and Effectiveness conduct statistical analysis and regular assessment of student progress toward certificates, degrees, transfer rates, and employment ([IIA10](#)). This data is shared widely with faculty through the program review process in which faculty analyze discipline specific data in order to revise Program Learning Outcomes, write new curriculum or revise existing curriculum, and make other programmatic changes ([IIA11](#), [IIA12](#), [IIA13](#), [IIA14](#)). Faculty analyze success, retention, and completion data by site and mode of delivery as well as by race, ethnicity, gender, and other factors and use their conclusions to make program improvements ([IIA12](#), [IIA15](#), [IIA16](#)).

Course Learning Outcomes (CLOs) are assessed by faculty in order to implement teaching and learning strategies where necessary as well as to plan course revisions to respond to student performance (IIA2). CLOs are clearly communicated to students on the syllabus for each course (IIA17). Mt. San Jacinto College programs culminate in attainment of Student Learning Outcomes at the course, program, and institutional levels (IIA2, IIA13, IIA18). CLOs map to PLOs, PLOs map to Core Competencies, and Core Competencies are directly related to the College mission statement. Core competencies – maintained, measured, and revised through both curriculum and program review processes – ensure that students completing a general educational program at Mt. San Jacinto College possess the “skills and knowledge needed to participate in today’s complex world” (IIA18). (ER 11)

Mt. San Jacinto College ensures that courses are chosen appropriately for distance education through the Curriculum Committee process. Each course that is taught fully online or in a hybrid format has a special distance education addendum that accompanies the course outline of record (IIA19, IIA20). In these, faculty account for how each method of teaching and evaluation will be adapted to the online format (IIA19). The College’s Distance Education coordinator sits on the Curriculum Committee and provides input for every course that comes through technical review as a new course or for revision (IIA4, pg.15). The role of the DE coordinator is to review the Distance Education addendum to ensure that methods of instruction, evaluation and examples of assignments are comparable to the face-to-face setting and are viable in the online format. The DE coordinator, in conjunction with a faculty technical reviewer and then the Curriculum Committee during the final approval process, also reviews the course’s Regular Effective Contact policy to ensure it meets College and state standards (IIA21).

Mt. San Jacinto College’s Articulation Coordinator, a voting member of the Curriculum Committee, works in concert with the Curriculum Committee and any faculty member who is proposing a new or revised course to ensure that courses are appropriate within higher education and transferable to other higher education programs. The Articulation Coordinator maintains a network with other Articulation Officers at colleges across the region, attending the regional meeting on a regular basis to maintain currency. Every transfer-level course that comes through the curriculum process for revision or creation is reviewed by the Articulation Coordinator. The coordinator and faculty use the web application Assist.org to ensure transfer every time a course is proposed or revised.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.1 and the Eligibility Requirements (ER) 9 and 11. Mt. San Jacinto College uses several methods to ensure that instructional programs, regardless of location or means of delivery address and meet the mission of the College. The curriculum process has established policies to ensure quality courses and programs are created that align with the College’s mission. A team of faculty, classified staff, administrators, and students work

together to assess and modify and produce courses and program that will benefit students. The Program Review process has established policies and procedures that are regularly reviewed and assessed to ensure the relevancy courses and programs have with community needs. They also verify that courses and programs align with the PLOs and the overall mission of the college. The College catalog clearly identifies each program's course requirements on each program page.

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

EVIDENCE OF MEETING THE STANDARD

The faculty-driven curriculum, program review, and CLO assessment processes create a culture of continuous improvement at Mt. San Jacinto College ([IIA3](#), [IIA11](#), [IIA23](#)). Both full-time and part-time faculty engage in these systematic assessments to ensure that courses, programs, and directly related services meet generally accepted academic and professional standards and expectations.

Content and methods of instruction are reviewed by a broad group of faculty and administrators in the Curriculum Committee through CurricUNET every time a course is created or revised ([IIA3](#), [IIA20](#)). In the technical review process of the full Course Outline of Record (COR) of every new and revised course, faculty ensure that the methods of instruction are integrated with the content of the course, so that every course outline of record suggests methods of instruction to address particular areas of content ([IIA4](#), [pg.15](#), [IIA20](#)). Each COR meets required Title 5 of the California Code of Regulations.

Faculty also address the relationship between teaching methodologies and student performance through the assessment process of Course Learning Outcomes (CLO's) in eLumen, using the Course Improvement Plan (CIP) ([IIA14](#)). The CIP includes the question: "What needed adjustment in pedagogy, curriculum, student support, faculty support, procedural change or any other area did the results indicate?" ([IIA2](#), [IIA23](#), [IIA24](#))

Continuous improvement at the program and services level is facilitated through a consistent program review process ([IIA25](#), [IIA26](#)). All College programs and services complete program review once every three years, evaluating the relevancy, appropriateness, achievement of learning outcomes, currency, and allowing faculty to plan for the future ([IIA11](#), [IIA15](#), [IIA16](#), [IIA27](#), [IIA28](#)). The Program Review process addresses the:

- relevancy of data from the previous review, program strengths, and challenges;
- appropriateness of the program’s mission, program goals, curriculum review, program activities;
- achievement of student learning, success rates, statistics on student diversity, and areas of retention;
- outcomes based on enrollment statistics, FTES, fill rates, and grade distributions;
- prevalence of strengths and challenges, and the three year cycle for Program Review plus yearly updates;
- future planning, including plans for improvement, curriculum review, budget, equipment, staff, and resource reviews.

An Annual Program Assessment (APA) is completed every year unless it is a full program review year, which is a more extensive report ([IIA11](#), [IIA15](#), [IIA29](#)). The Annual Program Assessment includes a specific focus on success and retention rates of the courses within each program as well as disaggregated performance data based on site location and modality ([IIA12](#), [IIA29](#)). Faculty-written Program Reviews (including all APAs) are the primary source for Mt San Jacinto College planning. The Resource Allocation Proposal (RAP) that accompanies each program review ensures that faculty link their program goals and needs to the overall strategic plan for the College ([IIA30](#), [IIA31](#)). Several successful programs have been institutionalized as a result of the Program Review/RAP process, most notably the Supplemental Instruction program and the Student Athlete Scholars program ([IIA32](#), [IIA34](#), [IIA35](#), [IIA36](#)).

Faculty discuss the relationship between teaching methodologies and student performance in several face to face settings. Pedagogy is a topic of discussion and exercise at department meetings and all-faculty meetings which occur twice per school year, as well as other events such as the MSJC Teaching and Learning Academy ([IIA37](#)). For example, in November, 2015, all teaching faculty gathered for a workshop led by Escala Educational Services, LLC focusing on “The Power of Non-cognitives in Early College Success” ([IIA38](#)). Faculty professional development for online courses is robust and systematic, with training and mentoring for faculty teaching fully online for the first time as recommended by the Educational Technology Committee in the Distance Education Faculty Handbook ([IIA39](#), [IIA40](#), [IIA41](#)).

As a result of vigorous dialog, program review and assessment of CLO’s, and staying current on the subject of acceleration of foundational skills’ courses, a major curricular redesign occurred in the English department. The first stage was the design and approval of an accelerated English course (ENGL 092) as a pre-requisite for ENGL 101. The next phase was the deactivation of the English courses two and three levels below transfer. Finally, the department changed the cut scores so that any student entering the College could begin one level below transfer in English. Currently, a new co-requisite for transfer level English will allow even more students to begin at the transfer level ([IIA42](#), [IIA43](#), [IIA44](#), [IIA45](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.2. Through various systematic activities, all faculty are involved in maintaining the quality and continuously improving instructional courses, programs, and directly related services. Faculty use eLumen and CurricUNET to assess CLO's and have access to COR's, which include methods of instruction and evaluation that are integrated with the course objectives. Teaching methodologies and curriculum revisions are considered in relation to student performance in the assessment process. In addition, supplementary forms in CurricUNET map the course to Core Competencies (CCs), describe in detail the adaptation of methods of instruction and evaluation to the online modality (if a DE course), and describe the relevancy and need for the course. The Program Review process ensures that Mt. San Jacinto College courses promote student success and lead to an attainable and relevant educational goal as well as provide the mechanism by which successful programs become a permanent feature of the college and retain their efficacy.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

EVIDENCE OF MEETING THE STANDARD

Course Learning Outcomes (CLOs) are identified by department faculty and regularly assessed by each faculty who teach the course through the systematic processes by which courses are written, revised, and assessed ([IIA2](#)). Program Learning Outcomes (PLOs) are assessed by faculty and administration via the program review process ([IIA12](#), [IIA13](#), [IIA16](#)). Current Course Outlines of Record (CORs) are housed in CurricUNET, while the most current CLOs are housed in eLumen because they may change at a faster rate than the COR as the assessment process requires ([IIA2](#), [IIA20](#)).

CLOs are written by teaching faculty and approved in conjunction with the Course Outlines of Record as defined in the College curriculum policies ([IIA46](#), [IIA47](#)). The Institutional Program Review and Assessment Coordinator is a part of the curriculum technical review process to ensure the viability of CLOs with the COR for each designed course. The methods of instruction and evaluation, assignments, and course content are reviewed to ensure alignment with the CLOs ([IIA2](#), [IIA4](#), [IIA7](#), [pg.4-5](#)).

Faculty in departments and programs collaborate to design a regular 3-year CLO assessment schedule and submit a tentative 3-year CLO assessment plan to ensure that all course offerings are assessed at least twice within the three-year cycle ([IIA48](#), [IIA49](#)). The only classes that may not be scheduled for assessment at least twice within the three-year cycle are specialty courses not offered on a regular basis, which are assessed when offered. Faculty completing assessments in eLumen submit individual scores for each student and offer analysis for scores in the Course Improvement Plans (CIPs) completed for each assessed course ([IIA14](#), [IIA24](#)). CIPs are completed the semester following assessment to allow departments time to meet and discuss the contents of the assessment, to trouble shoot effective teaching strategies, or revise test questions or CLOs based on student performance and alignment with PLOs and Core Competencies ([IIA13](#), [IIA18](#)).

Effectiveness of learning within courses at each level in a program pathway are assessed and evaluated via the CLO process in eLumen and program review ([IIA11](#), [IIA14](#), [IIA24](#)). Courses that are out of compliance or not assessed are not scheduled as they may jeopardize a student's progress.

Faculty utilize the results of CLO assessments and CIPs in Program Reviews and RAPs to justify new full-time faculty hires, the development of requisites and recommended preparations, additional professional development, expansion of support services (SI, tutoring, FYE, library resources), or acquisition of technology in the classrooms to enhance student learning ([IIA11](#), [IIA12](#), [IIA16](#), [IIA30](#), [IIA50](#), [IIA51](#)).

Each course syllabus is required to include the most current CLOs for the course ([IIA17](#), [IIA52](#)). All faculty are required to submit copies of their syllabi to the Office of Instruction for warehousing, and examination of syllabi are part of every faculty's evaluation process. The Academic Senate's Syllabus Checklist notes that CLOs are required elements of course syllabi and should also be posted within the course management system utilized for every class ([IIA2](#), [IIA52](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.3. CLOs and PLOs are in place and are regularly assessed by faculty and administration through the curriculum revision, CLO assessment, and program review processes at the College. CORs are approved through a robust curriculum review process that includes the Institutional Program Review and Assessment Coordinator, who verifies that each course contains appropriate CLOs. While the CORs do not include CLOs, they are attached to each course in CurricUNET, along with other essential forms (DE, pre-req justifications). Due to the fluid nature of CLOs because of systematic and robust assessment, current CLOs are found in eLumen. Syllabi for each course are required to list the current CLOs. The College ensures that students receive a course syllabus in every class section.

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4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

EVIDENCE OF MEETING THE STANDARD

The College offers pre-collegiate level curriculum in English, Math, and English as a Second Language through the English, Math, and ESL programs, as well as a Learning Skills program. The College distinguishes pre-collegiate level curriculum through course-numbering. Courses numbered 100 and above are collegiate level courses designed for transfer while courses numbered below 100 are pre-collegiate. In the catalog, the English, Math, and ESL departments have curriculum flowcharts which illustrate the pathways through the pre-college to college level courses ([IIA22](#)).

The faculty-driven CLO and Program Review processes drive decision-making at the College regarding the development, revision, and offering of pre-collegiate level curriculum ([IIA2](#), [IIA11](#), [IIA15](#)). These courses are evaluated using success rate, retention, persistence, and throughput to the next level course data ([IIA12](#)). College faculty and administrators have lent special focus to the basic skills level courses as California initiatives have prioritized these areas ([IIA53](#)). Under the auspices of the SSSP, BSI, and Student Equity, success of students in these courses has been examined through the lens of the general student as well as by demographic groups that have historically been less successful than others in these courses ([IIA54](#)). Disproportionate impact is addressed in the Program Review process as well as in the Basic Skills Committee and Department meetings, resulting in CLO or curricular revision ([IIA12](#), [IIA55](#)). The most dramatic examples of this is the revision of the English basic skills pathway from offering courses beginning at three levels below transfer down to only one level and math basic skills pathway now beginning three levels below transfer rather than four.

New or revised courses go through the curriculum process for review and approval. The Curriculum Committee determines which credit type and delivery modes should be used for each course, through discussion with faculty content experts, administration, and student services personnel ([IIA3](#), [IIA4](#), [IIA7](#)). These courses are offered at every campus—San Jacinto, Menifee, Temecula, Banning, and online/hybrid—in order to ensure that students have a pathway from pre-collegiate to transfer level coursework ([IIA42](#)).

The Basic Skills Committee plays a key role as it includes a wide array of faculty (including Math, English, and ESL, but also Counseling, CTE, Assessment, Learning Center, and Learning Skills faculty and staff as well as representatives from Equity, SSSP, FYE, and other programs) ([IIA55](#)). A Basic Skills program review is written in order to see the program across disciplines

(IIA53). Statewide initiatives, notably the Basic Skills Initiative (BSI) and the California Acceleration Project (CAP) profoundly influenced the faculty dialog and produced significant curricular changes, especially in the English pre-collegiate sequence (IIA56). English now has only one pre-collegiate course required, Accelerated English, and new curriculum is being piloted that would give students the option of taking a pre-collegiate co-requisite course along with college level English. Along with these curricular changes, adjustment of cut scores combined with multiple measure assessments have greatly increased the numbers of students able to begin in college level English (IIA44, IIA57). A reinvigorated First Year Experience (FYE) program links English and Mathematics courses together and incentivizes students beginning these sequences during their first semester (IIA58, IIA59). For many years, beginning and intermediate algebra have been roadblocks to students in meeting their general education requirements. Through dialog and training with the California Acceleration Project (CAP) and with funding through the California Basic Skills Initiative, the College wrote curriculum for a pre-statistics course that was piloted in fall 2017. This course creates a new pathway for non-STEM students to meet general education requirements in mathematics as well cut down the number of pre-collegiate units they accrue. The Math department has created Math 55 and Math 94 which now allows students to go from below college level to college level in two semesters versus the previous pathway which took four.

Pre-collegiate level courses are aligned with college level courses through the curriculum process and in Math and English department meetings and Program Review (IIA11, IIA60, IIA61). The English department, for example, aligns content each time one of the courses moves through the curriculum revision process. Every course with a prerequisite requires a content analysis form be completed to identify which objectives from the prerequisite a student must meet in order to be successful in the target course. The prerequisite subcommittee created a policy that required curriculum authors who wish to have a prerequisite of English or Math to assess which pre-collegiate or collegiate course is appropriate given the assignments and methods of evaluation of the course (IIA62, IIA63).

Information is communicated to current and prospective students through the Mt. San Jacinto College catalog, orientation, counseling appointments, educational planning, and marketing and outreach efforts through the assessment centers, learning centers, and off site (including counseling) at local high schools and educational centers (IIA22, IIA64). Mt. San Jacinto College has curriculum alignment and articulation agreements in place with several high schools in the district that allow students to take pre-collegiate coursework while still in high school, so that they are prepared when they arrive in college (IIA65). Students receiving a passing grade in the high school Expository Reading and Writing Course (ERWC) or a B or better in an aligned pre-collegiate course are placed directly into college level English and/or math.

The Mt. San Jacinto College Strategic Plan sets student enrollment in a developmental math or English course during the first year as an instructional goal ([IIA66](#)).

Students are provided foundational support in both the cognitive and non-cognitive skills necessary to advance and succeed in pre-collegiate and collegiate level curriculum through various departments, services, and activities such as the tutoring centers (both face-to-face and online), Supplemental Instruction (SI), First Year Experience Program, academic workshops, and other events and services ([IIA67](#), [IIA68](#), [IIA69](#), [IIA70](#), [IIA71](#)). Some pre-collegiate support courses are taught through the Learning Skills program and offer students an opportunity for study skills or vocabulary development, pre- or collegiate algebra support, adaptive computer technology, or a learning disabilities workshop ([IIA72](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.4. Pre-collegiate courses are regularly assessed and revised through established faculty driven processes and clearly distinguished from college-level curriculum. Students are directly supported in learning the knowledge and skills needed to advance and to succeed in collegiate, transfer level curriculum through a variety of services and programs. Innovation in curriculum design has radically changed the way students achieve foundational skills in English and math, and permanent institutional commitment to tutoring, supplemental instruction, and other support programs show that Mt. San Jacinto College supports its students, the majority of whom place in pre-collegiate curriculum upon entry.

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5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College degrees and programs follow established curriculum best practices recommended by the Academic Senate of California Community Colleges (ASCCC) and the California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook. Policies and procedures exist to ensure that these practices are followed: Board Policy (BP) and Administrative Procedure (AP) 4020 – Program, Curriculum, and Course Development, BP and AP 4025 – Philosophy and Criteria for Associate Degree and General Education, and BP and AP 4100 – Graduation Requirements for Degrees and Certificates ([IIA46](#),

[IIA47](#), [IIA73](#), [IIA74](#), [IIA75](#), [IIA76](#)). Criteria for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning are covered in the Curriculum Committee proposal and approval process, program review, and regular CLO assessment ([IIA3](#), [IIA4](#), [IIA14](#)).

College courses and programs have to complete a rigorous process before being added as an official course or program. The Mt. San Jacinto College Curriculum Best Practices Handbook provides guidelines on creating quality courses and programs ([IIA4](#)). To assure that courses have the appropriate depth, breadth, rigor and sequencing, each course and program Outline of Record requires faculty to: ([IIA2](#), [IIA13](#), [IIA20](#))

- identify if the courses are part of a program;
- rationalize the need for or change of a course or program;
- incorporate Blooms Taxonomy to all courses objectives;
- synthesize CLOs with PLOs;
- identify the prerequisites, co-requisites or recommended preparation;
- explain instructional methods;
- provide assignment examples.

Faculty regularly review data about their program as part of the Program Review process in order to analyze and make decisions about course sequencing, time to completion, synthesis of learning (PLOs and CLOs) as well as the appropriateness of the length, breadth, depth, and rigor of the program or degree ([IIA12](#), [IIA15](#)). If courses need to be revised or proposed, faculty complete the curriculum process outlined above. All approved courses articulate through Assist.org. Each course catalogs synthesis of learning tied back to Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs) and General Education Learning Objectives ([IIA2](#), [IIA13](#), [IIA18](#), [IIA22](#)).

The general education component of a degree includes an introduction to some of the major areas of knowledge. BP and AP 4025 – Philosophy and Criteria for Associate Degree and General Education – detail Mt. San Jacinto College’s commitment to making general education an opportunity for intellectual inquiry across a wide breadth of courses ([IIA73](#), [IIA74](#)). At Mt. San Jacinto College, according to BP 4025, “general education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, effective and creative capabilities, social attitudes, and an appreciation for cultural diversity.” All general education courses at the College transfer to other universities and colleges, possess appropriate quality and rigor, and follow practices common to American higher education ([IIA22](#)). (ER 12)

Dialog with external stakeholders has taken place as part of a federal U.S. Department of Education Hispanic-Serving Institutions Title V grant and high school dual enrollment efforts in

English and mathematics that have assisted faculty in revising and aligning courses and programs with high school competencies and courses and considering issues of breadth, depth, rigor, and synthesis of learning when considering students coming to the College from local area high schools ([IIA77](#), [IIA78](#), [IIA79](#)). These educational partners have also worked with the Biology department to facilitate lab material and equipment use for genetics lab activities at area high schools.

Minimum degree requirements for the associate's degree are 60 semester credits as stated in the Mt. San Jacinto College catalog under "Degree Requirements" and are specified by the Board of Governors of the California Community Colleges and the Mt. San Jacinto College Board of Trustees ([IIA22](#)). The College offers 20 approved ADT degrees that require a minimum of 18 semester units in an ADT major as detailed in the Instructional Programs section in the College catalog. Instructional program pages in the catalog list contact information, degrees offered, description of the program, career opportunities, transfer preparation, program learning outcomes (PLOs), and other detailed degree information including course options and requirements to achieve a degree or certificate ([IIA22](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.5. All Mt San Jacinto College's degrees and programs follow American higher education common practices, which stipulate that associate degree minimum requirements are 60 semester credit units or equivalent. Mt. San Jacinto College does not offer a baccalaureate degree. Faculty review and collaboration efforts as well as the Curriculum Committee ensure the appropriate, depth, breadth, rigor, course sequencing, time to completion, and synthesis of learning for each degree and program at the college.

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6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College schedules courses via collaboration between department chairs and area deans based on a combination of student needs, facilities optimization, and analysis of data.

The Enrollment Management Committee meets regularly and is co-chaired by the Vice Presidents of Instruction and Student Services ([IIA80](#), [IIA81](#)). The committee monitors enrollment, budget, and student demographic data in order to make recommendations on course schedule development and dissemination, FTES goals, catalog development, research needs, and

marketing and outreach strategies. During the 2015-2016 academic year, the College shifted to scheduling courses for the full year rather than one semester in order to more efficiently make use of facilities and to assist in the planning process to meet student needs more effectively.

Schedule Development Guidelines, developed by the Enrollment Management Committee, are used by Faculty Department Chairs and Instructional Deans to schedule courses ([IIA82](#)). The guide states that “courses should be selected to maximize the potential for student success.” For scheduling, the guiding principle statement reads, “Scheduling for student success means creating paths for transfer or employment while maintaining maximum effectiveness and efficiency in the use of faculty, finances, and facilities.” Guiding Principle #5 reads: “Schedule for successful and timely program completion based on student transfer patterns. Schedule sequential courses which lead to college and career readiness, transfer, degrees, certificates, or licensure such that students will make successful progress from one course to another.” The Schedule Development Guidelines grew out of a document, entitled the Section Conservation Strategies Toolbox that was created in December 2010 as the state demanded that colleges drastically reduce FTES in response to the budget crisis ([IIA83](#)). These two documents equip faculty department chairs and deans to be able to address the expansion or contraction of FTES based on state or local mandates without harming student progress or success ([IIA84](#)).

Data, including CLO assessment and fill rate, success, and retention rates are utilized to schedule courses that will effectively guide a student through a program pathway in a reasonable time frame ([IIA10](#), [IIA12](#)). CLO assessment ensures that effective learning occurs at each level of a course sequence or program so that students may reasonably expect to build more specialized skills or knowledge as they advance toward their goal ([IIA14](#)). Fill rate data enables scheduling of courses at times of day and in formats that account for diverse student needs. Success and retention data are analyzed to identify courses in the program that may hinder student progress through the pathway ([IIA82](#)).

The College determines student needs through an analysis of degree and certificate completion data, educational goal data, and courses with high demand and/or need ([IIA85](#), [IIA86](#), [IIA87](#)). Courses and programs offered align with the College’s mission. In accordance with BP 4025 – Philosophy and Criteria for Associate Degree and General Education and the corresponding AP 4025, a degree from the College “represent[s] more than an accumulation of units ([IIA73](#), [IIA74](#)). It symbolizes a successful attempt on the part of the College to lead students through patterns of learning experiences designed to develop certain capabilities and insights” (BP 4025). Degrees and programs also align with IGETC and CSU transfer patterns (including the aforementioned ADTs). As detailed in the College catalog, all programs at Mt. San Jacinto College are sufficient in content and length, rigor and quality, and culminate in students meeting Program Learning Outcomes (PLOs) ([IIA22](#)). (ER 9)

Data has become the foundation for the College's Enrollment Management strategy in regards to effective course scheduling and sequencing ([IIA10](#)). As a result of the College utilizing this resource to gauge and track enrollment trends, the College has been able to leverage course offerings to ensure that students are provided with ample opportunities to enroll in courses that lead to their educational goals. Specifically, the data warehouse was expanded to include data related to wait lists. In previous years, the College had maintained a ten-person wait list for any and all course sections. As a result, critical data was missing to be able to make adjustments to scheduling and course offerings that were negatively effecting completion of academic and certificate programs as well as transfers. Impacted courses were essentially hidden under the ten-person wait list policy. Due to the recent adjustment in data accessibility and analysis, faculty and academic administrators are able to more effectively collaborate and offer the appropriate courses needed by students. The scheduling efficiencies have resulted in:

- Development of a block schedule where courses are offered in an organized format so that students have consistent start and end times so that course scheduling conflicts are minimized ([IIA42](#))
- More efficient fill rates ([IIA87](#))
- Students having access to more efficient schedules allowing them to take an average of 2.7 classes for an average of 9.2 units ([IIA90](#))
- Exceeding enrollment growth targets developed by the California Community College Chancellor's Office resulting in additional funding to support student achievement and success ([IIA90](#), [IIA91](#))

The use of enrollment data has provided the College with an opportunity to be more acutely aware of fill rates for particular courses and to be able to make quick adjustments for courses that are low-enrolled and replacing them with high-need and high-fill courses. Most recently, as a result of trend data demonstrating that online courses suffered significant losses in enrollments during the week prior and continuing into the first full week of each semester the Enrollment Management Committee determined that the "enrollment freeze week" prior to the start of each semester created a barrier to enrollments in online courses ([IIA92](#), [IIA93](#)). Based off of a recommendation from the Enrollment Management Committee, the College changed the holds on enrollment and opened them for students. As a result, the College experienced significant increases in the number of students enrolling and persisting beyond Census.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IIA.6. Data-driven systems and procedures are in place to ensure scheduling of courses that allow students to complete certificate and degree programs within a reasonable period of time. Spearheaded by the Enrollment Management Committee, and executed through dialog between faculty department chairs and area deans, course offerings align with student needs and program pathways. Learning effectiveness data is regularly

analyzed by faculty to ensure that courses in a sequence or program are enabling students to succeed and achieve their educational goals.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College thrives because of the diversity of its students, and the College is committed to the success of all students by narrowing disproportionate impact among student sub-populations. To achieve this, the College has strong and consistent leadership for equity and student success. The Office of Institutional Research routinely collects data, and faculty and administration regularly discuss and evaluate not only these data but also student learning outcomes assessment, teaching methodologies, and delivery modes ([IIA12](#), [IIA54](#), [IIA94](#)). Changes to teaching methodologies is implemented as a result of regular assessment and faculty dialog, and learning support services are developed and offered to students based on identified needs.

In the years leading up to the statewide equity initiative, Mt. San Jacinto College, and the Basic Skills Committee and Basic Skills Coordinators of the College, initiated a vigorous dialog about disproportionate impact by bringing in speakers Darrick Smith (Disproportionate Impact) for the spring 2014 Student Success Summit and Kay McClenney (The CCSSE Men of Color Study) for the all-faculty convocation in Fall 2014 ([IIA55](#), [IIA97](#)). Staff were also invited to see the talks. In 2015, the College made a commitment to equity by hiring a Student Equity Director to expand programming and support for student success and to specifically lead efforts to mitigate disproportionate impact among different student sub-populations ([IIA97](#)). The Student Equity committee, co-chaired by the Student Equity Director, operates within the shared and participatory governance system to incorporate a diversified set of voices ([IIA98](#)). The committee hired an outside consultant to complete a specialized study of equity issues impacting Mt. San Jacinto College and identification of disproportionately impacted student groups before formulating the Student Equity Plan. The committee in working with the Office of Institutional Research and the consult found the following groups most disproportionately impacted (foster youth, first-time, African-American males, 20-24 year old students) ([IIA54](#), [IIA99](#)). Student Equity funds are being used for Supplemental Instruction (SI), First Year Experience (FYE), a Basic Skills Coordinator, and a variety of equity-related professional development opportunities for all employees, one of which brought the College full circle back to earlier equity themed convocations by inviting Jeff Duncan-Andrade to speak at the 2016 all faculty convocation about

how to nurture the tenacious students who experience complex PTSD as a result of consistent trauma in their lives ([IIA58](#), [IIA70](#), [IIA100](#), [IIA101](#), [IIA102](#), [IIA103](#), [IIA104](#)).

The Student Equity Director and committee, as well as a new Professional Development Coordinator of the College, have executed all of the following to support teaching methodologies conducive to equity related issues: First Year Experience, mentor program, Active Collaborate Learning Workshops, one-year access to Innovative Educators, three-year access to the online course on Teaching Men of Color and Supporting Men of Color program (via CORA), and a lecture with Dr. Claude Steele on minimizing the role of stereotype-threat in course testing and treatment of traditionally under-represented students ([IIA58](#), [IIA105](#), [IIA106](#), [IIA107](#)). Equity funds were used to create a computer lab for English-92 students with laptops and charging stations to create a learning environment that addresses unique learning styles and needs. Professional development activities are on-going and created for administrators, faculty, and classified staff ([IIA101](#), [IIA108](#)).

The Office of Institutional Research routinely collects and analyzes demographic data ([IIA12](#), [IIA110](#)). Faculty may also request special data inquiries due to program, course, or learning support needs or questions. Committees, programs, and departments all work to mitigate disproportionate impact and implement new initiatives based on these data. Much of what has been accomplished by the Student Equity Committee and Basic Skills Committee, as well as through faculty assessment of CLO data in eLumen, has been data driven, designed to meet our diverse student needs ([IIA14](#), [IIA55](#), [IIA98](#)). In response to the Distance Education success data and student surveys, and as a pilot college of the Online Education Initiative (OEI) course exchange, Mt. San Jacinto College adopted a new Course Management System (CMS) that was at full implementation for fall 2017. Canvas was selected as the OEI's CMS due to features that support student success and equity. For example, Canvas offers a superior mobile application for smartphones and tablets that allows students without access to a home computer to complete coursework and maintain regular effective contact with instructors. The switch to Canvas occurred over a two year period ([IIA111](#)). Technological improvements to some classrooms were also implemented, including the use of wireless presentation remotes, interactive presentation software/hardware (ENO Boards), Classroom audio systems, virtual apps and remote desktop servers that allow students to access programs and storage from their home computer. Specific academic programs also use SIM View, Maker Bot, Apple TV, and other technologies to meet student learning needs.

In 2014-2015, the College went through the Community College Survey of Student Engagement (CCSSE) for both students and faculty ([IIA112](#), [IIA113](#)). As a result, the College is committed to moving toward meeting or enhancing the CCSSE benchmarks of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. While in many areas, Mt. San Jacinto College scored lower than the 2015 CCSSE cohort average, the College scored significantly better than the average in the following four areas:

integrating ideas into a paper or class project, financial support, career counseling, and peer or other tutoring. The College scored significantly lower in the following five areas: discussed ideas on readings outside of class with faculty, worked with faculty on activities other than coursework, faculty helped the student cope with non-academic issues, engaged in skill labs, engaged with computer labs. These areas are being examined through active faculty dialog and reflected in a desire on the part of faculty to be more involved with the academic advising process and in better communication with student services faculty, staff, and programs. A reinvigorated Early Connect (formerly Early Alert) was piloted in fall 2017 as a result of this and other data ([IIA114](#)).

Regular assessment of learning outcomes, paired with data analysis in program review, in which faculty are required to disaggregate data by student ethnicity or special status have wrought many positive changes at the College in terms of course revisions, changes to teaching methodologies, and learning support services ([IIA12](#), [IIA115](#)). The College has a robust array of learning support services available to students (see Standard II.B for more information). On both the San Jacinto and Menifee Valley campuses, the College operates full service Libraries and Learning Centers ([IIA116](#), [IIA117](#)). The College also made an ongoing institutional commitment for students to also have access to web-based, online tutoring to serve not only distance education student needs but also to serve students when the Learning Centers are closed ([IIA69](#)). At the Temecula Education Complex, the College utilizes a regular space to offer face-to-face tutoring and study jams ([IIA118](#)). Both campuses also have a Veterans Center, and learning support is also available to students in certain sub-populations through the Learning Skills Program Labs on both campuses (intake testing, tutoring, workshops, classes), Disabled Students Program and Services, and the EOPS program, as well as Federal Title V Hispanic Serving Institution (HSI) grants ([IIA72](#), [IIA77](#), [IIA78](#), [IIA119](#), [IIA120](#), [IIA121](#)). Finally, programs such as the long running Puente Program are designed to support specific student sub-populations through innovative teaching methodologies and cohort-based learning experiences ([IIA122](#)). All of these programs and services, designed to meet the diverse needs and learning styles of Mt. San Jacinto College students are assessed through the Program Review process ([IIA11](#)).

College faculty recognize that students have different levels of academic preparation and learning styles both of which influence a variety of student behaviors including enrollment patterns, student success, retention, persistence, completion rates, and choice of major and goal. The curriculum process, course evaluations, and CLO procedures assess the effectiveness of course delivery methods ([IIA2](#), [IIA3](#), [IIA11](#)). The Curriculum Committee requires course authors to provide several methods of instruction that reflect varied learning styles ([IIA123](#)). When revising an existing course or proposing a new course, faculty must create or revise methods of instruction that “must appropriately align with the expected learning objectives, content, and evaluation methods of the course as well as reflect the needs of a variety of learning styles. . . .”

Assessment occurs at the departmental level through faculty observation and the CLO process. When instructors are evaluated, evaluators observe the delivery methods used and comment on their effectiveness (IIA124). If an ineffective method is observed, the evaluator discusses the methodology with the instructor and together they develop a more effective approach. The CLO assessment process measures the success of delivery methods as they relate to the course objectives. During this process, faculty self-assess and discuss delivery methods with colleagues within the department as a basis to explain the assessment outcome, resulting in a Course Improvement Plan (CIP) for each course (IIA14, IIA24). These processes are effective in assessing the instructor's delivery and recommending methodologies for course delivery.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.7. The faculty and administrators of Mt. San Jacinto College, guided by the Student Equity Director, the Student Equity Committee, the Basic Skills Committee, and the Curriculum Committee, recognize that the College's diverse student population requires varied instructional methods and that these methods are dynamic. This is evidenced in the use of technology and the narrative provided on each Course Outline of Record, the instructor observations, and the CLO assessment process. The College identifies students by subpopulations, and these data are used by faculty as they assess the student learning that occurs in courses and programs.

Student equity and learning methodologies are common agenda items in professional development meetings, workshops, and events as well as the Student Equity and Basic Skills Committees. The continual dialog is a means by which faculty can share best practices and develop creative and effective teaching methodologies to meet the needs of all students.

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8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

EVIDENCE OF MEETING THE STANDARD

While there are only a few departments and programs that utilize a department-wide or program examination, Mt. San Jacinto College faculty have the option to set up common exams or assignments as part of the assessment of CLO's in particular courses. Furthermore, each time a course is proposed or revised, faculty must go through a process to determine whether the pre-requisite criteria is still valid and necessary to ensure that students have a reasonable chance for success through completion of the learning outcomes for the pre-requisite course(s). The institution ensures unbiased, valid measures of student learning through the required CLO assessment process that is completed across all sections of a given course as well as by using multiple assessment tools.

Faculty are required to use common rubrics to assess student learning outcomes, and, for every course assessed, they use common exams or assignments across all class sections of the same level (i.e. English 101) ([IIA125](#), [IIA126](#), [IIA127](#)). When used, they are developed by departments using a common CLO for the course to be assessed. Faculty administers the examinations and has the flexibility to establish parameters to determine the weight of the question or exam. Each examination question addresses a single measurable concept. After all tests in a particular section are scored, the instructor enters the scores into the College's assessment software eLumen. Once all sections have been scored, this data is exported to the Learning Outcomes Assessment webpage ([IIA128](#), [IIA129](#)). It is analyzed the following semester by instructors who taught the course ([IIA14](#)). This information determines which concepts need to be reinforced, how well students have learned the concepts, and how effectively the instructors have presented these concepts. Some of these questions are specifically designed to assess student mastery of course-level and program level student learning outcomes ([IIA130](#)).

Multiple assessment tools further ensure non-biased valid measures of student learning. For example, an English class provides both quizzes and essays to determine student learning outcomes. The Institutional Assessment and Program Review Committee (IAPRC) meets regularly to discuss a variety of issues related to course CLOs ([IIA131](#), [IIA132](#), [IIA133](#)). When appropriate, the Institutional Program Review and Assessment Coordinator works with faculty to modify examinations to ensure that it provides a valid, unbiased assessment of student skills and mastery of student learning outcomes. It is this ongoing data collection and collaborative faculty analysis that ensures the examination remains a viable assessment tool.

A few departments use a department-wide or program examination, mostly in Career Technical Education or Nursing. These departments ensure that standards and protocols are in place to ensure that these exams are consistently and fairly administered at the appropriate times. The ADN program ensures student mastery of key theories and practices by various methods ([IIA134](#), [IIA135](#)). One such method includes having students practice the theoretical concepts and principals in the simulation setting of the nursing skills lab. In addition, once the students master the concepts in the campus lab setting, they are then eligible to carry forth with their practice in the clinical practice setting. The program also uses standardized testing to ensure that the students meet mastery of concepts that other nursing students are expected to demonstrate at a national level. The standardized testing also helps students with regards to preparation for their national licensing exam. Ensuring that students are safe and competent practitioners is an ongoing process and a mainstay of this program. By utilizing resources such as ATI and NCLEX-RN resources, Mt. San Jacinto College nursing students are held to the same standard that is expected of a competent registered nurse ([IIA22](#)).

Finally, pre-requisite criteria is rigorously evaluated through the course proposal and revision process through the Curriculum Committee as well as in CLO assessment and Program Review. Clear structures are in place to determine the pre-requisite criteria for any class ([IIA3](#), [IIA4](#), [IIA136](#)). If a department or program determines that a pre-requisite is needed, they submit a form with a revision or a new course proposal ([IIA137](#)). This ensures not only that the department or program has mapped the requisite learning outcomes to the learning outcomes of the course but also that the Curriculum Committee has reviewed the proposed pre-requisite. Once approved, the course success data is continuously reviewed until the next time the course is up for revision. If a pre-requisite is deemed ineffective before that time, then departments or programs can undergo a course revision to remove or modify the pre-requisite. Sometimes, because of transfer articulation, pre-requisites are mandated and therefore departments must follow this process in order to add or modify the pre-requisite ([IIA4](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.8. Faculty engage actively in measuring whether the attainment of CLOs leads to success in the next course level within a sequence or program. There is a clear structure in place to determine, propose, and review pre-requisites and to ensure that these pre-requisites are consistently applied through the Curriculum Committee. Pre-requisite effectiveness is analyzed further through the program review process, which then feeds back into course revision if needed. Protocols to evaluate student learning are in place via the CLO assessment process in eLumen. All departments use a common rubric to measure common CLOs for student learning. Some departments use a department wide course or program examination, and they have measures in place to ensure that the results are unbiased and valid.

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9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. **If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.** (ER 10)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College students achieve degrees and certificates by meeting stated Program Learning Outcomes (PLOs) ([IIA13](#), [IIA22](#)). Faculty develop PLOs to ensure that a student gains the requisite knowledge by completing the program and achieving a degree. Board Policy (BP) and Administrative Procedure (AP) 4020 – Program, Curriculum, and Course Development, BP and AP 4025 – Philosophy and Criteria for Associate Degree and General Education, and BP and AP 4100 – Graduation Requirements for Degrees and Certificates direct the process by which course credit, degrees, and certificates are awarded ([IIA46](#), [IIA47](#), [IIA73](#), [IIA74](#), [IIA75](#), [IIA76](#)). (ER 10)

The 2017-2018 Mt. San Jacinto College General Catalog clearly lists degrees and certificates for each program and the required Program Learning Outcomes ([IIA22](#)). At the beginning of each program section the transfer and non-transfer degrees are listed along with any cross reference degrees. Included are any Associate Degrees for Transfer (ADTs: A.A.-T or A.S.-T) that guarantee admission to a California State University upon completion ([IIA22](#)). The program descriptions are standardized to include language to indicate consistent information, including Program Learning Outcomes. These are also posted on the Assessment/CLO website ([IIA13](#)). Career opportunities for all degrees, whether transfer or non-transfer, are based on labor market statistics locally, statewide, and nationally and are also listed on each program page ([IIA22](#)).

The Program Review and curriculum process offers open dialog opportunities for College faculty, classified staff, and administrators regarding learning expectations for degrees and certificates ([IIA11](#)). During the curriculum process, each course is identified as a stand-alone or as part of a program. If a course is part of a program that program is identified along with a rationale relating the course's objectives to the program objectives. The Program Review process also supports dialog through review and assessment of existing programs ([IIA15](#)).

Mt San Jacinto College bases course content and credit awarded on achievement of stated Learning Outcomes. The learning objectives and outcomes identify the depth, breadth, and rigor of the course which consequently is used to calculate the award credit. The CLOs, authored by faculty proposing the course, are reviewed in CurricUNET by the Institutional Program Review and Assessment Coordinator, department faculty, department chairs, and deans as well as the

Distance Education Coordinator and Honors Coordinator when applicable ([IIA2](#), [IIA20](#), [IIA138](#)). Award credit falls within the accepted norms for lecture and lab standards. After Chancellor's Office approval, the Course Outline of Record (COR) is added into Colleague. It is entered as a course and the sections of the course are entered and hours verified. Error reports are pulled and monitored for validation. Each lecture unit requires one hour per week of class time, and two hours per week of study outside of class. Each laboratory unit requires three hours per week of class time ([IIA139](#), [IIA140](#), [IIA141](#)).

<u>Lecture Units</u>	<u>Hours</u>
1 unit	16-18
2 units	32-36
3 units	48-54
4 units	64-72
5 units	80-90

<u>Lab Units</u>	<u>Hours</u>
1 unit	48-54
2 units	96-108
3 units	144-162
4 units	192-216
5 units	240-270

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IIA.9. Mt. San Jacinto College awards degrees and certificates based on learning outcomes. The district provides these outcomes in the Mt. San Jacinto College catalog that is available in printed form and also available electronically through the College's website. Each program clearly identifies the learning outcomes, transfer status, and applicable education pattern. Additionally, each program identifies career opportunities to assist students in planning for future careers.

Mt. San Jacinto College assigns units of credit consistent with norms and equivalencies appropriate for higher education courses. The course author proposes the credit award, and then the Curriculum Committee reviews the content with the award proposal. If the committee's evaluation recommends an increase or decrease in the award, the Curriculum Committee consults with the course author and collaboratively decides on the credit award.

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10. 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. (ER 10)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College has approved policies and procedures in place to facilitate the transfer of courses to and from other institutions of higher learning as noted in the Reciprocity policy adopted for the 2017-2018 catalog and clearly communicates transfer level programs and procedures through extensive documentation and counseling ([IIA22](#)). The College catalog has clearly identified the course numbering definition from 0 – 299 with breakout definitions ([IIA22](#)). Transferability and general education status is identified after each course description in the catalog ([IIA22](#)). In order for a student to transfer course work into Mt. San Jacinto College, an official transcript must be received by the College and a Request for Transcript Evaluation form is filled out by the student and turned into Enrollment Services ([IIA142](#)). In order to request an official transcript from Mt. San Jacinto College a student must fill out a Transcript Request form and also turn the form into Enrollment Services ([IIA143](#)). A fee is required if two official copies have already been requested. (ER 10)

Students also receive information during counseling sessions when counselors communicate to students the transferability of courses to enroll in the college and to transfer out of the College. The policy and process is also explained to students during New Student Counseling Sessions prior to fall and spring semesters ([IIA144](#), [IIA145](#)). The Counseling department's educational plans are updated every year and the appropriate educational plan for the catalog year is given to students when they come in for counseling ([IIA146](#), [IIA147](#)). Program changes and transfer policies are regularly reviewed, and if a program has changed from one catalog year to the next, the education plan is immediately updated to ensure students are getting the most current and correct information. Degrees and certificates are clearly explained on the educational plans ([IIA148](#)). (ER 10)

Mt. San Jacinto College has an extensive articulation program that is clearly and openly communicated and regularly reviewed and assessed at many levels ([IIA22](#)). The Articulation Coordinator communicates with other institutions of higher education in setting up articulation agreements ([IIA3](#), [IIA149](#), [IIA150](#), [IIA151](#), [IIA152](#)). The Articulation Coordinator then communicates to the Counselors when a new agreement has been developed and the articulation

agreement is placed on the Career/Transfer website and via Articulation System Stimulating Inter-institutional Student Transfer (ASSIST Next Gen) ([IIA150](#), [IIA153](#), [IIA154](#)).

The College maintains articulation agreements with a variety of four-year universities: 20 California State University campuses, 10 University of California campuses, all California private institutions that adopted the CSU GE Breadth and IGETC general education pattern, and out-of-state institutions consistently where total numbers vary year-to-year ([IIA22](#), [IIA155](#), [IIA156](#), [IIA157](#), [IIA158](#)). These agreements include major preparation, General Education, course-by-course lists, and transferable-course agreements that are available to students at all sites in electronic format and through ASSIST Next Gen ([IIA154](#)).

Articulation agreements are developed and implemented when new courses are proposed by faculty and reviewed by the appropriate department(s). Faculty research comparable courses at four-year institutions as part of proposing a new course and this constitutes one of the forms in CurricUNET ([IIA159](#)). The Articulation Coordinator works closely with all teaching faculty on proposals for course revisions or new courses to facilitate articulation. The College determines transferability to the California State University system. Once a course is determined to be transferable by the College, the transferability to California State University is subject to review by the California State University Chancellor's Office. Community college courses that are transferable to all campuses of the University of California are identified on the University of California Transferable Course List ([IIA160](#)). In the University of California System, the Office of the President initiates this agreement by extending an annual invitation for community colleges to submit courses for review and possible inclusion on the Transfer Course Agreement ([IIA161](#)). It is the Articulation Coordinator's responsibility to electronically submit, via Articulation System Stimulating Inter-institutional Student Transfer, Online Services for Curriculum and Articulation Review (ASSIST Next Gen), all courses that have been identified by the Articulation Coordinator and the Curriculum Committee as being appropriate in depth and scope for possible University of California transferability.

The Articulation Coordinator regularly reviews the transfer status of courses via yearly course submissions to UCs, bi-yearly submissions to CSUs and ASSIST. Private University articulation occurs continuously. A yearly curriculum change document is electronically emailed to the California Intersegmental Articulation Counsel (CIAC) listserv where all members of CIAC receive catalog information along with all changes to existing courses and all new or deactivated courses. The GE patterns are updated by the Articulation Coordinator and added to the college catalog, the Career and Transfer Center website, the Degree Audit site in the evaluation offices, and Colleague, and also printed for students ([IIA22](#), [IIA153](#), [IIA162](#), [IIA163](#), [IIA164](#)). They are readily available in the Counseling department at all Mt. San Jacinto College sites.

To facilitate student and faculty understanding of articulation agreements, the Career Center and Transfer Center also regularly hosts visits by representatives from institutions located nationally

(e.g., Arizona State University, University of Arizona, Bellevue, Ashford, etc.), as well as from the California State University, the University of California, and additional independent institutions (e.g., California Baptist, Chapman, Brandman, Loma Linda, La Sierra, Alliant, Azusa Pacific, University of Redlands and others) ([IIA165](#), [IIA166](#), [IIA167](#)). During their visit, representatives from these institutions are available to answer questions about articulation from students and faculty.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.10. Mt. San Jacinto College maintains, reviews, and communicates articulation and transfer information with internal and external stakeholders. The College ensures consistency through approved policies and procedures that address the transfer of classes from and to other institutions. Faculty, classified staff, administrators and students are informed of transfer and articulations policies through the college catalog and various other means. The documents identify the transfer status of each course and of each program. The catalog also provides information on operation procedures to apply for transfer.

The Articulation Coordinator is charged with maintaining transfer and articulation relationships. The Coordinator communicates changes to the Curriculum Committee, counseling, and faculty. A regular assessment of each agreement is completed to ensure relevancy and to maintain these agreements.

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11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

EVIDENCE OF MEETING THE STANDARD

Core Competencies undergird each college program creating consistency for students and providing the foundation for each college program ([IIA18](#)). The Mt. San Jacinto College Core Competencies are listed on the College website and on page 14 of the 2017-2018 Mt. San Jacinto College catalog ([IIA18](#), [IIA22](#)).

Mt. San Jacinto College has seven Core Competencies:

- **Communication:** The student will communicate effectively, expressing thoughts, goals and needs through use of appropriate modes and technologies.
- **Critical Thinking:** The student will reason and think critically.

- **Aesthetic Awareness:** The student will possess aesthetic awareness.
- **Social Awareness:** The student will demonstrate societal awareness.
- **Responsibility:** The student will display personal and civic responsibility.
- **Scientific Awareness:** The student will possess an awareness of the physical and biological principles related to science.
- **Information and Technology Literacy:** The student will access, interpret, evaluate and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

The Core Competencies undergo a regular cycle of assessment, review, and revision. The Core Competencies are reviewed on a six-year cycle to coincide with the conclusion of two cycles of the College's comprehensive Program Review and alignment with the development of the College's six-year Educational Master Plan. The Core Competencies were reviewed and revised in spring 2017 through a comprehensive participatory governance approval process that included the Academic Senate, Institutional Assessment and Program Review Committee, and the Board of Trustees ([IIA168](#), [IIA169](#), [IIA170](#), [IIA171](#), [IIA172](#), [IIA173](#), [IIA174](#), [IIA175](#)). During the 2016-2017 academic year, Mt. San Jacinto College faculty, staff, and administrators engaged in extensive dialog about additions and changes to the College's Core Competencies based on review of institutional data, research and analysis as well as feedback from faculty regarding student learning needs. As a result of the discussion that took place at multiple committee meetings during that academic year, the faculty recommended an additional core competency focused on Information and Technology Literacy be added.

Mt. San Jacinto College utilizes two innovative practices to measure Core Competencies (institutional learning outcomes) that include both direct and in-direct assessments. A comprehensive Graduation Survey is distributed to all graduating students annually to determine perceptions of whether they accomplished the seven institutional core competencies in their particular program of study ([IIA176](#)).

Additionally, the College initiated a Critical Assessment Test (essay) that was administered to a cohort of students twice each term (pre/post) during the 2012-2013 and 2016-2017 academic years to measure improvements in critical thinking skills ([IIA177](#)). A team of interdisciplinary faculty scored and validate the tests. Results are used to drive changes at the programmatic level. The College intends on expanding the use of this direct assessment of Core Competencies to additional courses and sequences that lead to degree and program completion, including the First Year Experience cohort. Core Competencies are assessed on an annual basis.

Accomplishments of Core Competencies in non-instructional areas are primarily documented within the Annual Program Assessment review cycle for both the Student Services and Administrative Services units ([IIA178](#), [IIA179](#)). A matrix embedded within the Program Review template outlines the linkages between service unit outcomes and the Core Competencies and

therefore the achievement of an outcome correlates to the accomplishment of one or more Core Competencies ([IIA180](#), [IIA181](#), [IIA182](#)).

Faculty map Course Learning Outcomes (PLOs) to Program Learning Outcomes (CLOs) and Course Learning Outcomes to Core Competencies (CCs) ([IIA183](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IIA.11. Programmatic learning outcomes are in place, regularly assessed, and drive program improvements. Core Competencies and the GE pattern ensure that students achieve communication, information, and quantitative competencies as well as ethical reasoning, analytic inquiry skills, the ability to engage diverse perspectives, and other program specific learning outcomes. Learning outcomes are regularly assessed, mapped to GE pattern and the College Core Competencies, and form the basis of program improvements.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College catalog clearly states the faculty-developed rationale for General Education that serves as the basis for inclusion of courses in GE ([IIA22](#), [IIA162](#)). Under the purview of the Academic Senate, the Curriculum Committee created and implemented a General Education Definitions/General Learning Objectives template based on Ed Code Title V Section 55061-55063, and this is utilized for each course coming through for revision or as a new course. The template is located in the Mt. San Jacinto Curriculum Best Practices handbook ([IIA4](#)). Faculty developed rationale A-D in Ed Code 55063 is required for graduation and additional areas are local requirements. Learning outcomes are attached to all courses, and these map to the Core Competencies, PLOs, and if a course is a GE course, then rationale must be submitted with the course for approval ([IIA4](#), [IIA20](#)).

The College's 2017-2018 catalog clearly outlines the Core Competencies: [\(IIA22\)](#)

- Communication – The student will communicate effectively, expressing thoughts, goals, and needs through use of appropriate modes and technologies.
- Critical Thinking – The student will reason and think critically.
- Aesthetic Awareness – The student will possess aesthetic awareness.
- Social Awareness – The student will demonstrate societal awareness.
- Responsibility – The student will display personal and civic responsibility.
- Scientific Awareness – The student will possess an awareness of the physical and biological principles related to science.
- Information and Technology Literacy – The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

These Core Competencies clearly uphold the College's understanding and support for providing an educational environment that encourages personal and civic responsibility by acquiring societal awareness and intellectual, aesthetic, and personal development.

The degree options, listed in the Mt. San Jacinto College catalog identify the GE degree requirements awarded using Option A, B, or C [\(IIA22\)](#). The requirements for graduation, with either degree, represent both minimum state requirements and the firm commitment of Mt. San Jacinto College to the principles of General Education. Requirements are designed to develop the full potential of each student, broaden student outlook, and provide the basis for exemplary citizenship. The AA/AS degrees provide a diverse course of study that helps prepare students for participating in society as independent, educated adults [\(IIA22\)](#). It directs them to compose a program of courses that will help them develop a variety of important skills, including understanding of their own and other cultural heritages.

Students receiving the associate degree demonstrate competency in the use of language and computation by completing the Language and Rationality section of the GE pattern [\(IIA22\)](#). To complete the language requirement and reading competency, students must successfully complete Freshman Composition (English 101 or 101H) and any other approved D2 course. Math Competency in computation is demonstrated by completion of a Mathematics course at or above the level of Intermediate Algebra (Math 094, 096, or 096B) with a "C" or better; at least three semester units are required to fulfill this requirement [\(IIA22\)](#).

The College is committed to equity, diversity, and inclusiveness, so students are required to take a course in Area F (Diversity) that provides "an opportunity for students to analyze and compare alternative political, historical, religious, ethnic, and cultural viewpoints [\(IIA22\)](#). Courses included in this category must deal primarily and in depth with issues regarding non-dominant groups in the United States or global cultures. Issues of race, gender, ableism, sexual orientation,

and/or culture must be a central focus of the course and the course outline of record.” Courses such as Intercultural Relations, Cultural Anthropology, American Indian Literature, Comparative Politics and Government, World Folklore, and others fulfill this requirement ([IIA22](#)).

Mt San Jacinto College requires students to obtain a “C” or better to earn GE credit. Students who do not meet this standard are able to repeat the course two times; if needed, additional attempts may be petitioned ([IIA22](#)). Courses that fall into any of these categories must justify their GE inclusion when the courses are written or revised in CurricUNET, and CLOs are mapped to PLOs within eLumen to ensure integration and alignment.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.12. Mt. San Jacinto College clearly states its general education philosophy in the catalog, and this is mirrored in the general education requirements. The College’s rationale for general education is developed by faculty and monitored through curriculum committee processes. This forms the foundation for the inclusion of courses in general education. All information on the GE requirements is available through the college catalog. Several sections in the catalog explain the GE requirements and how they map to the programs. The catalog is available in print form and in electronic form through the website providing continuing access to the information.

Mt. San Jacinto College promotes the development of academic and personal development. Its Core Competencies specifically emphasize the college’s commitment to educating students who understand their personal and civic responsibility to their communities; develop their intellectual, aesthetic, and personal identities, and ultimately enhance the communities in which they live. The college offers a breadth of activities that fulfill its institutional goals, its mission, and its Core Competencies.

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13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

EVIDENCE OF MEETING THE STANDARD

All of Mt. San Jacinto College’s AA and AS degree programs include at least one area of study or interdisciplinary core with specific course disciplines listed. As of the 2016-2017 academic year, the College offers 39 AA or AS degrees with discipline area emphasis along with 27

CCCCO approved certificates in specific core areas ([IIA184](#)). Mt. San Jacinto College also offers 17 transfer degrees with area emphasis. For example, the Performing Arts area has focused study with its AS in Technical Theatre and an interdisciplinary core with an AA in Musical Theater, which requires classes in Theater, Dance, and Music.

Discipline faculty determine which core courses will be included in programs in their department meetings and in discussion at Curriculum Committee meetings ([IIA185](#), [IIA186](#)). Courses are identified for areas of inquiry or to form an interdisciplinary core based on Student Learning Outcomes of the course (CLOs) and how they relate to Program Learning Outcomes (PLOs). In eLumen, faculty map CLOs to PLOs, and CLOs to Core Competencies ([IIA183](#)). For courses that are a part of our ADT degrees, course inclusion is governed by the state-wide discipline expert group that created AA-T/AS-T template and verified by the state's assigned course C-ID reviewer. However, it is faculty responsibility to ensure that the outcomes of these "template" courses meet the outcomes of the programs they will be a part of. For programs that are not an ADT, beyond the faculty discussions about the appropriateness of inclusion, the Articulation Officer ensures that the course aligns with curriculum at four-year institutions, that course content includes mastery of key theories and practices in the field.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IIA.13. Mt. San Jacinto College programs include study within a focused area of inquiry or discipline. Further, faculty ensure that programs include the key theories and practices within the discipline by creating and assessing course learning outcomes (CLOs). CLOs are then mapped to PLOs and to Core Competencies, ensuring that the program coheres and a student gains competency through the achievement of a certificate, associate's degree, or ADT.

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14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

EVIDENCE OF MEETING THE STANDARD

The vocational and occupational certificates and degrees offered at Mt San Jacinto College are continually reviewed for accuracy and relevancy. CTE departments use workforce data to update career opportunities for each program, and advisory groups provide input to faculty on key theories and practices that need to be included in courses and programs.

Career Technical Education Advisory (CTE) committees play an integral part in shaping CTE curricula development at Mt. San Jacinto College ([IIA187](#)). They help ensure that programs remain in touch with the needs of local business and industry and that students receive relevant instruction. The CTE Advisory Committee consists of a group of individuals selected to represent broad points of view relative to a specific CTE area. The members have a strong sense of commitment to the development of the College's educational program and students. Members are recognized by the Mt. San Jacinto College Board of Trustees and are invited to advise program faculty in the area of curriculum, career guidance, facilities, funding, and staffing. Because Career Technical Education offers degrees, certificates and specialized programs to enable students to obtain the skills needed to be competitive in today's job market, these committees are an integral part of assessment and development of programs. The College 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 ([IIA2](#), [IIA189](#), [IIA190](#)). Faculty regularly assess student progress towards achieving those outcomes.

CTE also offers a Cooperative Work Experience Education Program where students can gain "hands-on" experience in their career field, reinforce learning, and make connections with industry ([IIA191](#)). However, these internship programs also provide information on employment requirements and an opportunity for faculty to network with industry partners and are therefore an important part of determining competency levels as well as identifying external factors that may shape programs.

State requirements also determine competency levels and measurable student/course learning outcomes. For example, ACCT 127 is a specific course approved by the California Tax Education Council (CTEC) as qualifying education to become a registered tax preparer. It meets the rigorous requirements they set, thereby supporting their preparation. ACCT 080, 081, 082 are all approved by CTEC as continuing education and as preparation for the upper division courses ([IIA22](#)).

The biggest and most successful program in CTE is the Nursing Program. Associate Degree in Nursing Program (ADN) prepares students for a successful career as a Registered Nurse (RN) ([IIA22](#), [IIA134](#), [IIA135](#)). Upon graduation from the program, students are eligible to sit for the national licensing examination, known as the National Council Licensure Examination, or NCLEX- RN. The Associate of Science Degree in Nursing Program is accredited by the California Board of Registered Nursing (BRN) ([IIA192](#)). Upon completion of the 78 unit program, the graduate earns an Associate of Science Degree in Nursing, and is eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for licensure as a Registered Nurse in the State of California.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IIA.14. Mt. San Jacinto College regularly reviews CTE courses and programs for accuracy and relevance to employment competencies. The curriculum and Program Review processes verify that courses and programs meet the quality standard set by the College. Furthermore, the CTE division relies on quantitative data from workforce databases and employment numbers from the community. Faculty also utilize data from the assessment of CLOs, advisory meetings, internships and state certificate requirements to collect information on relevant employment competencies and to verify and maintain currency of employment opportunities and other external factors.

15. 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.

EVIDENCE OF MEETING THE STANDARD

Administrative Procedure 4021 – Program Discontinuance – has been in place at Mt. San Jacinto College since 2007 and was revised most recently in 2016 ([IIA193](#)). This document sets out the general principles that guide the program discontinuance process. It is based in Ed Code, Title 5, and this Accreditation Standard. This document lists the principles, criteria, and procedures to be followed in the event that a program needs to be eliminated. If a program were to be eliminated, Disciplinary Faculty, the Curriculum Committee, Academic Senate, and Enrollment Services are involved in the process of deactivating the program with input from Counseling and the Articulation Coordinator to ensure the least amount of impact for our students ([IIA22](#)).

The Licensed Vocational Nurse (LVN) program was eliminated in 2012-2013, but students already in the program were allowed to continue and finish the program and gain required clinical experience through an agreement with a local hospital. Low clinical placements and a marked shift in the job market necessitated this elimination. There is now the LVN-RN option for nurses who currently hold an LVN license. The California BRN mandates that every school have a career ladder opportunity for such individuals who want to pursue further education ([IIA194](#)).

Mt. San Jacinto College assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies, including information about major changes to or elimination of programs. Major changes to any existing programs are disseminated to students through the Counseling department and Enrollment Services. The Mt. San Jacinto College catalog also references any programs or courses that have been discontinued by noting “formerly” or “inactive” coursework. Students who are currently enrolled in the

program and students who have catalog rights to the discontinued program or course that would inhibit them from reaching their goal with the exception of those which involve outside licensing (e.g. nursing) have the ability through Counseling and Enrollment Services to petition the Office of Instruction to allow them to complete the inactive coursework or program with an alternative course or a special project ([IIA195](#)). The section “Continuous Enrollment Catalog Rights” the College catalog clearly communicates to students that they receive catalog rights based on the year they enrolled, so they can still graduate under program requirements for the year in which they matriculated as long as they were continuously enrolled ([IIA22](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.15. Mt. San Jacinto College has established procedures governing the elimination of programs and clearly communicates both the procedure itself and how it will affect students, including the process for these students to complete their education in a timely manner. The Faculty-driven Program Review process assesses courses and programs and implements changes and deactivations as needed. The curriculum process verifies and approves the deactivation. Changes are then clearly communicated to students through the College catalog.

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16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College programs are assessed and evaluated through many different lenses to ensure currency, appropriateness, and relevancy. Program Review, unit plans, student success data, education planning, and community advisory assessment work together within the institutional framework to assure the program’s relevance and currency and to continually improve quality. Hiring practices, faculty evaluation, and professional development also play a role in assuring quality programs ([IIA11](#), [IIA12](#), [IIA196](#), [IIA197](#), [IIA198](#), [IIA199](#)).

Mt. San Jacinto College uses the Program Review process to regularly evaluate the effectiveness of its courses and programs at all sites and regardless of delivery mode ([IIA11](#), [IIA12](#)). Program Review is the central connecting point for assessment of Course and Program Learning Outcomes, analyzing enrollment trends and success data, modifying or proposing curriculum,

and requesting one-time or ongoing funding ([IIA2](#), [IIA13](#), [IIA14](#), [IIA24](#)). Programs are evaluated for relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future. Program review also feeds directly into Unit Plans and the college-wide Educational Plan and Strategic Plan ([IIA66](#), [IIA196](#), [IIA200](#)). (See sections I.B.5 and II.A.2 for more information.)

All programs undertake program review on a continuous cycle, including pre-collegiate, developmental, and support programs. Basic Skills, Continuing and Community Education, Supplemental Instruction, and The Learning Centers ensure quality, engage in meaningful dialogue, and implement changes through the program review process ([IIA53](#), [IIA201](#)). A Basic Skills program review supplements the program reviews submitted by the English, ESL, and Math departments by looking across the pre-collegiate curriculum in those disciplines as well as considering support services and other college departments (Learning Skills and Guidance) that impact student success in the foundational skills. Supplemental Instruction and the Learning Centers span across both pre-collegiate and collegiate programs and utilize program review to assess effectiveness, plan for the future, and to secure funding for program enhancements. Supplemental Instruction was granted permanent funding after submitting budget proposals accompanying program reviews as both the Federal Title V and STEM grants came to a close ([IIA32](#), [IIA33](#), [IIA36](#), [IIA202](#)). The Learning Centers gained permanent funding for online tutoring via the program review process as well as upgrades to its spaces ([IIA203](#), [IIA204](#), [IIA205](#), [IIA206](#)). Continuing and Community Education also submit program reviews, and a notable outcome of this was a change to the non-credit ESL curriculum moving from fixed levels to multi-level courses ([IIA201](#)).

Mt. San Jacinto College has established an organized, faculty driven Professional Development program with the formation of a Professional Development Committee, the hiring of both faculty and staff professional development coordinators, and significant funding for the program that is driven by a professional development plan ([IIA101](#), [IIA207](#), [IIA208](#), [IIA209](#)). Notable trainings and events that have enhanced instructional quality include the Teaching Men of Color training through CORA, Safe Zone trainings, various speakers including Kay McClenney, Jeffrey Duncan Andrade, Frank Harris and Luke Wood, and others who have addressed student success via different lenses and perspectives ([IIA95](#), [IIA104](#), [IIA210](#), [IIA211](#), [IIA212](#)). For example, Kay McClenney's presentation in 2014 on the CCSSE Men of Color study bolstered college-wide efforts to encourage students to take math and English during their first year and continue to work toward a First Year Experience program ([IIA58](#)). Robust professional development encourages ongoing quality improvement to programs and services.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.A.16. Mt. San Jacinto College uses several processes to regularly evaluate the effectiveness of all of its courses and programs. Every academic year

faculty, classified staff, and administration are actively involved in the evaluation process. The Program Review process requires programs to either complete full reviews or annual assessment to assure programs are relevant, appropriate, and current. Faculty measure and analyze the achievement of Course and Program Learning Outcomes and plan for future changes through this process.

The curriculum process also requires continual assessment of courses either on a two-year cycle for CTE or on a six-year cycle for academic courses. Advisory meetings verify the CTE programs correlate with industry standards and needs. Academic courses are reviewed by the Articulation Coordinator to verify the relevance and accuracy to transfer agreements. Hiring practices, faculty evaluations, and professional development also ensure program quality.

The results of program review and these other activities are utilized in institutional planning processes, resulting in changes and improvements to programs being supported by the college in a culture of not only continuous improvement but integrated support for programs in which students can succeed.

STANDARD II.A. EVIDENCE LIST

<u>IIA1</u>	Mission Statement
<u>IIA2</u>	Course Learning Outcomes
<u>IIA3</u>	Curriculum Committee
<u>IIA4</u>	Curriculum Best Practices Handbook 2017-2018
<u>IIA5</u>	Curriculum Calendar 2017-2018
<u>IIA6</u>	Curriculum Out of Compliance Course List
<u>IIA7</u>	Curriculum Committee Operating Procedures - Sunset Policy, pg. 21-22
<u>IIA8</u>	Best Practices Handbook - Request for Placement Form, pg. 247
<u>IIA9</u>	Curriculum Committee Membership
<u>IIA10</u>	Data Repository
<u>IIA11</u>	Program Review Website
<u>IIA12</u>	Program Review Data
<u>IIA13</u>	Program Learning Outcomes (PLOs)
<u>IIA14</u>	Course Improvement Plans (CIPs)
<u>IIA15</u>	Program Review - Instructional Programs
<u>IIA16</u>	Comprehensive Program Review Template
<u>IIA17</u>	Course Syllabi Sample
<u>IIA18</u>	Core Competencies
<u>IIA19</u>	Best Practices Handbook - DE Addendum, pgs. 172-179
<u>IIA20</u>	CurricUNET - Course Outlines of Record
<u>IIA21</u>	Distance Education Regular Effective Contact Policy
<u>IIA22</u>	Catalog 2017-2018
<u>IIA23</u>	Learning Outcomes Assessment
<u>IIA24</u>	Course Improvement Plan (CIP) Data
<u>IIA25</u>	Program Review - Student Services
<u>IIA26</u>	Program Review - Administrative Units
<u>IIA27</u>	2017-2018 Program Review and Assessment Calendar (Instruction)

- [IIA28](#) 2017-2018 Program Review and Assessment Calendar (Student Services)
- [IIA29](#) Annual Program Assessment (APA) Template
- [IIA30](#) Resource Allocation Proposal Template (RAP)
- [IIA31](#) Resource Allocation Proposal (RAP) Website
- [IIA32](#) Resource Allocation Proposal (RAP) – Supplemental Instruction (SI)
- [IIA33](#) Prioritization Allocation Rubric (PAR) - Supplemental Instruction (SI)
- [IIA34](#) Resource Allocation Proposal (RAP) - Student Athlete Scholars
- [IIA35](#) Prioritization Allocation Rubric (PAR) - Student Athlete Scholars
- [IIA36](#) Resource Allocation Proposal (RAP) Spreadsheet -SI and Student Athlete Scholars RAPS Funded
- [IIA37](#) MSJC Teaching and Learning Academy Schedules
- [IIA38](#) All Faculty Meeting Agenda – Escala
- [IIA39](#) Distance Education Faculty Handbook
- [IIA40](#) DELTA Website
- [IIA41](#) Educational Technology Committee (ETC) Website
- [IIA42](#) Schedule of Classes
- [IIA43](#) Justification of Cut Scores for English
- [IIA44](#) Cut Score Data
- [IIA45](#) College Catalog - ENGL 092 Course Description, pg. 300
- [IIA46](#) Board Policy 4020 - Program, Curriculum and Course Development
- [IIA47](#) Administrative Procedure 4020 - Program and Curriculum Development
- [IIA48](#) Three-Year CLO Assessment Plan
- [IIA49](#) Three-Year CLO Assessment Schedule
- [IIA50](#) Joint Hiring Forms
- [IIA51](#) Resource Allocation Process Spreadsheet 2017-2018
- [IIA52](#) Syllabus Checklist
- [IIA53](#) Program Review - Basic Skills
- [IIA54](#) Equity Data
- [IIA55](#) Basic Skills Committee
- [IIA56](#) English Cut Scores Justification

- [IIA57](#) Multiple Measures
- [IIA58](#) First Year Experience (FYE) Website
- [IIA59](#) First Year Experience (FYE) Data
- [IIA60](#) Program Review - Math
- [IIA61](#) Program Review - English
- [IIA62](#) Prerequisite Subcommittee
- [IIA63](#) Prerequisite Policy
- [IIA64](#) Orientation and Other Materials
- [IIA65](#) Curriculum Alignment Agreements
- [IIA66](#) Strategic Plan
- [IIA67](#) Learning Resource Center MVC – Tutoring Website
- [IIA68](#) Learning Resource Center SJC – Tutoring Website
- [IIA69](#) NetTutor
- [IIA70](#) Supplemental Instruction (SI) Website
- [IIA71](#) Success Skills Workshops
- [IIA72](#) Learning Skills Program Website
- [IIA73](#) Board Policy 4025 – Philosophy and Criteria for Associate Degree and General Education
- [IIA74](#) Administrative Procedure 4025 – Philosophy and Criteria for Associate Degree and General Education
- [IIA75](#) Board Policy 4100 – Graduation Requirements for Degrees and Certificates
- [IIA76](#) Administrative Procedure 4100 – Graduation Requirements for Degrees and Certificates
- [IIA77](#) Title V Grant
- [IIA78](#) Title V Website
- [IIA79](#) Dual Enrollment Website
- [IIA80](#) Enrollment Management Committee Website
- [IIA81](#) Enrollment Management Committee - Meeting Schedule
- [IIA82](#) Schedule Development Guidelines
- [IIA83](#) Section Conservation Strategies Tool Box

- [IIA84](#) Strategies for Enrollment Management
- [IIA85](#) Data Repository – Awards (Demographics Completion Sheet)
- [IIA86](#) Data Repository - Majors ID (Demographics Completion Sheet)
- [IIA87](#) Data Repository - Fill Rates (Program Rate Sheets)
- [IIA90](#) Board of Trustees Enrollment Management Presentation - October 2017
- [IIA91](#) Board of Trustees Enrollment Update - Spring 2017 Presentation
- [IIA92](#) Enrollment Management Agenda RE: Online Freeze Week Recommendation
- [IIA93](#) Enrollment Management Minutes RE: Online Freeze Week Recommendation
- [IIA94](#) Institutional Research Website
- [IIA95](#) Convocation Agenda Fall 2014
- [IIA97](#) Student Equity Director Job Description
- [IIA98](#) Student Equity Committee Website
- [IIA99](#) Student Equity Plan
- [IIA100](#) Basic Skills Coordinator Job Description
- [IIA101](#) Professional Development Website
- [IIA102](#) Speaker Series
- [IIA103](#) Book Club
- [IIA104](#) Convocation Agenda Fall 2016
- [IIA105](#) Active Collaborative Learning Workshops
- [IIA106](#) Teaching Men of Color Information
- [IIA107](#) Claude Steele Flyer
- [IIA108](#) Professional Development Workshops (September –December 2017)
- [IIA110](#) Data Repository - Ethnic Group Headcount Performance
- [IIA111](#) Canvas Migration Timeline
- [IIA112](#) CCSSE Survey Data
- [IIA113](#) CCSSE Presentations
- [IIA114](#) Early Connect Project Summary
- [IIA115](#) Improvements from Assessment Program Review
- [IIA116](#) Library Website
- [IIA117](#) Learning Resource Center Website

- [IIA118](#) Study Jam Flyers/TEC Tutoring Information
- [IIA119](#) Veterans Resource Center
- [IIA120](#) DSPS Website
- [IIA121](#) EOPS Website
- [IIA122](#) Puente Website
- [IIA123](#) Curriculum Committee - Methods of Instruction
- [IIA124](#) Teaching Faculty Evaluation Observation Form
- [IIA125](#) English 101 Assessment Rubric
- [IIA126](#) Rubrics Resource
- [IIA127](#) Program Review and Assessment Guidelines (ART 160)
- [IIA128](#) Sample Assessment Data
- [IIA129](#) Learning Outcomes Assessment Webpage
- [IIA130](#) Course Improvement Plan (ENGL 101)
- [IIA131](#) Institutional Assessment and Program Review Committee
- [IIA132](#) Institutional Assessment and Program Review Committee Agenda
- [IIA133](#) Institutional Assessment and Program Review Committee Minutes
- [IIA134](#) Associate Degree Nursing Website
- [IIA135](#) Nursing and Allied Health Department School of Nursing Student Policy and Procedure Handbook 2017-2018
- [IIA136](#) Prerequisite Criteria
- [IIA137](#) Prerequisite Form
- [IIA138](#) Technical Review Template
- [IIA139](#) CCCCO Units/Hours Worksheet
- [IIA140](#) Student Attendance Accounting Manual and Resources
- [IIA141](#) Quick Hours Calculator
- [IIA142](#) Request for Evaluation of Transcript Form
- [IIA143](#) Transcript Request Form
- [IIA144](#) New Student Counseling Sessions
- [IIA145](#) New Student Counseling Website
- [IIA146](#) Student Education Plan

- [IIA147](#) Counseling Education Plan Update Process
- [IIA148](#) Student Education Plan Sample
- [IIA149](#) Curriculum Committee Organizational Meeting Minutes
- [IIA150](#) List of Articulation Agreements
- [IIA151](#) Curriculum Committee Agenda RE: Articulation Agreements
- [IIA152](#) Curriculum Committee Minutes RE: Articulation Agreements
- [IIA153](#) Transfer Center Website
- [IIA154](#) Assist.org
- [IIA155](#) CSU GE requirements
- [IIA156](#) CSU General Education Breath
- [IIA157](#) GE Justification
- [IIA158](#) Standards, Policies & Procedures for IGETC
- [IIA159](#) Best Practices Handbook - New Course Proposal Form, pgs. 249-251
- [IIA160](#) UC Transferable Course List
- [IIA161](#) Transfer Course Agreement
- [IIA162](#) GE Patterns
- [IIA163](#) UC Transfer Center
- [IIA164](#) Degree Audit site
- [IIA165](#) Career Center Website
- [IIA166](#) Career Schedule of Events
- [IIA167](#) Career/Transfer Center University Visits
- [IIA168](#) Academic Senate – Executive Senate Meeting Agenda RE: Core Competencies
- [IIA169](#) Academic Senate – Executive Senate Meeting Minutes RE: Core Competencies
- [IIA170](#) Institutional Assessment and Program Review Committee (IAPRC) Agenda RE: Core Competencies
- [IIA171](#) Institutional Assessment and Program Review Committee (IAPRC) Minutes RE: Core Competencies
- [IIA172](#) Board of Trustee Meeting Agenda RE: Core Competencies Review - pg. 49
- [IIA173](#) Board of Trustee Minutes RE: Core Competencies Review - pg. vi
- [IIA174](#) Board of Trustee Agenda RE: Core Competencies Approval - pg. 58

- [IIA175](#) Board of Trustee Minutes RE: Core Competencies Approval - pg. vi
- [IIA176](#) 2015 MSJC Graduate Survey
- [IIA177](#) CAT Test Pre/Post Samples
- [IIA178](#) Annual Program Assessment (APA) - Student Services
- [IIA179](#) Annual Program Assessment (APA) - Administrative Services
- [IIA180](#) Matrix Linking Outcomes to Core Competencies
- [IIA181](#) Annual Program Assessment (APA) Templates - Student Services
- [IIA182](#) Annual Program Assessment (APA) Templates - Administrative Units
- [IIA183](#) PLO-CLO-CC Mapping Examples from eLumen
- [IIA184](#) Catalog 2016-2017
- [IIA185](#) Curriculum Committee Meeting Agenda RE: Core Program Courses
- [IIA186](#) Curriculum Committee Meeting Minutes RE: Core Program Courses
- [IIA187](#) Advisory Committee
- [IIA189](#) Course Learning Outcomes - CTE
- [IIA190](#) Course Improvement Plans - CTE
- [IIA191](#) Cooperative Work Experience Education Program
- [IIA192](#) Accreditation Website
- [IIA193](#) Administrative Procedure 4021 - Program Discontinuance
- [IIA194](#) LVN Discontinuance Documentation
- [IIA195](#) Student Petition Form
- [IIA196](#) Unit Plan website
- [IIA197](#) Data Repository - Student Success Data
- [IIA198](#) Joint Hiring Process
- [IIA199](#) CTA NEA Contract - Faculty Evaluation Process and Forms, pgs. 42-44 and Appendix E - 79
- [IIA200](#) Educational Master Plan
- [IIA201](#) Annual Administrative Unit Program Review – Adult Education Non-Credit
- [IIA202](#) Annual Program Assessment – Supplemental Instruction
- [IIA203](#) Annual Program Assessment - Learning Resource Centers
- [IIA204](#) Learning Resource Center Online Tutoring Resource Allocation Proposal (RAP)

- [IIA205](#) Learning Resource Center Online Tutoring Prioritization Allocation Rubric (PAR)
- [IIA206](#) Resource Allocation Proposal (RAP) Spreadsheet - LRC Online Tutoring Funding
- [IIA207](#) Professional Development Coordinator Job Descriptions
- [IIA208](#) Professional Development Committee Website
- [IIA209](#) Professional Development Plan
- [IIA210](#) CORA Training Information
- [IIA211](#) Safe Zone Training and Participant List
- [IIA212](#) All Faculty Meeting Agenda 10-14-16 (Wood/Harris)

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library, and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

B. LIBRARY AND LEARNING SUPPORT SERVICES

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17).

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College has maintained a strong tradition of student support through information and learning support services via the Libraries, Learning Resource Centers (LRC), and Supplemental Instruction (SI) program ([IIB1](#), [IIB2](#), [IIB3](#)). These services support the mission of the College and its instructional programs. A consistent stream of resources supports these essential services that are seen as integral to the fabric of Mt. San Jacinto College (ER 17). The Libraries, LRCs, and the SI program all regularly assess their effectiveness via the Program Review process as well as analyze usage and other data ([IIB4](#), [IIB5](#), [IIB6](#), [IIB7](#)).

Full-service Libraries and LRCs are located at the San Jacinto and Menifee Valley campuses and 24/7 electronic access to online resources and services are provided to online/distance education students and all College sites ([IIB1](#), [IIB8](#), [IIB9](#)). As these are the main sites for student learning

activity, the Libraries and LRCs house extensive, open computer labs for student and community use. Library and LRC computer labs provide free internet access and are equipped with Microsoft Office software as well as other software requested by faculty: 29 computers at San Jacinto Campus Library, 50 computers at San Jacinto Campus LRC, 60 computers at Menifee Valley Campus Library, 30 computers at Menifee Valley Campus LRC, 8 computers at the Temecula Education Complex, and 8 computers at the San Gorgonio Pass Campus. Other educational equipment include four laptops and two iPads available at the Menifee Valley Campus Library for in-library use, a low vision magnifier for sight-impaired students in both Libraries and JAWS screen reader software available on two (2) computers in the Menifee Valley Campus Library, document scanners in the San Jacinto Campus Library and Menifee Valley Campus LRC, a DVD/VHS viewer in the San Jacinto Campus Library, and printing and copying equipment at both Libraries and LRCs.

Students may access library materials online at both the San Gorgonio Pass Campus and Temecula Education Complex. The Temecula Education Center maintains a LRC that houses the computer lab for students as well as offers tutoring (both face-to-face and online), faculty led math study jams, and other activities. Students at the San Gorgonio Pass Campus access online tutoring in the computer lab ([IIB10](#), [IIB11](#)).

The San Jacinto Campus Library was built as part of the initial campus and has housed a series of programs related to student academic support ever since. The San Jacinto Campus Library also shares its space with the San Jacinto Campus LRC, whose primary role is to provide tutoring services in specific disciplines ([IIB1](#), [IIB8](#)). Faculty offices are located within the LRC, and as time permits, faculty partake in the tutoring and learning support as well. The Learning Resource Center is staffed by one full-time faculty LRC Coordinator (a non-teaching faculty position funded in fall 2006), one full-time faculty Math Center Coordinator, and one full-time faculty Writing Center Coordinator (both coordinators receive 40 percent reassigned time for work in the Center) ([IIB6](#), [IIB12](#), [IIB13](#)). In addition, there is one full-time classified LRC Specialist (Instructional Aide) and three part-time clerical support staff. Tutoring staff consists of trained peer tutors as well as a variety of part-time faculty members.

The Menifee Valley Campus Library opened in spring 2006 and shares a building with the LRC that provides tutoring services in areas and disciplines offered at the College. The Menifee Valley Campus LRC is staffed by one full-time faculty LRC Coordinator (a non-teaching faculty position funded in fall 2006), one full-time faculty Writing Center Coordinator and one part-time faculty Math Center Coordinator (both coordinators receive 40 percent reassigned time for work in the Center). In addition, there is one part-time classified LRC Specialist and two full-time clerical support staff ([IIB1](#), [IIB9](#)). Tutoring staff consists of trained peer tutors as well as a variety of part-time faculty members. Additionally, the Honors Enrichment Program, Learning Skills Program, several faculty offices, and Information Technology (IT) support are also housed in the Menifee Valley Campus Learning Resource Center building ([IIB14](#)). This relatively new

facility hosts the Library on the second floor and all other programs on the ground floor. There are also two meeting rooms. One meeting room is upstairs and used for campus meetings of 15 or less attendees. The meeting room downstairs has a capacity of 150 and is used primarily as a community room as well as a meeting room. Both are tele-linked to the San Jacinto Campus and Temecula Education Complex. All meeting rooms and learning support services are designed and maintained to enhance student learning and the mission of the College.

Instructional and library resources personnel work together to develop and maintain appropriate library resources through the curriculum proposal and revision process as well as other forms of communication (IIB15). Relying on faculty content experts, librarians make informed decisions about the library materials by consulting and collaborating with departments through a variety of means (IIB16). The curriculum approval process is one mode that allows for librarian input. Prior to a course being approved through Curriculum Committee, the librarian who is a member of the committee reviews and approves the library needs for the course (IIB17). One of the four librarians sits as a standing member of the Curriculum Committee and reviews new course outlines and course revisions for the currency and availability of books and materials requested within the course approval process (IIB18, IIB19). The process requires library sign-off on all requested materials to ensure that communication between the course developer and librarians is consistent and clear (IIB20). In addition, librarians reach out both generally to faculty and via specific departments to solicit advice for continuing to build resources.

The Libraries routinely assess library resources and services through collection assessment and analysis (including currency and subject representation across the curriculum), circulation usage, gate counts, number of reference/research questions asked, number of orientation sessions, and library orientation success data (students in English classes that had a library orientation versus those without an orientation) (IIB4, IIB5, IIB21). These evaluation processes are ongoing and ensure sufficient depth and variety in library resources and support to meet Mt. San Jacinto College students' learning needs.

The Libraries provide ongoing instruction to library users in a variety of ways such as custom face-to-face library instruction sessions provided for instructors. In the academic year 2015-2016, 333 sessions were held, attended by approximately 5,000 students. Student Learning Outcomes (SLOs) created for Library instruction sessions, and pre- and post-session quizzes implemented to measure SLO's and improve session outcomes (IIB22, IIB23, IIB24). In addition, Honors Enrichment advanced library workshops are presented each semester at both Libraries (IIB14). Fully online literacy orientations were piloted in spring 2017 using Credo InfoLit Modules, and after receiving positive feedback from faculty, the San Jacinto Campus Library has contracted with Credo with full implementation beginning fall 2017 (IIB25). Research assistance is available in person, by phone, e-mail, or Ask-A-Librarian 24/7 live web-based chat service (IIB26, IIB27). Ask-A-Librarian chat service is accessible from multiple locations including the Library homepage, inside the Library catalog, inside Ebscohost

Collection of Databases, and from the “Contact Us for Help” page. (LIB 1.23) Finally, Library 101 (1-unit online credit course) was offered in spring of 2016 after a four-year absence due to budget cuts ([IIB28](#), [IIB29](#), [IIB30](#), [IIB31](#)). Course curriculum and course learning outcomes were fully assessed and revised prior to being taught again in fall and spring 2016-2017 ([IIB4](#), [IIB5](#), [IIB32](#), [IIB33](#), [IIB34](#)).

The College’s LRCs provide a range of services that promote the enhancement of students’ academic goals and supports the College’s mission. The goal of the LRCs is to increase scholastic achievement by providing students with effective tutoring in content area courses, by exposing students to study skill techniques, and by promoting independence, confidence and self-esteem necessary for students to succeed in today’s academic environment ([IIB35](#)). The functions of the LRCs vary by campus; however, the focus for both is to provide tutoring services for all students who need them. Tutoring takes place in the LRCs and is divided into three administration areas (Math Center, Writing Center, and the general LRC (mostly peer tutors as opposed to faculty tutors)) that, to the student, appear to exist in a seamless tutoring center ([IIB8](#), [IIB9](#), [IIB10](#), [IIB12](#), [IIB13](#)). Students are also able to use computer labs and, when needed, have access to additional support via the trained tutors. Students have access to other resources such as handouts that help with study skills, grammar, term papers, and other academic tasks. A calendar of workshops and skill-building activities are posted on the College’s main webpage and accessible to students via the LRCs information boards ([IIB36](#)). These calendars are also e-mailed to faculty to share with students who may benefit from the additional help. Advanced study and research skills workshops (focusing on transfer level coursework) are provided in collaboration with the Honors enrichment program.

The LRCs are staffed by part-time faculty and peer tutors who are current Mt. San Jacinto College faculty, students, or students from other verifiable institutions. All peer tutors must complete a 2 unit, transferable training course (TA 100) to become eligible to tutor in the LRCs ([IIB37](#)). The course emphasizes that tutoring should empower students rather than create dependency. Prospective tutors learn through reading, discussion, and role playing, and faculty are invited as guest speakers in the tutor training course to speak about specialized services, such as Learning Skills Program (LSP) and English as a Second Language (ESL) faculty. The Learning Skills Program faculty share alternative strategies for working with the Learning Disabilities (LD) population that access tutoring services in the LRC. The ESL department chair also conducts sessions and workshops for peer tutors to learn strategies that help English learners with their reading and writing ([IIB36](#)). Additionally, both LRCs manage online sites, populated by all the tutoring staff, within the Course Management System (Canvas) wherein tutors are notified of required training meetings, scheduling needs, study skills themes, etc. ([IIB2](#), [IIB38](#)). If tutors miss required training meetings, they can complete Continuing Education Units (CEU’s) each semester to make up the training hours. The tutoring program and training course are certified by the College Reading and Learning Association (CRLA). Budgets to pay for the

tutors are adequate to meet the need at this time and have not been severely affected by the past economic decline of state funding ([IIB39](#)).

Tutoring and other activities increased every year until the budget downturn. Since that time, logins have grown steadily as the College's enrollments continue to grow. In spring 2016, 23,855 tutoring hours were logged at the Menifee Valley Campus LRC by 3,290 students and 15,984 hours at the San Jacinto Campus LRC by 2,751 students. Many of these students came to the LRCs on a regular basis with a 7.4 login per person at Menifee Valley Campus and 6.5 login per person at San Jacinto Campus. The login numbers at the LRCs have fluctuated in the past several years due to the steady growth of the Supplemental Instruction program, the proliferation of personal computers and smartphones, and the opening of more labs on campus. In summer 2017, the Menifee Valley Campus LRC relocated several computers to the Library to make room for more tables for tutoring and group study ([IIB24](#)).

In addition to the LRC on the Menifee Valley Campus, several labs have been developed by faculty to meet identified, department specific student learning needs. The World Languages department planned a language lab for the newly completed Humanities and Social Sciences building ([IIB40](#)). The World Languages lab serves students taking Spanish, French, American Sign Language or Interpreting courses by offering tutoring in those subjects as well as computer access. Additionally, for Spanish courses, students are mandated to speak to a native Spanish speaker, so the lab provides space and technology for students to complete this required activity. Students in ASL or IPP also have the opportunity to use the filming rooms to complete assignments. The Communications Department developed a Communications Lab as part of the planning process for the new Humanities and Social Sciences building as well, and the lab supports students in Communications classes as well as any student who needs help with an oral presentation ([IIB41](#)). Finally, for Career Technical Education students at the Menifee Valley Campus, there are two additional labs in the Technology building, one for Business and Computer Science students and another lab for Digital Media students ([IIB42](#)). All of the Menifee Valley Campus labs were developed as a result of faculty identifying needs through Program Review and submitting Resource Allocation Proposals that were then scored and funded ([IIB43](#)). The San Jacinto Campus has not experienced any new building construction that would permit for additional lab space at this time; however, this is a consideration for all new capital improvement projects on the San Jacinto Campus as funding becomes available.

In addition to the general tutoring in a variety of disciplines, including Math and writing, the staff of the Centers conducts skills workshops that cover everything from test taking strategies to transfer Math courses. The LRCs also host an online tutoring service, NetTutor, for all students, especially online students who may not be able to come to campus. Usage of online tutoring has increased as marketing efforts to faculty have increased. Students who use NetTutor have several options: 1) Connect to a live tutor via a whiteboard/chat window, 2) Submit a question to a tutor in the Q & A center, 3) Submit an essay for asynchronous feedback, 4) Get live help with a

paper, and 5) View their archived sessions as a review ([IIB11](#)). Currently, students used the “submit an essay” (for English and ESL courses) with 1,446 submissions for the 2016-2017 academic year and “connect to a live tutor” (for Math and science courses) with 1,821 sessions. The Live paper review center had 144 sessions ([IIB44](#)). This service has been marketed mostly through faculty buy-in, promotion in classes, and links within Canvas course shells. Students are encouraged to use the free, online tutoring service to receive tutoring when they are off-site or during hours when the LRCs are closed. Self-paced modules in foundational skills are also available, and are supported by tutoring, for students who wish to study for and retake the placement test, who have dropped a course and wish to review while they wait for the next semester, or for students who need brush up while taking a math or English course. These modules are available through EdReady (English and Math), MathXL, Khan Academy, and other programs ([IIB45](#), [IIB46](#), [IIB47](#)).

The Supplemental Instruction (SI) Program has grown significantly in the past six (6) years to become one of the flagship programs in California, recognized by the California Community College Success Network (3CSN) and the California Community College Chancellor’s Office as an outstanding program. Supplemental Instruction is an academic assistance program developed at the University of Missouri, Kansas City (UMKC) that increases student performance and retention through structured, peer facilitated sessions. It provides free weekly review sessions for students enrolled in targeted courses that have proven to be historically difficult for a large percentage of students. Sessions are interactive review sessions that incorporate course content (what to learn) and study strategies (how to learn). Sessions are open to any student enrolled in a course being supported with SI. Student attendance at supplemental instruction sessions is voluntary. Meticulously evaluated, the SI program has proven effective in nearly every metric and is a central part of the College’s student support programs, with strong coordination between the LRCs and SI. In fact, the Menifee Valley Campus LRC tutors and SI Leaders share monthly training meetings, with some SI Leaders also serving as tutors ([IIB3](#), [IIB48](#)).

The Learning Skills Programs for each campus region helps to ensure the College is adequately serving the learning support needs of its diverse student population ([IIB49](#)). At the San Jacinto Campus, the LSP is available and located in its own building with relevant materials, but students are encouraged to use the main library to support their educational needs. At the Menifee Valley Campus, the LSP became part of Instructional Services in 2009-2010 and was relocated into the LRC at that time. The LSP at both campuses offers specialized services to students who are identified as having specific learning disabilities. Students may be referred directly to the LSP by instructors, Counselors, community agencies, high schools, parents or by self-referral; or, through the Disabled Students Program and Services (DSPS) Counselors at either campus. Once in college level courses, LSP students are encouraged to use the main LRCs to receive tutoring. Assessment of learning disabilities is conducted in compliance with the California Community College Chancellor’s Office LD Eligibility Model and results are forwarded to the DSPS office for services ([IIB50](#)). Additionally, LSP offers nine pre-collegiate

classes specifically designed to address the unique needs of the LD and disabled student populations ([IIB51](#), [IIB52](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.B.1 and Eligibility Requirement 17. Library and learning support resources are maintained and developed via collaboration and systematic communication between Library and instructional personnel. Through systematic program review and other means, library and learning support services are assessed in terms of quantity, quality, depth, and variety. The libraries routinely evaluate the depth and variety of library materials and technology support in order to meet the learning needs of our students.

All students at all locations (including online) have access to library and learning support. The Learning Resource Centers (LRCs) at the San Jacinto Campus and the Menifee Valley Campus ensure students have access to two main Libraries and two main LRCs. Additionally, online learning support services such as NetTutor meet the needs of distance education students and students who need support when the LRCs are closed.

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2. 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.

EVIDENCE OF MEETING THE STANDARD

Librarians and learning support professionals maintain ongoing assessment and communication with teaching faculty, program coordinators, and grant directors to select and maintain materials and equipment to support student learning needs at the institution. Librarians communicate regularly with teaching faculty regarding research topics lists, assigned reading lists, and assignment prompts to anticipate student needs and purchase appropriate materials. Program coordinators and grant directors are consulted about program-wide book selections and other program-based learning materials or equipment.

One of the four librarians is a standing member of the Curriculum Committee and reviews all course outlines (new course proposals and revisions) to approve the “Library” section within CurricUNET ([IIB18](#), [IIB19](#), [IIB53](#), [IIB54](#)). Faculty members must complete this “Library” section in order to propose new curriculum, and as part of this, they must survey the existing collections of materials to determine whether they are adequate or inadequate. Within this systematic process, a librarian works directly with faculty to select appropriate materials to

support courses and programs. Faculty can suggest specific materials or simply mark that a collection is adequate/inadequate and then work with librarians to build the collection as funds become available. The form also takes into account how often the course is taught. Pre-approved flex credit is available for faculty who participate in library collection development/assessment activities, and faculty submit requests for specific material purchases throughout the year via email or using purchase suggestion forms available on the Library website. Finally, the libraries maintain a collection development policy to guide purchase decisions ([IIB55](#), [IIB56](#), [IIB57](#)).

Faculty are also encouraged to place textbooks, supplemental readings, and other relevant course materials on reserve behind the Library's reference desk. This practice facilitates student learning and access to course materials that may not readily be available in the library collection. This also provides librarians an opportunity to order high-use materials for its own collection and additionally support the needs of students and instructional programs.

The Mt. San Jacinto College Libraries' primary function involves providing materials, services, research assistance and library instruction to students, faculty, and staff. The Libraries serve all students across all disciplines and programs, whether on-campus or online. Libraries provide access to 46,000+ print books, 100+ periodical titles, 225,000+ eBooks, 48+ online databases, 3000+ DVD and CD titles, streaming media and reference materials ([IIB4](#), [IIB5](#), [IIB58](#), [IIB59](#), [IIB60](#)). Print materials may be requested by students and sent to the San Jacinto, Menifee Valley or San Geronimo campuses for pick-up. Online resources such as eBooks and databases are accessible 24/7 to all students regardless of location. Current textbooks and supplementary course materials are also available at both Libraries ([IIB58](#), [IIB61](#), [IIB62](#)). Textbooks are acquired through Student Equity grant funds or directly from instructional faculty members ([IIB63](#), [IIB64](#), [IIB65](#)). The College Libraries' website provides 24/7 remote access for students to search for materials in the online catalog and databases ([IIB1](#)). The website allows students to place holds on items for delivery to College learning sites and to renew their Library materials. The Libraries also offer Interlibrary Loan service to supplement its own collections, so that students may request materials from any U.S. library not available at the College Libraries ([IIB66](#)). Each Library publishes a resources/services guide that provides an overview of Library services and resources ([IIB67](#)). The guide is distributed in Library orientations and available in the Libraries and on the Library website ([IIB1](#)).

The Mt. San Jacinto College Supplemental Instruction (SI) program utilizes success data in order to target those courses most in need of support ([IIB68](#)). To qualify for SI support, a course needs a success rate of less than 70% and/or a high withdrawal rate of greater than 20%. Courses also need to be "high impact" (courses every student needs toward completion) with large waitlists. In consultation with faculty, the SI Coordinator then identifies those course sections that can be matched with an SI Leader. As a result of this process, learning support professionals in both the LRCs and the SI Program are able to identify any equipment or materials needed to support these "historically difficult," high impact courses, typically math and science courses. The LRCs

consult with departments and faculty via surveys and email in order to identify any further needs or equipment needed ([IIB69](#)). A faculty survey was distributed in fall 2016 and again in fall 2017 to gauge these needs as well as to evaluate the services. Part-time Faculty, especially in English, math, and the sciences, are able to tutor in the LRCs and suggest new practices or modifications to existing practices in order to more effectively meet the needs of students by communicating with one of the faculty coordinators.

The LRCs offer a plethora of learning materials both online and in the Centers. The Writing and Math Centers offer handouts for students, and directed learning activities are available for students in both English and ESL courses. Math and writing support and guided remediation is also available online to students via EdReady, a free and extensive web-based series of modules developed by the National Repository of Online Courses (NROC) ([IIB45](#), [IIB70](#), [IIB71](#)).

The Libraries and LRCs provide instructional equipment to support student learning. Academic Technology Services (ATS) technicians assess and maintain the Library and LRC technology equipment and software and are consulted when purchases are being considered. Information Technology (IT) maintains the tracking systems (Colleague) for the LRC and other tutoring labs ([IIB72](#), [IIB73](#)).

Ongoing Program Review helps the Libraries, LRCs, and other support programs determine the effectiveness of services, materials, and equipment and make enhancements to meet the learning needs of students. Program Reviews for each Library, LRC, and the Supplemental Instruction program demonstrate the College's commitment to using evaluation and data to drive decisions about enhancements or changes to Library and learning support services ([IIB4](#), [IIB5](#), [IIB6](#), [IIB7](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.B.2. Librarians and learning support professionals collaborate with department chairs, faculty, and program coordinators to acquire relevant materials and equipment to support student learning. Student learning needs are systematically identified and communicated by faculty through curriculum and other regular processes. Materials are chosen based on need, currency, depth, and accessibility. If electronic copies and print copies are available and budget permits, librarians adopt materials that benefit the entire student population. Additionally, the College's librarians complete ongoing evaluations of the libraries' collections and make decisions based on materials' currency, usability, relevancy, and quantity. Faculty are consulted when materials from their programs are deactivated or updated.

The maintenance of educational materials and technology is adequate, as Academic Technology Services (ATS) works with library staff to ensure its effectiveness and accessibility. ATS is contacted when new materials and educational technologies need to be updated, purchased, or added to existing infrastructures. Information Technology (IT) ensures that data tracking software is up to date and operating in the LRCs and labs on campus.

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3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Libraries and learning support services use a variety of methods to evaluate their effectiveness in meeting student learning needs. In this manner, the College acquires in-depth evidence and evaluation of its services, programs, and materials. Results provide the basis for improvement of library and learning support services and are implemented into professional development, course learning outcomes, program learning outcomes and Program Review. Through the Program Review process and College Technology Master Plan, the College regularly assesses the depth and variety of materials and equipment to ensure they meet the learning needs of students ([IIB4](#), [IIB5](#), [IIB74](#)). Librarians also continuously assess the collections (print, eBook, textbooks) to delete obsolete materials and purchase new materials that support curriculum and student needs/requests ([IIB58](#), [IIB61](#), [IIB75](#)). Statistical analysis of collection through circulation numbers and subject representation across the curriculum is also conducted by librarians ([IIB76](#)). Online database and eBook use as well as student and faculty satisfaction surveys contribute to assessment of whether Library materials are sufficient to meet the learning needs of students (including distance education students) ([IIB77](#)).

One of the primary points of contact that determines the adequacy of library services is the Curriculum Committee. With each curriculum submission, a library resource evaluation is required. One of the four librarians serves as a standing member of the Curriculum Committee and must determine the feasibility of the requested resources as well as provide assistance in identifying appropriate resources ([IIB18](#)). Resources are then allocated based on availability of funds within library budgets, department budgets, and immediate need. In addition, this regular and systematic process ensures that adequate learning support materials and equipment are linked to course learning outcomes, mapped to program learning outcomes, and Core Competencies via Program Review and CIPs, via the Course Outlines of Record of every class taught at Mt. San Jacinto College ([IIB78](#)).

Program Review facilitates the evaluation process for library and support services; each library and LRC, as well as the SI program, has its own Program Review that is completed on the same schedule as the rest of the college ([IIB4](#), [IIB5](#), [IIB6](#), [IIB7](#)). Annual Program Assessment (APA) evaluates library and other learning support service programs, personnel, budget, and resources ([IIB79](#), [IIB80](#), [IIB81](#), [IIB82](#)). The APA process and report is used to document current and future plans for improvement to resources and services. Using these reports, the division deans

prepare yearly unit plans, prioritizing and assessing unit needs including budget and personnel requests ([IIB83](#), [IIB84](#)). These annual assessments utilize data about use, access, and the relationship of the services to intended student learning (PLOs) ([IIB85](#)). Area deans then use the APAs to develop unit plans for their respective divisions, soliciting Resource Allocation Proposals (RAPs) if new equipment is needed and staff proposals for new classified employees (CAPPRs) ([IIB86](#), [IIB87](#), [IIB88](#)). Each library and LRC was assigned to a different unit dean at each campus starting in 2014. The Menifee Valley Campus Library and LRC are included in the unit plan of the Dean of Math and Science at the Menifee campus; the San Jacinto Campus Library and LRC fall under the unit plan of the Dean of Instruction, Academic Programs at the San Jacinto campus ([IIB83](#), [IIB84](#)).

Evaluation data collected includes input by faculty, staff, and students. The Libraries conduct student satisfaction surveys to gauge student awareness and use of the Libraries' resources and services ([IIB89](#)). Responses are used to determine where the Libraries can improve. For example, in the fall 2015 survey:

- 85% of students felt that textbook availability was very important. Librarians used this information to advocate for continued Student Equity funding for textbook purchases.
- Student feedback about availability of printing before 8:00am classes prompted the college administration to authorize a half-hour expansion of San Jacinto Campus Library hours to include "early bird printing" beginning spring 2017.
- 86% of students feel they can navigate to and access the Libraries' resources remotely; however, only 53% asked a librarian for assistance if they were not successful in finding the information needed. This has prompted librarian discussions on improving outreach and marketing of library services.

The Libraries have also used this and other data to inform and measure their PLOs ([IIB85](#)). In fact, current data limitations resulted in faculty librarians' discussion to revise/update PLOs and Library Orientation Student Learning Outcomes (SLOs), so that they were more measurable and better aligned with intended student learning.

Attendance at the Council of Chief Librarians (CCL) Conference: Evolution of Library Assessment at Austin Community College in late fall 2016 resulted in the development of new assessment tools and processes that demonstrate Library services' impact on student learning outcomes ([IIB90](#)). Specifically, reference desk statistics methods were reviewed and overhauled. Rather than simply counting the number of questions answered and services provided, San Jacinto Campus Library developed and piloted a new method of gathering reference desk statistics that were tied to PLOs and Institutional Core Competencies. Statistical results now reflect how library services are impacting student learning outcomes ([IIB91](#)).

The LRCs survey students and faculty on a regular basis, beginning in fall 2016 ([IIB69](#), [IIB92](#)). The fall 2016 survey showed broad satisfaction among students with tutoring and other services:

50% of students who responded said they used the Menifee Valley Campus LRC. The majority of these students utilized this service for assistance in English, mathematics, and history. For English, 63.64% said their needs were completely met, and in mathematics, 66.67% said their needs were completely met. In response to this, the LRC reached out to faculty and students (via social media and campus presentations) to remind them of the services available, and both Centers have pledged to take a lead role in Early Connect (formerly Early Alert) by offering both staff and space for this project. Students were also satisfied with online tutoring with 48% of students reporting that they used online tutoring through NetTutor. The top disciplines were English, mathematics, and biology. The majority of respondents' needs were at least somewhat met, with mathematics setting a high of 62.5% of students saying their needs were completely met. Finally, 75% of students said that they felt more confident in their abilities after using NetTutor. Only 16% of students reported using the LRC for group study, so this will be a marketing effort in the upcoming years. The Menifee Valley Campus LRC was able to purchase 12 more tables and 50 more chairs during summer 2017 thereby increasing the potential space for both tutoring and study groups. Faculty were also surveyed with 95.92% of faculty respondents stating that they encourage students to use the LRC. 60.24% of faculty report that students are generally satisfied with their tutoring experience.

The Supplemental Instruction program regularly assesses its effectiveness through surveys, evaluations (by both students and instructors), and observation reports. The College's SI program collects data about student attendance hours and shows the relationship between student attendance and course retention and success ([IIB93](#)). Evidence of its effectiveness for historically difficult courses provided the basis for its expansion and institutionalization, and presentations of the overwhelming success of the program have been given to the Board of Trustees as well as to faculty.

Usage data is gathered for all Library and learning support programs, with patron usage collected manually at the Libraries and tutoring login data collected via Colleague at the LRC and various campus labs (World Languages Lab, Communications Center, Business/CIS Lab, Digital Media Lab, etc.). Most recent data shows 23,855 logins for Menifee Valley Campus LRC for a distinct headcount of 3,429 students with an average of 7.0 logins per student, and 14,612 logins for San Jacinto Campus LRC for a distinct headcount of 2,462 students with an average of 5.9 logins per student during fall 2016.

College learning support services and area departments have also established Program Learning Outcomes (PLOs) to reflect the mission of the areas. LRC and discipline faculty also evaluate the tutor training course (TA 100: Tutoring Across the Disciplines) for effectiveness and use course learning outcomes to enhance learning and effectiveness of the program ([IIB94](#)). The CRLA certified, 2 unit course was developed based on tutors' and faculty needs and tutor evaluations about tutor training. The course is revised on a regular basis per the Curriculum Committee calendar. Using the training principles taught in the course, the LRCs ensure that their tutoring

staff receives adequate training to achieve its course learning outcomes and program learning outcomes ([IIB95](#), [IIB96](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.B.3. The College evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. The evaluation provides the evidence to demonstrate their effectiveness and contribution to the achievement of student learning outcomes. The College also uses the results to enhance services and to continue to improve the overall efficiency of its Centers.

The Libraries' and LRCs' Program Reviews, in conjunction with CLOs, PLOs, and Core Competencies, help the College ensure that the evaluation is ongoing, comprehensive, and relevant to intended student learning. Data collected includes usage, access, and the services' relationship to CLOs.

Institutional research facilitates the process by providing the College Library and the LRCs up-to-date data. Further evaluation and feedback by faculty, classified staff, and students provide the Libraries and LRCs with valuable information that can be used to implement more effective practices and services to increase student success and the College's mission.

Mt. San Jacinto College strives to ensure its programs and services meet the needs of its diverse student population. It does this by promoting an organizational culture that makes evidence-based decisions and seeks input from all its constituents. The Libraries and LRCs have worked to implement this model in services and planning.

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4. 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 institution takes responsibility of services provided either directly or through contractual agreement. The institution regularly evaluates these services to ensure their effectiveness.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College collaborates with other institutions and associations to enhance its instructional programs and learning support services. The College is a member of the Inland Empire Academic Library Collaborative (IEALC) ([IIB97](#)). Member libraries of the Inland IEALC have formal agreements to serve each other's students through reciprocal borrowing

[\(IIB98\)](#). Students may complete a registration form to acquire an IEALRC authorization card which will enable them to directly borrow from any one of the member Libraries [\(IIB99\)](#). Membership is at no cost to the College or to students and increases access to materials owned by other institutions.

The College Libraries maintain institutional membership in the Council of Chief Librarians (CCL) in order to participate in the cooperative purchase program for online information resources and services [\(IIB100\)](#). The cooperative purchase program is part of the Community College Library Consortium, a joint venture of the CCL and the Community College League of California. This participation allows the Libraries to stay abreast of new resources and take advantage of discounted pricing.

The Libraries contract with Online Computer Library Center (OCLC) for its library services software and catalog. OCLC's cloud-based software, WorldShare Management Services (WMS), is used by both Libraries to catalog, display and circulate resources, as well as manage interlibrary loan requests [\(IIB101\)](#). OCLC took the place of the SIRSI system and is more reliable and an enhancement because it is cloud-based. The software performs satisfactorily and OCLC technical support is responsive to requests for improvements. These services are used continuously and assessed for student usage. These data go into the California Community College Chancellor's Office Annual Data Survey and the IPEDS national data survey and help librarians keep the collections current and robust [\(IIB102, IIB103\)](#).

In order to provide equitable library instruction and orientations to online, hybrid, and satellite campus students, the Mt. San Jacinto College Libraries entered into a contract with Credo Education in spring 2017 to offer fully-online information literacy modules. Credo provided highly responsive support during the spring 2017 trial and beginning phases of full implementation. The Libraries will continue to evaluate Credo's product and services as the modules roll out in fall 2017. The Libraries also use Question Point, Ask-A-Librarian, a 24/7 web-based chat service. The Libraries use Question Point reports and student satisfaction surveys to evaluate students' satisfaction with and annual use of this service. In addition, informal feedback from students and faculty confirms their satisfaction with this service.

Data collection is an important element in the evaluation of the contracted services. As part of their daily operations, librarians and the College's Library staff collect data about the Interlibrary Loans conducted [\(IIB104\)](#). This data helps the faculty librarians determine the effectiveness of services, whether students are using the services, and whether services are meeting students' needs. Detailed reporting from database usage helps the College Libraries' faculty and staff make informed decisions about the relevancy of certain databases to student learning. The reporting provides statistics about the usage and such information helps the institution maintain quality services.

In order to offer tutoring to distance education students and wider availability for all students, the LRCs have contracted with an outside vendor for online tutoring since 2008. The College has now moved to NetTutor as its provider as a result of the College's involvement with the Online Education Initiative (OEI) ([IIB11](#)). As one of the pilot colleges, Mt. San Jacinto College gained free access to NetTutor for the 2016-2017 academic year. The College LRCs formerly contracted with Smarthinking for online tutoring. The College has now made an institutional commitment to continue online tutoring with institutional funds allocated for that purpose based on a Resource Allocation Proposal (RAP) that was approved in July 2016 and renews each year ([IIB105](#), [IIB106](#), [IIB107](#)). Usage of NetTutor is robust. From June 2016 through June 2017, there were 1,821 live tutoring sessions for a total of 49,410 minutes and 1,446 paper submissions. For live sessions, 639 sessions were for Mathematics through Pre-Calculus and 442 sessions for Calculus and above. Other top disciplines were as follows: 202 live sessions for Chemistry, 144 for the live writing tutor, 140 for Physics, and 123 for Statistics. Student satisfaction with NetTutor is strong, with students strongly agreeing (54%) or agreeing (29%) that "Overall, I had a positive NetTutor experience." ([IIB108](#)) Students were also overwhelmingly comfortable using the interface and would recommend it to others. Students may also leave comments in the survey, so that we can know more specifically about their experience. Finally, each session is accessible to the LRC Coordinators, so should an issue arise, faculty can look at the tutoring session and then work with NetTutor to resolve it.

Finally, both Mt. San Jacinto College LRCs and their training programs are certified by the College and Reading Learning Association's (CRLA) International Tutor Training Program Certification ([IIB109](#)). Every five years, the LRCs must complete an application and accreditation in order to be recertified. The LRCs are currently certified through January 31, 2019 and have been continuously CRLA certified since 2008. Students who take TA 100: Tutoring Across the Disciplines and pass the course receive a Level 1: Certified Tutor CRLA training certificate. As tutors gain experience in the LRC, they receive Level 2: Advanced Certified Tutor and Level 3: Master Certified Tutor certifications based on hours tutored.

The Supplemental Instruction program is part of the Inland Empire SI Coordinators group, a regional group that meets on a regular basis to support programs and to plan events. In November 2016, the group hosted the first annual SI conference at Riverside Community College ([IIB110](#)). The second annual conference was held in November 2017 at Mt. San Jacinto College ([IIB111](#)). The SI program is also associated with 3CSN, the California Community College Success Network and recognized by the state as a model program.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.B.4. The College Libraries, LRCs, and Supplemental Instruction Program collaborate with other institutions and sources to ensure that quality services are available to students. These College support services are evaluated for quality and formalized

through contract agreements when applicable. Data is continuously and systematically gathered in order to assess the services' use and effectiveness in meeting student learning needs. Data collection helps with decision-making about contracts and agreements for collaboration with other institutions or entities. These data are included in the regular and systematic Program Review process that connect these services to PLOs and the College Mission and form the basis for Resource Allocation Proposals (RAPs) and staffing requests (CAPPRs).

STANDARD II.B. EVIDENCE LIST

- [IIB1](#) Library Website
- [IIB2](#) Learning Resource Center (LRC) Website
- [IIB3](#) Supplemental Instruction (SI) Website
- [IIB4](#) Library SJC Annual Program Assessment
- [IIB5](#) Library MVC Annual Program Assessment
- [IIB6](#) LRC Annual Program Assessment
- [IIB7](#) Supplemental Instruction (SI) Annual Program Assessment
- [IIB8](#) SJC LRC Website
- [IIB9](#) MVC LRC Website
- [IIB10](#) Tutoring Schedule
- [IIB11](#) NetTutor Website
- [IIB12](#) SJC Writing Center Website
- [IIB13](#) SJC Math Center Website
- [IIB14](#) Honors Library Workshops SJC and MVC
- [IIB15](#) Librarian Role in Curriculum Best Practices (2016-2017)
- [IIB16](#) Library Collection Development Policy
- [IIB17](#) Best Practices in Curriculum - Curriculum Approval Process, pg. 15
- [IIB18](#) Curriculum Committee Membership
- [IIB19](#) Librarian Role in Curriculum Operating Procedures (16-17)
- [IIB20](#) Best Practices in Curriculum - Curriculum Process, pgs. 55-170
- [IIB21](#) Library Orientation Data
- [IIB22](#) Library Instruction Session Student Learning Outcomes (SLOs)
- [IIB23](#) Pre and Post-session Quizzes
- [IIB24](#) LRC MVC/SJC Usage Data
- [IIB25](#) Credo Contract
- [IIB26](#) Research Assistance
- [IIB27](#) Ask-A-Librarian

- [IIB28](#) Library 101 – Spring 2018 Schedule
- [IIB29](#) Library Catalog
- [IIB30](#) EBSCOHOST Collection of Databases
- [IIB31](#) "Contact us for help" Webpage
- [IIB32](#) Library Course Improvement Plan (CIP)
- [IIB33](#) Library Course Improvement Plan (CIP) Data
- [IIB34](#) Library Course Learning Outcomes (CLOs)
- [IIB35](#) LRC Goal inside "General Services"
- [IIB36](#) LRC Workshop Calendar
- [IIB37](#) Course Outline for Teaching Assistant (TA) 100
- [IIB38](#) LRC Canvas Sites
- [IIB39](#) LRC Tutoring Budgets
- [IIB40](#) World Language Center Website
- [IIB41](#) Communication Studies Center Website
- [IIB42](#) CTE Tutor information
- [IIB43](#) MVC Labs Resource Allocation Proposals
- [IIB44](#) NetTutor Analytics and Data
- [IIB45](#) EdReady
- [IIB46](#) MathXL
- [IIB47](#) Khan Academy
- [IIB48](#) Supplemental Instruction (SI) Data
- [IIB49](#) Learning Skills Program website
- [IIB50](#) DSPS website
- [IIB51](#) Catalog 2017-2018
- [IIB52](#) Schedule of Classes
- [IIB53](#) Library Role in Curriculum Best Practices (16-17)
- [IIB54](#) CurricUNET
- [IIB55](#) Preapproved Flex activities website
- [IIB56](#) Purchase Suggestion Form
- [IIB57](#) Library Collection Development Policy

<u>IIB58</u>	E-Book Collections
<u>IIB59</u>	Databases
<u>IIB60</u>	Streaming Media
<u>IIB61</u>	Electronic Database Subscriptions
<u>IIB62</u>	Textbooks
<u>IIB63</u>	Student Equity Plan
<u>IIB64</u>	Student Equity Committee Agenda RE: Approval of Textbooks
<u>IIB65</u>	Student Equity Committee Minutes RE: Approval of Textbooks
<u>IIB66</u>	Interlibrary Loan Service
<u>IIB67</u>	Resources/Services Guide
<u>IIB68</u>	Data Repository - Headcounts Location Reporting
<u>IIB69</u>	LRC Satisfaction Survey
<u>IIB70</u>	NROC
<u>IIB71</u>	LRC Website – Learning Materials
<u>IIB72</u>	Library Computer Inventory-MVC
<u>IIB73</u>	Library Computer Inventory-SJC
<u>IIB74</u>	Technology Master Plan
<u>IIB75</u>	Library Inventory
<u>IIB76</u>	Library Collection Data
<u>IIB77</u>	Library Satisfaction Survey
<u>IIB78</u>	Program Review Website
<u>IIB79</u>	Supplemental Instruction (SI) Annual Program Assessment
<u>IIB80</u>	SJC Library Annual Program Assessment
<u>IIB81</u>	MVC Library Annual Program Assessment
<u>IIB82</u>	LRC Annual Program Assessment
<u>IIB83</u>	SJC Academic Programs Unit Plan
<u>IIB84</u>	MVC Math/Science Unit Plan
<u>IIB85</u>	Library Program Learning Outcomes (PLOs)
<u>IIB86</u>	Resource Allocation Proposal (RAP) Form
<u>IIB87</u>	Resource Allocation Proposal (RAP) Website

- [IIB88](#) Classified and Administrative Personnel Prioritization Request (CAPPR) Form
- [IIB89](#) Library Student Satisfaction Surveys
- [IIB90](#) Conference-Evolution of Library Assessment
- [IIB91](#) Reference Stats Summary
- [IIB92](#) LRC Survey Results
- [IIB93](#) Supplemental Instruction Attendance and Success
- [IIB94](#) Teaching Assistant (TA) 100 Course Learning Outcomes (CLOs)
- [IIB95](#) LRC Learning Outcomes
- [IIB96](#) LRC Annual Program Assessment - Program Learning Outcomes (PLOs)
- [IIB97](#) Inland Empire Academic Libraries Cooperative (IEALC)
- [IIB98](#) MSJC membership to Inland Empire Academic Libraries Cooperative (IEALC)
- [IIB99](#) Inland Empire Academic Libraries Cooperative (IEALC) Authorization Card – Student Registration Form
- [IIB100](#) CCL Membership
- [IIB101](#) OCLC Membership
- [IIB102](#) CCCCCO Annual Data Survey
- [IIB103](#) IPEDS National Data Survey
- [IIB104](#) Interlibrary Loans Data
- [IIB105](#) NetTutor Resource Allocation Proposal (RAP)
- [IIB106](#) NetTutor Prioritization Allocation Rubric (PAR)
- [IIB107](#) Resource Allocation Proposal (RAP) Spreadsheet - NetTutor
- [IIB108](#) NetTutor Satisfaction Report
- [IIB109](#) College Reading & Learning Association Certification
- [IIB110](#) Supplemental Instruction Conference 2016 Program
- [IIB111](#) 2017 Supplemental Instruction Conference Flyer

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

C. STUDENT SUPPORT SERVICES

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

EVIDENCE OF MEETING THE STANDARD

The College recognizes the important role student support services and programs provide in assisting its communities with access to the College's services and programs. The College's mission statement commits to supporting student learning and as such establishes services and programs that align with its mission and serves the needs of the diverse student population so that all students may best achieve their education, career, and life goals ([IIC1](#)).

To accommodate students, Mt. San Jacinto College provides full student support services at the San Jacinto Campus and the Menifee Valley Campus. Additional student support services have expanded to the Temecula Educational Complex and the San Geronio Pass Campus, but all sites do offer student access to counseling, enrollment, financial aid services, and matriculation. Mt. San Jacinto College provides student support services online which extends access throughout the College and offers student access or accommodation in both face-to-face and online environments ([IIC2](#)).

Through the College's effective planning and resource allocation process, the College supports all service locations with administrative oversight during all operational hours as well as security

in the evening hours, counseling services, enrollment, assessment, DSPS, EOPS, financial aid, and face-to-face and virtual tutoring services ([IIC3](#), [IIC4](#), [IIC5](#), [IIC6](#), [IIC7](#)). Support services are also in place for instructional purposes such as Help Desk, Canvas, and Student EagleAdvisor ([IIC8](#), [IIC9](#)). The multiple access points ensure college information and support is readily accessible to students regardless of location.

All the College's services are evaluated for effectiveness. Mt. San Jacinto College evaluates, towards meeting goals of access, successful course and program completion, and service, the number of students who apply, assess, complete orientation, visit a counselor, and enroll. Student Services' comprehensive Program Review process helps ensure its services are appropriate, reliable, and comprehensive regardless of location or delivery method. The Student Services Program Review completion rate of 100 percent demonstrates the area's commitment to providing students with services that meet their needs ([IIC10](#), [IIC11](#)).

Student Services Units

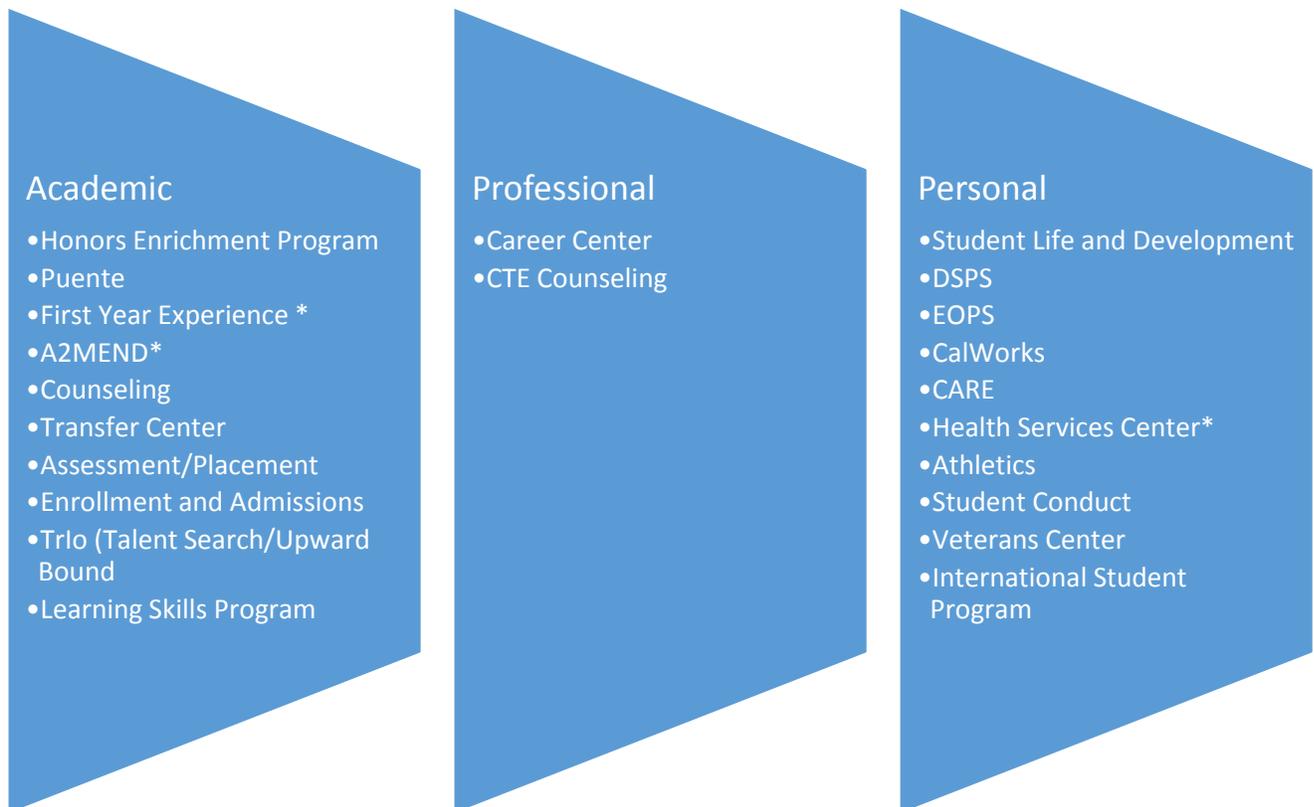
- Assessment Services ([IIC12](#), [IIC13](#))
- Athletics ([IIC14](#), [IIC15](#))
- Campus Safety ([IIC16](#), [IIC17](#))
- Career Center ([IIC18](#), [IIC19](#))
- Counseling ([IIC20](#), [IIC21](#))
- DSPS ([IIC22](#), [IIC23](#))
- Educational Talent Search ([IIC24](#), [IIC25](#))
- Enrollment Services ([IIC26](#), [IIC27](#))
- EOPS-CARE ([IIC28](#), [IIC29](#))
- Financial Aid ([IIC30](#), [IIC31](#))
- International Students ([IIC32](#), [IIC33](#))
- Judicial Affairs ([IIC34](#), [IIC35](#))
- Outreach ([IIC36](#), [IIC37](#))
- Student Life & Development ([IIC38](#), [IIC39](#))
- Transfer Center ([IIC40](#), [IIC41](#))
- Upward Bound ([IIC42](#), [IIC43](#))
- Veterans Services ([IIC44](#), [IIC45](#))

Each of the 17 units within Student Services fully participates in the College's comprehensive Program Review and Annual Program Assessment processes. The Student Services units complete a Comprehensive Program Review every three years with an update annually. Institutional Program Reviews are on a three-year cycle to correspond with the long-term and short-term strategic planning priorities, goals, and objectives of the College ([IIC11](#), [IIC46](#)). An annual Program Review and Assessment Calendar ensures all units follow a structured timeline to gather and analyze data, documents, and evidence in order to complete and submit their

Program Reviews ([IIC47](#)). The calendar illustrates the College’s integration of Program Review, learning outcomes and assessment processes with planning, resource allocation, and data-driven, decision-making practices.

The Student Services Program Review process, self-evaluations, student surveys, and unit outcomes are all used to assure the quality of student support services and student learning. Evidence of all Program Reviews, learning outcomes and assessments tools are easily accessible and maintained by the appropriate area dean ([IIC48](#)). The implementation of the comprehensive Program Review and learning assessment process has increased the College’s knowledge about student needs, the quality of its student support services, and how these services and programs support student learning.

Student Support Services at the College represent a comprehensive organization of support for students in their academic, personal, and professional development. All areas of Student Services work in a collaborative and coordinated structure with distinct specializations to address the specific needs of the College’s student population. The following chart illustrates the services offered to address these varying needs. Those programs/services denoted with an asterisk (*) represent newly developed programs developing as a result of the College’s evaluative processes to improve student support for the purpose of impacting student learning and success ([IIC12](#), [IIC14](#), [IIC18](#), [IIC20](#), [IIC22](#), [IIC26](#), [IIC28](#), [IIC32](#), [IIC38](#), [IIC40](#), [IIC44](#), [IIC49](#), [IIC50](#), [IIC51](#), [IIC52](#), [IIC53](#), [IIC54](#), [IIC55](#), [IIC56](#), [IIC57](#), [IIC58](#), [IIC59](#)).



Through the College's comprehensive Program Review and Annual Program Assessment process, each student services unit reviews, discusses, and analyzes student success data and service area outcomes ([IIC11](#), [IIC60](#)). Directors facilitate the Program Review process with counselors and support staff and maintain communication of progress with the Dean of Student Services. College timelines and calendars help guide the process. Based on those discussions, the student services units develop improvement plans (embedded within Program Review) to outline the strategies to improve the services to support student learning.

Mt. San Jacinto College evaluates the quality of student support services and the accomplishment of the mission through the College's comprehensive Program Review and Annual Program Assessments, data analysis related to student achievement, success, and learning, service area outcome development and assessment results, and qualitative data through student surveys.

For example, the Student Government Association (SGA) regularly assesses the needs of the student body, through a variety of student surveys and focus groups, to determine student life and development activities, events, and programs are appropriate to the College's mission and meet the co-curricular needs of the students ([IIC61](#)). Additionally, the Student Life and Development Program works with the Student Government Association to evaluate the effectiveness and quality of its co-curricular programs through the Program Review and Annual Program Assessment process ([IIC39](#), [IIC62](#)). Quantitative and qualitative data is collected, analyzed, and discussed to determine if events are considered successful or need improvements. Discussions and decisions are made to determine how an event or activity can be improved, discontinued, or be maintained based on student participation and involvement. Data is also used to determine whether resources are sufficient to support the activities and events ([IIC63](#), [IIC64](#)).

The Counseling Department utilizes the results of student surveys (via survey monkey) and the customer service survey in order to assess their effectiveness in advising students and delivering student education plans ([IIC65](#), [IIC66](#)). Complementing these assessments to improve services to students, the department is also developing a "New Student Counseling Handbook." ([IIC67](#)) Additionally, the New Student Counseling Sessions (NSCS) survey is also in development ([IIC68](#)). A Graduate Survey is conducted annually regarding the efficacy and overall effectiveness of services and the results are included in Program Review ([IIC21](#), [IIC69](#)). The anonymous evaluation is utilized to help the program improve services provided to current and future students. The evaluation covers areas related to overall services provided, quality of counseling support, and a review of how services have positively impacted the personal and academic goals of the students it serves. The results of the survey are used to augment services in an effort to provide current and future students with quality counseling, academic advising, and personal support and assistance for eligible students.

Additionally, during the 2014-2015 academic year, Mt. San Jacinto College participated in the Community College Survey of Student Engagement (CCSSE). The College utilized CCSSE data

to measure the effectiveness of several key student support services and programs, specifically related to student access, onboarding, and engagement. The CCSSE survey is a 155 question survey that is used to assist institutions focus on good educational practices and identify areas in which they can improve their programs and services for students. The CCSSE was delivered to 55 randomly selected sections targeting over 900 diverse students across all four physical campus locations. Administered during the spring semester to mostly returning students, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention ([IIC70](#), [IIC71](#), [IIC72](#)). The College also participated in the Community College Faculty Survey of Student Engagement offered as a companion to the CCSSE. Over 220 faculty participated in the CCFSSSE. The CCFSSSE elicited information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time – both in and out of the classroom ([IIC73](#), [IIC74](#)). One highlight of the CCSSE survey was that the College was rated significantly better than the cohort in financial support and career counseling.

As a result of the CCSSE and CCFSSSE surveys, the College (1) transitioned to a multiple measures assessment structure to improve the placement of students at the highest college-level course to minimize disproportionately impacted student populations, which was piloted in fall 2017; (2) revised and improved the student orientation process to clearly communicate support resources and services to incoming students; and (3) developed professional development and targeted training related to student engagement, high impact practices, social empowerment, cultural competencies, diversity issues, and other aspects related to the College's designation as a Hispanic-Serving Institution (HSI) ([IIC75](#), [IIC77](#), [IIC78](#), [IIC79](#)).

Collectively, all the above mentioned data informs decisions, short and long-term planning, and resource allocation priorities to support and impact student learning and achievement. Service level data are combined with student perception data. This data created the foundation for the most recent six-year Educational Master Plan. The Educational Master Plan and parallel sector plans for Facilities and Technology are used as the controlling documents for allocations, staffing, and facilities development ([IIC80](#), [IIC81](#), [IIC82](#), [IIC83](#)).

Additionally, the data is used to inform the Student Success and Support Plan (SSSP), Student Equity Plan, and other College-wide categorical programs and initiatives ([IIC84](#), [IIC85](#)). Through these plans, the College has augmented and enhanced existing services as well as developed new student support programs to more effectively address disproportionate impacts and gaps in student access, success, and support. The Health Services Center, the newly established A2MEND Program, and the College's First Year Experience all represent improvements to student support based on the College's comprehensive evaluation and assessment processes ([IIC86](#), [IIC87](#), [IIC88](#), [IIC89](#)). First Year Experience was piloted during the 2010-2015 Federal Title V grant, and then reformulated for the next Title V grant received

(2016-2021) into a more integrated program creating student cohorts in math and English, supplemented with summer bridge options and Guidance courses ([IIC51](#), [IIC90](#), [IIC91](#), [IIC92](#)).

In December 2016, the College Board of Trustees approved the establishment of a Health Services Center on both the San Jacinto and Menifee Valley campuses. This service was deemed necessary through a thorough review of best practices at other peer Colleges, data demonstrating a student demand for access to health and wellness resources, as well as qualitative data through a student Health Center survey ([IIC87](#)). The goal of the Student Health Centers is to promote academic excellence and enrich the student experience by providing high quality, accessible, and comprehensive medical care to students with a focus on multidisciplinary services, health education, and prevention. The services are designed to provide support and improve student retention, academic achievement, and success simultaneously facilitating healthy lifestyle choices and promoting a safe and healthy Mt. San Jacinto Campus environment. The College is currently working to designate facility space on both the San Jacinto and Menifee campuses. It is anticipated the Health Service Centers will be operational by fall 2018 ([IIC86](#), [IIC87](#), [IIC93](#)).

Both the First Year Experience and A2MEND programs were initiated as a result of the College's disproportionate impact studies that demonstrated achievement gaps with specific sub-populations of students, specifically African American students, first-time students, and students ages 20-24 ([IIC85](#), [IIC89](#), [IIC94](#)). Mt. San Jacinto College successfully developed, designed and implemented a First Year Experience academic program whereby nearly 400 students were enrolled in an academic cohort in fall 2016. The First Year Experience academic cohort shell included 12 FYE cohort courses that included Mathematics, English and guidance courses; student engagement and development activities, workshops and lectures; linkages to supplemental instruction, the Learning Resource Center, tutoring, student support services, in-class advising, counseling, and the development of comprehensive student education plans. Preliminary data shows improvement in persistence term to term, course completion, and withdrawal rates for the student cohort compared to students not served through the cohort. Additionally, nearly 80% of the entire First Year Experience cohort received a comprehensive student education plan thereby improving a student's ability to be informed and knowledgeable about the courses that are necessary to complete their intended educational goal and reduce time to degree completion. The First Year Experience program successfully created an academic pathway that empowers students and positively impacts student access and success as outlined in the College's mission statement ([IIC51](#), [IIC95](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.C.1. and Eligibility Requirement 15. Mt. San Jacinto College is committed to providing quality student support services that contribute to the achievement of student learning. The College's comprehensive Program Review and Annual Program Assessment process in conjunction with service area learning outcomes development

ensures that the College consistently evaluates its services to meet the needs of its diverse student population. The comprehensive evaluative cycle helps the College make informed decisions about its support services and programs. Data collection is a vital component of the Program Review process and is conducted at various levels within the different Student Services units. Results are used to make improvements and changes to student support services and programs within Student Services. The comprehensive process and the evidence produced assure that decision-making is aligned with student learning and the College's mission.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

EVIDENCE OF MEETING THE STANDARD

The College has identified and continually assesses learning support outcomes for its student populations and also provides appropriate student support services and programs to achieve these outcomes. Each of the units within Student Services employs a variety of evaluation methodologies germane to their area of delivery in order to ascertain their respective efficacy.

Mt. San Jacinto College regularly evaluates student support services to assure their adequacy in meeting identified student needs. Student learning outcomes are established with broad input by personnel in all Student Services areas. Learning outcomes are created by one of the following methods: the goals and objectives of the unit, mission and vision of the unit, or discussion of direct services to students. Each unit creates their own learning outcomes ([IIC96](#)). In Student Services, student learning outcomes are created to assess the direct services provided to students. Assessments used for measuring learning outcomes include: surveys, questionnaires, program evaluations, exit interviews, student interviews, checklist, and activities evaluations. Student Services learning outcomes are widely communicated to students through the College website and the College catalog ([IIC96](#), [IIC97](#), pg. 112-242).

Examples of evidence to illustrate the College's regular evaluation of Student Services effectiveness include the following:

- Counseling facilitates New Student Counseling Sessions whereby surveys are administered and the resulting data are collected and incorporated into department Program Reviews as well as utilized to make any immediate improvements. The department also conducts Counseling Satisfaction Surveys at each campus site where

data provide information on student satisfaction with counseling sessions and the advising service in general ([IIC21](#), [IIC98](#), [IIC99](#)).

- Through the Basic Skills Initiative (BSI), both pre- and post-surveys are administered following counseling presentations. This information is augmented and enhanced through data collected from the Graduate Survey administered to all graduates ([IIC100](#), [IIC102](#)).
- Enrollment Services ascertains the physical location of all distance education students via CCC Apply. In this manner the College is able to assess the impact on counseling and other services offered to students at a distance ([IIC27](#)).
- Beginning in 2016, a new assessment tool, aligning with Title V requirements, was introduced and the College's student database, Colleague, and revised to reflect the updated assessments relative to DSPS regulations. The department had more than 900 students request services online, which confirmed students' understanding of the process and their services. As a result, DSPS collaborated with the Student Services division towards the development of a common assessment instrument that could be deployed during the strategic planning process ([IIC23](#), [IIC103](#)).
- Early Alert/Connect – Due to low faculty involvement in Early Alert, a need was identified to reinvigorate the program. Therefore, it was decided to move Early Alert primarily to the Instructional division to create more instructional faculty ownership.

Data collection is part of each unit's Program Review process and is demonstrably analyzed ([IIC11](#)). Findings are discussed at the program level and at the deans' (unit) level, and recommendations are documented in Program Review and shared with various participatory governance committees including the Institutional Assessment and Program Review Committee and Institutional Planning Committee ([IIC104](#), [IIC105](#)). The results of the evaluative process are used by the Vice President of Student Services and deans of Student Services to prioritize needs, make necessary recommendations and changes for improvement, and direct appropriate and adequate resource allocations (staff, equipment, fiscal, technology, and other) at the institutional level ([IIC106](#)).

Currently, unit data is collected and stored in the Student Services network drive as evidence ([IIC107](#)). However, the Student Services division is actively collaborating with the Office of Institutional Effectiveness and the Office of Institutional Research to develop a comprehensive Student Services data warehouse, similar to the College's institutional data warehouse used as the primary data instrument used for the instructional Program Review process ([IIC108](#)). The vision for a Student Services data warehouse, specific to student support services and program units and capable of producing automated data sets on student service achievement measurements and key performance indicators, is rapidly developing. Additionally, the division anticipates modifying the Student Services Program Review and Annual Program Assessment templates to better reflect the needs of each unit and capturing critical data specific to student

development, success, and completion efforts. This need was identified due to a lack of data resources and to enhance Program Review analysis ([IIC109](#), [IIC110](#)).

In addition to the use of student service assessment results, the College utilizes additional evaluative instruments and methods to identify and address areas requiring bolstering to meaningfully impact student achievement and learning. For example, the Graduate Survey is distributed to graduating Mt. San Jacinto College students and delineates the services used, students' opinions about the services, and whether or not students believe the services helped them achieve their educational goals ([IIC102](#)). Opportunities for dialog and discussion are also an integral part of the evaluative process. Counselors, faculty, classified staff, and students are provided with opportunities to give feedback during department meetings, participatory governance committee meetings, professional development days, workshops, and via surveys and questionnaires distributed via e-mail.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.C.2. The College regularly identifies, evaluates, and assesses its learning support outcomes for its student population and specifically provides student support services and programs to achieve those outcomes. Through the College's comprehensive Program Review, Annual Program Assessment, and learning outcome and assessment processes, the College clearly has systematic assessment methods and practices to determine the efficacy of its student support services. The student support services units utilize data to evaluate the effectiveness of services rendered. Evaluation results are used to make immediate improvements to the services and programs offered.

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3. 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. (ER 15)

EVIDENCE OF MEETING THE STANDARD

In order to assure that students have access to critical support services at all sites, the College utilizes institutional data and research disaggregated by location, time of day, and other critical measurements to ensure availability and adequacy of services and appropriate resourcing commensurate with student need and demand ([IIC108](#), [IIC111](#), [IIC112](#)). Assessment of both off-site and online services is also conducted through a review of the SARS grid, identifying the campus of attendance of student cohort groups, deployment of the "Third Contact" end of Term Survey, counselor surveys, and program services surveys ([IIC112](#), [IIC113](#), [IIC114](#)).

Student service needs vary at each campus given the unique demographics of the population as well as the proportion of students served at each site and modality. Approximately 60% of the student population identify the Menifée Valley Campus as their primary campus, with the remaining 40% designating the San Jacinto Campus as their main campus site. The off-site locations in comparison serve a small percentage of the total student population. Approximately 20% of all courses offered are through the College's distance education program ([IIC115](#)). Approximately 96% of students enrolled in a distance education course live within the College's service area. Therefore, the vast majority of students that take online courses also take traditional face-to-face courses at one of the College's campus or off-site locations ([IIC116](#)). The Student Services leadership evaluates and analyzes this data and information to strategically and intentionally offer services to meet the College's goals related to access and successful course and program completion. Online services, such as Student EagleAdvisor, Canvas, and access to the Help Desk provides students the appropriate access points to acquire college information, personal student information, and help with technology ([IIC8](#), [IIC9](#)).

Equitable access to counseling services at all sites is achieved and maintained through coordinated allocation of human resources that include counselors and support staff as well as new student counseling sessions and online orientations ([IIC20](#), [IIC117](#), [IIC118](#)). Regardless of campus site or instructional delivery, students receive appropriate information about matriculation and academic planning. Counseling sessions are evaluated with student surveys at each site to determine effectiveness. Evaluations ensure that orientations are meaningful and aligned with the College's mission and student learning ([IIC77](#), [IIC119](#)).

Due to the College's large dual enrollment program and the need to offer these students a seamless transition into college level coursework, students are assessed prior to graduation at their respective high schools ([IIC120](#), [IIC121](#)). The College accepts all approved assessment results from the California Community College Chancellor's Office. Through the College's website, and physical and online College catalog, current information is disseminated to all students irrespective of delivery mode ([IIC97](#), [IIC122](#)). The College's Assessment Center, Eagle Access Center, Counseling Department, Learning Resource Center, and Career Center and Transfer Center afford students easy access to services from assessment and orientation to counseling and remediation ([IIC12](#), [IIC18](#), [IIC20](#), [IIC40](#), [IIC77](#), [IIC123](#), [IIC124](#), [IIC125](#)). Also, financial aid information can be provided when questions about the same arise ([IIC30](#)).

The College also has two TRIO grants—Upward Bound and Talent Search ([IIC24](#), [IIC42](#)). Assessment of student needs and services across locations and modes of delivery relative to these grants is available via the Mt. San Jacinto College website, Facebook, brochures, high school enrollment, and referral. These programs offer orientations which link students to a broader range of services provided across all of Student Services ([IIC126](#)). During these sessions, academic advising and tutoring contact forms are collected and reviewed to ensure that adequate resources are available to meet the demand indicated ([IIC127](#)). These programs have yearly

annual performance reports that evaluate the services and the effectiveness of the programs ([IIC128](#)).

The Upward Bound program allows students to enjoy an advantage through an increased understanding of the recruitment and admissions requirements, allowing access to ACCUPLACER, the placement assessment, while still in high school, and permits students to enroll with Mt. San Jacinto College while remaining a high school student ([IIC129](#)).

Talent Search provides economically disadvantaged and first generation college-bound students with academic support, access, and exposure to postsecondary education. This pre-college program, working in cooperation with three schools in the San Jacinto School District, enables students to complete high school and enroll in a postsecondary educational program of their choice. Talent Search is 100% federally funded by the U.S. Department of Education. Two-thirds of the applicants selected must be low-income and/or first generation college students ([IIC130](#)).

Events that are off-site are assessed through information entered into the Outreach Database, sign-in sheets monitoring attendance and interest, surveys linked to specific events, and the new smart phone App.—Prometheus ([IIC132](#), [IIC133](#)). The Student Life and Development Office is also a liaison with District high schools leading to knowledge of student education plans by prospective students and to assist with a general education and knowledge of Mt. San Jacinto College's services and resources available to dual enrolled and prospective students ([IIC134](#)).

The College ensures access to services through interdepartmental promotion as mentioned above, as well as restrictions on registration until services such as Assessment and Orientation are completed. Additionally, initial counseling appointments are linked to registration dates which supports regularly scheduled counseling appointments leading to the completion of comprehensive student educational plans ([IIC135](#), [IIC136](#)).

The College utilizes the website to inform and provide access to key student support functions and services. Information is available pertaining to admissions, registration, financial aid, assessment, counseling, among other services that are easily accessible to all students regardless of location ([IIC136](#)). The registration process is tested each semester by staff from Enrollment Services, Instructional Services, Financial Aid, Business Services, and Information Technology to confirm the College's on-line services meet the needs of the students ([IIC137](#)). The College website also hosts information about all services including EOPS/CARE, and information about the same is also disseminated through word of mouth, brochures, and CCC Apply with a referral to the program and services ([IIC28](#), [IIC138](#), [IIC139](#), [IIC140](#)).

Equitable access is also monitored by individual departments such as EOPS and DSPS via their program specific applications ([IIC141](#), [IIC142](#)). This process links students with counselors who upon first contact can ensure that a student is being informed of the full range of services (i.e.

CalWorks, Foster Youth, Veterans Services, DSPS, etc.). Additionally, through EOPS and DSPS orientations and SARS grid appointment calendars, staff can ensure that services are being delivered in a comprehensive manner and assess where they are not ([IIC22](#), [IIC28](#), [IIC44](#), [IIC56](#), [IIC143](#), [IIC144](#), [IIC145](#)).

Through the College's successful Student Success and Support Program (SSSP) efforts, Mt. San Jacinto College strategically partners with all local high schools within the College's service area to target high school seniors who have indicated plans for attending the community college or are involved in a student program, such as special education, English Language Learners (ELL), and/or foster youth program ([IIC84](#), [IIC146](#)). The College offers highly trained counselors on site at all local high schools to provide services to seniors who have self-identified intent to enroll at the College ([IIC147](#)). The counselors help to improve students' readiness and transition into college and assist with college application submissions, assessment, college advising, and provide each student with a long-range student education plan prior to high school graduation. The Financial Aid department hosts events to inform and assist high school students and their families with Financial Aid information and assistance completing the FAFSA ([IIC30](#), [IIC148](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.C.3 and Eligibility Requirement 15. The College provides for all of its students appropriate student support services that foster student learning and development within the context of the College's mission. The College maintains its commitment to equitable student access regardless of service location or delivery method. The College regularly evaluates and assesses services to ensure adequacy of services based on student need regardless of location or delivery method. Appropriate resources are allocated to ensure effectiveness of services. Multiple service areas collaborate to ensure that all students' needs are met. Outreach, assessment, financial aid, and counseling all coordinate efforts to provide equitable access by providing comprehensive services for all students. Counseling orientations in online and face-to-face format provide students comprehensive information about the College's resources and services.

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4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College provides a host of co-curricular programs and athletics that contribute to the College's mission, supports student success, and addresses the social and cultural facets of a student's educational experience that occur outside of the traditional classroom environment.

Through the College's Student Life and Development Program (SLDP), students have the opportunity to participate in the Student Government Association (SGA), student clubs, athletics, performing arts, and are also exposed to a wide range of fine art and arts-related activities through the Mt. San Jacinto College Arts Gallery ([IIC14](#), [IIC38](#), [IIC149](#), [IIC150](#), [IIC151](#), [IIC152](#), [IIC153](#)). The SLDP offers students a variety of opportunities to learn and grow, both personally and professionally. This growth occurs through co-curricular programming. The SLDP area promotes student success by offering leadership involvement through club and student government participation, as well as participation in the College's participatory governance decision-making process ([IIC154](#)). These activities include, but are not limited to participation in the SGA, club membership, participatory governance committee representation, Outreach volunteer opportunities, and leadership training.

Student life and development at Mt. San Jacinto College is supported through a regularly scheduled block of time on Tuesdays and Thursdays from 12:00-2 p.m. that allows students to engage in student life outside of the classroom ([IIC155](#)). During this time, students participate in educational workshops, club meetings, student government, and other special events ([IIC156](#), [IIC157](#), [IIC158](#)). Modifications to this block of time, formally called "College Hour" have occurred over the past several years to address the enrollment management needs of students; however, the institution has maintained this block of time to foster and support student engagement.

The Student Government Association (SGA) is a critical part of the educational experience at Mt. San Jacinto College. This body acts as the official student government of Mt. San Jacinto College, representing the needs of nearly 17,000 enrolled students each term ([IIC149](#), [IIC154](#), [IIC159](#)). The SGA advocates on behalf of Mt. San Jacinto College students, tackling issues and concerns that impact the student body through its involvement on participatory governance committees and the statewide Student Senate. SGA establishes co-curricular activities with the sponsorship and advisement of the College administration and faculty to:

- Voice student concerns, represent student interests and exercise student rights
- Stimulate student awareness and involvement in the academic, cultural, social, and community opportunities available at Mt. San Jacinto College
- Promote student appreciation of the values and traditions of Mt. San Jacinto College
- Encourage communication and collaboration across the entire college
- Organize student activities and programs while appropriately budgeting student funds through a fair representative and transparent process
- Practice democratic actions and promote personal and civic growth

- Offer leadership and personal growth opportunities to its members

The SGA supports student clubs and organizations through the Inter-Club Council and provides a constitution to maintain control of these programs, including their finances ([IIC151](#), [IIC159](#)). In recent years, the Student Government Association and the student body at large approved a SGA Sticker fee that helps the student government sponsor a variety of activities and programs on campus to support and enhance student life. The SGA prepares, approves, and monitors its own budget, all of its expenditures are approved by the Director of Student Life and Development and ultimately by the Vice President of Student Services, and the SGA's funding is audited as part of the overall annual College audit ([IIC160](#), [IIC161](#)). The SGA represents students at all of its campus locations.

Mt. San Jacinto College's outreach program is facilitated through the Student Life and Development Office. Subsequently, Student Life and Development staff assure equitable access to students across sites and modes of delivery through liaison activities with all College staff and students through the campus and greater community. These contacts are both face-to-face and online/virtual (social media, email, etc.) and utilized to build collegiality and offer opportunity to interested students and prospective students ([IIC36](#), [IIC134](#)).

Outreach efforts are in collaboration with other departments such as Instruction, Enrollment Services, and the Office of Public Information and Marketing who each forward requests for presentations and information along to the Student Life and Development Office ([IIC162](#)). The Student Life and Development Office also coordinates campus tours, community events, information tables and booths, College and Career Fairs, produces bi-lingual brochures and view books, and suggests helpful information for the College website and marquee ([IIC163](#), [IIC164](#), [IIC165](#), [IIC166](#)). The Student Life and Development Office recently hired an additional staff member who enhances the amount of outreach that can be completed and affords a more timely response to requests.

Mt. San Jacinto College fields eleven intercollegiate athletic team sports. These include Men's baseball, football, basketball, golf, tennis, and Women's softball, volleyball, basketball, golf, soccer, and tennis ([IIC14](#)).

The College is committed to ensuring success for the College's student athletes ([IIC168](#)). The Athletic Department hosts a Student Athlete Support Program, which is supported by a full-time program coordinator who also serves as an athletic counselor at the San Jacinto Campus and one 50% athletic counselor at the Menifee Valley Campus ([IIC169](#)). The Student Athlete Support Program provides support to student athletes through motivation and services focused on developing a holistic approach to student athletics. Additionally, the College hosts the Student Athlete Scholars Program to assist students in developing the academic competencies required for success towards their academic goals. The Department also hosts an annual Athletic Forum whereby speakers present and welcome student-athletes as well as cover important topics such as

drug and alcohol awareness, academic dishonesty, sexual harassment prevention, and academic success ([IIC170](#)).

The Athletic Counselors ensure that each student athlete develops a student education plan and receives additional individualized career, transfer, personal, and crisis counseling as necessary to support the overall well-being of the student-athletes. The Athletics Counselors also specialize in NCAA/NAIA mandated transfer counseling specific to eligibility requirements ([IIC171](#)).

Assisting student athletes with completing their required general education classes through an integrated approach is known as the CLASS program—Community Learning for Athletic Scholars' Success ([IIC172](#)). This program helps student athletes successfully complete their general education requirements within two years. There is also a summer bridge program that familiarizes student athletes with the College and all of the resources at their disposal as well as covering NCAA/NAIA and CCCAA rules and regulations relative to eligibility and conduct ([IIC173](#)). In concert with this is the Guidance 100 course exclusively for student-athletes. In this course, subjects relative to goal setting, time management, and stress management are covered in order to encourage and enable student-athletes' success.

Mt. San Jacinto College has exclusive control of all athletic programs overseen by the Dean of Physical Education and Athletics reporting to the Vice President of Student Services ([IIC15](#), [IIC174](#)). All Co-curricular and Intercollegiate Athletic programs are properly budgeted and controlled by the College to ensure viability and success ([IIC175](#)). The Athletic Department ensures all fields and courts are properly maintained and prepared to requirements that are sport-specific. The College's Maintenance and Operations Office (M&O) ensures resources are available to the aforementioned requirements. The Athletic Department is guided by board policies, administrative procedures, CCCAA regulations and policies, and California Education Code pertaining to standards of integrity ([IIC176](#)).

The College has full responsibility for the athletics program, including their finances. The integrity assurance of the Athletic Department is reflected through eligibility verification as one example ([IIC177](#)). The Department ensures that eligibility on every athlete is filed with the CCCAA and that athletes are enrolled in a minimum of 12 units during their respective season of sport. The athlete must have a student education plan on file and any 2nd season athletes must have completed at least 24 units with a minimum GPA of 2.0. All student athletes are required to have a current physical and sign the student athlete code of conduct contract. These requirements are monitored and assessed on a regular basis (i.e. enrollment is verified every Monday during season of sport).

Additionally, DSPS supports students with disabling conditions in an effort to foster more participation in civic, intellectual, aesthetic, and personal development opportunities. DSPS also provides support for transfer programs for student athletes matriculating to four-year programs ([IIC22](#), [IIC178](#), [IIC179](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.C.4. Mt. San Jacinto College offers a number of co-curricular programs and intercollegiate athletics that are appropriate to and support the College's mission. The programs are intentionally designed to encourage and contribute to the social and cultural dimensions of a student's educational experience beyond the traditional classroom environment. The College has committed institutional resources in the form of personnel, facilities, and dedicated time (*College Hour*) to ensure the success and effectiveness of the College's co-curricular activities. Budgets and funds for the co-curricular and intercollegiate athletic programs are overseen by the specific programs; however, expenditure authority is approved through administration and is included in the College's annual audit process.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College provides a variety of counseling and advising services to support student development and success in meeting educational, vocational and personal goals. The counseling and advising services are developed to address the unique and diversified needs of the College's student body and are offered in a fashion to allow students to seek and utilize services that best fit their specific needs. Counseling and academic advising support and services are provided throughout the College at all campus locations and are available through General Counseling as well as through specific student programs such as CTE, Honors, Athletics, Puente, Financial Aid, English as a Second Language, Foster Youth, Career/Transfer, International Students, EOPS, DSPS, Learning Skills Program, First Year Experience, and Veterans Services. Counselors are assigned to both general counseling and special student populations and programs ([IIC20](#), [IIC118](#)).

Mt. San Jacinto College counseling services aim to address the individualized needs of the College's diverse students and include several approaches: orientations, individual counseling sessions (new student, academic and/or progress probation, career), student education plan development, workshops, and student success courses ([IIC20](#), [IIC77](#), [IIC155](#), [IIC180](#)). Counseling appointments are scheduled on a "same day" basis for 30 minute blocks of time for

students requiring in-depth academic, or career counseling services, comprehensive student education plan development needs or transcript evaluation reviews. During individual appointments, counselors also help students plan an appropriate course of study and develop individualized student education plans that outline the requirements for a certificate, degree, and/or transfer ([IIC181](#), [IIC182](#)).

Counselors provide guidance to promote student success through referrals to appropriate support services. Counselors also assist with paperwork, such as graduation applications, petitions, and the transfer process. Additionally, counselors provide support and guidance for students in the area of personal counseling such as time management, decision making, and stress management as students move forward with their goal attainment. Individual appointment data are currently stored in the SARS appointment database ([IIC183](#)).

For those students with “quick” questions, the College provides Express Counseling sessions which are limited to 15 minutes and are designed to help students with overload requests, registration assistance, general information about programs and certificates, and referral to other services on campus ([IIC184](#)). Students do not need to schedule express counseling appointments in advance; they check in with the counseling counter staff during open hours and a counselor meets with them on a first-come, first-served basis.

New Student Counseling Sessions are provided throughout the College’s peak enrollment periods (May-August) and (November-January) for primarily first-time students. During the sessions, counselors provide opportunities for students to develop abbreviated individualized student education plans that will ultimately help students understand the educational course pathways needed to achieve their educational and/or career goals and inform students about assessment and placement. The New Student Counseling Sessions are offered on all campus locations ([IIC185](#), [IIC186](#), [IIC187](#)).

Through the College’s partnership with the Online Education Initiative, Mt. San Jacinto College is close to offering an online counseling portal to provide counseling services for students that may be unable to come to campus for an appointment. The vast majority of students at Mt. San Jacinto College enroll in both face-to-face and online modalities which require that they are on one of the College’s campus locations which has accessible counseling resources and support. Approximately (90% of students take at least one face-to-face course, and about 10% take only online courses) Online advising is available for questions or inquiries strictly related to general information only ([IIC188](#)).

Student success courses, offered as Guidance sections (GUID), are also offered and designed to assist students in learning college success strategies and life management skills ([IIC97](#), [IIC155](#)). These courses focus on development of the whole person and help students identify personal, educational, and career goals as well as make satisfying decisions for transition to the workforce. Guidance courses do not lead to a major but are designed to provide students with the skills

necessary for achieving personal, academic, and career success. Guidance courses have been embedded in the College's First-Year Experience Program ([IIC51](#), [IIC189](#)).

Through the College's Basic Skills Initiative (BSI) efforts, the College provides in-class advising services to students in basic skills and developmental English and Math sections, with embedded counseling in the Puente Program ([IIC190](#), [IIC191](#), [IIC192](#)). Scheduled every semester, the in-class advising sessions are high impact practices that involve in-class counselor led presentations focused on student success, available student support resources, development of student education plans, and long-term educational and career planning. The in-class advising sessions have been effective in motivating students to complete student education plans through a counselor appointment ([IIC193](#)). Effectiveness of these efforts are evaluated and integrated into the College's Program Review process ([IIC100](#)). The in-class advising sessions are assessed through both quantitative data collection (number of student education plans developed and number of counseling sessions scheduled) as well as through qualitative data collected from student surveys ([IIC194](#)).

During the most recent Educational Master Plan and Strategic Plan development efforts, a recurring theme emerged focused on strengthening and enhancing communication and collaboration on student success projects and initiatives, particularly between the College's two main functional divisions of Instruction and Student Services ([IIC80](#), [IIC195](#)). Specifically, this communication and collaboration was encouraged between teaching faculty and counselors. As a result of this institutional goal, the College has developed intentional communities of practice among instructional and counseling faculty with a specific, collective focus and goal to further support the achievement of the College's mission. Examples of this collaborative approach includes the College's First Year Experience (FYE) Program, the STEM Faculty Inquiry Group (FIG), at-large faculty meetings, and the partnership between instruction and counseling to initiate an improved Early Alert system (now Early Connect) ([IIC51](#), [IIC91](#), [IIC196](#), [IIC197](#), [IIC198](#)). Each of these projects focus on improving the scholarship of teaching and learning by providing opportunities for all groups impacting students to be more knowledgeable regarding relevant academic requirements, including graduation and transfer policies. The development of *Student Success Pathways* at the College will be another opportunity to engage faculty and staff across typical silos.

Additionally, the College's Strategic Plan (2017-2020) has established an objective for introducing counselor liaisons to various academic programs as a primary focus to foster effective partnerships between instruction and students services for the purpose of improving overall advisement and support to students ([IIC195](#)). An additional outcome of this new collaborative structure will be to effectively train and prepare faculty and others responsible for providing educational and career advisement services. Currently, this model has been piloted within the College's CTE program unit as well as with the non-credit/community education and

has shown significant improvements in the working relationships between instructional and counseling faculty to support students' educational and career exploration and planning.

The Counseling Department practices regular and on-going academic advising with evaluation in a number of ways. Through the involvement and engagement of all key stakeholders, the College has better integrated systems, improved internal processes and practices, and strengthened capacity to serve and support students. The Counselors meet regularly to discuss emerging issues, train on new technology, analyze student trends and data analysis related to achievement and learning, and explore ways to improve and optimize processes and procedures to positively impact student success ([IIC199](#)). The department also hosts monthly meetings with all counselors for the purpose of reviewing current changes, if any, to transfer requirements, curriculum changes, schedule, and satisfaction survey data ([IIC200](#)).

Counselors keep current on the latest College policies as outlined in the College catalog and those that are part of student resources. The College reviews all policies and procedures on a regular basis and ensures that they are compliant with federal and state laws and guidelines ([IIC201](#)).

The College holds continuous professional development as a high priority and sends counselors to conferences (CSU, UC, FAFSA, etc.) and training sessions (SARS) on a regular basis. Professional development training includes but is not limited to academic, career, and personal counseling as well as Myer-Briggs Type Indicator, Strong Interest Inventory, Safe Zone, and Suicide Prevention. Counselors in all areas of the college, including Career/Transfer Center, EOPS, and DSPS are invited to participate in professional development sessions ([IIC202](#)).

The College's counselors are experts in the area with the appropriate education to fulfill their responsibilities. Minimum qualifications are on file in Human Resources (HR) as defined by the California Community College Board of Governors and the California Education Code.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.C.5. The College's counseling and academic advising services are designed and maintained to support student development and success. Counseling services and student success programs offer comprehensive services that include academic advising, career and transfer planning, and personal and crisis interventions. The Counselors are non-teaching faculty who are experts in their areas and adequately trained to support student success and development. Professional development is ongoing so that counselors stay abreast of policies and procedures for General Education requirements, transfer requirements, and personal intervention services. The Counseling department uses surveys and evaluations to facilitate its Program Review. Information gathered from Program Review, surveys, and evaluations is used to make improvements in the services provided and the overall performance of the department.

Evaluations include components of student success and development, and services are adjusted to meet the needs of students.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College adheres to admission policies consistent with the mission which in part is to “offer accessible, equitable, and innovative educational programs and services to students aspiring to achieve their academic, career, and personal development goals . . .” (IIC1) The College defines its enrollment requirements for admissions that specify the appropriate qualifications of students for the College’s programs through Board Policy 5010 and Administrative Procedure 5010 – Admissions and Concurrent Enrollment (IIC203, IIC204).

The College publishes its admissions requirements in a variety of publications including the College catalog and the Student Resource Guide (IIC97, IIC205). The Student Resource Guide summarizes important policies and procedures pertaining to admissions, registration, graduation requirement that are useful to students as they enter an educational pathway to complete a degree, certificate or to transfer. The Mt. San Jacinto College website also details the admissions requirements listed and separated by enrollment status—first time, transfer, high school, or international (IIC206).

Apart from the College’s Nursing program, most of the other academic programs of study do not have pre-requisite course requirements conditional for students to pursue a degree or certificate (IIC207). The Ed Goal Roadmap (a six semester educational plan for transfer) outlines for students the admissions requirements in order to be eligible to register for requisite classes (IIC208).

Mt. San Jacinto College provides extensive counseling services in alignment with its mission (IIC20). The College provides academic advising, career guidance, and personal counseling to support student’s attainment of their educational goals. Counselors advise students on clear educational pathways to complete degrees, certificates, and transfer goals through the development of comprehensive student education plans. The student education plans are individualized educational planning tools that help students navigate the curriculum requirements for each program (IIC187, IIC209).

As defined per the California Community College Chancellor's Office (CCCCO) protocol relative to the Student Support and Success Program (SSSP), all first-time students complete a Mt. San Jacinto College application (CCC Apply), complete an assessment test and orientation, and are then advised, which leads to either an abbreviated or comprehensive student educational plan (SEP) ([IIC12](#), [IIC77](#), [IIC84](#), [IIC209](#), [IIC210](#)). Following this, students must declare their educational goal and major prior to registering for classes. This process is outlined in the "Steps to Apply" handout available throughout the College ([IIC135](#), [IIC211](#)).

Beginning in 2015, the College deployed Colleague's "Self Service" as a degree audit tool enabling students to have a clearer understanding of their status relative to their respective educational pathway ([IIC212](#)). As a result of this improved access to pathway requirements, students are better informed and knowledgeable about their academic progress in relation to the achievement of their educational goal. Students can now view, via Eagle Advisor, the courses they have completed and which courses are still needed to obtain their educational goal ([IIC9](#)).

The College also offers students service through the Career/Transfer Center (CTC) to assist them with the transfer process ([IIC18](#), [IIC40](#)). Through various assessment career profiles, the Center aids students in career exploration and employment services. The CTC provides information on career and technical education programs as well as hosting transfer ready workshops and coordinating university representative visits ([IIC213](#)).

In order to enhance admissions processes Mt. San Jacinto College's Outreach department markets the College's programs through campus tours and campus mentors coordinated to provide assistance in the Eagle Access Centers where computer access is provided whereby students can complete admissions and registration requirements ([IIC36](#), [IIC120](#), [IIC123](#), [IIC214](#), [IIC215](#), [IIC216](#), [IIC217](#), [IIC218](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.C.6 and Eligibility Requirement 16. The College adopts and adheres to admission policies consistent with its mission and approved by the College Board of Trustees that specify the qualifications of students appropriate for its programs. Mt. San Jacinto College provides counseling, academic advising, and other educational planning tools such as the student education plan and Colleague web advisor to support students' progress through their defined educational pathway and goals.

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7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College regularly evaluates its admissions and placement instruments and practices to validate their effectiveness and minimize biases. The Institutional Research Office, Student Services, as well as the English, Mathematics, and ESL departments work collaboratively to conduct local cut score and disproportionate impact studies to locally validate the use of the instruments. The last validation study was completed in 2012. According to the 5 year cycle, the 2017-2018 validation study is in process ([IIC219](#)).

Mt. San Jacinto College offers the Accuplacer adaptive computerized placement program, Combined English Language Skills Assessment (CELSA), and the Early Assessment Program (EAP) to effectively assess a student's basic academic proficiencies in Reading, Writing, Mathematics, and for non-native English speakers English as a Second Language placement ([IIC220](#), [IIC221](#), [IIC222](#)). Each of these instruments is on the California Community Colleges Approved Assessment list. As approved instruments, the Accuplacer and CELSA have passed the California Community College Chancellor's Office scrutiny for test instruments as required by regulations. Cultural and linguistic bias is the responsibility of the publisher and a part of the California Community College Chancellor's Office standards of approval process for second party tests used by California community colleges.

The College's assessment process includes an orientation to inform and encourage students to prepare, through comprehensive skill review modules, before taking the assessment ([IIC223](#)). Students can complete the placement assessment either on a College site, partner high school, or via the distance proctoring process ([IIC224](#)). Each of the College's sites host Assessment Centers with testing provided on a "walk-in" basis ([IIC225](#)). Extended hours of services are offered during peak registration periods ([IIC226](#)). Prior to beginning the assessment process, students are given a brief orientation and instructions for Accuplacer and College testing protocols.

The College also performs other assessments through the deployment of student surveys and questionnaires that provide qualitative data to assist the Assessment Center in evaluating its testing practices and assessments. Surveys administered to students after completion of the placement assessment appear to support student satisfaction with placement results ([IIC227](#)). Recently, several assessment related course placement changes were implemented effectively reducing the number of remedial courses students must complete prior to enrolling in college or transfer level courses in Math and English ([IIC228](#)).

As a result of the most recent validation and disproportionate impact study in English, the College has begun to accept alternatives for placement recommendations. In January 2017, the English department approved the use of multiple measures. The Board of Trustees approved this measure in August 2017 to allow students to waive the assessment test or to adjust their current placement/assessment if they meet the specific criteria outlined below:

- For Transfer level (ENGL 101):

Completion of 11th grade and overall high school GPA ≥ 2.5 OR Completion of 11th grade and Non-Remedial, Senior-level English course with B- or higher OR Appropriate Assessment

- For ENGL 094 (Which allows students to take ENGL 101):

Completion of 11th grade and overall high school GPA ≥ 2.0 OR Completion of 11th grade and Non-Remedial, Senior-level English course with C or higher OR Appropriate Assessment

This new placement structure is regularly reviewed and assessed in line with the College's evaluation practices to ensure their effectiveness and consistency ([IIC75](#), [IIC229](#), [IIC230](#), [IIC231](#), [IIC232](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.C.7. The College's admissions and placement instruments are regularly evaluated. The College validates the effectiveness of instruments and ensures that biases are minimized. The Institutional Research Office in collaboration with Student Services, English, Math, and ESL departments, as well as the Assessment Center validate instruments and include data regarding disproportionate impact. Given the use of alternatives for placement recommendations, the College intends to assess and review the new placement to ensure its effectiveness.

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8. 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.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College ensures that student records are maintained in compliance with federal and state privacy laws. In accordance with Board Policy 5040 – Student Records, Directory Information and Privacy – the College designates the Vice President of Student Services with the responsibility for implementing safeguards to ensure that student records are permanently, securely, and confidentially maintained with defined procedures for the release of those records ([IIC233](#), [IIC234](#)).

The College maintains student records that are stored electronically, and in secure locations for physical files. Student academic records are stored in the College’s Ellucian Colleague student information system which is confidential and secure. Users are provided system access through a username and password with access rights granted according to position need. The College has a mature implementation of the enterprise application OnBase by Hyland, an electronic document imaging system, which provides a secure architecture for student records to permanently reside. The College controls user access to OnBase documents by signature authority based on least privilege rights required for position assignment. The College maintains student records in hard copies stored in secured cabinets regulated by the department or program, additionally archived physical files are stored in the College’s records warehouse by which only authorized personnel are allowed access. The majority of student records most frequently accessed are digitally cataloged within College databases and network filesystems. To ensure business continuity and protection of historical records the College has standardized the disaster recovery solution for enterprise applications as well as distributed application architectures with multiple system backup and data restore points using disk and tape media, including cross-site replication of backup data and fire protective safes for storage of tape media.

The College publishes established policies and procedures relating to student record storage and the release of student records in the College catalog and in the Board Policy and Administrative Procedure Manuals (primarily BP 5040 and AP 5040 – Student Records, Directory Information, and Privacy) on the College website ([IIC97](#)). Student’s records are confidential and require a release of information form signed by the student in order to release any information unless the student is a minor. In the case of students who are minors, the parent or guardian has access to the records ([IIC235](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard II.C.8. The College maintains student records permanently, securely, and confidentially. The College is committed to preserving the confidentiality and security of all student records. The College adheres to California Code of Regulations, FERPA of 1974, and the Educational Code. Only authorized personnel have access to student records, since all records are confidential. A policy is in place for release of student records, Release of Information form.

STANDARD II.C. EVIDENCE LIST

<u>II C1</u>	MSJC Mission Statement
<u>II C2</u>	Student Services Website
<u>II C3</u>	San Jacinto Campus Website
<u>II C4</u>	Menifee Valley Campus Website
<u>II C5</u>	Temecula Education Complex Website
<u>II C6</u>	Temecula Higher Education Center Website
<u>II C7</u>	San Geronio Pass Campus Website
<u>II C8</u>	Help Desk we Website
<u>II C9</u>	EagleAdvisor Website
<u>II C10</u>	Program Review Website
<u>II C11</u>	Program Review - Student Services
<u>II C12</u>	Assessment and Placement website
<u>II C13</u>	Program Review - Assessment
<u>II C14</u>	Athletics Website
<u>II C15</u>	Program Review - Athletics
<u>II C16</u>	Campus Safety Website
<u>II C17</u>	Program Review - Campus Safety
<u>II C18</u>	Career Center Website
<u>II C19</u>	Program Review - Career Center
<u>II C20</u>	Counseling Website
<u>II C21</u>	Program Review - Counseling
<u>II C22</u>	DSPS Website
<u>II C23</u>	Program Review - DSPS
<u>II C24</u>	Educational Talent Search Website
<u>II C25</u>	Program Review - Educational Talent Search
<u>II C26</u>	Enrollment Services Website
<u>II C27</u>	Program Review - Enrollment Services

<u>IIC28</u>	EOPS Website
<u>IIC29</u>	Program Review - EOPS
<u>IIC30</u>	Financial Aid Website
<u>IIC31</u>	Program Review - Financial Aid
<u>IIC32</u>	International Students Website
<u>IIC33</u>	Program Review - International Students
<u>IIC34</u>	Judicial Affairs Website
<u>IIC35</u>	Program Review - Judicial Affairs
<u>IIC36</u>	Outreach Website
<u>IIC37</u>	Program Review - Outreach
<u>IIC38</u>	Student Life and Development Website
<u>IIC39</u>	Program Review - Student Life and Development
<u>IIC40</u>	Transfer Center Website
<u>IIC41</u>	Program Review - Transfer Center
<u>IIC42</u>	Upward Bound Website
<u>IIC43</u>	Program Review - Upward Bound
<u>IIC44</u>	Veterans Services Website
<u>IIC45</u>	Program Review - Veterans Services
<u>IIC46</u>	2016 Student Services Annual Program Assessments
<u>IIC47</u>	Annual Program Review and Assessment Calendar - Student Services
<u>IIC48</u>	Student Services Network (Available on Campus)
<u>IIC49</u>	Honors Enrichment Program Website
<u>IIC50</u>	Puente Website
<u>IIC51</u>	FYE Website
<u>IIC52</u>	A2MEND Website
<u>IIC53</u>	TRIO (Talent Search/Upward Bound) Website
<u>IIC54</u>	Learning Skills Program
<u>IIC55</u>	CTE Counseling Website
<u>IIC56</u>	CalWorks Website
<u>IIC57</u>	CARE Website

<u>IIC58</u>	Health Services Center Website
<u>IIC59</u>	Student Conduct Website
<u>IIC60</u>	Student Services Learning Outcomes
<u>IIC61</u>	SGA Surveys
<u>IIC62</u>	Student Life and Development Program Surveys
<u>IIC63</u>	SGA Meeting Agenda
<u>IIC64</u>	SGA Meeting Minutes
<u>IIC65</u>	Counseling Student Surveys
<u>IIC66</u>	Counseling Customer Service Survey
<u>IIC67</u>	New Student Counseling Handbook
<u>IIC68</u>	New Student Counseling Survey Template
<u>IIC69</u>	Graduate Surveys
<u>IIC70</u>	CCSSE Survey Results
<u>IIC71</u>	CCSSE Survey PowerPoints
<u>IIC72</u>	CCSSE Survey Executive Summary
<u>IIC73</u>	CCFSSE Survey Results
<u>IIC74</u>	CCFSSE Executive Summary
<u>IIC75</u>	BOT Agenda RE: Multiple Measures
<u>IIC76</u>	BOT Minutes RE: Multiple Measures
<u>IIC77</u>	Student Orientation website/link
<u>IIC78</u>	Professional Development Website
<u>IIC79</u>	Speaker Series
<u>IIC80</u>	Educational Master Plan
<u>IIC81</u>	Facilities Master Plans
<u>IIC82</u>	Technology Master Plan
<u>IIC83</u>	Institutional Plans Website
<u>IIC84</u>	SSSP Plan
<u>IIC85</u>	Student Equity Plan
<u>IIC86</u>	Health Services Center Survey Summary for Board of Trustees
<u>IIC87</u>	Health Center Health Services Survey

- [IIC88](#) A2MEND MSJC Charter Application
- [IIC89](#) A2MEND Charter Acceptance Letter
- [IIC90](#) Title V Grant 2010-2015
- [IIC91](#) Title V Grant 2016-2021
- [IIC92](#) Title V Grant Website
- [IIC93](#) Health Center Board of Trustees Presentation
- [IIC94](#) Student Equity Data
- [IIC95](#) FYE Data – AY2016-2017
- [IIC96](#) Student Services PLOs
- [IIC97](#) Catalog 2017-2018
- [IIC98](#) New Student Counseling Session Surveys
- [IIC99](#) Counseling Satisfaction Surveys
- [IIC100](#) Program Review - Basic Skills
- [IIC102](#) Graduate Survey Link
- [IIC103](#) New Assessment Tool
- [IIC104](#) IAPRC Agenda RE: Student Service Presentations
- [IIC105](#) IAPRC Minutes RE: Student Service Presentations
- [IIC106](#) Vice President Student Services Priority List
- [IIC107](#) Student Services network drive (Access Available on Campus)
- [IIC108](#) Data Repository – SETS
- [IIC109](#) Program Review Template - Student Services
- [IIC110](#) Annual Program Assessment Template - Student Services
- [IIC111](#) Data Repository
- [IIC112](#) Data Repository - Heat Map
- [IIC113](#) Counseling Surveys
- [IIC114](#) Program Services Surveys
- [IIC115](#) Data Repository - Campus Location Student Headcount
- [IIC116](#) Distance Education Students State of Residence
- [IIC117](#) Counseling Services Organizational Chart
- [IIC118](#) Counseling Services Organizational Chart by Campus

[IIC119](#) Counseling Session Student Surveys

[IIC120](#) Dual Enrollment Website

[IIC121](#) Assessment at the High School Information

[IIC122](#) MSJC Website

[IIC123](#) Eagle Access Center Website

[IIC124](#) LRC Website

[IIC125](#) Assessment Remediation links

[IIC126](#) Upward Bound/Talent Search Orientations

[IIC127](#) Academic Advising and Tutoring Contact Forms

[IIC128](#) Upward Bound/Talent Search Annual Performance Reports

[IIC129](#) Upward Bound Grant Application

[IIC130](#) Talent Search Grant Application

[IIC132](#) Outreach Sign-in Sheet

[IIC133](#) Prometheus-MSJC APP

[IIC134](#) High School Contacts

[IIC135](#) Enrollment Services Website - Getting Started New Students

[IIC136](#) Student Services Website - Getting Started New Students

[IIC137](#) Student Services Website - Enrollment Services Registration - Priority Group

[IIC138](#) EOPS Brochure

[IIC139](#) CARE Brochure

[IIC140](#) EOPS/CARE Application

[IIC141](#) EOPS App

[IIC142](#) DSPS App

[IIC143](#) Foster Youth Website

[IIC144](#) EOPS Orientation

[IIC145](#) DSPS Orientation

[IIC146](#) SSSP Committee

[IIC147](#) College Career Transitional Counseling information/website

[IIC148](#) FAFSA Website

[IIC149](#) SGA Website

- [IIC150](#) SGA Campus Clubs Website
- [IIC151](#) SGA Interclub Council
- [IIC152](#) Performing Arts Website
- [IIC153](#) Art Gallery Website
- [IIC154](#) SGA Participatory Governance Website
- [IIC155](#) Current Schedule of Classes
- [IIC156](#) College Hour Workshops
- [IIC157](#) Club Meeting Notices
- [IIC158](#) Other College Hour Events
- [IIC159](#) SGA Constitution
- [IIC160](#) SGA Budget
- [IIC161](#) District Audit
- [IIC162](#) Outreach Presentations
- [IIC163](#) Campus Tour Information
- [IIC164](#) Community Events List
- [IIC165](#) College/Career Fairs List
- [IIC166](#) Bilingual Brochure/Viewbook
- [IIC168](#) Athletics Presentation to Board of Trustees
- [IIC169](#) Athletics Website Student Athlete Scholars Program
- [IIC170](#) Athletic Forum Agenda/Flyers/PowerPoint
- [IIC171](#) Athletic Counselor Contact Information/website
- [IIC172](#) Athletics website Student Athlete Support Program - CLASS
- [IIC173](#) Athlete Support Program Summer Bridge Program
- [IIC174](#) Athletics Organizational Chart
- [IIC175](#) Athletics Budget
- [IIC176](#) Board Policy 5700 – Athletics
- [IIC177](#) Athletics Eligibility Verification
- [IIC178](#) Student Athletes
- [IIC179](#) DSPS Website Government Disability Resources
- [IIC180](#) Counseling Workshops link

[IIC181](#) SARS Report for Counseling Services

[IIC182](#) SARS Report for Ed Plans

[IIC183](#) SARS Report

[IIC184](#) Express Counseling Information link

[IIC185](#) New Student Counseling Session website

[IIC186](#) New Student Counseling Session Participant/Attendance Logs

[IIC187](#) SARS Student Ed Plan Report

[IIC188](#) Counseling Department website - Online Advising

[IIC189](#) FYE Course Offerings

[IIC190](#) Basic Skills In Class Advising Information

[IIC191](#) BSI Agenda RE: In Class Advising

[IIC192](#) BSI Minutes RE: In Class Advising

[IIC193](#) In Class Advising Data

[IIC194](#) In Class Advising Student Survey Results

[IIC195](#) Strategic Plan 2017-2020

[IIC196](#) STEM FIG Group Agenda/Minutes

[IIC197](#) At-large Faculty Meeting Agendas

[IIC198](#) Early Alert Agenda/Minutes

[IIC199](#) Counseling Department Meeting Agendas/Minutes

[IIC200](#) Counseling Needs and Satisfaction Surveys

[IIC201](#) Policy and Procedure Update Workshop Agendas 2012-2016

[IIC202](#) Professional Development for Counselors Information

[IIC203](#) Board Policy 5010 – Admissions and Concurrent Enrollment

[IIC204](#) Administrative Procedure 5010 – Admissions and Concurrent Enrollment

[IIC205](#) Student Resource Guide

[IIC206](#) Admissions Procedures Website

[IIC207](#) Nursing Program Admission Requirements

[IIC208](#) Ed Goal Road Map

[IIC209](#) Student Ed Plan Template

[IIC210](#) SSSP Website

- [IIC211](#) Steps to Apply
- [IIC212](#) Self Service Module
- [IIC213](#) Transfer Center Schedule of Events - Center Workshop and University Rep Visits
- [IIC214](#) Outreach - Concurrent Enrollment
- [IIC215](#) K-12 College and Career Readiness Website
- [IIC216](#) Campus Tours Flyer
- [IIC217](#) Campus Mentors Website
- [IIC218](#) Timeline Outreach Services
- [IIC219](#) 2012 English and Math Validation Study
- [IIC220](#) Accuplacer Website
- [IIC221](#) CELSA Website
- [IIC222](#) EAP Website
- [IIC223](#) Assessment Orientation
- [IIC224](#) Assessment Center High School Proctor Information/DE Proctoring Form
- [IIC225](#) Assessment Center Walk in Basis
- [IIC226](#) Assessment Center Website
- [IIC227](#) Assessment Center Student Satisfaction Surveys
- [IIC228](#) Math/English Acceleration Models
- [IIC229](#) Curriculum Committee Agenda RE: Multiple Measures
- [IIC230](#) Curriculum Committee Minutes RE: Multiple Measures
- [IIC231](#) Academic Senate Agenda RE: Multiple Measures
- [IIC232](#) Academic Senate Minutes RE: Multiple Measures
- [IIC233](#) Board Policy 5040 – Student Records, Directory Information and Privacy
- [IIC234](#) Administrative Procedure 5040 – Student Records, Directory Information and Privacy
- [IIC235](#) Board Policy and Administrative Procedures Manual

STANDARD III: RESOURCES

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. HUMAN RESOURCES

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College has distinct institutional policies, procedures, and practices as they relate to the recruitment and hiring of College personnel to assure the integrity and quality of its programs and services in adequately serving the College's student population. The College identifies hiring needs through its Program Review and Annual Program Assessment process ([IIIA1](#)). Requests for personnel are integrated with the College's planning, Program Review, and resource allocation processes ([IIIA2](#), [IIIA3](#)). Program Review data and information contained within the College's master planning documents (Educational Master Plan, Facilities Master Plan, Technology Plan, and Distance Education Plan) assist in the identification of personnel required for effective operation and achievement of institutional goals and mission ([IIIA4](#), [IIIA5](#), [IIIA6](#), [IIIA7](#)). Personnel needs are addressed in the comprehensive Program Review and Annual Program Assessments completed by each unit and department of the institution. Through Program Review, departments and units accurately evaluate and assess the sufficiency of staff in relation to department, unit, division operations, goals, and priorities. Faculty positions are prioritized through the Joint Hiring Committee process of the Academic Senate and then sent forward as recommendations to Executive Cabinet for final prioritization ([IIIA3](#), [IIIA8](#)).

Mt. San Jacinto College's hiring practices prioritize the matching of personnel needs with candidates who possess appropriate education and experience. All faculty and administrators meet or surpass the state minimum qualifications for education, training, and experience as required by the California Education Code and Title V of the California Code of Regulations, or faculty must meet equivalency standards consistent with the requirements and guidelines established by the Board of Governors and the Statewide Academic Senate ([IIIA9](#), [IIIA10](#)). In addition, the College employs classified staff with knowledge, skills, and experience required for their respective positions as outlined in the job descriptions. The College also employs hourly student help, work study students, hourly, and temporary employees on an as-needed basis, for the purpose of assisting with special projects, peak workload, or substituting for an absent permanent employee.

All College policies and administrative procedures related to Human Resources are available on the College website ([IIIA12](#), [IIIA13](#)). Mt San Jacinto College adheres to the criteria, qualifications, and procedures for the selection of personnel as outlined in Board Policy and hiring procedures. Mt. San Jacinto College Board Policy (BP) 7120 – Recruitment and Selection and Administrative Procedure (AP) 7120 – Recruitment and Hiring guide the recruitment and hiring process of all College positions ([IIIA14](#), [IIIA15](#)). Guidelines for the employment of the College's various personnel categories include: academic employees (BP 7210, AP 7211), classified (BP 7230, AP 7120), confidential (BP 7240, AP 7240 and AP 7211), educational administrators (BP 7250, AP 7211), and classified administrators and supervisors (Board Policy 7260) ([IIIA9](#), [IIIA15](#), [IIIA16](#), [IIIA17](#), [IIIA18](#), [IIIA19](#), [IIIA20](#), [IIIA21](#)).

Human Resources (HR) oversees and coordinates the recruitments for all permanent College positions, including full-time and part-time faculty, classified staff, and administrators as delegated by the Board of Trustees (BP 7110, AP 7110) ([IIIA22](#), [IIIA23](#)). The HR department, in coordination with the appropriate division dean, vice president, or designee, develops the job vacancy announcement, conforming to established College job descriptions and classification standards. The California School Employees Association (CSEA) review classified job descriptions. If new, the job description proceeds through a vetting process and voting of CSEA members. Minor changes are negotiated with the CSEA negotiating team ([IIIA24](#)).

Job Descriptions and Position Announcements

Through a collaborative process, HR personnel work with the appropriate staff in departments that are hiring to develop position announcements that clearly state the specific qualifications and responsibilities for each position and are related to the discipline or department needs ([IIIA15](#), [IIIA25](#)). Faculty positions stress an emphasis on student-centered learning as reflected in the College mission statement. The announcement also addresses an appreciation for and understanding of, the diverse cultural, ethnic, socioeconomic, and disability backgrounds of those in a community college ([IIIA26](#), [IIIA27](#), [IIIA28](#)).

Job descriptions and announcements contain general information about duties and qualifications and are established for each faculty, classified staff, administrative, supervisory, and confidential position. Job descriptions are designed to accurately reflect the duties, responsibilities, working conditions, reporting relationships, salary range, and benefits of the position. Additional information includes the selection process, equal opportunity employer statement, ADA, and discrimination reminders ([IIIA29](#)).

The HR department uses the established general job description, or for faculty positions, the required minimum qualifications and general institutional responsibilities, as a starting point to develop comprehensive position announcements that outline the duties, qualifications, reporting relationships, and salary and benefits. Position announcements outline the minimum required educational and occupational qualifications necessary for the position, as well as specific knowledge and abilities needed to perform the duties successfully ([IIIA26](#), [IIIA27](#), [IIIA28](#)).

Reasonable and specific desired qualifications may be added that are higher than, or outside of the required minimum qualifications. Desired qualifications are established by a discipline expert and area manager for each position announcement. Desired qualifications are reviewed and approved by HR prior to recruitment to ensure that these qualifications are job related and will not cause adverse impact to underrepresented candidates or create an unnatural barrier to employment ([IIIA14](#), [IIIA26](#), [IIIA27](#), [IIIA28](#)).

The desired qualifications are central in assisting the hiring committees in assessing applicants and recommending the most qualified applicants who possess the knowledge of the subject matter and service to be performed.

Advertising

The College advertises each vacant position in different venues to recruit qualified, diverse applicant pools. Position announcements, along with the required application materials and detailed job descriptions for each classification, are posted on the College's career pages through NEOGOV, which is the College's applicant tracking system for all recruitments. Human Resources posts advertisements on the California Community College Chancellor's Office job registry, Inside Higher Education, and Chronicle of Higher Education ([IIIA30](#), [IIIA31](#)). College administrators have the opportunity to also post on specialty job boards and publications. For administrative and faculty positions, job announcements are also emailed via the California Community College Chancellor's Office listserv. The College also participates in the annual California Community College Registry Job Fair to promote the position recruitments. All permanent position job postings in NEOGOV include sections called "application procedures" and "tips for applying" that assist potential applicants providing all of the necessary documentation through the online application ([IIIA26](#), [IIIA27](#), [IIIA28](#)).

Hiring Committees

Membership of hiring committees consists of faculty, classified staff, and administration; selection committees are defined by the respective hiring procedures ([IIIA8](#), [IIIA14](#), [IIIA15](#)). Faculty play a major role in the hiring of new faculty, as there are at least three faculty on each hiring committee, with the option to add more by mutual consent of committee constituency and the Vice President of Human Resources.

The hiring committee formation is a collaborative effort. The Committee Appointment Form is forwarded to the Appointment Secretary of the Academic Senate for the assignment of faculty members to the hiring committee ([IIIA32](#)). The Appointment Secretary of the Academic Senate solicits full-time faculty to serve on the committee ([IIIA33](#)). Three faculty members are appointed by the Academic Senate, at least one of whom, if possible, shall be from the instructional area in which the vacancy occurs. Once appointed, HR reviews committee membership. Human Resources requests that each constituency group (Academic Senate, Classified Senate, and administration) provide a diverse committee membership ([IIIA34](#)).

All employee selection committees include a non-voting College Equal Employment Opportunity (EEO) representative as a required committee member. The EEO representative's role in the recruitment process is to ensure that the hiring process is conducted fairly and consistently for each candidate. Currently, the HR representatives serve as the EEO Representatives on the hiring and may halt the hiring process to prevent or reverse a potential breach of employment regulations ([IIIA15](#)).

Hiring committee members receive training from HR staff in equal employment opportunity history, laws, and regulations, as well as in the College's hiring procedures; hiring committee members are required to participate in this training every two years ([IIIA35](#)). The training follows the College's hiring procedures, the guidelines required by Title 5, §53003 (c) (4) of the California Code of Regulations, and includes information about federal and state laws and regulations related to employment and non-discrimination ([IIIA15](#)).

To define and evaluate 'effective teaching' in its hiring processes, the College states in the faculty application that the applicant may be required to take and pass a general knowledge and specialized knowledge examination. For example, prospective English department faculty grade and provide comments on a sample student essay and take a grammar test ([IIIA36](#)). Additionally, the hiring committee develops and defines the criteria for the candidate's required teaching demonstration.

For classified staff recruitments, HR reviews and approves committee membership prior to each committee's first meeting. The Classified Recruitment Request form is forwarded to the department requesting the recruitment ([IIIA37](#)). The department suggests preferred/desired qualifications of applicants for the position. The Committee Appointment Form is forwarded to

the Appointment Secretary of the Classified Senate for the assignment of classified staff members to the hiring committee. The Appointment Secretary of the Classified Senate solicits classified staff to serve on the committee (IIIA39). Members are appointed by the Classified Senate, at least one of whom, if possible, shall be from the instructional area in which the vacancy occurs. Once appointed, HR reviews committee membership.

During the committee orientation meeting, committee members are given an overview of the EEO guidelines, the College hiring procedures, and provided diversity training prior to serving on a hiring committee and interviews being conducted (IIIA15). The hiring administrator participates in the committee along with two classified staff approved to participate by the Classified Senate. When appropriate, faculty approved by the Academic Senate also participate on the selection committees. This committee recommends the applicant to be hired to fill the given position.

Screening Criteria, Interview Questions, and Teaching Demonstration

Screening criteria is generated and submitted to HR for approval by the appropriate hiring committee and hiring department (IIIA15). An analyst in Human Resources has been designated to carefully verify each candidate's past experience and education as related to the screening criteria. Through the comprehensive screening process, each position uniquely identifies the experience and education as it relates to the department or discipline need (IIIA40).

Interview questions and guidelines for teaching and skills demonstrations are submitted by the selection committee to HR for review and approval prior to screening applications and conducting interviews. Human Resources ensures that these documents are in compliance with applicable laws, regulations, and College hiring practices prior to use. To assist hiring committees in determining if the candidate is well qualified for the position, hiring committees are required to develop and ask interviewees a variety of questions directly related to the responsibilities and qualifications listed in the position announcement. Human Resources reviews the questions and skills demonstrations for compliance with legal regulations and College hiring practices prior to interviews.

Faculty hiring committees ask questions relating to teaching strategies, expertise in the academic discipline and subject matter, and academic and professional preparation (IIIA41). Criteria and questions must include at least one item pertaining to sensitivity to and understanding of diversity (IIIA42, IIIA43). All applicants for faculty positions are required to plan and present a live teaching demonstration during their interviews so that selection committees may ascertain candidates' knowledge of their disciplines, teaching style, and teaching effectiveness (IIIA41). Hiring committees for non-teaching faculty positions, which include Counselors, librarians, and coordinator positions may opt for candidates to deliver an oral presentation on a relevant topic instead of a teaching demonstration.

Application Screening

Human Resources screens all applications for minimum qualifications in accordance with applicable laws and regulations. All applicants who meet the established minimum qualifications are forwarded to selection committees for interview consideration. The minimum qualifications for faculty and educational administrator positions are those prescribed by the California Community Colleges System Office as stated in its Minimum Qualifications for Faculty and Administrators in California Community Colleges publication ([IIIA44](#)).

Minimum qualifications for each classified administrator, confidential, supervisory and classified position are established in the job description for each position. These qualifications entail education, training, and experience that are applicable to the particular classification. Human Resources ensures that candidates for faculty and administrator positions hold degrees from institutions accredited by agencies recognized by the U.S. Department of Education. Candidates are required to submit unofficial graduate and undergraduate transcripts with their applications ([IIIA26](#), [IIIA27](#), [IIIA28](#)).

The HR department, in order to verify the equivalency of degrees, requires candidates who hold degrees from non-U.S. institutions to submit a credentials evaluation of their transcripts demonstrating how their coursework is equivalent to the minimum qualifications for the faculty or administrator position. Full-time and part-time faculty candidates who do not meet the minimum qualifications for the positions for which they have applied are required to undergo the equivalency process, an academic and professional matter of the Academic Senate, in order to be considered. The Academic Senate Equivalency Committee reviews and approves or denies an applicant's equivalency request prior to interviews for full-time faculty positions, and prior to hire for part-time faculty positions ([IIIA9](#), [IIIA45](#)). If an applicant who qualified through the equivalency process is selected as the successful candidate, the equivalency must go to the Board of Trustees for approval prior to employment ([IIIA46](#)).

In many instances, prior to interviews, an additional screening called a SME (Subject Matter Expert) review is completed by the hiring committee to ensure competitiveness of the candidates against the minimum and desired qualifications. As a result of the additional screening process, many of the candidates interviewed exceed the minimum requirement standards established in the job announcement.

Interviews

The College utilizes the interview process as a tool to evaluate a candidate's qualifications and potential to contribute to the mission of the College. Questions asked by the interviewers enable the committee to determine a candidate's potential to contribute to the College's mission. The designated selection committee interviews the candidates and recommends them for hire or second-level interviews.

Faculty and administrative positions require two levels of interviews, the first with the selection committee, and the second with the Superintendent/ President, area Vice President, and the Vice President of Human Resources. Final faculty candidates are selected based on knowledge of the subject matter or service to be performed, effective teaching, scholarly activities, and potential to contribute to the College mission. The Board of Trustees performs the second-level interviews for the position of Superintendent/President ([IIIA47](#), [IIIA48](#)).

All selection committees must submit an Interview Recommendation form to HR after the interview process to indicate which candidates were recommended for further consideration ([IIIA49](#)). The selection committee must provide job-related reasons for non-selection of candidates not receiving further consideration.

Hiring Part-Time Faculty

The College recruits and selects for hire part-time faculty through a decentralized process. Applications for part-time faculty are accepted by HR through the NEOGOV system on a continuous basis ([IIIA50](#)). Human Resources screens each application for minimum qualifications. Departments in need of part-time faculty may review the applications electronically and contact applicants for an interview. If there are no qualified applicants in a particular discipline, the department may contact HR to advertise for a specific discipline on the HR website. College department's interview and select candidates at their own discretion. Human Resources ensures that each selected part-time candidate meets the minimum qualifications and legal requirements prior to hiring.

Consistency of Hiring Procedures

To ensure that hiring procedures are consistently followed, the College initiated a new comprehensive online hiring application system in July 2015. This new system (NEOGOV) allows for all internal and external applicants to be processed and tracked through a completely electronic system. NEOGOV replaces the College's very outdated manual hiring processes, which involved the manual input of all hiring information into excel spreadsheets. This ineffective process proved to be extremely time-intensive and did not adequately provide the safeguards necessary to ensure full consistency within the College's hiring processes. Since the implementation of the NEOGOV system, Mt. San Jacinto College has seen significant improvements with the number of applicants, hiring processes, and timelines associated with all positions ([IIIA51](#)).

In addition to the new applicant management and tracking system, the College maintains and adheres to hiring procedures and guidelines required by Title 5 and the California Code of Regulations. The College requires all hiring committee members to complete the online Equal Employment Opportunity (EEO) training prior to serving on a hiring committee to ensure fairness, non-discrimination, and consistency in relation to hiring recommendations ([IIIA35](#)).

The College establishes consistency with its practices through the annual review of Board Policies and Administrative Procedures specific to Human Resources (BP and AP Chapter 7) ([IIIA52](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.1. The College follows policies and procedures for hiring faculty, classified staff, and administrators. The College ensures that each hiring process is conducted thoroughly, consistently, and in alignment with applicable regulations. These policies and procedures are aligned with the recommendations of the California Community Colleges Chancellors' Office and comply with California State Labor Laws and the appropriate components in California Code of Regulations, Title 5.

The College adheres to the criteria, qualifications, and procedures for the selection of personnel as outlined in Board Policy and hiring procedures. All College Board Policies and Administrative Procedures are available on the College website. The College's job announcements are clearly written and include stated criteria, qualifications, and procedures for the selection of personnel. Job descriptions accurately reflect the duties, responsibilities, working conditions, reporting relationship, salary range, and benefits of the position. Each open position is advertised in a variety of advertising venues to announce vacancies to a broad range of potential candidates to establish qualified pools of diverse applicants. This process enables the College to hire qualified faculty, classified staff, and administrators.

The interview and selection process is multi-faceted and ensures that the College has integrity in hiring qualified personnel to support the College's mission, goals, programs, and services. Mt. San Jacinto College's hiring practices are a collaborative process, which include faculty, classified staff, and administrators to ensure that the College yields highly qualified employees.

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2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College ensures that faculty members who are hired have the requisite skills, knowledge, and subject matter expertise by imposing the minimum qualifications mandated by the California Community College Chancellor's Office *Minimum Qualifications for Faculty and*

Administrators in California Community Colleges and adhering to the full-time faculty procedures defined in Board Policy and Administrative Procedure 7120 – Recruitment and Selection and Administrative Procedure 7211 – Faculty Service Areas, Minimum Qualifications and Equivalencies ([IIIA9](#), [IIIA10](#), [IIIA14](#), [IIIA15](#)).

Required and desirable qualifications are clearly identified and published in all faculty job announcements. The job announcements act as the formal job descriptions for the faculty positions and include requirements related to the essential duties and responsibilities of the position. Job announcements include the specific discipline to be taught as well as the campus location and the tenure-track status of the position ([IIIA26](#), [IIIA27](#), [IIIA28](#), [IIIA53](#)). College job descriptions clearly define the faculty obligation in relation to development and review of curriculum as well as the assessment of learning ([IIIA28](#)). Each job announcement and description includes the following core responsibilities in order to support and contribute to the mission of the College:

- Classroom duties (instruction utilizing approved curriculum/course outline of record)
- Interaction with students outside of class (advisement, outreach, articulation, office hours)
- Out of class duties (maintenance of attendance, scholastic, and student records)
- Professional and curriculum development (currency in field, develop, maintain and evaluate curriculum and program level student learning outcomes, peer interaction and collaboration)
- Scholarship of teaching and learning (create communities of practice, develop and implement effective instructional methods, technologies, and materials in purposeful assessment at the course, program and institutional levels)
- Interaction with colleagues (college governance and committee participation, professional development)

Per Board Policy 7100 – Commitment to Diversity – the College is dedicated to employing qualified faculty members who are invested in student success ([IIIA43](#)). The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. In following this Board Policy, the College’s faculty job announcements stipulate that all applicants must demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff ([IIIA28](#), [IIIA42](#)). As part of the College’s commitment to equity and diversity, applicants are also required to address their sensitivity, understanding and preparation for working with and supporting the College’s diverse student population as a minimum qualification for employment ([IIIA28](#)).

As described in Standard III.A.1, Mt. San Jacinto College ensures that screening criteria per the job announcement/description is generated and submitted to Human Resources for approval by the appropriate hiring committee and hiring department. Human Resources verifies each candidates' experience and education as it relates to the minimum requirements with additional screening for desirable qualifications taking place per the selection committee's direction. Interview questions and guidelines for teaching and skills demonstrations are developed by the selection committee prior to screening applications and conducting interviews. The interview questions are tailored to the specific discipline or need established by the hiring department and committee.

Faculty hiring committees are required to develop and ask interviewees a variety of questions directly related to the responsibilities and qualifications listed in the position announcement. These questions include inquiries related to teaching strategies, expertise in the academic discipline and subject matter, and academic and professional preparation. All applicants for faculty positions are required to plan and present a live teaching demonstration during their interviews so that selection committees may ascertain candidates' knowledge of their disciplines, teaching style, and teaching effectiveness ([IIIA41](#)). In lieu of a teaching demonstration, non-teaching faculty positions, which include Counselors, librarians, and coordinator positions, may include an oral presentation on a relevant topic.

Faculty undergo two levels of interviews, the first with the selection committee, and if recommended by the selection committee, a second with the Superintendent/ President, area Vice President, and the Vice President of Human Resources. Given that the first interviews focus on the candidates' knowledge of the subject matter or service to be performed, effective teaching, and scholarly activities, the final interview with the Superintendent/President and the Vice Presidents is aimed to determine the potential contribution of the faculty member to the institution's mission and impact on student success and achievement. Reference, background, and verification of education and professional experience are conducted following the final interview by Human Resources.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.2 and Eligibility Requirement 14. The College has a consistent process to verify that faculty selected for positions at the College have the adequate and appropriate knowledge of their subject matter. Faculty qualifications require knowledge of the subject matter and the necessary skills for the service to be performed as outlined by the job announcement/description for each position. The rigorous hiring process, including the College's applicant screening, interview, and selection practices, ensure that faculty credentials are thoroughly vetted and include the necessary qualifications, appropriate degrees, professional experience, discipline expertise, teaching skills, scholarly activities, and potential to contribute to the mission of the College. All faculty job descriptions require that faculty candidates have an

understanding and sensitivity to working with a diverse student population. All faculty job announcements and descriptions include clear statements for responsibilities that include development and review of curriculum as well as assessment of student learning.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College employs 28 (certificated) educational administrators who are directly responsible for supervising the operation or forming policy regarding instructional or student services programs of the College ([IIIA54](#)).

Upon their hiring, they were required to meet the minimum qualifications for educational administrators defined in the California Code of Regulations. Minimum qualifications for the College's educational administrators include a master's degree and one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment ([IIIA26](#)). For other classified employees responsible for educational programs and services, the College works with the CSEA to review and approve new job descriptions as necessary ([IIIA24](#)).

Administrators and other employees responsible for educational programs and services, must demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff as a minimum qualification. Like all other employee classifications, candidates are assessed on their knowledge, experience and preparation in working with persons from diverse backgrounds during the application and interview process ([IIIA26](#), [IIIA42](#)).

To assure that the qualifications for each position are closely matched to specific programmatic and institutional needs, job announcements are based on information embedded in the College's Program Review and Annual Program Assessment data provided by the manager responsible for the position being considered ([IIIA55](#), [IIIA56](#)). The College's desired qualifications criteria ensures that the candidates' meet or exceed the knowledge, skills, and abilities necessary to perform the function of the position and to sustain institutional improvement, effectiveness and academic quality ([IIIA57](#), [IIIA58](#)).

HR collects and verifies all applicant submissions including transcripts and diplomas to ensure the applicant meets the position's minimum qualifications. For each vacancy to be filled, the

Human Resources department coordinates a hiring committee according to AP 7120, making every effort to achieve a balanced pool of gender and ethnic representation ([IIIA34](#)). After the committee recommends candidates for final interviews with the Superintendent/President and the area Vice President, thorough and satisfactory reference check and employment verification is completed for the finalist(s). These steps enable Human Resources to determine that the institution's educational administrators are sufficiently qualified to guarantee the integrity, quality, and effectiveness of the College's educational programs and services.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.3. Mt. San Jacinto College administrators responsible for sustaining the academic quality and effectiveness of instructional and student support programs and services are hired utilizing specific minimum criteria and requirements established by the California Code of Regulations. The College has a clearly defined process to screen and determine if administrators and other employees possess the qualifications, knowledge, skills, and abilities necessary to perform the duties of the position. Qualifications are outlined on the job announcement and include the mandated state minimum qualifications as well as the College's established desired qualifications. All applicants undergo a thorough applicant review and interview process that serves to verify professional experience and educational background necessary for the effective performance of the position.

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4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College maintains a comprehensive process for verifying qualifications, including required degrees and equivalency of degrees for all applicants and newly hired personnel, including faculty, administrators and other employees.

HR screens all applications for minimum qualifications in accordance with applicable laws and regulations. All applicants who meet the established minimum qualifications are forwarded to selection committees for interview consideration. The minimum qualifications for faculty and educational administrator positions are those prescribed by the California Community Colleges System Office as stated in its Minimum Qualifications for Faculty and Administrators in California Community Colleges publication ([IIIA10](#), [IIIA26](#), [IIIA28](#)).

Minimum qualifications for each classified administrator, confidential, supervisory and classified position are established in the job description for each position ([IIIA26](#), [IIIA27](#), [IIIA28](#)). These qualifications entail education, training, and experience that are applicable to the particular classification. Human Resources ensures that candidates for faculty and administrator positions hold degrees from institutions accredited by agencies recognized by the U.S. Department of Education. Candidates are required to submit unofficial graduate and undergraduate transcripts with their applications and official transcripts if they are the successful candidate.

The HR Department, in order to verify the equivalency of degrees, requires candidates who hold degrees from non-U.S. institutions to submit a credentials evaluation of their transcripts demonstrating how their coursework is equivalent to the minimum qualifications for the faculty or administrator position. Full-time and part-time faculty candidates who do not meet the minimum qualifications for the positions for which they have applied are required to undergo the equivalency process, an academic and professional matter of the Academic Senate, in order to be considered. The Academic Senate Equivalency Committee reviews and approves or denies an applicant's equivalency request prior to interviews for full-time faculty positions, and prior to hire for part-time faculty positions ([IIIA9](#), [IIIA45](#)). If an applicant who qualified through the equivalency process is selected as the successful candidate, the equivalency must go to the Board of Trustees for approval prior to employment. The College verifies that required degrees held by faculty, administrators and other employees are from accredited institutions. This process insures that high qualified employees are hired ([IIIA46](#), [IIIA59](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.4. Through a comprehensive qualification verification process, the College confirms that required degrees held by faculty, administrators and other employees are from U.S. accredited institutions. All candidates are required to submit documentation, in the form of transcripts, with their respective applications so that the Human Resources Department can adequately screen for minimum qualifications and verify degree requirements in accordance with applicable laws and regulations. All faculty and administrators must meet or surpass the state minimum qualifications for education, training and experience, or faculty must meet equivalency standards consistent with the requirements and guidelines established by the Board of Governors and Statewide Academic Senate. For applicants that do not meet the minimum qualifications for the positions for which they have applied the College requires the applicant to go through the College's equivalency process which is performed by the Mt. San Jacinto College Academic Senate Equivalency Committee.

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5. 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.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College has procedures in place to ensure the effectiveness of its human resources by evaluating personnel systematically at stated intervals including full-time and adjunct faculty, classified staff, and administrators. Performance review criteria, timelines, and processes are negotiated with the bargaining units of the College including California Teachers Association (CTA) (full-time faculty), California School Employees Association (CSEA) (full-time and part-time classified staff), and Communications Workers of America (CWA) (part-time faculty) ([IIIA60](#), [IIIA61](#), [IIIA62](#)). The evaluation instruments are developed through the collective bargaining process for faculty and classified staff and are based on written criteria that have clear expectations of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to the individual's expertise as an employee of the College. As a component of their evaluation, faculty are required to participate in one or more College committees or serve as a club advisor ([IIIA63](#), [IIIA64](#)). Classified staff and part-time faculty are encouraged to participate on College committees through the Participatory Governance structure ([IIIA65](#), [IIIA66](#)). Part-time faculty who are elected and/or selected to serve on Safety Committee, Facilities Committee, or Academic Senate as official representatives receive a stipend of \$150 per semester of service ([IIIA67](#), [IIIA68](#)).

Evaluations are coordinated through the HR Department through the notification to supervising administrators and managers regarding upcoming staff evaluations slated to be completed each semester ([IIIA69](#)). Human Resources tracks and maintains adequate reporting sent to the respective Vice Presidents of each division with a list of those approaching their evaluation date. However, this is a manual process, and, as such, automatic reminders are not capable of being generated for the department and division as to when evaluations are due. Realizing the existing tracking system is ineffective and burdensome, the College has begun to transfer the evaluation deadlines over to a new software system, NEOGOV. The NEOGOV system was piloted with a small group of new employees and proved effective in providing a platform to onboard the employees and set up fields to track employee information, position information, and evaluation schedules. Given the success of the pilot, the HR Department will begin utilizing the new platform for all employees. It is expected that this shift will greatly reduce the inefficiencies in

tracking and completing evaluations in alignment with the designated evaluation schedule and timeline.

- **Full-time Faculty**

Full-time faculty evaluation is conducted pursuant to Article X: Evaluations, of the Collective Bargaining Agreement between the College and the Faculty Association (of the CTA). This agreement sets forth the basic procedures under which faculty evaluations are conducted. Full-time tenure-track faculty are evaluated once each year of service during years one through four. Full-time tenured faculty members are evaluated once every three years beginning with the third year of tenured service. Faculty evaluations include a peer evaluation, administrative evaluation, student evaluation, and a self-evaluation (optional for tenured faculty) ([IIIA63](#), [IIIA70](#)). Faculty evaluations are conducted by an evaluation team, consisting of the faculty member being evaluated, supervising administrator and other appropriate faculty member(s) ([IIIA60](#), [IIIA63](#), [IIIA64](#))

Teaching and non-teaching faculty performance standards include: depth and breadth of knowledge; methods and techniques; effectiveness of communication; rapport; overall effectiveness; department and college participation; and additional professional responsibilities. For teaching faculty, these evaluations include classroom observations as a major component of gauging the above criteria. For non-teaching faculty, direct observation of work sessions, committee participation, workshops or other presentations, and other various activities or reports may serve to gauge the evaluation criteria. All faculty evaluations may include formal recognition of areas of exemplary performance or suggestions for improvements. In the case of non-tenured faculty members, the evaluation serves as the basis for contract renewal recommendations to the Board of Trustees ([IIIA71](#)).

Currently, the supervising administrator ensures that faculty evaluation activities and follow-up abides by set procedures, is timely, and documented. However, it is the responsibility of the HR Department to ensure that all tenure-track faculty evaluations are submitted in a timely manner. The Tenure Review Committee, under the auspices of the Academic Senate, meets to advance faculty to tenure after four years of successful evaluation ([IIIA72](#)).

- **Part-Time (Associate) Faculty**

Associate faculty are evaluated pursuant to Section IX: Evaluation Procedures, in the Collective Bargaining Agreement between the College and the Communications Workers of America (CWA), who represents them ([IIIA62](#), [IIIA67](#)). The faculty members are evaluated within the first semester of paid service and at least once every six regular semesters of paid service thereafter. Evaluations include a student evaluation, peer

evaluation, and a self-evaluation ([IIIA70](#), [IIIA74](#), [IIIA75](#)). The classroom observation is conducted by the area dean or department chair or other appropriate full-time faculty. The performance standards established for full-time faculty, as described above, are also used in evaluating associate faculty.

Mt. San Jacinto College has a robust Dual Enrollment program that is taught by qualified associate faculty teaching at local high schools. The dual enrollment faculty are hired as associate faculty and follow the same evaluation procedures for all associate faculty, the College determined that it was not following the timelines for this particular group of faculty.

- **Classified/Supervisory/Confidential Staff**

Classified staff is evaluated pursuant to Section X: Evaluation Procedures, in the Collective Bargaining Agreement between the College and the California School Employees Association (CSEA) ([IIIA61](#)). Newly-hired classified staff are on a 12-month probationary status with initial evaluation occurring twice during the probationary period, in the fifth and eleventh month of their employment. Once beyond the probationary period of employment, classified staff are evaluated biennially.

Supervisors conduct classified employee performance evaluations to identify progress and performance on their job duties and responsibilities, and acknowledge areas of satisfactory performance as well as areas for improvement and recommend appropriate training. Supervisors are responsible for establishing the performance standard that will be measured for each of the evaluation rating factors of classified staff members, including components which directly relate to departmental goals and institutional effectiveness. The evaluation includes rating factors such as quantity and quality of work, reliability, work attitude and interest, job knowledge, and initiative ([IIIA65](#)).

Evaluations include an overall rating ranging from exceeds standards to unsatisfactory. An overall rating of unsatisfactory or needs improvement requires a follow-up review in no more than 90 days for permanent employees. An overall rating of needs improvement or unsatisfactory must be accompanied by a specific plan and/or training suggestions for improvement. Whether they agree or disagree with the evaluation, classified employees have the right to enter comments in the last section of the evaluation and/or attach any response to the evaluation.

The HR Department is informed of all evaluations when the overall ratings range from “needs improvement” or “unsatisfactory performance.” If necessary, the Associate Dean of Human Resources advises and assists managers, supervisors, and the employee with their plans and goals for improvement. Supervisors and administrators monitor

performance and collaboratively review submissions with Human Resources. They also receive regular updates from HR regarding the status of performance reviews in their departments as well as reminders of submission dates for evaluations.

- **Administrators**

Educational and Classified Administrators are employed in accordance with Education Code Section 72411 and 72411.5. Each administrator serves at the discretion of the Board of Trustees upon the recommendation of the Superintendent/President ([IIIA22](#), [IIIA23](#)). Due to the fact that administrators do not have a collective bargaining unit or agreement, the College utilizes an administrative procedure to establish performance evaluation procedures, timelines, and an evaluation instrument for all administrators ([IIIA76](#)).

Administrative Procedure 7150 – Evaluation – outlines the evaluation process to determine the effectiveness of the College’s professional staff in relation to the administrator’s job description, College/department goals and objectives, Board of Trustees expectations, employee competencies, administrative procedures, and assigned job-related responsibilities ([IIIA77](#)). Evaluations for administrators take place bi-annually and include a self-evaluation, an evaluation completed by his/her supervisor, as well as a newly implemented 360-evaluation which gives direct subordinates and peers an opportunity to anonymously provide feedback on the leadership of an administrator ([IIIA76](#)). For the self-evaluation an administrator completes the same form as their supervisor will fill out for the evaluation ([IIIA76](#)). The 360-evaluation was piloted in fall 2017 with four administrators ([IIIA78](#)).

The evaluation is designed to recognize achievement as well as to assist an administrator’s self-improvement, growth, and increased effectiveness in the performance of his/her duties. Administrators are evaluated bi-annually, with at least an annual review of established goals ([IIIA76](#)). The administrator evaluation considers competencies in such areas as:

- Performance of responsibilities as defined in the job description;
- Degree of success in completing management objectives, taking into consideration the degree of difficulty inherent in the objectives, current fiscal climate, and other conditions of the College;
- Professional growth;
- Extent to which the administrator’s actions exemplify collaborative working relationships, supervisory skills and decision-making;
- Participation in community organizations and in the committees of the College

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.5. The College has distinct processes in place to demonstrate that performance evaluations are completed for all faculty, classified, and administrators on a regular basis in accordance with board policies, administrative procedures, and applicable collective bargaining agreements for each unit. The College's procedures ensure the effectiveness of the College's human resources in performing their assigned duties and responsibilities. The defined evaluation criteria and instruments are utilized for the purpose of improving job performance and are developed through collaboration with the collective bargaining units with clear expectations of performance of assigned duties. The College is committed to providing timely and effective performance feedback to all employee groups which is intended to encourage their improvement and success in meeting individual, professional, department, and college-wide goals and objectives.

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

EVIDENCE OF MEETING THE STANDARD

All faculty, academic administrators, and other personnel directly responsible for student learning are expected to participate in the development and assessment of course and program level learning outcomes related to their scope of work at the institution. Learning outcomes analysis and assessment is incorporated in the course improvement plans, which are linked to the Program Review and Annual Program Assessment process (completed by faculty, staff, and administrators) ([IIIA56](#), [IIIA79](#)). These reports provide evidence and justify adjustments made at the course and program level for the purpose of improving student learning, achievement, and plans to improve teaching methods. Mt. San Jacinto College has Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) in the instructional areas, Student Administrative outcomes (SAOs) in the student services areas, and Administrative Unit Outcomes (AUOs) in the administrative areas of the College ([IIIA80](#), [IIIA81](#), [IIIA82](#), [IIIA83](#), [IIIA84](#)).

Specifically, the faculty collective bargaining unit agreement Article VIII B.2.c - *Representative Duties* stipulates faculty participation in development, implementation, and evaluation of the instructional program, including participation in Program Review and the development and assessment of student and course learning outcomes ([IIIA85](#)). Faculty participation in the

development and assessment of learning outcomes and evaluation of assessment results is informally incorporated into the performance evaluation process ([IIIA63](#)).

The College has developed *Assessment Expectations* for faculty, which outlines the College's standards related to Program Review, learning outcomes and assessment, and the use of results ([IIIA86](#)). It is important to note that this document simply provides guidelines for expectations and provides encouragement for faculty to actively and regularly participate in the learning outcome and analysis process.

Teaching faculty are also responsible for developing a course syllabus that informs students of course requirements, grading expectations and criteria, attendance requirements, and course learning outcomes ([IIIA87](#)). Syllabi development is a part of the role and responsibility of full-time and part-time faculty and is a method that provides evidence to support faculty engagement with student learning outcomes. The Academic Senate has created a Syllabus Checklist which is distributed to all faculty prior to the start of each semester to ensure that course syllabi have accurate and current learning outcomes listed and part of the Faculty Handbook ([IIIA87](#), [IIIA88](#)). The Institutional Program Review and Assessment Coordinator also provides an electronic communication with links to all current learning outcomes for faculty to utilize on course syllabi during each semester ([IIIA89](#)). Faculty write Course Improvement Plans (CIPs) and use those results within their department to address student success and needed changes to the curriculum. The CIPs are also used to justify equipment and personnel in the Program Review ([IIIA79](#)).

The College is currently in negotiations with the faculty bargaining unit (CTA) on a variety of issues, including the revision of the faculty evaluation instrument. The Academic Senate developed the new evaluation forms for Teaching and Non-teaching faculty, and Online/Hybrid courses that will be used ([IIIA90](#)).

Administrators are responsible for incorporating effectiveness in producing learning outcomes into evaluations of personnel other than faculty who are responsible for student progress toward achieving stated student learning outcomes. Revision of the evaluation form(s) to include a specific component for assessing that effectiveness has not yet been completed but is being negotiated with the CSEA.

All administrators and managers are responsible for administrative unit outcomes (AUOs) to include a representative duty that identifies responsibility related to effectiveness in producing learning outcomes. This in turn is integrated into the performance evaluation for management personnel ([IIIA76](#)). To ensure all administrators directly responsible for student learning are evaluated on the use of learning outcome results to improve teaching and learning, the College is working to update all existing position descriptions with responsibilities related to learning outcome assessments. All job descriptions for new position recruitments have included responsibilities related to Program Review, learning outcomes, and assessment. The most recent job announcements for the Vice President of Student Services, Business Services and Human

Resources have included job responsibilities focused on learning outcomes and assessment ([IIIA58](#), [IIIA91](#), [IIIA92](#)).

The evaluation of learning outcomes is being conducted collectively at the program and course level, with the assistance of the Executive Dean and Dean of Institutional Effectiveness, the Institutional Program Review and Assessment Coordinator, Institutional Assessment and Program Review Committee, and the Curriculum Committee (representative of the Academic Senate) ([IIIA93](#), [IIIA94](#), [IIIA95](#)). This combination of support and oversight of the process ensures that learning outcomes are evaluated at both the course and program levels.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.6. Faculty and academic administrators are required to participate in the development and implementation of learning outcomes and assessment. This requirement is outlined in the faculty bargaining unit agreement and is stated in the Assessment Expectations document. Human Resources is approaching negotiations with both CTA and CWA bargaining units. In addition, during negotiations with CSEA, it was mutually agreed that the classified bargaining unit evaluation instrument needs modification. As such, the College is working with each bargaining unit, faculty and classified, to formally revise the evaluation instruments to include more specific evaluative components related to the use of assessment results rather than pure participation.

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7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College has seen significant improvements in respect to increasing the number of qualified full-time faculty and associate faculty over the past three funding cycles.

Mt. San Jacinto College FON

Year	FT FTEF	PT FTEF	Total	% FT	FON	Replacement Cost
FALL 2013	146	204.91	350.91	41.61%	114.8	69,352
FALL 2014	142	251.14	393.14	36.12%	115.8	73,057
FALL 2015	162	225.77	387.77	41.78%	122.8	71,906
FALL 2016	177	235.96	412.96	42.86%	147.2	76,209
FALL 2017*					155.6	

*actual number for FA17 not submitted until November 15 and not available at the time this plan was developed.

Table above shows the College’s FON since fall 2013. As the state budget became more favorable there was an increase in the hiring of full-time faculty. This has kept the College well above the FON requirement with most recent data showing about 30 full-time faculty above. The College’s faculty is of sufficient size and experience to support its educational programs and services. The College continuously works to increase the number of full-time faculty as funding permits ([IIIA97](#), [IIIA98](#), [IIIA99](#)). The College has at least one full-time faculty member for most of the educational programs offered by the College.

In order to ensure the fulfillment of both full-time faculty and part-time faculty, the College maintains a full-time faculty obligation report by adhering to the code of California Code of Regulations and Title 5 requirements. The College is in compliance with the 50 percent law ([IIIA100](#)).

In order to provide a more formalized and coordinated staffing approach, the College has an operational planning document focused on staffing. The purpose of the Staffing Plan is to establish guidelines for current and future staffing levels that support the College’s mission and integrate data from Program Review, Annual Program Assessment, and the Educational Master Plan ([IIIA101](#)). As of the writing of the ISER, the College is vetting drafts of the updated Staffing Plan to constituent groups including Academic Senate, Classified Senate, the Institutional Planning Committee, College divisions and departments ([IIIA102](#), [IIIA103](#),

[IIIA104](#)). The Staffing Plan takes into consideration the emphasis placed in the Educational Master Plan, Strategic Plan, and the other ancillary but vitally important master plans (Technology, Distance Education, and Facilities) on the minimum staffing needs of the College.

The recent improvements made to the College's institutional data warehouse have yielded significant advances that now provide the capacity for College faculty, staff and administrators to perform sophisticated and comprehensive gap analyses to determine minimum levels of staffing needed to ensure that the College meets its mission and core standards regarding access, equity, and student success ([IIIA105](#), [IIIA106](#), [IIIA107](#)). The College is able to review live data related to course and program need and initiate the process for establishing minimum staffing requirements for all areas of the institution. The Program Review process also requires departments and programs to project hiring needs based on institutional and discipline data that has been disaggregated in the College's data warehouse ([IIIA107](#)).

Data from Institutional Research has become one of the primary sources used to substantiate and identify potential staffing needs at the College ([IIIA105](#), [IIIA106](#)). The data warehouse was recently expanded to include data related to wait lists. In previous years, the College had maintained a ten-person wait list for any and all course sections. As a result, critical data was missing to be able to make adjustments to scheduling and course offerings that were negatively effecting completion of academic and certificate programs as well as transfers. Impacted courses were essentially hidden under the ten-person wait list policy. Due to the recent adjustment in data accessibility and analysis through SETS, it was determined that both core Math and English courses were so severely impacted that many students were basically denied access to primary general education courses. Additionally, the data showed various other disciplines that were also severely impacted. Although proactive and strategic enrollment management practices were used to partially reduce the wait list impactation, the data illustrated a critical need at the College to expand offerings which translates into additional full-time faculty and facility needs to ensure that students have access to the courses required to attain their educational goal. One critical element of this analysis, however, is that the data from SETS merely identifies highly impacted academic areas and whether current staffing levels are sufficient to support the College's high quality programs and services ([IIIA106](#)). The data does not designate the prioritization of full time faculty positions; rather it simply informs the staffing allocation process.

The responsibility of prioritizing full-time faculty hires is through the College's Joint Hiring Committee ([IIIA3](#), [IIIA8](#)). The Joint Hiring Committee is an ad-hoc of the Academic Senate responsible for prioritizing full-time faculty hires each academic year. Since the 2011 Self-Evaluation report the Joint Hiring Committee revamped the faculty hiring process to include a more formalized data-driven model to determine recommendations for future faculty hiring priorities by developing a Faculty Hiring Rubric ([IIIA108](#)). In 2012, the Joint Hiring Committee, in collaboration with Human Resources, formed an ad-hoc committee to revise the College's hiring procedures. As part of this process, the ad-hoc committee also updated the

hiring proposal form and created a Faculty Hiring Rubric to score each hiring proposal. A section of the faculty hire proposal form specifically requires submissions to tie the request to their academic Program Review and Annual Program Assessment.

Full-time faculty positions are filled according to the Joint Hiring Committee (JHC) procedures found on the Joint Hiring Committee website. Every August the Superintendent/President informs the Joint Hiring Committee of how many net new and replacement full-time faculty will be hired during the current academic year based on the current fiscal climate. The committee's first meeting takes place during faculty convocation ([IIIA3](#), [IIIA109](#)). The established Joint Hiring process then commences with the committee sharing and distributing the number of faculty positions to be hired, along with a call for hiring proposals to each department and academic program ([IIIA110](#)). The JHC communicates this information out to all departments with full-time faculty allowing them to submit a request for new full-time faculty positions supported by quantitative and qualitative data found in their Program Review and other relevant sources. Once the requests have been submitted the members of the JHC score each request based on an agreed upon rubric and then rank each request ([IIIA108](#)). Following a robust dialog regarding the needs of the College, specific sites, programs, and disciplines a final recommendation for hiring is sent to the Executive Cabinet for review. The Superintendent/President takes the final recommendations and makes a final determination for submittal to Human Resources to begin recruiting the approved positions ([IIIA111](#)).

The hiring rubric similarly produces scores based on projected hiring needs centered on institutional and academic program need. The rubric incorporates Program Review elements to ensure that the hiring process is integrated into the institutional planning process ([IIIA108](#)). Proposals are due to the Joint Hiring Committee by the beginning of October of each academic year. The Joint Hiring Committee then convenes to rank each submission, based on a discussion of the rubric and justification outlined in the hiring proposal. The Joint Hiring Committee produces a ranked list of funded positions and then submits that hiring prioritization list to Executive Cabinet and the President's Office as recommendation for formal approval. Additionally, the Joint Hiring Committee not only determines the position rankings but also ranks unfunded positions ([IIIA112](#)). Annually, the JHC requests feedback regarding the Faculty Hiring Rubric and faculty hiring process to make improvements via the Academic Senate for the next funding cycle.

It is the goal of both HR and the Academic Senate to release the recruitments as soon as possible in order to secure the most qualified pool of candidates. Typically the recruitment process takes place during the spring semester in order to hire the new full-time faculty for the following fall.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.7 and Eligibility Requirement 14. The College maintains a sufficient number of qualified faculty to ensure the academic quality of the College's

educational programs and services. The College has a clear process for identifying faculty staffing needs and prioritizing those needs through a comprehensive joint hiring faculty process that utilizes institutional data to ascertain minimum staffing requirements for each program. Faculty positions are prioritized on an annual basis utilizing the Faculty Hiring Rubric. The process prioritizes both new positions as well as replacement positions necessary to account for student demand and program growth or development. The College's Staffing Plan stipulates the guidelines and standards related to staffing to ensure the achievement of the institution's mission.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

EVIDENCE OF MEETING THE STANDARD

As of 2016-2017, Mt. San Jacinto College's employs nearly 836 associate faculty ([IIIA113](#)). Given this large number of part-time faculty providing instructional services at Mt. San Jacinto College, the College is aware of the critical importance of integrating this group into the College community and therefore is committed to ensuring that these employees are provided with adequate support, training, and information to effectively perform their role and function as associate faculty. Prior to the start of each semester, new associate faculty are provided with an orientation facilitated by Instructional Services ([IIIA114](#)). During the new associate faculty orientation, an overview is provided to inform the new associate faculty of the College's policies, procedures, and practices, information related to student support services and resources for students, and faculty responsibilities, expectations and requirements, major initiatives at the College, opportunities for associate faculty involvement in the institution, online education, and student support services. Additionally, many departments such as English and Biology engage in mentoring relationships between full-time and associate faculty.

Associate faculty members are all provided with the Faculty Handbook, a comprehensive document that provides faculty and associate faculty with information about College policies and procedures and serves as a resource for faculty in support of their teaching and professional development ([IIIA88](#)). The Faculty Handbook is updated and revised annually and posted on the College's website.

Oversight of associate faculty is a shared responsibility between the department chair and the designated supervising instructional dean. The department chair is primarily responsible for facilitating effective departmental activities and meetings, which includes interviewing and

recommending hiring of associate faculty, scheduling faculty assignments, orienting new associate faculty to department resources, including associate faculty in learning outcomes and assessment processes and discussions, and coordinating evaluations for associate faculty.

Associate faculty are evaluated during their first semester of service and at least every six semesters thereafter in accordance with the collective bargaining agreement between the CWA and the College ([IIIA62](#), [IIIA67](#), [IIIA68](#)). Associate faculty evaluations include a combination of student, peer, administrative, evaluation of syllabi, and self-evaluation ([IIIA67](#), [IIIA70](#), [IIIA74](#)). Associate faculty are scheduled for evaluations, in accordance with the evaluation timeline, and are notified by their respective department chair and dean early in the semester.

Currently at Mt. San Jacinto College associate faculty are contractually responsible and accountable to maintain currency in their field, and as such are provided opportunities to participate in professional development activities. Associate faculty that participate in professional development activities may earn FLEX credit. Section 5.3.3 of the CWA bargaining contract states that “The District will compensate, at the appropriate hourly rate, all meetings, training sessions, or other non-instructional activities that are offered to part-time faculty as optional or enrichment activities, may be offered as compensation activities under the FLEX guidelines ([IIIA115](#)).”

Associate faculty are encouraged to become a part of the continued professional growth in education and their area of expertise. Funds are available, relative to workload, for every contracted associate faculty member who is presently teaching at Mt. San Jacinto College. Associate faculty may receive FLEX hours equivalent to the total assigned lecture hours and/or lecture equivalent lab hours divided by 17 (weeks) ([IIIA116](#)). The College hosts a MSJC Academy prior to the start of the fall and spring semesters which is considered a FLEX-sponsored event and therefore associate faculty are encouraged to participate. Associate faculty may also earn FLEX credit for learning outcome development and assessment activities as well as a host of FLEX pre-approved activities ([IIIA117](#)). Associate faculty may also attend conferences, and may submit Conference Attendance Requests with extra justification ([IIIA118](#)).

The College also supports an internship program called the San Diego/Imperial County Community College Association (SDICCCA). The SDICCCA provides opportunities for diverse master’s degree students to gain experience working in an educational environment with students and faculty-mentors ([IIIA119](#)). The College has hired associate faculty that participated in the SDICCCA program and later became full-time faculty. Associate faculty also play a role in the College’s Joint Hiring process for full-time faculty. Associate faculty are members of the Joint Hiring Committee and provide a voice in guiding new faculty hires ([IIIA120](#)).

Integration of associate faculty in key academic processes occurs through their participation on various participatory governance committees as well as having associate faculty member representation on each of the Academic Senate Site Councils and the Executive Academic

Senate ([IIIA121](#), [IIIA122](#)). Associate faculty also participate in a variety of departmental and institutional activities and campus events throughout the year as well as community events such as the following: First Year Experience (FYE) Faculty Inquiry groups; English department acceleration study, training, and FIG groups; Jazz Ensemble performances at Temecula library, Jazz Fest; Guitar Ensemble performances; forensics coaches; faculty tutors in the College's labs (world language, music technology, and Communications Center); participation at Meniffee Mayoral Candidates Forum; participation in high school performing arts day; Arts Fest, and musicians in pit at musical theater productions ([IIIA123](#), [IIIA124](#), [IIIA125](#), [IIIA126](#), [IIIA127](#), [IIIA128](#)).

Associate faculty serve the College as advisors to student clubs such as Phi Theta Kappa, athletic coaches, performing arts ensembles, members of career technical education advisory committees, and also participated in several accreditation standard workgroups ([IIIA125](#), [IIIA129](#), [IIIA130](#), [IIIA131](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.8. Associate faculty at the College are provided with opportunities for training and support. The College utilizes a variety of opportunities to ensure that associate faculty are provided with the resources necessary for understanding and being aware of the policies, procedures, and practices related to their role and function at the institution. The College provides all new associate faculty with a comprehensive orientation prior to the start of each semester where information related to faculty resources, student support services, and other College information is shared and disseminated. Department chairs and instructional deans work collaboratively to orient, train, and evaluate associate faculty. In accordance to the collective bargaining agreement with CWA and the College, associate faculty undergo a regular cycle of evaluation. Associate faculty at Mt. San Jacinto College are appropriately engaged in academic processes through their involvement and membership on various participatory governance committees as well as through participation in College-wide and community events. The College works to ensure that associate faculty are provided with ample professional development opportunities, which include but are not limited to pre-approved FLEX activities.

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9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

EVIDENCE OF MEETING THE STANDARD

Through Program Review and other planning processes, Mt. San Jacinto College maintains an appropriate and sufficient number of support staff to ensure the effective educational, technological, physical and administrative operation of the College. In 2013-2014 we had 41 classified recruitments and 36 hires. 2015-2016 we had 105 recruitments (some recruitments had multiple positions) with 141 hires ([IIIA132](#), [IIIA133](#)).

Requests for support and administrative personnel are integrated with the College's planning, Program Review, and resource allocation processes ([IIIA56](#), [IIIA107](#), [IIIA134](#), [IIIA135](#)). Program Review data and information contained within the College's master planning documents (Educational Master Plan, Facilities Master Plan, Technology Plan, and Distance Education Plan) assist in the identification of support staff required for effective operation and achievement of institutional goals.

Classified support staffing needs are addressed in the comprehensive Program Review and Annual Program Assessments completed by each unit and department of the institution ([IIIA1](#)). Through Program Review, departments and units accurately evaluate and assess the sufficiency of classified support staff in relation to department, unit, division operations, goals, and priorities.

After this comprehensive analysis, each unit and/or department submits a request for additional personnel. For fiscal year 2016-2017, the College developed and piloted a new and improved process for addressing the prioritization of support staff (classified) and administrative positions. The Classified and Administrative Personnel Prioritization Request (CAPPR) process was created to provide a method for improving and prioritizing personnel requests from institutional divisions ([IIIA2](#), [IIIA136](#)). In past planning and resource allocation cycles, Mt. San Jacinto College utilized its Resource Allocation Proposal (RAP) process for managers to submit their classified personnel needs as part of their annual budget development. However, as the College assessed the efficacy of the process as it related to human resource requests, it determined that the RAP process was not adequately prioritizing the staffing requests and was not deemed to be an appropriate and meaningful practice ([IIIA137](#), [IIIA138](#), [IIIA139](#)). As a result, the College, through the Institutional Planning Committee and the Budget Committee, created the new CAPPR process which was successfully piloted in 2016-2017 with eight (8) new positions ([IIIA140](#)). In the 2017-2018 cycle, the College was unable to fund any CAPPRs as a result of flat enrollment projections ([IIIA141](#), [IIIA142](#)). All CAPPRs are first prioritized at the division level through dialog/feedback/input by the division deans with prioritized requests then forwarded for recommendation to Executive Cabinet for final prioritization and approval.

Additionally, through the improved staffing request process, departments, units and divisions now have the opportunity to submit requests for 1) net new classified or administrative positions, 2) replacing classified/administrative positions due to resignations/retirements, 3)

positions created or modified as a result of division/unit reorganization, and 4) addition of hours/time of effort for existing positions. Just like the RAP process, the CAPPR's are scored on how closely they tie to the department Program Review/Annual Program Assessment as well the institutional strategic plan and institutional priorities and goals. Both resource request templates require departments to identify and prioritize their needs for the development, maintenance, and enhancement of their programs and services.

Categorically funded staff positions do not follow the formal personnel request process; however, in order for a new position to be approved, the data demonstrating the need for the position must still be documented in the Program Review process and receive prior approval through Executive Cabinet ([IIIA56](#)). The College is highly successful in securing external grant funding from various federal and state agencies, and as such, has created several new positions to support the College's ability to achieve the goals and objectives stated within the grant's plan of operation. Examples include the hiring of faculty, classified and administrative personnel for the College's U.S. Department of Education Title V grant ([IIIA143](#)).

Appropriate education and experience qualifications for support staff positions are determined by the department or unit leadership in consultation with Human Resources. Job descriptions are regularly assessed to ensure the role and responsibility of the position appropriately reflect the current need of the department and/or unit and support the effective operation (educational, technological, physical, and administrative) of the College ([IIIA26](#), [IIIA27](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.9 and Eligibility Requirement 8. The College has policies and institutional practices to determine the appropriate number of support personnel to ensure the effective operation of the College in meeting its mission. Appropriate levels of staff are evaluated utilizing the Program Review and planning processes. In this manner, departments and units are able to assess the need for additional staff and submit requests based upon the documented need. Job descriptions identify the requisite knowledge, skills, abilities and experience necessary to effectively perform the duties required of support personnel positions and ensures that all staff are appropriately prepared and experienced to provide the operational services necessary to support the mission and purpose of the College.

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10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College maintains an appropriate and sufficient number of administrators to support effective leadership, organization, and continuity of programs and services at each of the College's campus locations. As of fall 2017, Mt. San Jacinto College has a total of 48 administrators, which includes director level positions, associate deans, deans, executive dean, vice presidents for all four divisions of the institution, as well as the Superintendent/President ([IIIA144](#)).

The Superintendent/President, through Board Policy, is charged with planning, overseeing, and evaluating the administrative structure of the organization to ensure effective operation of the College ([IIIA22](#), [IIIA23](#)). The sufficiency of administrator positions is maintained through careful analysis and review by the Superintendent/President and the Executive Cabinet utilizing a variety of institutional data projections and indicators well as review of current and future institutional priorities, goals and objectives ([IIIA106](#)).

Administrative staffing needs are identified within the College's integrated planning and Program Review processes where division, unit or department staffing needs are identified in accordance with institutional, division, or program goals. The Program Review documents, including the Annual Program Assessments (APAs) have a place to assess the sufficiency of staffing ([IIIA56](#)). Program Review data and information contained within the Educational Master Plan assist in the identification of administrators required for effective operation ([IIIA4](#), [IIIA107](#)). After this analysis, each division submits a Classified and Administrative Personnel Prioritization Request for new positions as justified by the Program Review and Annual Program Assessment data ([IIIA136](#)). The CAPPs are then reviewed by Executive Cabinet and positions are prioritized and recommended for funding.

As an example, most recently, the College reorganized several units within the Instructional division to provide additional administrative leadership to support the College's Career Technical Education (CTE) programs ([IIIA145](#)). A comprehensive review and analysis was completed and determined that the CTE unit was understaffed and unable to adequately and effectively maintain the rigorous accountability requirements associated with the addition of several multi-million dollar categorical grant initiatives as well as additional mandates imposed by the state and other accrediting bodies. As a result of the analysis, the Superintendent/President and the Executive Cabinet made the recommendation to the Board of Trustees to create two new

associate dean positions focused on career technical education programs and services at both the Menifee and San Jacinto campuses. These positions were approved by the Board of Trustees, recruited, and hired (IIIA146).

Mt. San Jacinto College administrators are qualified with the appropriate preparation, education, and expertise necessary to support the institution's mission and purposes. Position announcements for the administrator positions specifically outline the requisite and desired knowledge, abilities, education, and experience necessary to perform the role and function of the position effectively. The HR Department ensures that all applicants applying for administrator positions meet the minimum qualifications (IIIA26). In many instances, prior to interviews, an additional screening called a SME (Subject Matter Expert) review is completed by the hiring committee to ensure competitiveness of the candidates against the minimum and desired qualifications. As a result of the additional screening process, many of the administrator candidates interviewed exceed the minimum requirement standards established in the job announcement. The Human Resource Department ensures that all applicants interviewed and subsequently hired meet the minimum qualifications stated in the position announcement through a comprehensive background and referral validation.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.10 and Eligibility Requirement 8. The College has policies and practices in place to determine the appropriate number, qualifications, and organization of administrators to ensure effectiveness and continuity of leadership. The College utilizes institutional data indicators and projections, as well as staffing analysis within the Program Review and Annual Program Assessment processes to determine minimum staffing requirements related to administrative support. The College identifies and prioritizes administrative positions through a Classified and Administrative Personnel Prioritization Request process which is integrated with the College's planning, Program Review, and resource allocation models. The College ensures the appropriate education, experience and preparation of administrators through the robust screening process that takes place during the position recruitment and hiring.

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11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College establishes, publishes, and adheres to written policies and procedures as they relate specifically to personnel. As part of the College's annual board policy and administrative procedure retreat, policies and procedures specifically related to personnel (Chapter 7) are reviewed, updated, and revised ([IIIA52](#)). The annual retreat ensures that personnel policies and procedures are up-to-date, accurate, and are in alignment with recommendations from the California Community College League (CCLC) policy updates, in compliance with state and federal mandates, education code requirements, bargaining unit contract provisions, and support the needs of the institution.

During the annual board policy and administrative procedure retreat, unit and division leadership initially review, update, and revise board policies and procedures specific to their area(s) of responsibility. New and revised Board Policies are then reviewed by Executive Cabinet and College Council and forwarded to the Board of Trustees for approval ([IIIA147](#), [IIIA148](#)). New and revised Administrative Procedures are reviewed and approved by Executive Cabinet and do not require governing board approval unless student fees are involved.

As the College Board Policies and Administrative Procedures are updated, an email confirmation is sent to the respective divisions informing them of the approval and the approval date ([IIIA149](#)). The updated policy and/or procedure is posted on the College website. As part of the update process, all policies and/or procedures are updated regularly and continually reflect Title 5, Ed Code and compliance mandates. After formal approval the updates/revisions are published in the Board Policy and Administrative Procedure Manuals ([IIIA11](#)). Updates regarding board policies and administrative procedures are communicated to the general College community through electronic memo notifications from the President's Office as well as announcements in the College's monthly newsletter, MSJCLinks ([IIIA150](#)). In addition, new employees receive copies of pertinent Board Policies in their new hire packets and during their employment orientation ([IIIA151](#)).

Human Resources regularly evaluates the effectiveness, fairness, and equitable application of its policies and procedures through the data collection from employment applications for each recruitment and in total (e.g., ethnic, gender, and disabled applicant demographics). These data are monitored for actual hires to assess overall effectiveness of the institution's hiring and employment practices as they relate to equity and diversity. The College evaluates the

demographics of past hiring committees to ensure the selection of diverse personnel is achieved ([IIIA101](#), [IIIA153](#)). Recommendations for improvements are made as a result of the data from the EEO report which is generated from the applicant tracking system (NEOGOV) on annual basis.

The Mt. San Jacinto College EEO Plan was developed by the Human Resources Department to ensure fair and equitable treatment of personnel ([IIIA154](#)). It was shared with the various constituent leadership groups, including the Academic Senate for review ([IIIA155](#)). The Mt. San Jacinto College EEO Plan was then presented to the Board of Trustees for formal approval ([IIIA156](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.11. The College has established a written framework to promote the consistent, fair, and equitable administration of its personnel policies and procedures. The College regularly reviews, and as necessary, revises its personnel policies through the College's comprehensive Board Policy and Administrative Procedure review process and cycle that is participative and includes all constituent groups. The personnel policies and procedures, once approved through the participatory governance approval process, are widely disseminated and available on the College's website. The updates and revisions are also published in the Board Policy and Administrative Procedure Manuals with notifications sent electronically to all staff and faculty.

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12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College's policies and practices are effective in promoting understanding of issues related to equity and diversity. The College complies with federal and state mandates, Board Policies, and Administrative Procedures which prohibit discrimination in employment, programs and activities based on ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, or physical or mental disability. The Human Resources department is delegated the responsibility to address all matters as they relate to issues of discrimination or harassment and ensures that staff regularly receives professional development and training related to sexual harassment and discrimination prevention.

All College policies and procedures conform to not only state and federal laws regarding appropriate labor practices, but also College policies which implement Title 5 procedures (complaint procedures) and collective bargaining agreements that cover the equitable and consistent treatment of all employees.

The College is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities as outlined in Board Policy and Administrative Procedure 3410 – Unlawful Discrimination ([IIIA157](#), [IIIA158](#)).

The College demonstrates its commitment and understanding of and concern for issues of equity and diversity through the Board Policy and Administrative Procedure 3420 – Equal Employment Opportunity ([IIIA159](#), [IIIA160](#)). The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. The College values diversity in the academic environment as it fosters cultural awareness, mutual understanding, harmony and respect, and suitable role models for all students ([IIIA161](#)). The Board of Trustees is committed to promote the total realization of equal employment through a continuing Equal Employment Opportunity program. The College adopts the Equal Employment Opportunity (EEO) Plan that complies with the Education Code and Title 5 requirements ([IIIA154](#)). Specifically, hiring policies, procedures, and practices reflect an on-going commitment to create and provide an environment in the College that acknowledges and respects issues of equity and diversity for its students, faculty, staff, and administrators.

Equity and diversity promotion and understanding takes place in various stages of the hiring process for students, faculty, and non-faculty. First, the College is intentional in promoting equity and diversity through the language and wording in position announcements as well as via the query language in College employment applications ([IIIA26](#), [IIIA27](#), [IIIA28](#)). Applicants are required to address their experience and training which demonstrates their sensitivity and understanding of diverse community college students in their application. Use of online and printed job announcements ensures that policies and practices that support employment equity and diversity are communicated to the public and larger institution. Secondly, Selection Committees are comprised of a diverse make-up of personnel to promote diversity in the hiring process. Thirdly, in accordance with Title 5, each faculty, administrative, and classified candidate is asked to respond to an interview question expressing their support, commitment, and appreciation to diversity of community college students ([IIIA42](#)). And lastly, an Equal Employment Opportunity (EEO) representative ensures that the hiring process occurs consistently and fairly for each candidate, ensuring employment equity and diversity consistent with the institutional mission.

The College maintains a commitment to diversity through the recruitment and retention of employees who reflect the diversity of the communities throughout the College. The College reviews data reflecting employment equity and staff diversity through submission of federal and state required reports ([IIIA162](#)). Information regarding gender, ethnicity, classification by salary, benefits, and all categories of employees is reported to the integrated postsecondary education data system ([IIIA163](#), [IIIA164](#), [IIIA165](#), [IIIA166](#)). In addition, the Vice President of Human Resources submits an annual EEO Plan and Fund Expenditure Report to the California Community College Chancellor's Office which includes Mt. San Jacinto College's recruitment and hiring statistics for the year ([IIIA153](#)). The Human Resources department monitors matters related to equity and diversity. Since 2011, staff diversity at the College has increased.



Annually, the College receives State funding allocated specifically to support activities that promote diversity and equality. The College offers a variety of training, workshops, and professional and organizational development designed to support its diverse personnel ([IIIA167](#), [IIIA168](#)). These offerings include many opportunities for personal enrichment and professional development, and a wide variety of conferences and retreats. Equity and diversity are promoted via:

- Provision of online and face-to-face Equal Employment Opportunity (EEO) training for all hiring committee members ([IIIA35](#))
- Participation in diversity events (e.g., annual speaker series and workshops) at both campuses ([IIIA168](#), [IIIA169](#))
- Participation in equity events (at both campuses) that represent a commitment to providing professional development opportunities that engage faculty and staff in improving institutional equity at an interpersonal level ([IIIA170](#))

- Professional development and trainings include evaluative surveys to gauge the effectiveness of current equity and diversity practices and policies ([IIIA171](#), [IIIA172](#))

The College has several College-wide participatory governance committees (Student Equity Committee and Diversity Committee) that are devoted to ensuring that the needs of diverse personnel and students are effectively met ([IIIA173](#), [IIIA174](#)). Each committee is comprised of faculty, classified staff, administrators, students, and some even include community members and community based organizations ([IIIA175](#), [IIIA176](#)). Effectiveness of the committee's charge is evaluated based on the analysis of participation in diversity and equity events, and data demonstrating improvements in closing the achievement gaps for disproportionate student populations ([IIIA177](#), [IIIA178](#), [IIIA179](#), [IIIA180](#)). Information received from or through the College's Diversity or Student Equity Committees is utilized to regularly assess policies and practices related to effective employment equity and diversity.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.12. Through the College's policies and practices, the College maintains appropriate programs, practices, and services that support its diverse personnel. The College's policies and procedures are evaluated annually to determine the effectiveness of its policies in promoting equity and diversity. The College regularly tracks and evaluates the effectiveness of the policies and practices through the utilization of applicant and hiring demographic data and statistics. This information is reflected in the College's EEO Plan that is submitted to the California Community College Chancellor's Office. A commitment to ensuring equity and diversity begins with the College's application, interview, and selection process. Participatory governance committees, employee professional development, and training ensure awareness of the College's commitment to an educational environment that embraces diversity and inclusion.

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13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College maintains several board policies and administrative procedures to ensure provisions are in place to promote ethical behavior and standard codes of conduct of all personnel, including faculty, classified professionals, and administrators. These written policies provide standards for ethical conduct of College personnel and encourage employees to conform to ethical standards of conduct as stated in federal and state law and professional educational organizations. The policies also delineate processes for resolving internal disputes in a collegial

and ethical manner. This expectation is also reflected in the College's Values Statement related to the value of *Integrity* ([IIIA161](#)).

The following board policies detail the College's expectations for ethical behavior, honesty, integrity, and equity and the College's commitment to ensuring ethical standards and codes of conduct are clearly defined for all personnel, including Board of Trustee members:

- Board Policy 2710 – Conflict of Interest (Board of Trustees) ([IIIA181](#))
- Board Policy 2715 – Code of Ethics/Standards of Practice (Board of Trustees) ([IIIA182](#))
- Board Policy 3050 – Institutional Code of Ethics (All Personnel) ([IIIA183](#))
- Administrative Procedure 3060 – District Employees Conflict of Interest (All Personnel) ([IIIA184](#))

Administrative Procedure 7360 outlines the specific unethical behavior and conduct for academic employees (Certificated teaching and non-teaching faculty) and Administrative Procedure 7365 outlines the specific unethical behavior and conduct for classified employees ([IIIA185](#), [IIIA186](#)). Both procedures explain what behavior and conduct would constitute violations and grounds for discipline or dismissal. Breaches to the stated codes of conduct and professional ethics are clearly stated in the corresponding administrative procedures. For Board of Trustee members, adoption of a censure resolution may be adopted by a majority of the Board's membership should the conduct of one or more of its members be in question. For personnel that are in violation of the code of ethics and/or conflict of interest are subject to the administrative, criminal and civil sanctions provided in the Political Reform Act, Government Code sections 81000 – 91015.

The board policies related to professional ethics are reviewed and revised during a regular evaluation cycle through the Participatory Governance approval process. The policies and procedures are accessible on the College website, as well as in the College's Board Policy and Administrative Procedure Manual ([IIIA11](#)). The Academic Senate also publishes a *Statement on Professional Ethics* in the Faculty Handbook that is distributed to all faculty members at the commencement of each academic year ([IIIA88](#)). In addition, there is a statement of professional ethics in the College catalog which identifies faculty obligation to maintain the highest standards of ethical conduct ([IIIA187](#)).

As outlined in Standard IV.C.1, the Board of Trustee members also have a similar set of policies and procedures outlining their expected conduct related to conflict of interest and an established code of ethics. The Board of Trustees sets standards for the conduct of its members through its Code of Ethics in Board Policy 2715 ([IIIA182](#)). Additionally, the Board of Trustees prohibits divided loyalties (i.e., financial interest in contracts, holding incompatible offices) and requires the disclosure of certain economic interests as addressed in Board Policy 2710 Conflict of Interest, and the Administrative Procedure 2710 Conflict of Interest ([IIIA181](#), [IIIA188](#)). These

policies and procedures support the institutional Conflict of Interest Code required by California law.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.13. The College has several clearly defined and approved board policies and administrative procedures related to professional ethics for all of its employees. Specifically, Board Policy 3050 directly refers to an Institutional Code of Ethics for all personnel. Violations of the code of ethics are addressed in the board policy with potential consequences defined. The Board of Trustees also adheres to a stated Code of Ethics/Standards of Practice that promote the qualities of honesty and integrity. The approved ethics policies and procedures are regularly reviewed and revised through the Participatory Governance approval process. The policies are published on the College website, in the Board Policy and Administrative Procedure Manual, and in the Faculty Handbook.

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14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Educational Master Plan *Staffing Summary* illustrated that in 2016, over half (56.6%) of faculty, staff, and administrators have been employed at the College for less than five years ([IIIA189](#)). In 2014, the percentage of faculty, staff, and administrators employed at the College for less than five years was only 45%. This dramatic shift in longevity is relatively recent and coincides with the economic recovery experienced by the California Community College system. Within a timespan of two academic years (2014-2016), Mt. San Jacinto College added nearly 100 new faculty, staff, and administrators to its ranks, with the majority of these new positions being full time faculty.

In response to this relatively new, short tenure of faculty, staff, and administrators, the institution developed and implemented a comprehensive Professional Development Program Plan ([IIIA190](#)). The plan was developed through a participatory governance process that involved all constituent groups and was ultimately facilitated by the College's Professional Development Committee ([IIIA191](#), [IIIA192](#)). The Plan provides centralized, strategic guidance in relation to the design of a comprehensive and coordinated professional development program with training for all personnel that is consistent with the institutional mission and based on evolving pedagogy,

technology, and learning needs of the College's diverse student population. The mission of the Professional Development Program is to improve and sustain unified professional growth of College employees through collegially planned learning opportunities that benefit individual and combined efforts to support the institution's strategic goals.

Professional development is an institutional priority, and as such, the College has committed significant staffing resources to support the implementation of the coordinated professional development program plan which is intended to strengthen cultural competencies, collaborative and active learning, student engagement practices, and promote support and mentoring for new full-time and associate faculty ([IIIA193](#)). In 2016-2017, the College hired a full-time faculty Professional Development Coordinator and a supervisory/confidential Professional Development Coordinator, who report to the Director of Student Equity and Success and the Associate Dean of Human Resources, respectively ([IIIA194](#), [IIIA195](#)). Funding for the two positions is derived from the Student Equity categorical program and from the College's General Fund ([IIIA196](#)). The two coordinators work collaboratively and assume the following responsibilities:

- Lead and facilitate the planning of professional development activities College-wide
- Provides guidance to constituent leadership for development and implementation of discrete professional development
- Aligns professional development activities to the College's strategic plan and accreditation standards
- Researches innovative strategies and presents ideas for ongoing professional development to the coordinating committee for consideration
- Networks with internal and external resources
- Works in collaboration with the Professional Development Committee to assess feasibility of activities, cost benefit, budgets, and timelines
- Coordinates procedural scheduling and calendaring for College-wide professional development timelines
- Monitors budget transactions, provides information for resource allocation, and prepares a variety of reports for review by the PDCC and other bodies both internal and external
- Acts as a hub of communication for professional development resources to and from various sources, including staff, administration, and outside agencies via website, email, newsletters, etc.
- Communicates with key participatory governance bodies on campus

The Professional Development Committee is an engaged participatory governance body that facilitates the implementation and enhancement of professional development programs throughout the College and is ultimately responsible for carrying out the different aspects of planning, budgeting, researching, and evaluating related to the program's implementation ([IIIA191](#)). The Committee is comprised of co-chairs representing each constituent group (Faculty, Classified, and Administration) and both of the Professional Development Coordinators

who work in collaboration with a subcommittee from each constituent group that plans College-wide professional development initiatives ([IIIA197](#)). The Committee meets monthly and develops annual measurable Professional Development Program goals that are integrated with the College's Strategic Plan goals ([IIIA190](#), [IIIA193](#)). The committee is also ultimately responsible for designing evaluation instruments to assess the effectiveness of all professional development activities ([IIIA171](#), [IIIA172](#)).

The institution has a variety of methods that support the identification of professional development needs of its faculty, classified, and administrative staff. A professional development needs assessment is completed annually through the College's Program Review and Annual Program Assessment process whereby the professional development and training needs for a particular department, program, service unit, or administrative unit are identified ([IIIA1](#), [IIIA56](#)). Resource allocation proposal (RAP) requests are submitted to support, expand, or augment professional development opportunities for these groups utilizing the data within the Program Review/Annual Program Assessments ([IIIA134](#), [IIIA135](#)). This process has proved successful in expanding the professional development opportunities for academic program staff, such as the English department who requested an augmentation of funding related to training of its department faculty ([IIIA198](#), [IIIA199](#), [IIIA200](#)). This request resulted in the training of English faculty to increase knowledge and awareness of potential acceleration models in English. As a result of this training, the English department has been at the forefront of adjusting its curriculum to create accelerated pathways for students and subsequently improved student access and success.

In addition to the Program Review and Annual Program Assessment process, the College deploys professional development needs assessment surveys via SurveyMonkey.com to all employees ([IIIA171](#), [IIIA172](#)). The most recent survey was deployed in the 2016-2017 academic year and is used to identify and coordinate potential workshops, trainings, speaker series, and other professional development opportunities for College personnel. The professional development opportunities identified through this process are integrated into the College's approved FLEX activities, training during the MSJC Academies prior to the start of each semester, the Classified Professional Development day, and other events and activities held throughout the academic year ([IIIA117](#), [IIIA201](#), [IIIA202](#)). Additionally, all College personnel are encouraged and provided with opportunities to participate in professional development through their attendance at local, state, and national conferences as well as through virtual training programs and webinars.

Lastly, the College utilizes its institutional data and performance indicators to identify additional areas requiring professional development for the College's faculty, classified, and administrative staff to meaningfully impact student achievement and learning. During the 2014-2015 academic year, Mt. San Jacinto College participated in the Community College Survey of Student Engagement (CCSSE) ([IIIA203](#), [IIIA204](#), [IIIA205](#), [IIIA206](#)). Administered during the spring

semester to mostly returning students, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention. The College also participated in the Community College Faculty Survey of Student Engagement offered as a companion to the CCSSE ([IIIA207](#)). Over 220 faculty participated in the CCFSSSE. The CCFSSSE elicited information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time – both in and out of the classroom. The key findings from both of the surveys were used to drive intentional professional development and training throughout the subsequent two academic years that specifically targeted training, retreats, speaker series, and a Faculty Book Club related to student engagement initiatives, high impact practices, social empowerment, cultural competencies, diversity issues, and other aspects related to the College's designation as a Hispanic-Serving Institution (HSI) ([IIIA167](#), [IIIA170](#), [IIIA208](#)). The College also utilized data embedded within the Student Equity Plan to identify potential areas of training in order to close the achievement gap for the College's disproportionate student populations ([IIIA196](#), [IIIA209](#)).

As new institutional priorities are identified through the Educational Master Plan and other master planning documents, the institution invests resources to ensure that training opportunities are in place to support this institutional change ([IIIA4](#), [IIIA210](#)). For instance, the College has invested considerable resources to support the College's course management system (CMS) shift from Blackboard to Canvas. Support personnel (Distance Education Coordinators and Instructional Designers) and focused training during the MSJC Academy have been resourced to ensure that faculty have adequate and sufficient training in the new CMS to enhance and improve institutional achievement outcomes and operational functions of the College's distance education program ([IIIA211](#), [IIIA212](#)).

The College provides numerous staff development opportunities for all constituent groups such as faculty FLEX, faculty professional development academies, Classified Professional Development Day, administrative assistants and clerical retreats, management workshops and conferences, employee on-line training program, and salary advancement opportunities for faculty and classified staff ([IIIA167](#), [IIIA201](#), [IIIA202](#)).

Through the faculty FLEX program, faculty are required to fulfill 24-hours of professional development each academic year ([IIIA190](#)). The Professional Development Committee and coordinators schedule training and professional development activities throughout the academic year. A faculty subgroup of the Professional Development committee approves FLEX activities from the pre-approved list ([IIIA191](#)). The FLEX Coordinator leads this effort, sits on the Academic Senate, and is the faculty co-chair of the Professional Development Committee ([IIIA121](#)). Although members of the part-time faculty are not required to participate in FLEX activities, they are strongly encouraged to participate in these opportunities. FLEX guidelines for both full and part-time faculty have been developed and published on the College's Intranet and website.

Faculty have the opportunity to participate in two professional development academies held twice a year. The MSJC Academy provides all faculty and classified staff relevant teaching and learning pedagogies and methodologies that enhance the College's mission ([IIIA117](#)).

Surveys are utilized to evaluate the effectiveness of all professional development activities. Participants are provided surveys for each breakout session they attend and for the overall programs. The surveys are used in an effort to gauge the overall effectiveness of the programs and also to collect suggestions for future offerings and improvements for future sessions ([IIIA213](#)).

Classified staff have the opportunity to participate in a professional development training program. The Classified Senate plans an annual classified professional development day, usually held during the week of spring break ([IIIA201](#)). The academic calendar is developed with consideration of this day ([IIIA214](#)). The Classified Senate also utilizes a post-survey to evaluate the effectiveness of the annual professional development day ([IIIA215](#)). The surveys are used to not only gauge the effectiveness of the training sessions, but to also help gather information related to the professional development and training needs of the classified staff and make improvements for future sessions and break-outs.

Mt. San Jacinto College offers salary advancement opportunities for faculty and classified staff. The Salary Advancement Committee for faculty consist of four members, two association representatives and two College representatives, who review and recommend approval of all full-time faculty applications for salary advancement (usually course approvals), initial placement on the salary schedules, and sabbaticals.

The Salary Advancement Committee for classified consists of four members, two association representatives and two College representatives, who review and recommend approval of all classified staff applications for salary advancement. The units must be directly job related or part of an approved educational plan or certificate program. The classified staff has the ability to advance two steps for the first 12 semester units of college-level work completed and one step thereafter, for a maximum of four steps.

Professional Development opportunities are communicated to College personnel through the Professional Development website which highlights all of the training opportunities available to College personnel ([IIIA167](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.14. The College offers a variety of professional development programs and training opportunities consistent with its mission and in support of institutional goals and priorities, evolving pedagogy, technology, and learning needs. The College identifies professional development needs through several methods including Program

Review, Annual Program Assessment, College-wide needs assessments and surveys, and institutional data and research where areas of improvement are addressed and quantified. The College is committed to regularly evaluating and measuring the impact and effectiveness of the professional development on the improvement of teaching and learning. The College evaluates all professional development opportunities and utilizes institutional data, specifically as it relates to closing the achievement gap for the College's most at-risk disproportionate student populations, to gauge effectiveness of the professional development offerings and opportunities.

15. 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.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Human Resources Department classifies and maintains personnel records as required by Title 5 of the California Code of Regulations and other state and federal regulations. Per Administrative Procedure 7145 – Personnel Files – the College ensures personnel records are private, accurate, complete, and permanent ([IIIA216](#)).

Personnel files of College employees are securely maintained and locked in fireproof cabinets in the Human Resources office. Human Resources makes personnel files available for inspection according to specific guidelines set forth in regulations and procedures governing such inspection by the named employee, his or her designated representative, and an appropriate supervisor or administrator, and Human Resource staff. These practices ensure that Human Resources permits only appropriate individuals to review personnel files. These include the employee and his or her designated union or employee group representative; the direct supervisor and other administrators to which the employee reports; prior to transfer or promotion, potential supervisors to whom the employee may report; auditors who periodically and confidentially review the transcripts of faculty to ensure that the College employs only appropriately qualified faculty to teach; Human Resource staff and any others whom are required by law or court order.

Human Resources makes reasonable provisions to accommodate requests by personnel to review personnel files while ensuring security and confidentiality of records. In order for an employee or other authorized personnel to view a personnel file, the requester must first contact HR staff to set up an appointment. The HR Department ensures that the requester is an authorized person to review the file. The designated HR staff member acquires the file, is present while records are being reviewed, and re-files requested records to ensure that the files are kept orderly and accounted for at all times.

An employee's medical and worker's compensation files are kept separate from their personnel file and are not available to personnel outside of the Human Resources Department. Additionally, Administrator personnel files are kept separate from other employee personnel files. These files are secured in a cabinet within the Office of the Vice President of Human Resources. These files are locked at all times.

Personnel records maintained in the College's Galaxy system are secure. Only authorized employees have access to the system via login which prevents non-authorized employees from accessing these records. Human Resources scans all active and inactive personnel files into the College's secured On Base imaging system.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.A.15. The College has provisions for keeping all personnel records secure and confidential through a variety of security measures and procedures. All personnel files are located in locked file cabinets in the Human Resources Department. Access to personnel records is provided by the Human Resources Department at the request of an individual employee following strict protocols to ensure continued security and confidentiality of the records in accordance with the law.

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STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi- college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

B. PHYSICAL RESOURCES

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Mt. San Jacinto Community College District serves a 1,700 square mile region of southwestern Riverside County in Southern California, approximately 60 miles southeast of Los Angeles. The College serves a total of 25 communities in all, both rural and urban. As a single college district based in San Jacinto, with four additional learning sites – the Meniffee Valley Campus, San Gorgonio Pass Campus, Temecula Higher Education Center, and the Temecula Education Complex – the College provides educational needs to the region it serves.

Physical resources at all College locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The College currently has a total of 77 buildings and occupies 527,293 gross square feet ([IIIB1](#)).

EVIDENCE OF MEETING THE STANDARD

Facilities Construction and Maintenance

The College's facilities are constructed and maintained to assure that safe and sufficient physical resources support courses, programs, and learning support services. The College maintains full and ongoing compliance with all applicable Federal, State, and local building, fire, and health and safety codes, and provides training, outreach, education and assistance by adhering to the Division of State Architect (DSA), Occupational Safety and Health Administration (OSHA), Americans with Disabilities Act (ADA), Title II requirements, and California State and Fire Marshal guidelines.

The College ensures that the design, construction, and maintenance of physical resources are sufficient for the needs of programs and services through collective dialog and planning processes. Per Administrative Procedure 6600 – Five-Year Capital Construction Plan and Five-Year Scheduled Maintenance/Special Repair Plan, the College incorporates the needs identified in the Educational Master Plan regarding the College’s academic and student services programs and the effects of such programs on construction needs ([IIIB2](#), [IIIB3](#)). The Vice President of Business Services is responsible for reporting the Five Year Construction Plan annually to the Board of Trustees and to the California Community College Chancellor’s Office. The plan is submitted in accordance with the California Community Colleges Facilities Planning Manual and includes statements regarding educational plans, energy conservation plans, disabled persons barrier removal plans, all program delivery locations, locations of other owned lands, College-wide priority lists, College-wide capacity and load ratios and all supporting detail required by the California Community College Chancellor’s Office. The Board of Trustees reviews and adopts the Five Year Construction Plan prior to submission ([IIIB3](#)).

The Facilities Master Plans (FMPs) illustrate and document facilities to support the College’s mission and strategic goals to engage, involve and partner with students, faculty, staff, and the community at each College learning site ([IIIB4](#)). The goal of the FMPs is to guide future growth and development over the next 20 to 25 years and provide a facilities framework that embodies the College’s mission. The FMPs were developed to assure that facilities are programmed and maintained to support current and future instructional programs and services. The plan drives new construction, renovations, modernizations, and site work. The FMPs are directly connected to the Education Master Plan to assure connection to the larger integrated planning efforts at the College and to its mission and vision.

The College uses research and analysis of information to identify the needs for space, construction, equipment, and other facilities to support and ensure the integrity and quality of its programs and services, both online and in person. In addition to the use of data to identify needs, the College regularly evaluates the effectiveness of its physical resources. The planning for facilities and physical resources is directly connected to the College’s Strategic Plan goals and to its mission and vision through the College’s Comprehensive Program Review and Annual Program Assessment cycles ([IIIB5](#), [IIIB6](#)). Requests for physical resources in the areas of facilities, technology, and equipment are outlined annually during the Program Review process completed by every division of the College. Through the College’s planning and resource allocation processes, the College ranks and prioritizes the requests for physical resources ([IIIB7](#)). As a result of this integrated process, specific facility requests have been supported and funded.

The Physical Resources Committee (PRC) is charged with overseeing the College’s facilities improvements to ensure compliance with the Facilities Master Plan and to evaluate and plan for

capital projects, space management, facilities efficiencies, and to evaluate the total cost of ownership of any facility modifications and new construction projects ([IIIB8](#)). The PRC is a participatory governance committee with a membership of administrators, faculty, classified and students. The committee is involved in a new project implementation program and the Total Cost of Ownership (TCO) integration with projects and new facilities ([IIIB9](#)). The committee makes recommendations to the Budget Committee for further consideration. The committee is responsible for setting protocols and overseeing the on-site and off-site new construction and safety inspections. These inspections are conducted annually (by a third party administrator). Results of safety inspections are sent to College's Safety Committee for review and implementation ([IIIB10](#)).

The San Jacinto and Menifee campuses have recently completed the installation of a new Emergency Management System (EMS). The system is a centrally controlled system via online portals, rooms and areas have room sensors that also provide a system status, room temperature, and occupancy reading. Set point temperatures have been developed for both heating and cooling operations to support hours of instruction/support services hours and within the California Community Colleges Board of Governors Energy and Sustainability Policy. In addition, campus energy/utilities managers are directed to make the necessary arrangements to achieve optimum efficiency in the use of natural gas, electricity, or any other purchased energy resources to meet the heating, cooling, and lighting needs of the buildings and/or facilities.

Safety

Safety and accessibility of facilities is a consistent priority College-wide and is supported by various departments and units. All facilities owned or leased by the College are maintained and evaluated by a number of processes per the California Building Code, Uniform Electric Code, International Fire Code, and other applicable codes. In addition, the College's Board Policies and Administrative Procedures provide for directives on College safety requirements and regulations.

Numerous systems are in place to proactively address, monitor, and mitigate safety issues to ensure results for improvement. The College work order system, Maintenance Connection, is a web-based maintenance and facilities management system that provides administration, classified staff, and faculty the ability to report safety or maintenance issues at any time. Students report unsafe facilities to administration, staff, or faculty, who will report the concern via Maintenance Connection. Work orders are completed in a timely and cost effective manner. Work orders that threaten life safety are given the highest priority and the Business Services/Facilities Division ensures proper resources are allocated to these critical issues ([IIIB11](#), [IIIB12](#)). The work order system generates a status change email which is sent to the requestor any time the status of the work order changes.

The College has a robust Safety Committee which is part of the participatory governance structure. Members of this committee include administrators, staff, faculty and students. Goals

for this committee include addressing compliance issues, increasing workplace safety and increasing communication. The Safety Committee works to ensure that local, state and federal laws, and regulations, as they pertain to facilities and their occupants, are satisfied. The committee also conducts periodic inspections of facilities and work sites (IIB13). The culture of safety helps to create a synergy among responsibilities and reporting across the College while at the same time recognizing the uniqueness of each campus.

Annual inspections are performed by staff as well as the Property and Liability Insurance carrier (Statewide Association for Community Colleges – SWACC) to assess facilities and equipment, ensure safe working conditions, and identify and remediate any safety issues (IIB15). Keenan & Associates manages this program and provides premises inspections to identify liability hazards and property protection issues. Safety assessments and evaluations are also determined through various third party entities.

The College has also developed an Accident Illness Response flow chart as a way to assist the campus community and provide a reference for how to respond and assist an injured person on campus (IIB16). In addition, the College has adopted the use of Automatic External Defibrillators (AEDs) for medical emergencies, which are strategically located for use in an emergency situation per AP 3506 – Automated External Defibrillators (IIB17).

The College’s Director of Judicial Affairs and Director of Facilities share the responsibility for coordinating all ADA compliance efforts, including responding to any violations complaints as well as attending to accommodation requests from employees and members of the public. The Maintenance and Operations Department also works with Disabled Students Programs and Services (DSPS) to address any student accommodation or accessibility concerns on an ongoing basis. On August 13, 2015 the College contracted with Disability Access Consultants (DAC) to provide American for Disabilities Act (ADA) and Title 24 consulting to update the College-wide Transition Plan (IIB19). On June 8, 2017 the Board of Trustees adopted a Resolution Acknowledging the College’s Compliance with the Americans with Disabilities Act (ADA) Requirements regarding the development of a Transition Plan. The College’s Transition Plan (a) identifies the physical obstacles at the College’s facilities that limit the accessibility of its programs or activities with individuals with disabilities; (b) provides a detailed description of the methods that will be used to make the facilities accessible; (c) specifies a schedule for taking the steps necessary to achieve compliance; and (d) identifies the official responsible for implementation. The College has provided the public with the opportunity submit comments regarding the development of the Transition Plan.

Security

Mt. San Jacinto College is dedicated to providing a safe, secure, and healthy campus environment for students, employees, and the public who visit its campuses. A Campus Safety Department operates five days a week, Monday through Friday, from 7:00 am to 11:00 pm. The

Campus Safety Department's primary responsibility is the safety and security of all members of the college community ([IIIB20](#)). Every effort is made to inform students and staff of criminal activity or any other concern that may be an immediate threat to the safety and security of those on campus. Information and workshops on crime prevention are made available to students and staff throughout the academic year, online alerts, and articles in the student newspaper. The Campus Safety Department also collaborates with the Riverside County Sheriff's Department in crime prevention events that inform the college community about theft prevention practices.

The Campus Safety Department maintains a close working relationship with the Riverside County Sheriff's Department. A Riverside County Sheriff's Deputy is assigned to each campus along with a campus safety officer who is on duty during these times to respond to calls for assistance. During regular business hours, College facilities are open to students, parents, employees, contractors, guests, and invitees ([IIIB20](#)). During non-business hours, access to all College facilities is by key, or by admittance via Riverside County Sheriff's Department, Campus Safety, or the Facilities Department.

The Riverside County Sheriff's Department occasionally works with other law enforcement agencies, including other local agencies. Meetings are held between the leaders of these agencies on both a formal and informal basis. The Campus Safety Department and Riverside County Sheriff's Department communicate regularly on the scene of incidents that occur in and around the campus areas. When incidents arise that require joint investigative efforts, resources, crime related reports, and exchanges of information, the Campus Safety Department will work closely with Riverside County Sheriff's Department and other local agencies within the Mt. San Jacinto College service area. Administrative Procedure (AP) 3520 – Local Law Enforcement details the written memorandum of understanding (MOU) between the Campus Safety Department and the Riverside County Sheriff's Department and clarifies operational responsibilities ([IIIB21](#)).

In response to a call, the Campus Safety Department takes required action, dispatching a campus safety officer or Riverside County Sheriff Deputy or asking the victim to file an incident report. All incident reports received by the Campus Safety Department and/or the Riverside County Sheriff's Department are forwarded to the Vice President of Student Services, Vice President of Business Services, Campus Safety Director, Director of Risk, or designee, for review and potential action.

In order to ensure immediate access to information in case of an emergency, the College contracts with Regroup, a mass notification system company, to provide emergency communication to staff and students ([IIIB22](#)). Via MSJC-Alert, and the recently launched MSJC app, the College can send critical information to personal phone numbers and emails and will post updates to facebook, twitter, and Instagram ([IIIB23](#)). In addition, emergency telephones are located in all classrooms and throughout the campuses. These phones are capable of sending internal mass communications for emergencies. The above systems can all be utilized as

emergency notification, to report safety issues, and to provide students, faculty and staff with the ability to request assistance or escort if they are feeling unsafe.

The San Jacinto Campus has just completed a state funded fire alarm replacement project to replace outdated and obsolete systems. This project includes an emergency voice alarm communication system. All campuses are monitored by Pacific Alarm for functionality, with the exception of THEC, which is provided through the city of Temecula (IIIB24).

The College has developed an Emergency Response Plan (per AP 3505 – Emergency Response Plan) to ensure the wellbeing, safety, and security of all employees, students, visitors, and children in child care programs before, during, and after an emergency and to protect College property and data (IIIB25). The Emergency Response Plan is the College’s planned response to all hazards on or affecting the campus or surrounding community (IIIB26, IIIB27). The Colleges’ Emergency Operations Center responders participate in Standardized Emergency Management Systems (SEMS) and FEMA National Incident Management System (NIMS) trainings through the County of Riverside EMS training platform (IIIB28, IIIB29, IIIB30). The College provides presentations, periodic drills, exercises, and table top trainings each year and conducts follow-through activities designed for assessment and evaluation of emergency plans and capabilities. The College regularly participates in the Great California Shake-Out earthquake drill (IIIB31). All notification systems, text messaging and email notification systems, are tested periodically to ensure they are functioning properly. Emergency evacuation procedures and maps are posted in every classroom at all College locations (IIIB32, IIIB33, IIIB34). Emergency telephones are now located in every classroom throughout the College.

The College, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (also referred to as the “Clery Act”), publishes the annual Clery Report to provide its students and employees with an overview of the College’s resources, policies and procedures regarding campus safety and reporting crimes that occur on or near the College campuses involving violence, hate violence, theft or destruction of property, illegal drugs, or alcohol intoxication, and of all occurrences of noncriminal acts of hate violence reported to campus authorities (IIIB35, IIIB36). A written report is submitted to the Board of Trustees. The College also reports the annual crime statistics contained in this report to the U.S. Department of Education. A searchable database containing those statistics can be found at: <http://www.ope.ed.gov/security/>.

According to Administrative Procedure 3515 – Reporting of Crimes – members of the College who are witnesses or victims of a crime are instructed to immediately report the crime to the Campus Safety Department (IIIB35). If it is not immediately possible to contact Campus Safety Department, the incident should be reported to the nearest employee, who shall assist the victim in reporting the incident to the Campus Safety Department, and then to the appropriate administrator(s).

Per Administrative Procedure 6521—Security Monitoring and Recording, the purpose of security monitoring and/or recording of public areas is to deter crime, assist in the investigation of crime, and protect the safety and property of the campus community ([IIIB37](#)). All students, employees and visitors to campus are subject to continuous video monitoring and recording at all times while on College property. Surveillance areas include, but are not limited to, common areas, campus streets and sidewalks, campus building hallways and lobbies, retail establishments, and parking lots. Video monitoring and recording devices shall not be used to record or monitor private or semi-private areas such as restrooms, individual offices, locker rooms/dressing areas, or where showering or disrobing is routine.

The College takes additional measures to ensure safety of its facilities and off-campus sites, which includes a key control policy. Administrative Procedure 6701 – Key Control – serves as the College process for issuing keys to authorized College faculty, classified staff, and administrators based on a rationale of need and not solely as a matter of convenience ([IIIB38](#)). The need for keys is balanced by an equally critical concern for the security and integrity of the facilities and their contents. Whenever possible, individual door keys (change keys) are issued. Grand Master or Building Master keys are not issued with the exception of selected administrators and other individuals who have demonstrated a justifiable need for these keys. Individuals are limited to one key per room or area. The exchanging or lending of keys between individuals is prohibited. A completed key authorization form, signed and approved as required, along with all required justifications must be submitted to Facilities.

Lost or stolen keys must be reported to Facilities immediately upon discovery of the loss or theft. A statement of how the keys were lost must be completed on the Lost or Stolen Key form and forwarded to the Mt. San Jacinto College Campus Safety Department for investigation. Individuals who are issued College keys are responsible for their safekeeping. Replacement keys are issued only after submission of a new, completed Key Request Form to Facilities and after payment of lost or stolen key fees by the individual responsible for the safekeeping of the keys. Should re-keying of rooms or areas be necessary due to the lost or stolen key(s), the cost for such re-keying must be paid by the requesting department. Charges for lost or stolen keys are set by Facilities and approved by the Vice President of Business Services. Charges are reviewed annually for adequacy and adjusted as deemed necessary.

The College contracts with external vendors to conduct periodic inspections that include elevators, fire extinguishers, fire sprinklers, fire alarm systems, fume hood inspections for laboratories, backflow for domestic water systems, HVAC filters (indoor air quality), AQMD reports, EPA reports, and ground safety inspections.

Students, faculty and staff are able to report unsafe condition or hazards by completing the Unsafe Condition Form that is located on the Facilities Website ([IIIB15](#)).

Facilities staff and Campus Safety officers wear uniforms that make it easy for students to identify these personnel in order to report unsafe conditions or suspicious activity. Faculty and College offices are also utilized by students to report safety concerns. All off site locations have designated site supervisors available to students, faculty, and staff.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.B.1. The College has many strategies in place to assure safe, secure, and sufficient physical resources at all locations where courses, programs, and learning support services are offered. The Facilities are designed, built, and properly maintained to assure that safe, secure, and sufficient physical resources are in place for program and services in support of the College's mission and strategic goals. The College uses research and analysis of information to identify the needs for space, construction, equipment, and other facilities to support and ensure the integrity and quality of its programs and services, both online and in person. In addition to the use of data to identify needs, the College regularly evaluates the effectiveness of its physical resources. The planning for facilities and physical resources is directly connected to the College's strategic goals and to its mission and vision through the Program Review and Facilities Master Plan. Safety and training resources are in place to ensure health and safety hazards are addressed in a timely and appropriate manner. The College responds to and mitigates all campus safety and maintenance needs in a timely manner and conducts regular testing and inspection of all life-safety systems to ensure they are operational and maintained in accordance with regulatory requirements.

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2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

EVIDENCE OF MEETING THE STANDARD

The College has a number of practices and policies in place to ensure that it plans, acquires or builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and high quality support of its programs and services. These practices include the participation of governance committees, program review and resource allocation, equipment planning, five-year construction planning, facilities master planning, and state scheduled maintenance.

Planning

In 2010, the College developed Facilities Master Plans (FMPs) for each learning site ([IIIB4](#)). These plans projected facility needs over the next 20 to 25 years. The FMPs incorporate the institutional priorities and goals identified in the Educational Master Plan. These plans advance the mission of the College by providing strategies for the development of the physical campuses in ways that further the College's mission and reinforce its goals. The FMPs provide for a progressive transformation of the College's existing and proposed campuses.

The College identifies programming needs through the FMPs which document the facility requirements to meet the educational mission and to provide physical resources at its campuses. Additionally, the plans review existing space utilization information to ensure space is allocated to support programs and services ([IIIB1](#)). A recent voter approved General Obligation Bond (Measure AA) provides the funding necessary to meet student demand and facility needs. The College has plans to build and renovate many of its facilities for utilization in support of its programs.

Besides being supported by taxpayers through state allocations, the College now receives funding from a local General Obligation Bond (Measure AA). On November 4, 2014, the voters within the College's 1,700 square mile service area approved Measure AA, an authorization of bonds to the College in an aggregate principal of \$295,000,000 to finance specific acquisition, construction, and modernization projects ([IIIB39](#)). This bond provides the fiscal resources which, coupled with the Facilities Master Plans, allow the College to ensure that the facilities it builds and outfits with equipment are in compliance with all codes, regulations, services and program requirements.

Examples of upgrades and projects since the passage of Measure AA include fire alarm upgrades, a solar field, security enhancement for the Child Development Center, and athletic field and locker room upgrades for the San Jacinto Campus, College-wide wi-fi, fiber optic recapitalization, science laboratory and classroom modulars for the Meniffee Campus, and classroom swing space for the San Gorgonio Pass Complex ([IIIB40](#)).

As a requirement of the passage of the Measure AA bond, and a part of the comprehensive planning process, a Citizens Oversight Committee (COC) was formed ([IIIB41](#)). The College appointed nine members (two more than required to ensure diverse representation) from a pool of more than 20 candidates. The appointees represent various groups: one student; one member of the business community; a senior citizens' organization member; two members of a tax payers association; a member active in a College-support organization and three community members at large. The COC meets regularly twice a year (once in the fall and once in the spring) ([IIIB42](#), [IIIB43](#)).

The College's Five Year Capital Improvement Plan highlights the College's planned capital

improvements over the next five years (IIIB3). Additionally, this plan reviews existing space utilization information to ensure space is allocated to support programs and services (IIIB1). The state scheduled maintenance program allocates state resources to scheduled maintenance requirements levied by the College. Through these resources, the College allocates funds to maintain and replace assets.

Maintenance & Assessment

Physical resources are assessed and maintained through a variety of processes. The College annually evaluates the effectiveness of its physical resources by reviewing the facility reports in the Facilities Utilization, Space Inventory Options Net (FUSION) database. FUSION provides the College with a report showing the efficiency percentage for each building (IIIB44, IIIB45). The Space and Capacity/Load Ratio Report identifies current classroom, laboratory, and office space, and it projects future instructional space based on enrollment growth trends.

Every three years, the Foundation for Community Colleges performs a quality assurance assessment called a Facility Condition Assessment (FCA). A FCA is a professional, methodical review of a facility's key components and systems such as foundation and waterproofing, heating, ventilation, and electrical, in order to define problems, develop cost estimates, and create plans for repairs. The last date for the College's FCA was December 2015 (IIIB46). Scheduled Maintenance Funds are allocated and utilized to address the items identified in the FCA (IIIB47, IIIB48).

Maintenance and Operation administration emphasize the importance of meeting the needs of College stakeholders through customer service as a result of interaction and responsiveness. The College ensures that contingencies are in place for emergency repairs related to critical infrastructure. Each piece of specialized equipment presents a unique challenge and basic contingency plans, which evaluate life-safety and liability and are implemented as needed. All life-safety infrastructures take priority and best managed practices are implemented on a case-by-case basis. HVAC issues are assessed and then appropriate equipment is rented until repairs can be made. All other (non-critical) equipment issues are addressed as needed, with significant equipment failures managed by outside vendors (IIIB48).

Program Review provides departments the opportunity to identify equipment needs, corresponding maintenance requirements, and improvements (IIIB49). Faculty and classified staff generate Resource Allocation Proposals (RAPs) each year outlining the needs identified within their specific departmental Program Review and Annual Program Assessment (IIIB50). The RAPs are one of the primary tools used by the College to distinguish the needs of programs and services when planning buildings, maintenance, upgrades, or necessary replacements. They are scored and prioritized based on the College's Prioritization Allocation Rubric (PAR) that ranks resource requests based on the proposals integration and interconnectedness to the

College's Educational Master Plan, institutional goals, Program Review, and assessments ([IIIB51](#), [IIIB52](#), [IIIB53](#)).

The College's resource allocation process is also used to ensure that program and service needs determine equipment replacement and maintenance. All purchases and maintenance of any software or hardware is coordinated by the Information Technology and Academic Technology Services departments.

In the event of emergency replacement of equipment, critical requests are not processed through the resource allocation process; rather, the replacements are requested through the area vice presidents and forwarded to Executive Cabinet for action. Executive Cabinet takes great care in these circumstances to evaluate the need of replacement in these instances. In Administrative Procedure 6315 – Reimbursement of Emergency Procurements (non-travel/conference) – Emergency Procurement is defined as “[a] sudden, unforeseen event that disrupts a critical daily operation and/or an unplanned condition that could pose a risk to the health, welfare, or safety of the staff, students, or district property.”

The College relies primarily on the Annual Program Assessments, Program Review, and Unit Plans completed by each area to evaluate and assess how effectively facilities and equipment meet the needs of programs and services. This integrated planning approach allows the College to plan and allocate resources for capital improvement, scheduled maintenance, and routine operations.

Funds for equipment replacement from the state are allocated for instructional equipment through the comprehensive planning process. Technology infrastructure needs are identified through the College's Technology Master Plan to support the technology needs for students, staff and services ([IIIB54](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.B.2. Through the development of long-term Facilities Master Plans, Five-Year Construction and Implementation Plans, as well as the Technology Master Plan, the College has clear guiding documents, related to the building, maintenance, and upgrading of its physical resources. In this way, the College ensures that facilities planning is aligned with the College mission. In addition, an annual Program Review process allows for needs to be identified at the departmental level in direct support of the College's programs and services and is integrated with other planning processes.

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3. 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.

EVIDENCE OF MEETING THE STANDARD

The College has a number of processes in place to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. Mt. San Jacinto College plans and evaluates its facilities and equipment on a regular basis and integrates with the College's long and short-term planning, program review, and allocation processes. Plans are reviewed by the relevant participatory governance committees in order to gain feedback from constituents and inform College-wide planning processes.

The Mt. San Jacinto College Educational Master Plan provides a comprehensive institutional overview that aims to integrate current and future planning efforts related to data-driven enrollment projections and targets, prospective capital outlay projects, staffing requirements, and educational programming and student support services ([IIIB55](#)). The Mt. San Jacinto College Educational Master Plan provides the long-term strategic *recommendations* and *considerations* for the College over the next six years (2017-2023) as a result of a thorough examination, assessment, and analysis of external and internal environmental scans and impacts related to the College and its service area. The Educational Master Plan incorporates elements of the Facilities Master Plans with established short and long-term facilities considerations. The plan accounts for the College's current main physical campuses, centers and off-site locations (San Jacinto Campus, Menifee Valley Campus, San Geronio Pass Campus, Temecula Education Complex, Temecula Higher Education Center), its distance education program, and the institution as a whole pursuant to the Facilities Master Plans adopted by the College's Board of Trustees ([IIIB4](#)). Specifically, the Educational Master Plan identifies current programs of instruction and support services and includes recommendations to expand and modify existing strategies and or create new initiatives.

The Facilities Master Plans for all learning sites as well as a potential new Center facility template for the I-15/215 Corridor to identify and plan for future physical resource needs develop the long range physical resource plan consistent with the institutional priorities established in the Educational Master Plan. The Facilities Master Plans outline the potential growth and expansion of all campus facilities to advance the mission of the College by providing a strategy for the development of the College's physical campus footprints. The Facilities Master Plans set in motion a progressive transformation of the College's existing and proposed campuses.

The Facilities Master Plans inform the Five-Year Construction Plan, Scheduled Maintenance Plan, and Space Inventory Report that are reviewed on an annual basis ([IIIB1](#), [IIIB3](#), [IIIB48](#)). These plans and reports require pertinent utilization and planning data. The College's Facilities Planning and Management webpage provides constituents with access to the Five Year Construction Plan, Initial Project Proposals, and Project Status Reports. This transparency enables the College to not only effectively communicate the institution's planning integration but allows for further dialog and evaluation of physical resource and equipment needs.

Space utilization is evaluated to analyze current space and to project future space needs. Using both time utilization percentage (the amount of time during the course of a day that a space has a scheduled event) and station use rate (the average amount of students in a scheduled event divided by the capacity of the space), a conclusion is made as to whether a space is over or underutilized. Classrooms and labs have different targets for both utilization percentages and station use rates due to differing needs and teaching practices. In addition to the analytical data, empirical observations help to better understand existing conditions and the context in which they exist ([IIIB1](#), [IIIB44](#), [IIIB45](#)).

A facilities assessment is completed every three to four years by a team from the Foundation for California Community Colleges on behalf of the California Community College Chancellor's Office ([IIIB46](#)). This detailed assessment provides the College and the state with data to support additional funding for scheduled maintenance and building system replacement; a Facilities Condition Index Report provides data for each building with total repair costs and replacement value.

College maintenance staff continually assess and evaluate all facilities and equipment to ensure enhanced learning and working environments exist at all campuses and in all buildings. The College utilizes a computerized maintenance management system (CMMS) on a daily basis to report any problem areas or concerns related to facilities or equipment. The work orders are reviewed and assigned to the appropriate personnel for response and repair on a daily basis ([IIIB11](#), [IIIB12](#)). The reports from this program provide the evidence of the College's preventative and scheduled maintenance. This online work order system provides all employees with a means for reporting facility and equipment issues, especially those pertaining to health and safety.

Evaluation of the effectiveness of facilities and equipment to meet the needs of programs and services occurs through Facilities Management Division goals and action plan ([IIIB56](#), [IIIB57](#)). This action plan outlines the goals, activities and outcomes for College Facilities to provide for sustainable and accessible environments in support of the College's mission. Instructional equipment needs are outlined in the Instructional Support Five-Year Plan that is submitted to the California Community College Chancellor's Office on an annual basis ([IIIB58](#)).

Technology infrastructure needs are identified through the College's Technology Master Plan (IIIB54). The plan maintains a complete list of all computers and servers in the College and has developed a replacement plan that includes annual assessment of existing uses and needs. These plans are the mechanism to ensure that requests for equipment are necessary to support programs. The College prioritizes the requests through the resource allocation process.

The Physical Resource Committee (PRC) is also charged with evaluating the effectiveness of the use of physical resources in meeting the mission of the College (IIIB8, IIIB59). The PRC consists of faculty, staff, and students. The Physical Resource Committee oversees the College's facilities improvements to ensure compliance with the Facilities Master Plans and advance planning for capital projects, space management, facility efficiencies, and to evaluate the total cost of ownership of any facility modifications and new construction projects. The committee makes recommendations to the Budget Committee for further consideration. The committee sets protocols and oversees the College's administrative procedure for Total Cost of Ownership for Physical Resources.

Annual Program Review process allows for program, department, division, and area equipment evaluation that is ongoing and done at the appropriate organizational level, including facilities needs (IIIB49). Prioritization of requests is completed as part of the annual budget and planning process. Funding for institutional facility improvements and equipment needs are submitted through the RAP that are first prioritized by unit deans and then by division Vice Presidents (IIIB50). Once prioritization takes place at the "local" level, the Resource Allocation Proposals are forward to the Budget Committee. The RAPs are reviewed and scored using the PAR. This process helps align institutional priorities and goals. The rubric was developed to ensure that prioritization concentrates on needed institutional improvements based on data and research analysis and that the proposals also address the institutional mission and goals established for the academic year.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.B.3. The College has a number of plans and processes in place to ensure that its facilities and equipment needs are systematically and regularly reviewed and integrated into College-wide planning processes. These plans include the Facilities Master Plans, the Five-Year Construction Plan, the Technology Master Plan, and the Scheduled Maintenance Plan. Regular reports and inventories are prepared in order to assess the changing needs of the College and plans are updated accordingly. Departmental and program facilities and equipment needs are also outlined in annual Program Review documents and considered part of the annual budget and planning cycle.

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4. Long-range capital plans institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

EVIDENCE OF MEETING THE STANDARD

Long-range capital planning occurs in the Facilities Master Plans, annual five-year plan updates, Program Review, and other annual plans. These plans allow for informed decision making and results in facilities and instructional equipment that meet the College's institutional goals. These plans include projections for the total cost of ownership (TCO) components, such as additional staffing and equipment needed to complete the plans (III.B.9). Through the planning and budgeting process, departments are required to provide ongoing cost estimates as part of funding requests when applicable to provide a clearer representation of total cost. Prioritization of requests takes place annually as part of the program review and annual planning process.

The Business Services Division has developed a Total Cost of Ownership (TCO) as a result of input of several committees (including the Physical Resources Committee, Budget Committee, Institutional Planning Committee, and the College Council) and staff recommendations. The important elements capture total costs for implementing and maintaining additional staffing needs, new facilities, and additional technology for new programs. This assists the College in capturing the total costs for inclusion in the prioritization process and occupancy of new facilities. It includes the ability to estimate the total cost of new administrators, faculty, classified, student workers, and temporary staff. Ancillary costs to hiring new staff are also part of this calculation. When new buildings are occupied, the operating expenses and maintenance of the buildings are estimated as well as technology (both one time and ongoing), fixtures, and equipment needs. The implementation of the TCO occurred in the 2017-18 Fiscal Year with assessment by participatory governance committees and College constituents for refinement and expansion to meet College needs such as additional costs for increased sections (especially in the sciences, nursing, and CTE courses).

The College's broad definition of total cost of ownership includes staffing, supplies, equipment maintenance and replacement, and utilities and considers all relevant costs that are associated with asset acquisition and procurement, operations and management, and end-of-life management.

The College uses established metrics provided by Association of Physical Plant Administrators (APPA) to measure its effectiveness included in the total cost of ownership (TCO) process to project staffing needs for resource allocation. This includes support for all modalities. Future infrastructure maintenance costs are also included in this process. Assessment of the use of facilities is provided by the Physical Resources Committee. The planning processes as noted above in III.B.3 support this model. The PRC and Budget Committee are charged with assessing

the effectiveness of the Facilities Master Plans and the TCO to assess its impact on the strategic plan goals.

Space and equipment needs, including utilization, are part of the annual planning priorities and strategic goals which are the conduit for requesting equipment and maintenance of capital assets necessary to support programs and services. As part of the College's Program Review and Annual Program Assessments, individual facilities are evaluated annually at the academic department and operational unit levels (IIIB49). Through these processes, all departments have an opportunity to request additional facility space, to request alterations and improvements to existing spaces, and to request equipment based on identified data-driven need. Requests are prioritized through the College's resource allocation process, which includes a RAP and a scored and ranked PAR (IIIB50). Resources are allocated based on this objective process that includes recommendations from various stakeholders and Participatory Governance committees and approval from the Executive Cabinet, Superintendent/ President, and ultimately the Board of Trustees. Instructional and operational equipment needs are also addressed through the Program Review and Annual Program Assessment processes. The resource allocation process is identical to the one utilized for facilities needs.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.B.4. The College's framework for long range capital planning is conducted through the Educational Master Plan and Facilities Master Plan and annual Program Review process. This provides for informed decision-making regarding facilities and instructional equipment designed to meet institutional goals and the College mission. Through the annual planning and budget process, funding requests reflect total cost of ownership to include including staffing, supplies, equipment, maintenance, and replacement, utilities, and supplies. Equipment needs are systematically identified, prioritized, and resolved through the resource allocation process and as funds permit. Facilities improvements and construction follow a similar planning, prioritization, and allocation process in response to the needs identified through the College's planning processes (i.e., Program Review, Annual Program Assessments, and Educational Master Plan). The elements of the TCO are identified through collaboration between the Physical Resource Committee and the Budget Committee. Long-range capital planning is assessed via several processes including the participatory governance process, Program Review, and the Total Cost of Ownership estimator.

STANDARD III.B. EVIDENCE LIST

- [IIIB1](#) Space Inventory Report
- [IIIB2](#) Administrative Procedure 6600 – Five-Year Capital Construction Plan and Five-Year Scheduled Maintenance/Special Repair Plan
- [IIIB3](#) Five Year Construction Plan
- [IIIB4](#) Facilities Master Plans
- [IIIB5](#) Program Review Website
- [IIIB6](#) Strategic Plan
- [IIIB7](#) Resource Allocation Proposal (RAP) Website
- [IIIB8](#) Physical Resources Committee Charge
- [IIIB9](#) TCO Model
- [IIIB10](#) Safety Committee Web Site
- [IIIB11](#) Work Order Summary
- [IIIB12](#) Work Order Sample
- [IIIB13](#) Safety Committee Mission
- [IIIB15](#) Report of Unsafe Condition or Hazard Form
- [IIIB16](#) Accident Illness Flow Chart
- [IIIB17](#) Administrative Procedure 3506 – Automated External Defibrillators
- [IIIB19](#) Board Resolution on ADA Transition Plan
- [IIIB20](#) Campus Safety Web Site
- [IIIB21](#) Administrative Procedure 3520 – Local Law Enforcement
- [IIIB22](#) Regroup Contract
- [IIIB23](#) MSJC Alert
- [IIIB24](#) SJC Fire Alarm Project Summary
- [IIIB25](#) Administrative Procedure 3505 – Emergency Response Plan
- [IIIB26](#) Emergency Response Procedures
- [IIIB27](#) Emergency Action Plan
- [IIIB28](#) NIMS/SEMS Certification List

- [IIIB29](#) NIMS/SEMS Quiz
- [IIIB30](#) NIMS/SEMS Online Course
- [IIIB31](#) Resolution to Participate in Great California Shake Out
- [IIIB32](#) Active Shooter Video Training
- [IIIB33](#) 2016 Management Leadership Team Table Top Exercise
- [IIIB34](#) Active Shooter Training and Exercise
- [IIIB35](#) Administrative Procedure 3515 – Reporting of Crimes
- [IIIB36](#) Cleary Reports
- [IIIB37](#) Administrative Procedure 6521 – Security Monitoring and Recording
- [IIIB38](#) Administrative Procedure 6701 – Key Control
- [IIIB39](#) Measure AA Website
- [IIIB40](#) Measure AA Current Projects
- [IIIB41](#) Measure AA Oversight Committee
- [IIIB42](#) Bond Measure AA Annual Report 2015-2016
- [IIIB43](#) Measure AA Oversight Committee Annual Report Presentation
- [IIIB44](#) Fusion Report Space Inventory – MVC Efficiency Report
- [IIIB45](#) Fusion Report Space Inventory – SJC Efficiency Report
- [IIIB46](#) Fusion Assessment – Facilities Condition Assessment
- [IIIB47](#) 2015-16 Schedule Maintenance Projects
- [IIIB48](#) District Scheduled Maintenance 5-Year Plan
- [IIIB49](#) Program Review Web Page
- [IIIB50](#) Resource Allocation Proposals (RAPs)
- [IIIB51](#) Kiln Resource Allocation Proposal (RAP)
- [IIIB52](#) Acoustic Panels Resource Allocation Proposal (RAP)
- [IIIB53](#) Water Purification Resource Allocation Proposal (RAP)
- [IIIB54](#) Technology Master Plan
- [IIIB55](#) Educational Master Plan
- [IIIB56](#) M&O Program Review 2014-2017
- [IIIB57](#) M&O Annual Program Assessment 2016-2017
- [IIIB58](#) Instructional Support Plan

[IIB59](#) Physical Resources Committee Meeting Agenda and Minutes

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

C. TECHNOLOGY RESOURCES

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College recognizes that adequacy, quality, reliability, and security of technology resources and services are critical to supporting the College's operational functions, academic programs, teaching and learning, and support services. Technology resources and services are provided at all five (5) locations. The appropriateness and adequacy of technology resources and services are determined and evaluated through various planning and assessment channels. The College has two departments to support the technology services and student learning needs.

The College has historically maintained separate departments for the support of administrative technologies and academic technologies. Information Technology (IT) supports administrative technology resources ([IIIC1](#)). Academic Technology Services (ATS) supports academic technology resources critical for teaching and learning ([IIIC2](#)).

Technology Services

ATS and IT work collaboratively within the College's participatory governance structure to implement, sustain, and extend technologies in support of teaching and learning, including but not limited to the Library, computer labs, technology-enhanced classrooms, learning-management systems, student information system, virtual applications/services, multimedia services, and user-support services. The following technology service categories are provided through the Academic Technology Services (ATS) and Information Technology (IT):

- Desktop Computing

- Mobile Computing
- Helpdesk and User Support Services
- Classroom and Lab Technology Support
- Enterprise Software Administration
- Third-Party Software Administration
- Software Development
- Network Administration
- Communications Infrastructure Administration
- Access Controls and Authentication Administration
- Database Administration
- Server Administration
- Data Center Administration
- Project Management
- Printer Administration
- Disaster Recovery Administration
- Information Security Administration
- Procurement and Contract Consultation
- Mandated Reporting
- Report Management
- Wireless Network Administration
- Library System Integration

Professional Support

The College maintains adequate staffing to meet technology needs at all sites.

There are 21 full-time employees who comprise the IT department (including a Dean and Associate Dean) ([IIIC3](#)). The mission of the Information Technology Department is to provide an institutional computing environment that manages and maintains accurate, reliable, and efficient technology services for the success of the College community and provides a wide variety of technical support services in the following areas: Software development and management; System architecture and planning; Desktops; Support services; Network management; Communication infrastructure; System access; Database administration; Web server administration; Project management; Mandated reporting; Printer administration; and Disaster recovery ([IIIC4](#)).

Within the ATS department there are a total of 16 full-time employees (including a Dean) ([IIIC5](#)). The mission of Academic Technology Services is to provide, repair, and maintain instructional technology that directly supports students; organize instructional technology settings and events; collaborate, communicate and guide faculty and staff to enhance learning

outcomes using instructional technology (IIC6). The ATS department provides a wide range of software, hardware, and instructional support to faculty and staff. Distance Education is supported by eight (8) faculty and staff under the Instructional Services division. They provide a range of support services for faculty, staff, and students (see DE supplement for details) (IIC7, IIC8).

The ATS Department personnel and procedures play a principal role in analyzing needs described by departments and programs; specifying hardware, software, and services to meet those needs; implementing and providing training in the use of new technology; and providing ongoing technical and operational support. The ATS Department is housed within the Instructional Services Division but serves all divisions and College sites (IIC9). ATS provides user and system support for hardware, software, and equipment within all facilities, including computer labs, classrooms, offices, conference rooms, and large group venues.

Assessment of Technology

The College evaluates the effectiveness of meeting technology needs through the participatory governance structure as well as Program Review, the Distance Education Master Plan, Technology Master Plan, and other means (IIC10, IIC11, IIC12, IIC13, IIC14, IIC15). Two separate participatory governance committees, Information, Communications, and Technology Committee (ICTC) and Educational Technology Committee (ETC), exist to advise on matters related to administrative and academic technologies, respectively (IIC16, IIC17). The committees collaborate and ensure a close working relationship. Each committee maintains a standing agenda item to review meeting minutes of the other committee which strengthens communication and consistency in developing and implementing College technology recommendations (IIC18, IIC19). ATS and IT continuously monitor network and system performance in order to ensure accessibility and responsiveness (IIC20, IIC22, IIC23). In addition, environmental monitoring is conducted for power, cooling, and physical security (IIC21).

Facilities

ATS and IT work collaboratively within the College's participatory governance structure to implement, sustain, and extend technologies in support of teaching and learning, including but not limited to the Library, computer labs, technology-enhanced classrooms, learning-management systems, virtual applications/services, multimedia services, and user-support services.

Although the College has an aging physical infrastructure and buildings as documented in the Facilities Master Plans, the College has leveraged resources to ensure a strong technology infrastructure and that all classrooms are equipped with computers, projectors, projection screens, wireless network access, and phones (IIC24, IIC30). Offices and computer labs are

equipped with up-to-date computers, phones, software, wireless network access, and access to printing resources as necessary to effectively meet the needs of the learning, teaching, and district-wide operations. Through the academic and administrative areas, ATS and IT collectively support approximately 2,200 desktop client systems. Standardization of the computer operating system platform and Microsoft Office application software allows the technology support teams to provide quick response times in offices and classrooms. Standards for administrative and academic computing functionality are defined through Participatory Governance ([IIIC26](#)). All classrooms and computer labs undergo regular maintenance checks between semesters to ensure that technology is functioning optimally. The College maintains minimum standards for client desktop technology and annually replaces end-of-life equipment in order to ensure adequacy ([IIIC27](#), [IIIC28](#)).

Hardware

The hardware supporting the College's enterprise applications is sized appropriately for the demand of the user community. The network infrastructure is a combination of physical connections, hardware, and software that provides for the transmission and receiving of data, and voice or video transmission. The College strategically plans for expansion of the network infrastructure to allow the College to support growth in headcount, facilities, and technological capabilities ([IIIC11](#), [IIIC12](#), [IIIC13](#), [IIIC14](#)). The College has a strong network infrastructure to ensure the effectiveness of College operations and provides a stable network environment for all students, faculty and staff members.

The College provisions thin client systems, where possible, as part of the desktop technology refresh, and expansion. This technology, using the Microsoft Multipoint server operating system and thin client solutions, allows for the College to add additional client stations while reducing the amount of computers needed for each station, and helping to reduce total cost of ownership. For example, multipoint systems were deployed at the Menifee Valley Campus to refresh, replace, and augment mobile stations within the Biology areas and the Library and Learning Resource Center ([IIIC30](#)). As requested by faculty through ETC, one new multipoint lab was deployed at the Temecula Higher Education Center.

The College also maintains mobile computer platforms for academic and administrative utilization. The ATS department is responsible for 470 mobile systems ([IIIC31](#)). The IT department supports a fleet of 112 mobile computers and tablets used for administrative purposes ([IIIC32](#)). With each mobile computing platform device the College maintains provisions for tracking software as well as Mobile Device Management software.

The ATS department has a total of 76 instructional systems running in a virtual environment, providing increased uptime through fault tolerance and failover. This large number of virtual servers creates significant load on storage requirements. To improve performance of the virtual

machines the College installed a 20TB flash storage array, to ensure that adequate read/write performance is available ([IIIC33](#)).

Environmental monitoring equipment has continued to be deployed in all network and server equipment locations to provide historical environmental information and to ensure environmental conditions are being met, or at a minimum, identify areas that fail to meet environmental requirements to ensure reliable operation of equipment ([IIIC34](#)).

The College provides wireless network access for student, employee, and community use. The College monitors the wireless network and plans for increased demands for wireless and mobile computing ([IIIC35](#)). Program Reviews and student work orders identified a need for enhanced and improved wireless access, so in 2016, the College contractually engaged P2S Engineering to assess the wireless network as well as design a wireless network that would satisfy the needs of academic, campus safety, administrative, and community use ([IIIC36](#)). In 2017, the College installed and configured 333 additional access points to ensure appropriate network throughput and adequate wireless network coverage of all academic areas, administrative areas, and gathering areas at all locations ([IIIC37](#)).

The College has implemented virtual server infrastructures at both the San Jacinto and Menifee Valley campuses, providing increased uptime through fault tolerance and failover that serve all locations. The ATS department administers 76 instructional systems running in a virtual environment. The IT department administers 223 administrative systems running in a virtual environment ([IIIC38](#), [IIIC39](#)). The hardware supporting the College's enterprise virtual server infrastructure is sized appropriately for the demand of the user community. The IT and ATS departments maintain physical, environmental, security, and performance monitoring on all mission critical systems.

In the 2016-2017 academic year, based on Program Review that identified an aging fiber infrastructure, the College installed a new single mode fiber backbone across the San Jacinto and Menifee Valley campuses in order to accommodate additional networking demands ([IIIC11](#), [IIIC12](#)). The bandwidth of the San Jacinto campus internet connection was increased from 45Mbps to 1Gbps and the institutional firewall was also upgraded to accommodate the increase in internet traffic. CENIC currently provides the College with two (2) 1Gbps internet gateways that serve all five (5) locations. The College is currently requesting an upgrade from CENIC of the San Jacinto Campus gateway to 10Gbps to accommodate additional increases in network demands.

The College has also implemented a 10Gbps point to point dedicated connection between the San Jacinto and Menifee Valley campuses in order to increase bandwidth. The Information Technology (IT) and Academic Technology Services (ATS) department have deployed 10Gbps edge switches to increase bandwidth and port capacity throughout all sites in order to provide a 10Gbps network spanning the College's two main campuses ([IIIC40](#)). Also, the College has

deployed a new wireless network spanning all five (5) locations capable of supporting the academic and administrative needs for the entire College district ([IIIC41](#)). The College continues to require additional improvements to the core infrastructure and is pursuing an automated failover internet connection, with a clustered firewall, at the Menifee Valley Campus in order to mitigate system outages.

The demands on the College's network server topology continues to increase as categorical programs, information security requirements, and institutional initiatives expand. Goals and objectives contained within the Technology Master Plan related to the total cost of ownership, integrated planning, and adoption of cloud based technologies support the long-term sustainability of the College's network server topology ([IIIC14](#), [IIIC42](#), [IIIC43](#)).

Software

Mt. San Jacinto College has implemented and maintains several enterprise platforms and applications designed to support identified educational and administrative business needs of the College. Below is a listing of the enterprise platforms and applications at the College:

Canvas: After the Educational Technology Committee conducted a Course Management System Evaluation in fall 2015, the College adopted the Canvas Learning Management System (LMS) as of fall 2017. The Canvas LMS provides web-based classroom management tools for file hosting, communication, assessment and student performance monitoring. These tools are available to all scheduled courses as well as campus clubs and organizations. Canvas hardware and software is hosted by Instructure, parent company. IT supports Single-Sign-On (SSO) authentication and Student Information System data exchange with Canvas. ATS provides technical support and training for Canvas users ([IIIC2](#), [IIIC44](#), [IIIC45](#), [IIIC46](#)).

Colleague: The College has utilized Ellucian Colleague as a Student Information System since 1999. The College enjoys a mature implementation of the software including admissions, registration, academic records, degree audit, financial aid, student planning, curriculum, student billing, student disabilities, student EOPS, CalWorks, Community Education, Adult Education for non-credit, human resources, mandated reporting, e-Commerce, webadvisor, and self-service ([IIIC47](#)). Many in-house software reports, subsystems, integrations, and changes to the as-delivered Colleague source code have been developed. A Colleague Application Software Team (CAST) meets regularly, comprised of module leaders from across campus ([IIIC48](#), [IIIC194](#)). Module leaders serve as the resident experts for subsystem functionality, departmental training, subsystem setup parameters, troubleshooting, and reporting.

Galaxy: The College utilizes the Riverside County Office of Education (RCOE) Galaxy software as the Financial Management System. Galaxy is hosted at RCOE and requires minimal support from IT. Support services for Galaxy include client connectivity and reporting services integration between Galaxy and the College's data warehouse ([IIIC49](#)).

OnBase: Mt. San Jacinto College utilizes Hyland's OnBase onpremise software for digital document management and as a document workflow engine. Enrollment Services, Financial Aid, and Payroll currently utilize the document management system. The OnBase system has the capacity to support the institutional needs of the College for document management ([IIIC50](#)).

SARS: Various departments at the College utilize the SARS suite of applications for managing student appointments for student support services. The Counseling department, EOPS, and DSPS utilize the software to manage contact types for MIS ([IIIC51](#), [IIIC52](#)). Custom integrations with Colleague have been developed to automate data imports to Colleague in order to support MIS reporting mandates. Additional enhancements related to SarsAlert, SarsCall, and Sars Anywhere have been requested and remain outstanding requests.

SharePoint: The College maintains two (2) instances of SharePoint that support the institutional website (www.msjc.edu) and internal collaboration ([IIIC53](#)).

Exchange: The College maintains an on premise instance of an Exchange 2010 cluster at both the San Jacinto and Meniffee Valley campuses for email communications for employees. The Microsoft Exchange software provides critical digital communications for the College ([IIIC54](#)).

Cisco Unity: The Cisco VoIP solution has been in place for approximately 10 years. The solution is integrated with the Exchange email system to deliver notifications of voicemails. Additionally, the solution is integrated with the Active Directory authentication system ([IIIC55](#)).

Office365: The College provides Office 365 exchange accounts for all students. The solution is provided to the College free of charge as part of the annual Microsoft Campus Licensing Agreement through the California Community College Foundation. The College sends all official electronic communications to the College supplied student email accounts hosted in Office 365 ([IIIC56](#)).

Google Apps for Education: The College provides Google Apps for Education accounts for all employees. Google Apps for Education provides easy to use web-based productivity tools for employees that can be centrally managed by the IT department ([IIIC57](#)).

Avigilon: Surveillance video and access control software is maintained within the College's Avigilon system ([IIIC58](#)). The surveillance system contains more than one hundred (100) cameras across the College sites ([IIIC59](#)). In 2016, the College engaged an engineering firm to provide a master plan for the future deployment of additional cameras and supporting server resources ([IIIC60](#)). The Avigilon system currently satisfies the needs of the College and future deployments of cameras will provide further security.

AeroHive: The wireless network and solution underwent a major upgrade in 2017. The College engaged engineering services to design a robust wireless network for all five (5) locations. The

San Jacinto and Menifee Valley campuses received all new single mode fiber, core switches, edge switches, and access points in order to maximize wireless network throughput and capacity. The AeroHive is expected to satisfy the needs of the College through the timeline of the Technology Master Plan ([IIIC14](#), [IIIC61](#)).

VMWare: The Information Technology has standardized the virtual infrastructure on the VMWare platform. The platform provides reliability, security, resiliency, and intuitive functionality for the management of the virtual infrastructure. The software meets the current needs of Information Technology ([IIIC62](#)).

Hyper-V: On this service platform, the College provides remote application and desktop services to students to support their learning needs. With a catalog of available software (including productivity software, Adobe Creative Cloud, ArcGIS, networking, programming, web and SQL development software) students are able to continue their studies on demand, regardless of location and at their convenience. Instructional Servers are also run on the platform to assist in instruction ([IIIC63](#)).

SQL Server Reporting Services: SQL Server Reporting Services (SSRS) is utilized for distributing self-service access to reports generated from the College's data warehouse. SSRS provides access to formatted reports to employees that are authorized to obtain access. The data warehouse aggregates data from SarsGrid, Colleague, Winprism, and Galaxy in order to allow SSRS to satisfy the majority of the College's reporting needs ([IIIC64](#)).

Veeam: Information Technology has standardized the Disaster Recovery solution on the Veeam platform. The platform provides reliability, security, resiliency, and intuitive functionality for the management of the disaster recovery plan across all five (5) locations ([IIIC65](#)).

WinPrism: The Bookstores utilize a WinPrism retail management system solution. The Bookstore department, in coordination with Information Technology, have initiated an initiative to upgrade the hardware and software of the WinPrism platform. The upgrade is expected to be completed for the start of the spring 2018 term ([IIIC66](#), [IIIC67](#)).

eLumen: The College utilizes eLumen software to inventory, assess, and report course learning outcomes and student learning outcomes ([IIIC68](#)). The College utilizes eLumen's cloud-based solution. The Office of Institutional Effectiveness manages operational support of the software and Information Technology manages authentication support for the software ([IIIC69](#)). The software meets the current needs of the College.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.C.1. The College provides appropriate and adequate technology services, professional support, facilities, hardware, and software to support the

College's operational functions, academic programs, teaching and learning, and support services. The IT and ATS departments provide a wide variety of services including technical support, hardware and software support, infrastructure management and maintenance, communications network management, and support of instructional platforms, desktop, and mobile applications. Provisions for ensuring reliability, disaster recovery, privacy and security exist through the College planning processes. Decisions regarding technology services, facilities, hardware, and software are driven by the College's integrated planning, program review and resource allocation processes. Input from faculty, staff, and students occurs not only through the program review process but also through the two participatory governance committees (ICTC and ETC) directly responsible for providing recommendations on technology needs, services and professional support. The College evaluates the effectiveness of its technology in meetings its range of needs through data collected in the program review process.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

EVIDENCE OF MEETING THE STANDARD

The College systematically plans, acquires, maintains, upgrades, and replaces technology infrastructure to support the College's mission, operations, programs, and services. Technology is acquired in an architecture that places core infrastructure as the foundation. This architecture supports the College's capacity to provide and maintain a stable, secure, robust, and scalable infrastructure to meet the current needs of students and employees as well as address future technology requirements and opportunities. The core infrastructure is comprised of components that have been built over many years of integrated and systematic planning, allocation, and acquisition.

Academic Technology Services (ATS) and Information Technology (IT) continuously research and stay apprised of emerging trends and best practices so that up-to-date technology can also be planned for and implemented ([IIIC1](#), [IIIC2](#)). Decisions about hardware and software investments are the result of various needs driven by curriculum, program review, master planning, mandated reporting requirements, productivity and efficiency gains, growth, refresh cycles, or other factors ([IIIC11](#), [IIIC12](#), [IIIC13](#), [IIIC14](#), [IIIC70](#), [IIIC71](#)). In all cases, the decisions are tied to institutional priorities, goals, and planning models, and is made considering the existing technical environment ([IIIC72](#)).

Decision-making about the use and distribution of the College's technology investments is focused on institutional need as identified from strategic groups, including the Information, Communication and Technology Committee (ICTC), the Educational Technology Committee (ETC), and the Colleague Application Support Team (CAST), that include faculty and staff ([IIIC73](#), [IIIC74](#), [IIIC75](#)). The Technology Master Plan and Distance Education Plan set the stage for the prioritization of funding and resources for future technology projects and upgrades ([IIIC13](#), [IIIC14](#)). The College adheres to a planning model that ensures technology investments are driven by institutional need as documented in the College's comprehensive Program Review and Annual Program Assessment processes ([IIIC10](#), [IIIC70](#)).

Through the College's comprehensive Program Review and Annual Program Assessment cycle, all programs and/or departments have an opportunity to identify technological needs and requirements ([IIIC10](#), [IIIC70](#)). The College's Program Review and learning outcome assessment models have evolved so that specific technology requirements and programmatic needs are identified and integrated into an institutional planning process. Through these evaluation and assessment measures, the College is able to analyze growth patterns, technical readiness, need for faculty hardware and software, and administrative and staffing requirements. Deployment of additional technology resources are, in many ways, based on the findings within Program Review and learning outcomes at the administrative, instructional, and student services division levels ([IIIC76](#), [IIIC77](#), [IIIC78](#)).

Mt. San Jacinto College actively practices a data-centered approach to continuous improvement for the institutional priorities. Technological needs identified in the Program Review processes as well as the College's master planning efforts are used to inform and identify short- and long-term technology priorities and objectives ([IIIC10](#), [IIIC43](#), [IIIC79](#)). The Mt. San Jacinto College Technology Master Plan and Distance Education Plan are developed on a regular three-year cycle to account for changes in institutional priorities and goals established through the Educational Master Plan, Facilities Master Plan, and Strategic Plan ([IIIC13](#), [IIIC14](#), [IIIC24](#), [IIIC71](#), [IIIC72](#), [IIIC80](#), [IIIC81](#), [IIIC82](#), [IIIC83](#), [IIIC84](#), [IIIC85](#)).

The 2018-2021 Technology Master Plan was developed through the College's participatory governance process ([IIIC81](#), [IIIC86](#)). Facilitated by the Information, Communication and Technology Committee (ICTC) and the Educational Technology Committee (ETC), the Technology Master Plan outlines the utilization and prioritization of technology resource allocations (staffing, funding, and facilities) designed to ensure successful implementation and sustainability of existing technologies and support future innovative technologies ([IIIC16](#), [IIIC17](#), [IIIC87](#), [IIIC88](#), [IIIC89](#)). The 2018-2021 Technology Master Plan has four (4) goals. The goals address the functional use of technology systems and resources across the College. Those four main (4) goals consist of the following:

- Maintain satisfactory service levels for technology resources and services

- Ensure timely access to information
- Utilize a sustainable model for technology resources
- Promote a safe and secure operating environment

The College utilized several methods of gathering information regarding the accessibility, reliability, and adequacy of supported administrative and academic technologies. For consideration of the 2018-2021 Technology Master Plan, assessments of technology resources were based on data from the following sources:

- Focus Groups – In summer 2017, the Office of Institutional Effectiveness, IT, and ATS departments hosted focus groups to gather input from faculty, staff, students, and administrators regarding the adequacy of technology as well as the future needs of technology ([IIIC90](#)).
- Program Review – IT and ATS participate in a robust Program Review and Annual Program Assessment Process. All technology team members have input into the Program Review and Annual Program Assessments which include assessment of current technology resources as well as recommendations for technology innovations, projects, recapitalization, and resource allocation ([IIIC10](#), [IIIC11](#), [IIIC12](#)).
- Help-desk Work Orders – IT and ATS utilize Help-Desk software that allows for reporting and assessment of trends of technology deficiencies and requests ([IIIC91](#), [IIIC92](#)).
- Security Feasibility Study - In spring 2016, the College engaged P2S Engineering to conduct a security feasibility study to assess the state of technology supporting physical security and to provide recommendations for improvement ([IIIC93](#)).
- Technology Standards – In coordination with ICTC and ETC, the College has developed a technology standards document to identify minimum standards for classroom, network, and office technology ([IIIC94](#), [IIIC95](#), [IIIC96](#)).
- Technology Recapitalization Schedule – IT and ATS maintain technology equipment inventories and lifecycle recapitalization schedules for infrastructure and technology resources ([IIIC97](#), [IIIC98](#), [IIIC99](#), [IIIC100](#)).
- Website Assessment – In 2015-2016, the College engaged the services of California State University of San Marcos students to conduct a survey of Mt. San Jacinto College students, staff, and faculty regarding the responsiveness and functionality of the institutional website ([IIIC101](#)).
- Wireless Network Design – In 2016-2017, the College engaged P2S Engineering to perform a wireless network survey and provide engineering plans to satisfy the needs of academic technologies, student wireless needs, administrative technologies, campus safety, and public events ([IIIC102](#)).

The 2015-2019 Distance Education Plan was developed through a similar participatory governance process that is facilitated by the Educational Technology Committee (ETC) ([IIIC13](#), [IIIC103](#)). The Distance Education Plan focuses objectives and initiatives towards improving student achievement, retention, and success in the College's online and hybrid modalities. It presents all Distance Education-related technology oriented goals in relation to the College's Educational Master Plan and Strategic Plan priorities ([IIIC71](#), [IIIC72](#)). The Plan identifies the methodologies used to offer distance education courses at Mt. San Jacinto College and the requisite technological infrastructure, equipment, support, and training necessary to support the Distance Education Program. The Distance Education Plan identifies core action plans with corresponding goals. The following action plans have been established for the 2015-2019 Distance Education Plan:

- Organizational Structure for the Center of Distance Education ([IIIC8](#))
- Program Course Development Process ([IIIC104](#))
- Institutional Support Standards ([IIIC105](#))
- Student Integrity and Authentication Standards ([IIIC106](#))
- Teaching and Learning Standards ([IIIC107](#))
 - Faculty Readiness Criteria
 - Accessibility and Security Standards
 - Program Review Standards
 - Discipline or Departmental-Specific Standards
- Student Support Standards

The College's integrated resource allocation process that drives all procurements, including technology requests, requires that resource augmentations are tied to institutional planning goals in order to be considered for funding ([IIIC108](#)). During the College's budget development cycle, departments and programs are provided with the opportunity to request additional funds (beyond their general fund allocation) to make improvements to College operations, student learning, and achievement. As part of this process, faculty and staff submit Resource Allocation Proposals (RAPs) based on data embedded within the Program Review to substantiate technological needs, including equipment, infrastructure, and training ([IIIC10](#), [IIIC70](#), [IIIC108](#)). Planning and budgeting for hardware includes the cost of acquisitions, support, and replacement on a standard cycle, using requests for technology acquisitions, and reviewing respective replacement cycles. To ensure consistency with College priorities and goals, the RAPs are required to link to learning outcomes, institutional priorities and plans, and program goals. Requests are scored utilizing a Prioritization Allocation Rubric (PAR) by an ad-hoc of the Institutional Planning and Budget Committees to recommend prioritization and allocation support ([IIIC109](#), [IIIC110](#), [IIIC111](#), [IIIC112](#)). Once that process is completed and recommendations are forwarded to Executive Cabinet for formal adoption, the approved requests, including those for technology, are allocated funds for full implementation.

Some key components of the technology infrastructure are purchased with one-time general or categorical funding while other components are purchased in lease schedules with an ongoing funding stream. The College also has an established Technology Reserve Fund that provides an ongoing funding resource for operational as well as curricular hardware and software ([IIIC29](#), [IIIC187](#), [IIIC188](#), [IIIC189](#), [IIIC190](#), [IIIC191](#), [IIIC192](#)). The College augments the Technology Reserve Fund annually to build a robust funding account that underwrites cyclical refurbishment of technology not currently on a funded refresh cycle. In addition, in 2014 the College received voter approval of a \$295 million General Obligation Bond (Measure AA) ([IIIC113](#), [IIIC184](#), [IIIC185](#), [IIIC186](#)). Some of the bond funds are slated to be utilized for technology upgrades, replacements, and infrastructure enhancement, expansion, and refurbishment purposes.

The IT and ATS departments maintain monitoring on mission critical systems ([IIIC114](#)). The administrative server infrastructure at both the San Jacinto and Menifee Valley campuses will reach end of life during the 2018-2021 Technology Master Plan. The Menifee Valley campus server and storage infrastructure will reach end of life in 2018. The San Jacinto campus server infrastructure will reach end of life in 2020. The College has developed technology reserves and maintains a recapitalization schedule for equipment for both IT and ATS ([IIIC115](#), [IIIC116](#)). The College will continue to increase utilization of virtual private cloud hosting as well as cloud based software in order to reduce infrastructure costs, environmental risk, physical risk, and equipment costs. The critical components of core network infrastructure that were at-risk of near-term failure for the Menifee and San Jacinto at the outset of the 2011-2015 Technology Master Plan were procured and deployed prior to the development of the 2018-2021 Technology Master Plan. The expected lifecycle for these core infrastructure components are expected to extend through the lifecycle of the most recent Technology Master Plan ([IIIC117](#)). These components include the administrative core switches and routers at the San Jacinto and Menifee Valley campuses.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.C.2. Technology planning is integrated with institutional planning and evaluation processes at Mt. San Jacinto College. The Technology Master Plan and Distance Education Plan were developed to directly support the educational priorities, goals, and objectives of the College, as articulated in the Educational Master Plan, Facilities Master Plan, and Strategic Plan. Through the comprehensive program review and planning processes, the institution prioritizes technology initiatives serving as the catalyst to integrate College and department technology needs and goals. As a result, the College effectively establishes provisions to ensure a robust, current, sustainable, and secure technical infrastructure with maximum reliability for students and faculty. Decision-making about the use, prioritization, and distribution of the College's technology investments is focused on institutional need as identified from strategic groups, including the Information, Communication and Technology

Committee, the Educational Technology Committee, and the Colleague Application Support Team, that include faculty and staff.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College is a single-college district with five unique sites located throughout the 1,700 square mile service area. The management, maintenance, and operation of the College's technological infrastructure and equipment are applied and supported equally throughout the District at all locations to ensure reliable access, safety, and security.

System access, reliability, security, backup, and disaster recovery are established through appropriate policies and procedures that outline appropriate use of technology, reducing the risk of intrusion, inappropriate use or disclosure, security incidents and other internal and external threats to the integrity, confidentiality, and availability of privacy information and student and/or employee data.

Reliable Access is achieved through the following methods:

- Systems health (hardware and software) and security monitoring (physical/authentication) with real-time notification
- Regularly scheduled systems and software patching
- Redundant data centers at the two main campuses with a dedicated network circuit connecting the two campuses that serve all five locations
- Cloud-based tier 1 services require Service Level Agreements of 99% uptime
- Vendors contracted for mission critical response for enterprise software, hardware, and services
- Redundant and hot spare equipment maintained onsite
- Development of Technology Standards Specification document to standardize technologies and provide standard functions in communication equipment
- 24/7 tech support for the Canvas learning management system
- Staff utilize test and development instances of tier I software to validate system updates, procedure modifications, and software development
- Computer and network technicians are available while classes are in session via multiple communication venues
- Maintenance of robust disaster recovery using a single vendor solution

- Power management maintained through the use of Uninterruptable Power Supplies as well as data center generators
- Technicians participate in regular safety training and operate equipment to CalOSHA standards

System Access

Every technology system at the College requires authentication. The College controls user access with signature authority based on least privilege required for operation by position. Appropriate authorization is required for the creation of a user account via a Computer Network System Access form ([IIIC118](#)). Accounts are deactivated upon separation. Administrative Procedure 6520 – Security for District Property – is in place for control of system access and removal of access ([IIIC119](#)).

All networked devices with access to College resources requires adequate passwords or an alternate secure authentication system. The College maintains a password aging policy and password complexity rules to ensure appropriate system access ([IIIC120](#)). College computer account owners have a responsibility to construct, secure, and maintain their passwords in accordance with the requirements specified in the Password Construction and Maintenance Guidelines document which can be found on the Information Technology website ([IIIC1](#), [IIIC121](#)). Passwords are set to expire on a regular and systematic basis every 90 days. The College has invested in a password management system that allows for integrated single authentication tools.

Ellucian Colleague student information system access is administered by data stakeholders as identified by the Colleague Application Support Team (CAST) committee ([IIIC75](#)). Access to data is set up by job function. Only appropriate personnel are set up to view and/or modify data. The addition of Ellucian system access and assignment of an Ellucian security class to an employee requires signature (email acceptable) authority from the CAST member responsible for the data. Information Technology maintains a list of employee names and assigned access ([IIIC122](#)).

System Security

The computer network is a vital resource to faculty, staff and students for academic and administrative purposes. The College is committed to maintaining the integrity, confidentiality, and availability of College data. Information and cyber security threats continue to be a serious concern for all community colleges, including Mt. San Jacinto College. The College maintains systems and procedures to mitigate these threats; however, the College continually works to improve and adapt to emerging threats. The College will continue to formalize an Information

Security Program, Information Security Training Program, and Incident Response Plans ([IIIC123](#)).

Student data and employee privacy information are areas that are protected from intrusion and inappropriate use or disclosure. The College's Administrative Procedure 6503 – Privacy Policy - - establishes the protocols and authority in which private data can be accessed ([IIIC124](#)).

The College maintains multiple firewalls and segmented networks to isolate various types of network traffic to protect the systems from unauthorized access. Virtual LANs are used within the campus to segregate the student access traffic from the network used by employees. Physical security of enterprise systems has improved through the deployment of alarm systems, server room environmental monitoring, intrusion monitoring, and video surveillance. The data centers contain keypad door systems, video monitoring and motion sensors with real time notifications.

Information Technology conducts regular patch/maintenance management on all servers and networked devices to address security vulnerabilities. Vulnerable systems face disconnection from the College network. All computers connected to the College network run current anti-virus software.

Data Backup and Recovery

The College has standardized the disaster recovery solution for enterprise applications as well as distributed application architectures for all campus locations. The College is committed to maintaining the integrity and security of data with tape backup systems and disaster recovery plans in place ([IIIC125](#), [IIIC126](#)). All systems use RAID or SAN technologies for fault tolerant data storage. Backup tapes are stored intercampus in fireproof safes. A backup tape rotation and recovery schedule is maintained. The system and data restore points are maintained in off-site locations accessible for timely recovery needs.

Safety

A Security Feasibility Study was completed to address future capital improvement projects that are slated to be funded under the College's General Obligation Bond Measure (Measure AA) ([IIIC93](#), [IIIC127](#)). The Study was intended to inform best practices related to technology supporting safety and security. Based on recommendations and findings in the Security Feasibility Study that was completed in spring 2016, the College has allocated resources to enhance key safety features:

- A generator, installed in the 200 building at the San Jacinto Campus, provides emergency backup power for mission critical communication systems and technology services ([IIIC128](#))
- video surveillance system placement and expansion

- standard access control devices ([IIC129](#))
- emergency classroom phones in every classroom ([IIC130](#))
- enhanced the ability to broadcast emergency communications to all campus locations

ICTC and ETC collaboratively designed *District Technology Standards* that outline the minimum technology specifications for classroom, network, office, and emergency communications. The Standards are intended to be used for all future capital planning ([IIC16](#), [IIC17](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.C.3. The College allocates appropriate resources to manage and maintain its technology at all campus locations. System access, reliability, security, backup, and disaster recovery are established through appropriate policies and procedures that outline appropriate use of technology, reducing the risk of intrusion, inappropriate use or disclosure, security breaches and other internal and external threats to the integrity, confidentiality, and availability of privacy information and student and/or employee data.

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4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College provides faculty, staff, students, and administrators with a variety of instruction, training, and support related to the effective use of technology. Training and support occurs in multiple modalities and formats in order to be responsive to an individual's particular need. Some of this training is face-to-face, in group settings, or on a one-on-one basis. Many of the training resources are available through an online modality so that individuals can optimize training opportunities to address their rigorous scheduling demands. Both the IT and the ATS departments work collaboratively to ensure that the College's technology training is sufficient to support and enhance teaching and learning ([IIC1](#), [IIC2](#)).

The College has a diverse selection of workshops and other training opportunities on a variety of topics that include the use of technology. Technical training and support for all faculty and staff is provided through the Mt. San Jacinto College (MSJC) Academy, a multi-day technology training event held twice each year for faculty and staff ([IIC132](#)). The topics offered at the academy align with training needs identified in surveys requests periodically administered as well as needs identified within the College's comprehensive Program Review and Annual

Program Assessment ([IIIC10](#), [IIIC133](#)). The MSJC Academy has been expanded to take advantage of economies of scale for resources, which includes FLEX, Student Equity, Basic Skills, the Title V grant, and other statewide support (including OEI, @ONE, IEPI, PLN). The MSJC Academy is well attended by faculty, including full-time and part-time, as well as classified staff and administrators ([IIIC134](#)).

Workshop-style trainings are also conducted for specific office and instructional tools. For the past ten years, the College was a grant partner with @ONE, a technology training grant supported from the California Community Colleges Chancellor's Office ([IIIC135](#)). Although the College is no longer affiliated with the grant as a partner (as of June 2017), the College still has access to and utilizes @ONE resources to increase employee access to technology training opportunities. With the ending of the @ONE partnership, Mt. San Jacinto College absorbed many of the @ONE funded positions and as such is now able to provide a more consistent and higher level of technical service to faculty and staff related to technology training ([IIIC136](#)).

The College is an Online Education Initiative (OEI) partner and through that collaboration has designated significant College resources to provide extensive support for faculty designing distance education courses that result in quality online course offerings ([IIIC137](#)). As part of the OEI, the College fully transitioned its course management system from Blackboard to Canvas in fall 2017 ([IIIC138](#)). As a result of this dramatic shift, the College dedicated numerous resources to support the training of faculty to seamlessly transition from one system to another. Several additional faculty and classified positions were added for this purpose, including a Distance Education Coordinator and Instructional Design Specialists supported by the College's U.S. Department of Education Title V HSI-Education Grant Program ([IIIC139](#), [IIIC140](#), [IIIC141](#)). In preparation throughout the 2016-2017 academic year, the Distance Education Coordinator and the Instructional Design Specialists offered training to faculty and students on using this new platform ([IIIC132](#), [IIIC142](#)).

The College's Distance Education and Learning Technology Advancement (DELTA) team provides training and support for the course design and development life cycle ([IIIC8](#), [IIIC142](#)). The DELTA team is a newly formed department that was created in summer 2017 to address the institutional need to support and improve distance education practices and student success in the online environment as identified by several Academic Senate resolutions passed in 2016-2017 academic year ([IIIC143](#), [IIIC144](#)). The team is comprised of a total of eight (8) resource staff. Faculty are provided with professional instructional design support through the Instructional Design positions recently hired by the College.

Academic Senate developed Senate Resolutions focused on maintaining a high standards of quality in both technology and Distance Education pedagogy ([IIIC144](#)). All faculty are recommended to participate in the following professional development activities prior to teaching an online or hybrid course at Mt. San Jacinto College:

- Complete Mt. San Jacinto College Effective Practices for Teaching Online (formerly Introduction to Online Teaching & Learning) Workshop as defined by the Educational Technology Committee; or [\(IIIC145\)](#)
- Receive a certificate of completion in online teaching from a reliable institution such as UCLA online Teaching Program, or @ONE Teaching Certification Program (approved by the California Community Colleges Academic Senate and the CCC Chancellor's Office); or [\(IIIC146\)](#)
- Demonstrate prior successful experience in teaching distance education course(s) at Mt. San Jacinto College or another similar institution; and
- Participate in one online professional development activity per academic year. (MSJC Academy, or @ONE Course Development) [\(IIIC147\)](#)

Mt. San Jacinto College recognizes the criticality of stable and functional technologies to support institutional learning, administrative functions, and communication. As such, Mt. San Jacinto College provides multiple methods and avenues of technical support for applicants, students, faculty, administrators, and staff. IT and ATS maintain Helpdesk support for students, staff, and faculty that is accessible via phone or e-mail ([IIIC148](#), [IIIC149](#)). The Helpdesks provide first tier support for assistance and troubleshooting for College communication tools, desktop applications, computer peripherals, enterprise applications, classroom devices, and system access requests. Additionally, students and faculty are provided 24/7 support through the CANVAS technical support ([IIIC150](#)). The Helpdesks utilize software to log requests, communicate with the requestor, provide an escalation path to second tier support, and provide reporting tools on call volumes and issue categories ([IIIC151](#)).

Through the Technology Master Plan development process, goals were identified focused specifically on maintaining satisfactory service levels for technology resources and services ([IIIC14](#)). Resources and support available to students include:

- student technology training workshops, facilitated labs, and online support ([IIIC152](#))
- Quest for Online Success readiness course using learning management system technology ([IIIC153](#)).
- Eagle Access Center training and support on matriculation web services to students ([IIIC154](#)).
- Online orientation ([IIIC155](#))

Within the DELTA team is a Program Support Coordinator who is responsible for direct student support related to distance education technology ([IIIC156](#), [IIIC8](#)). This individual provides the following resources to students:

- facilitates QUEST -- sends notifications to students requiring additional support or assistance ([IIIC157](#))
- schedules and facilitates all orientations and workshops ([IIIC158](#))
- responds to HELPDESK student requests ([IIIC159](#))

Classified staff and managers receive training on features of the College's technology systems that support their work and interests as well as specialized training that support specific tasks. Workshops and training sessions are scheduled during the MSJC Academy, the Classified Professional Day, and as needed throughout the academic year ([IIIC147](#), [IIIC160](#)). The College also supports other off site and online training opportunities for Classified Staff specific to technology. As new technologies are introduced, a training roll-out occurs for impacted staff and managers. For example, Administrative and Clerical Assistants were recently trained on the College's updated Book It system, a room scheduling tool, through a presentation and hands-on training. Additionally, the College adopted BoardDocs as a way to more efficiently manage Board of Trustees meetings. Key staff and managers received training on using this new technology system ([IIIC161](#)).

In January 2016, Mt. San Jacinto College completed renovation of San Jacinto personnel training room 159 increasing capacity of from 12 to 24 workstations to support professional development and technology training activities. Additionally, the training room was equipped with video conferencing capabilities to allow participants to collaborate across all College locations ([IIIC162](#)).

The College identifies the need for technology training and support through several assessment practices. The College's Comprehensive Program Review and Annual Program Assessment provide faculty and staff with consistent opportunities to identify equipment, technology, and professional development needs ([IIIC10](#), [IIIC70](#)). Faculty and staff submit Resource Allocation Proposals (RAPs) based on data and information embedded within the department, program and/or unit program review to substantiate this need and link it to learning outcomes, program goals, and institutional priorities ([IIIC108](#)). The College uses this allocation structure as one method to prioritize and appropriately allocate support and/or funding for technology and training needs ([IIIC109](#)). Another strategy utilized to assess the need for technology training is via the monitoring and tracking of Help Desk requests ([IIIC163](#)). Through this process, the College actively identifies trends in technology training needs from both students and College personnel in order to adequately address and program professional development opportunities appropriately. As a result of this type of analysis, the College provides targeted professional development opportunities focused on identified technology training needs to faculty and staff ([IIIC164](#)).

In addition to the targeted technology training, the College allocates resources for routine technology training for faculty and staff. The Information Technology department holds twice monthly two-hour self-study sessions for staff to maintain currency in current, new, and emerging technologies to ensure appropriate and adequate technical skills and knowledge ([IIIC165](#)). The Academic Technology Service department regularly commits three hours per week to professional development resources utilized by the field ([IIIC166](#)). The following represents several ongoing technology training opportunities available to faculty and staff:

- Access to OEI developed resources and the CCC Professional Learning Network (Lynda.com, Grovo, Skillsoft video training libraries) ([IIIC167](#), [IIIC168](#), [IIIC169](#), [IIIC170](#))
- Locally developed video instruction in support of CurriUNET ([IIIC171](#))
- Library has on-campus and online catalog resources for the College community ([IIIC172](#))
- Professional development website provides access to various on-demand training resources for faculty, staff and administrators ([IIIC173](#))
- Canvas Subscription Training available to faculty, staff and administrators ([IIIC174](#))
- Helpdesk resources are available to the College community ([IIIC159](#))

Surveys are utilized to evaluate the effectiveness of all technology training activities. MSJC Academy participants are provided surveys for each breakout session they attend ([IIIC175](#)). Surveys are used in an effort to gauge the overall effectiveness of the training and also to collect suggestions for future offerings and improvements for future sessions. Participatory Governance committees including Professional Development, ICTC, and ETC provide opportunities for the College community to provide input and feedback as to the effective use of technology and technology systems related to its programs, services, and institutional operations ([IIIC16](#), [IIIC17](#), [IIIC173](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.C.4. The College offers a variety of ongoing technology training and professional development to provide appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology. Technology training, support and resources are allocated based on needs identified through the College's comprehensive Program Review and Annual Program Assessment findings, Help Desk data and analysis, and integration of new technologies and technology systems that impact teaching and learning. The College consistently evaluates training and technical support to ensure their efficacy, adequacy, and appropriateness.

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5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

EVIDENCE OF MEETING THE STANDARD

Technology is an integral component of the Mt. San Jacinto College's teaching and learning processes. As such, the institution has established a number of policies and procedures to ensure the effective, responsible, and appropriate use of that technology. The policies and procedures are reviewed for currency and relevancy through the College's comprehensive Board Policy and Administrative Procedure review cycle completed annually ([IIIC176](#)). The policies and procedures that guide the appropriate use of technology are published on the College's website, printed in the College's Board Policy and Procedure Manual, and Faculty Handbook ([IIIC177](#), [IIIC178](#), [IIIC193](#)).

Mt. San Jacinto College owns and operates a variety of technology systems, which are provided for use by students, faculty, and staff in support of the College's programs. Employees and students who use College computers and networks, as well as the information they contain have a responsibility not to abuse those resources and respect the rights of others. The College has established acceptable use procedures that provide guidelines to students and staff for the appropriate and acceptable use of information and communication technologies through Board Policy 3720 – Computer Use ([IIIC178](#)). The policy guides employees in the proper use of College district-owned hardware and software, as well as access and dissemination of data with respect for data security, privacy, and Federal Family Educational Rights and Privacy Act (FERPA) requirements, thereby ensuring the appropriate use and distribution of the College's technology resources.

The College's associated administrative procedures, including Administrative Procedure 3720 – Computer and Network Use; Administrative Procedure 6365 -- Accessibility of Information Technology; Administrative Procedure 6504 – Acceptable Use Policy for Students; Administrative Procedure 6505 – Acceptable Use by College Employees for Computer and Communications Technology; and Administrative Procedure 6506 – District Email – establish procedures for ensuring that users respect software copyrights and licenses, appreciate the integrity of technology-based information resources, respect rights of other technology and communication users, and refrain from seeking to gain unauthorized access ([IIIC179](#), [IIIC180](#), [IIIC181](#), [IIIC182](#), [IIIC183](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.C.5. Policies and procedures have been established to guide the appropriate and acceptable use of technology in the College's teaching and learning processes.

STANDARD III.C. EVIDENCE LIST

- [IIIC1](#) Information Technology (IT) Website
- [IIIC2](#) Academic Technology Services (ATS) Website
- [IIIC3](#) IT Organizational Chart
- [IIIC4](#) IT Mission Statement
- [IIIC5](#) ATS Organizational Chart
- [IIIC6](#) ATS Website/Mission Statement
- [IIIC7](#) Distance Education (DE) Website
- [IIIC8](#) DE Organizational Chart
- [IIIC9](#) Instructional Services Organizational Chart
- [IIIC10](#) Program Review Website
- [IIIC11](#) Program Review - ATS
- [IIIC12](#) Program Review - IT
- [IIIC13](#) Distance Education Plan
- [IIIC14](#) Technology Master Plan
- [IIIC15](#) Participatory Governance Website
- [IIIC16](#) Information, Communication and Technology Committee Website
- [IIIC17](#) Educational Technology Committee Website
- [IIIC18](#) Information, Communication and Technology Committee Agendas/Minutes
- [IIIC19](#) Educational Technology Committee Agendas/Minutes
- [IIIC20](#) ATS System Performance Reports *
- [IIIC21](#) IT - Environmental Monitoring Reports *
- [IIIC22](#) IT - Server Performance Reports *
- [IIIC23](#) IT - Network Performance Reports *
- [IIIC24](#) Facilities Master Plan
- [IIIC25](#) ATS Asset Management *
- [IIIC26](#) MSJC Classroom Technology Standards (Draft)

- [IIIC27](#) MSJC Classroom Technology Standards (Draft) - Standards for Client Desktop Technology
- [IIIC28](#) IT - Desktop Replacement Schedule *
- [IIIC29](#) ATS - Desktop Replacement Schedule *
- [IIIC30](#) Biology, Library, and Learning Resource Center Work Orders - Multipoint System
- [IIIC31](#) ATS Asset Management – Mobile *
- [IIIC32](#) IT - Mobile System Inventory *
- [IIIC33](#) ATS Asset Management *
- [IIIC34](#) IT Environmental Monitoring Report *
- [IIIC35](#) Wireless Network Access Information
- [IIIC36](#) Wireless Network Engineering Drawings *
- [IIIC37](#) Wireless Network Inventory *
- [IIIC38](#) ATS Asset Management *
- [IIIC39](#) IT Virtual Server Infrastructure Inventory *
- [IIIC40](#) Board of Trustee LAN Switch Agenda Item *
- [IIIC41](#) Wireless Network Inventory *
- [IIIC42](#) Total Cost of Ownership Model *
- [IIIC43](#) Institutional Plans
- [IIIC44](#) Canvas Website
- [IIIC45](#) Educational Technology Committee Course Management System Evaluation
- [IIIC46](#) ATS Technical Support and Training Information
- [IIIC47](#) Ellucian Colleague Contract *
- [IIIC48](#) CAST Agenda/Minutes *
- [IIIC49](#) Galaxy Contract *
- [IIIC50](#) OnBase Report *
- [IIIC51](#) SARS Information *
- [IIIC52](#) MIS SSSP Report, MIS EOPS Report, MIS DSPS Report *
- [IIIC53](#) College Website
- [IIIC54](#) Microsoft Exchange Website
- [IIIC55](#) Cisco Unity Report *

- [IIIC56](#) Office 365 Utilization Report *
- [IIIC57](#) Google Apps for Education *
- [IIIC58](#) Avigilon Information *
- [IIIC59](#) Surveillance Video Inventory List *
- [IIIC60](#) Camera Master Plan from Engineering Firm *
- [IIIC61](#) AeroHive Report *
- [IIIC62](#) VMWare Report *
- [IIIC63](#) Hyper-V Screenshot/Information *
- [IIIC64](#) SQL Server Reporting Services *
- [IIIC65](#) Veeam DR Report *
- [IIIC66](#) Bookstore Website
- [IIIC67](#) WinPrism Proposal *
- [IIIC68](#) eLumen Website
- [IIIC69](#) Office of Institutional Effectiveness Website
- [IIIC70](#) Program Review Template
- [IIIC71](#) Educational Master Plan
- [IIIC72](#) Strategic Plan
- [IIIC73](#) Information, Communication and Technology Committee Website, Membership, Agenda/Minutes
- [IIIC74](#) Educational Technology Committee Website, Membership, Agenda/Minutes
- [IIIC75](#) CAST Agenda/Minutes, CAST Website *
- [IIIC76](#) Program Review - Administrative Units
- [IIIC77](#) Program Review - Instructional
- [IIIC78](#) Program Review - Student Services
- [IIIC79](#) Program Review Data
- [IIIC80](#) Institutional Plans Website
- [IIIC81](#) Technology Master Plan Document Library
- [IIIC82](#) Distance Education Plan Document Library
- [IIIC83](#) Educational Master Plan Document Library
- [IIIC84](#) Facilities Master Plan Document Library

- [IIIC85](#) Strategic Plan Document Library
- [IIIC86](#) Technology Master Plan 2018-2021
- [IIIC87](#) Technology Master Plan Development Document Library
- [IIIC88](#) Information, Communication and Technology Committee Agenda re: Technology Master Plan
- [IIIC89](#) Educational Technology Committee Agenda/Minutes re: Technology Master Plan
- [IIIC90](#) Technology Master Plan Retreat Summaries
- [IIIC91](#) HelpDesk Reports IT *
- [IIIC92](#) HelpDesk Reports ATS
- [IIIC93](#) Security Feasibility Study Report *
- [IIIC94](#) Technology Standards for Classroom, Network and Office Technology *
- [IIIC95](#) Information, Communication and Technology Committee Agenda/Minutes re: Technology Standards
- [IIIC96](#) Educational Technology Committee Minutes re: Technology Standards
- [IIIC97](#) Technology Recapitalization Schedule for IT *
- [IIIC98](#) Technology Recapitalization Schedule for ATS *
- [IIIC99](#) IT Server Recapitalization Schedule *
- [IIIC100](#) IT Storage Recapitalization Schedule *
- [IIIC101](#) CSUSM Website Survey *
- [IIIC102](#) Wireless Network Engineering Plan *
- [IIIC103](#) ETC Agenda/Minutes re: Distance Education Plan
- [IIIC104](#) MSJC DE Plan - Course Development Process
- [IIIC105](#) MSJC DE Plan - Institutional Support Standards
- [IIIC106](#) MSJC DE Plan - Student Integrity and Authentication Standards
- [IIIC107](#) MSJC DE Plan - Teaching and Learning Standards
- [IIIC108](#) RAP Website, RAP Templates, RAP Spreadsheet
- [IIIC109](#) PAR Templates
- [IIIC110](#) Institutional Planning Committee Minutes re: RAP/PAR Scores
- [IIIC111](#) Budget Agenda/Minutes re: RAP/PAR Scores *
- [IIIC112](#) IT 2017-2018 PAR Scores *

[IIIC113](#) Measure AA Bond Website

[IIIC114](#) End of Life Cycle Plan *

[IIIC115](#) IT Server Recapitalization Schedule, IT Storage Recapitalization Schedule *

[IIIC116](#) ATS Recapitalization Schedule for Equipment *

[IIIC117](#) Core Infrastructure Lifecycle *

[IIIC118](#) Computer Network Access Request *

[IIIC119](#) Administrative Procedure 6520 – Security for District Property

[IIIC120](#) Password Aging Policy *

[IIIC121](#) Password Construction & Maintenance Guidelines Document *

[IIIC122](#) Colleague Employee Access List *

[IIIC123](#) Information Security Training Program Information *

[IIIC124](#) Administrative Procedure 6503 – Privacy Policy

[IIIC125](#) Veeam DR Report *

[IIIC126](#) Veeam Disaster Recovery Report *

[IIIC127](#) Measure AA Funded Project List

[IIIC128](#) Board of Trustees SJC Generator Agenda Item *

[IIIC129](#) Board of Trustee CDEC Security Enhancement Agenda Item *

[IIIC130](#) Board of Trustee Emergency Phones Agenda Item *

[IIIC132](#) MSJC Academy Program/Agenda

[IIIC133](#) Survey re: Training Needs

[IIIC134](#) MSJC Academy Participant Lists *

[IIIC135](#) @ONE Website

[IIIC136](#) Board of Trustees Agenda/Minutes re: @One, @One Positions

[IIIC137](#) OEI Website

[IIIC138](#) Canvas Website, Canvas Adoption Information

[IIIC139](#) Title V Grant

[IIIC140](#) DE Coordinator Job Description

[IIIC141](#) Instructional Design Specialists Job Description

[IIIC142](#) Canvas Migration Training & Support

[IIIC143](#) DELTA Training Schedule

[IIIC144](#) Academic Senate Resolutions re: Distance Education

[IIIC145](#) Teaching Online Workshop Information

[IIIC146](#) @ONE Certificate Program

[IIIC147](#) MSJC Academy Program/Agenda

[IIIC148](#) IT Helpdesk

[IIIC149](#) ATS Helpdesk

[IIIC150](#) Canvas Technical Support Website

[IIIC151](#) IT Helpdesk Request Logs, ATS Helpdesk Request Logs *

[IIIC152](#) Workshops, Lab Support, Online Support

[IIIC153](#) QUEST for Online Success Readiness Course

[IIIC154](#) Eagle Access Center Website

[IIIC155](#) Online Orientation Website

[IIIC156](#) Program Support Coordinator Job Description

[IIIC157](#) QUEST for Online Success Readiness Course

[IIIC158](#) Fall 2017 DE Orientation and Workshop Schedule

[IIIC159](#) Helpdesk Student Requests *

[IIIC160](#) Classified Professionals Day Email

[IIIC161](#) BoardDocs Training Participant List

[IIIC162](#) SJC Training Room 159 Renovation *

[IIIC163](#) Helpdesk Requests Tracking Report *

[IIIC164](#) Technology Training and Professional Development Information

[IIIC165](#) IT Self Study Staff Session Information *

[IIIC166](#) ATS Professional Development Activities *

[IIIC167](#) Lynda Website

[IIIC168](#) Grovo Website

[IIIC169](#) PLN Website

[IIIC170](#) Skillsoft Video Training Libraries

[IIIC171](#) CurricUNET Training Videos Webpage

[IIIC172](#) Online Library Catalog

[IIIC173](#) Professional Development Website

- [IIIC174](#) Canvas Subscription Training *
- [IIIC175](#) Fall 2017 MSJC Academy Surveys
- [IIIC176](#) Board Policies and Administrative Procedures Annual Review Workshop *
- [IIIC177](#) Faculty Handbook
- [IIIC178](#) Board Policy 3720 – Computer Use
- [IIIC179](#) Administrative Procedure 3720 – Computer and Network Use
- [IIIC180](#) Administrative Procedure 6365 – Accessibility of Information Technology
- [IIIC181](#) Administrative Procedure 6504 – Acceptable Use Policy for Students Using Computer Resources
- [IIIC182](#) Administrative Procedure 6505 – Procedures for Acceptable Use by College Employees for Computer and Communications Technology
- [IIIC183](#) Administrative Procedure 6506 – District Email
- [IIIC184](#) Board of Trustees LAN Switch Agenda Item
- [IIIC185](#) Board of Trustees Core Switch Agenda Item
- [IIIC186](#) Board of Trustees Wireless Purchase Agenda Item
- [IIIC187](#) IT Technology Reserve Fund Budget *
- [IIIC188](#) ATS Technology Reserve Fund Budget *
- [IIIC189](#) IT Technology Reserve Fund RAP
- [IIIC190](#) IT RAP Technology Reserve Fund Award Spreadsheet
- [IIIC191](#) ATS RAP Technology Reserve Fund RAP
- [IIIC192](#) ATS RAP Technology Reserve Fund Award Spreadsheet
- [IIIC193](#) BP/AP Manual
- [IIIC194](#) CAST Website

*Requires Login/Password Credentials to View

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

D. FINANCIAL RESOURCES

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

EVIDENCE OF MEETING THE STANDARD

The annual budget for the College is sufficient to meet instructional and student support programs and services need. The 2016-2017 Adopted Budget shows the College's total available funds in the unrestricted general fund are \$96,431,161, including beginning balances. This budget covers projected expenses of \$82,815,073 and ensures compliance with Administrative Procedure 6305 – Reserves – which establishes the College's reserve requirement at 6% ([IIID1](#), [IIID2](#), [IIID3](#)).

The Business Services Office provides the budget allocation by division in the 2016-2017 Adopted Budget - Budget Allocation Model (page 72) as illustrated below:

Mt. San Jacinto College
Budget Allocation Model - Adopted FY1617
Unrestricted General Fund - Unaudited

Expenditures	President	Instruction	Student Services	Business Services	Human Resources	Total
FY 2015-2016 Base Expenditure Budget (1000-6XXX)	\$ 11,578,912	\$ 40,215,775	\$ 9,377,077	\$ 14,560,837	\$ 1,364,176	\$ 77,096,777
P 2016-2017 Base Budget Adjustments	453,485 (1)	4,938,227	1,943,476	2,911,709	194,747	10,441,644
FY 2015-2015 PERS/STRS/OPEB Reserve moved to						
O object 7920	(5,814,850)	-	-	-	-	(5,814,850)
O FY 2016-2017 Additional PERS/STRS Reserve	1,091,502	-	-	-	-	1,091,502
Base Expenditure Budget for FY 2016-2017 (1000-6XXX)	\$ 7,309,049	\$ 45,154,002	\$ 11,320,553	\$ 17,472,546	\$ 1,558,923	\$ 82,815,073

Notes:

(1) Includes Resource Allocation Proposal reserve transferred to other divisions

P Permanent Base Ongoing Funding	4,626,791
O One Time Funding	1,091,502
	\$ 5,718,293

Also included in the Budget Allocation Model in the 2016-2017 Adopted Budget is the allocation by campus.

Budget Allocation by Location	San Jacinto Campus	Valley Campus	Temecula Campuses	Gorgonio Campus	District Wide	Total
Base Expenditure Budget 2016-2017 (1000-6XXX)	\$ 34,131,450 (2)	\$ 30,140,860	\$ 1,726,986	\$ 459,338	\$ 16,356,439 (3)	\$ 82,815,073

(2) Includes Administration Expenditures

(3) Includes Associate Faculty Budget

The College reserve is currently at \$12,920,386- well above the 6% reserve threshold. There has not been a TRAN utilized since fiscal year 2013-2014. During the 2015-2016 fiscal year, a portion of the proceeds from the Series A general obligation bond issuance refunded 100% of the College’s outstanding lease revenue bonds.

As shown below the following chart indicates how the College Board Reserve has increased since fiscal year 2011-2012.

Fiscal Year	Unrestricted General Fund Board Reserve	STRS/PERS/OPEB Reserve
2011-2012 - Actual	2,802,294	
2012-2013 - Actual	3,167,742	
2013-2014 - Actual	3,631,934	
2014-2015 - Actual	3,876,251	
2015-2016 –Actual	4,972,124	5,814,850
2016-2017 - Unaudited	6,014,034	6,906,352
2017-2018 – Budgeted	6,084,034	6,906,352

Board Policy 6250 -- Budget Management -- outlines the Board of Trustees’ expectations that the College comply with Title 5 regulations and the California Community College’s Budget and Accounting Manual (IIID4). The College provides quarterly reports to the governing board. Per the corresponding Administrative Procedure 6250, the Dean of Administrative Services/Controller is responsible for administering these regulations, and is the authority to amend regulations (IIID5).

During the budget development process in 2015-2016, the College established a Board of Trustees Special Reserve Fund to plan ahead for the scheduled increases in the College’s state retirement systems’ contributions for California State Teacher’s Retirement System (STRS) and for California Public Employee’s Retirement System (PERS) (IIID6). Additionally, a designated reserve for the future funding for the College’s Other Postemployment Benefits (OPEB) liability was built in for a total of Designated Board Reserve of \$5,814,850 (IIID7, IIID8, IIID9). This

amount was increased \$1,091,502 during the 2016-2017 budget development process to bring the total to \$6,906,352. Along with this special board reserve the College also has an irrevocable trust account for future OPEB liabilities with the CalPERS (CERBT) program with a current funding value of over \$4.6 million.

The College managed to meet fiscal requirements consistently during the state-wide recession as evidenced in the College's balanced Adopted Budgets. The Budget Committee assisted in establishing cost reducing strategies such as temporary furlough days, reductions in discretionary spending, hiring freezes and utilization of restricted categorical grants allocations [\(IIID10\)](#).

The College's finances are managed with integrity that ensures financial stability as outlined in Board Policy 6300 – Fiscal Management [\(IIID11\)](#). The Vice President of Business Services establishes procedures to assure that the College's fiscal management is in accordance with the principles contained in Title 5, section 58311, including: (A) Adequate internal controls exist. (B) Fiscal objectives, procedures, and constraints are communicated to the Board and employees. (C) Adjustments to the budget are made in a timely manner, when necessary. (D) The management information system provides timely, accurate, and reliable fiscal information. (E) Responsibility and accountability for fiscal management are clearly delineated.

The integrity of the financials is ensured through well established procedures, proper segregation of duties, routine reviews, and external audits. The College's financials are posted publicly on the Budget Committee website and final audits are presented in multiple and various forms [\(IIID12\)](#). Financial reports are submitted to the California Community College Chancellor's Office by the external auditors and via the College's Community College Fiscal Standard -311 (CCFS-311) Report. The CCFS-311 is the College's annual financial and budget report, and is submitted to the Fiscal Standards Unit of the California Community College Chancellor's Office. The CCFS-311 annual report is the vehicle for summarizing and communicating the results of budgetary decisions and transactions of all governmental, proprietary, and fiduciary funds for each annual fiscal period. The report includes year-end balances and budget projections for the upcoming year. The College's adequate fiscal controls have enabled the College to have only minor audit exceptions in the last several fiscal years [\(IIID13\)](#). The College hired an internal control accountant in fiscal year 2016-2017 to establish a more systematic internal audit review throughout the fiscal year.

The College has an institutional infrastructure where planning guides resource allocation and distribution. Educational planning is integrated with resource planning and allocation to support student achievement and learning [\(IIID14\)](#). Mt. San Jacinto College's planning and resource allocation model directly links Resource Allocation Proposals (RAPS) to the institution's three-year Program Review, Annual Program Assessment, Strategic Plan priorities and goals, ranking the requests using the College's Prioritization Allocation Rubric (PAR) and tracking the prioritized request through the process until funding decisions are cycled through the

Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the Superintendent/President (IIID15).

In fiscal year 2016-2017, the College implemented the Classified and Administrative Personnel Prioritization Request (CAPPR) process (IIID16). This new template replaced the RAP as the form to submit requests for 1) net new classified or administrative positions, 2) replacing classified/administrative positions due to resignations/retirements, 3) positions created or modified as a result of division/unit reorganization, and 4) addition of hours/time of effort for existing positions. Just like the RAP process, the CAPPRs are scored on how closely they tie to the department Program Review/Annual Program Assessment as well the institutional Strategic Plan and institutional priorities and goals. Both resource request templates require departments to identify and prioritize their needs for the development, maintenance, and enhancement of their programs and services.

During the annual budget development process, as outlined in the Board of Trustee approved Annual Budget Calendar, the College reviews the existing budget, evaluates and incorporates current and future obligations, and integrates the cost of the institutional goals and initiatives (IIID14, IIID17). Enrollment data is analyzed to provide goals that are strategically implemented for educational programs and services.

The College's institutional resources are sufficient to ensure financial solvency. Throughout the year, the College effectively, and with integrity, manages the financial resources by preparing and reviewing quarterly projections, monitoring cash flow, running periodic 50 percent calculations, and employing a system of internal controls. The College has met all of its fiscal obligations and, as reported in the annual audits for both the College and for the Bond (Measure AA), has had unmodified opinions over financial reporting and bond compliance (IIID13). The new internal control accountant position provides additional oversight of internal controls to ensure integrity and stability and ensuring compliance.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.1. The College has an established system of Board Policies and Administrative Procedures for the oversight and allocation of fiscal resources. The College plans and implements a budget within its anticipated revenue projections with conservatism that demonstrates sound financial planning. The College's formalized processes and practices ensure that available financial resources are used to support student learning programs and services that improve the student outcomes for institutional effectiveness. Annual improvements are incorporated on the resource allocation processes based on the evaluation of the program. Over the past few years the College funded the awarded RAPs and CAPPRS while setting funds aside to fund upcoming increases to employee benefits liabilities. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability; financial statements over the last few years show stable fund reserve balances

despite economic fluctuations. Fiscal matters are shared in participatory governance committees, Executive Cabinet meetings, and in Board of Trustee meetings.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

EVIDENCE OF MEETING THE STANDARD

The College's mission and goals are the foundation for financial planning and are integrated with and support all institutional planning. The mission and College goals are developed and communicated throughout the College in many ways. Per Administrative Procedure 6200 -- Budget Preparation -- the budget development must support the College philosophy of integrating budget development with all institutional planning ([IIID14](#), [IIID18](#)). Budget priorities that address the College's Educational Master Plan must be established and agreed by the College administration prior to initiating the budget process. The budget is developed in consultation with the Budget Committee which is composed of the various constituency groups in the College. The College's mission statement is reviewed on a three-year cycle and updated when required. It is prominently highlighted in the Tentative and Adoptive Budget documents.

Working in conjunction with constituent groups, the College implements a broad based, comprehensive, systematic, and integrated system that involves appropriate segments of the College community and is supported by institutional effectiveness and research. The College's Institutional Planning Committee oversees and coordinates College-wide strategic planning and reviews and endorses plans such as the Educational Master Plan, the Strategic Plan, and Technology Master Plan among others. This committee ensures the integration of the planning process, including, but not limited to, a coordinated, institutional approach in addressing College priorities and the interrelationship among institutional plans.

Planning begins with the divisional and departmental Program Review process. The review of the quality of effectiveness of the College's programs is an ongoing professional responsibility where plans for improvement are integrated with or connected to overall institutional plans ([IIID19](#)). The Program Review data and goals are used as rationale for budget, staff, facilities, professional development, curriculum, and other planning decisions ([IIID20](#)).

Once initiatives are identified, the divisions have the opportunity to request augmentation to existing budgets to address recommendations or improvements related to Program Review or outcomes and assessments. The budget is driven by the strategic planning processes of the College, which utilizes the institutional plans and outcomes in evaluating divisional resources allocation request, otherwise known as Resource Allocation Proposals (RAPs). An ad hoc group of volunteers, comprised of administrators, faculty, classified staff and students, scores the RAPs based on the College's Prioritization Allocation Rubric (or PAR) (IIID15). The ranked RAPs are forwarded on to the Budget Committee for review and discussions on funding levels. The Budget Committee's recommended RAPs list then goes to the Institutional Planning Committee for their recommendation to Executive Cabinet. Executive Cabinet forwards the approved RAP list to the Office of Institutional Effectiveness and they notify Business Services and the RAP developers regarding the funding outcome. Approved and funded RAPs are built into the Adopted Budget so divisions can implement and access their RAPs.

The Budget Calendar initiated by the Budget Committee and approved by the Board of Trustees sets the timeline for the annual budget development cycle (IIID17). This document presents the important dates for the College including deadlines for Annual Program Reviews, the Budget Workshop, departmental budget reports, RAP submission, PAR scoring, and RAP Assessment Reports. The calendar also identifies the important presentations of the Governor's Proposed State Budget and Final State Budget. In accordance with Administrative Procedure 6200 -- Budget Preparation -- the Vice President of Business Services and the Dean of Administrative Services present relevant fiscal information to the Board of Trustees, funding estimates such as the first principle apportionment and the second principle apportionment, and recalculation reports for the previous fiscal year (IIID18).

To ensure the Board of Trustees and other institutional leadership receive information about fiscal planning, budget monitoring, and overall financial trends of the College, quarterly financial statements are included in Board of Trustee agendas. The State Chancellor's 311Q financial reports are presented quarterly to the Board of Trustees for approval (IIID12). The Business Services Department provides budget transfer reports, accounts payable, payroll, warrants and purchasing procurements monthly. To ensure appropriate financial information is disseminated throughout the College in a timely manner, and in following Administrative Procedure 6250 – Budget Management, financial information such as budget modifications and transfers are brought forwarded to the Board of Trustees for review and approval (IIID5, IIID21). Additionally, financial Board of Trustee presentations are also shared with the Budget Committee including reports and presentations for both the Tentative and Adopted Budgets. This information is regularly updated on the College website (IIID22). In addition to the communication through committee agendas, minutes and other updates, the College also disseminates shared information and decisions through College-wide weekly email newsletters, (Weekly RoundUp), monthly newsletters (MSJCLinks), quarterly brown bags and town hall meetings, as well as during staff and faculty retreats and meetings (IIID23). At the division level,

monthly spending reports are generated in Business Services and distributed to area Vice Presidents. At the departmental level, budget information is accurately maintained and updated and can be accessed immediately through the College's financial system through the Riverside County Office of Education Galaxy system ([IIID24](#)).

In the last three immediate years, the College has shown sufficient reserves in the event of emergencies ([IIID6](#)). When one-time budget allocations were awarded to the College, funds were set aside in a special Board Designed Reserve for subsequent employee retirement increases and for post-employment staff benefits. The College's policy Administrative Procedure 6305 – Reserves – requires a 6% reserve be maintained at all times and monitored with quarterly financial reports ([IIID3](#)). The College has maintained and exceeded this directive with the special board designated reserve. In the event the College requires additional cash-flow due the distribution schedule from the California Community College Chancellor's Office, a Tax Revenue Anticipation Note (TRAN) can be utilized. In the past, the College secured a TRAN to ensure stability in cash flow and to prevent program disruption during the year. The last TRAN that the College participated in was in fiscal year 2013 - 2014. Additionally, in the event the College has a cash-flow difficulty, the County of Riverside Board of Supervisors may approve a short term loan to the College.

The College has sufficient insurance to cover its needs. The College participates in several joint powers agencies (JPAs). The College is self-insured for loss by liability, property, electronic data processing equipment, crime, equipment breakdown, and excess liability through the Statewide Association of Community Colleges (SWACC), currently comprised of 26 individual colleges and two multi-college JPAs. The SWACC also covers worker's compensation insurance. Per Administrative Procedure 6540 -- Insurance – SWACC coverage for liability is at the \$10 million Limit of Liability, Professional Liability Property; \$5 million Limit of Liability, and Electronic Data Processing Equipment with \$5,416,436 Total Insured Values; Crime with \$3 million Employee Dishonesty/Faithful Performance; and Equipment Breakdown for \$100 million Total Insured Values ([IIID25](#), [IIID26](#)).

The College also participates in the Community Colleges/Riverside County Superintendent Insurance Program for Employees (SIPE) to cover excess insurance. Student Insurance is held to cover all students, athletes, managers and student trainers, all registered students, and dependent children in the child care facilities on the College’s campuses ([IIID27](#), [IIID28](#)). The following table shows the programs and limits.

SWACC Coverage		
	Coverages	Member Retained Limit/Deductible
Liability	\$10,000,000 Limit of Liability	\$10,000
Property	\$250,250,000 Total Insured Values	\$5,000
Electronic Data Processing Equipment	\$5,416,436 Total Insured Values	\$250
Crime	\$5,000,000 SAFER Limit of Liability	\$2,500
Cyber Liability	\$5,000,000 SAFER Limit of Liability	\$25,000
Equipment Breakdown	\$100,000,000 Total Insured Value	\$5,000

Additionally, the College maintains a self-insurance fund to provide for safety management and uninsured losses. The College’s self-insurance fund (BAM Fund Code 61) is maintained as a reserve against uninsured loss and safety loss control. The College has made efforts to increase the fund balance to add to the adequacy of insurance funds. The Tentative Budget ending balance for fiscal year 2016-2017 is estimated at \$728,344 where actual ending fund balance in 2015 -2016 was at \$168,276.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.2. The College’s financial planning is integrated with the mission and strategic goals throughout the Program Review processes. The College has policies and procedures in place to ensure sound financial practices and financial stability. There is board oversight of all processes through the Board Policies and Administrative Procedures.

Appropriate financial information is disseminated throughout the institution in a timely manner through routine reports, presentations, and through the College website. There is a direct line from the data-driven Program Review which identifies needs that are prioritized to the allocation of resources through the College's RAP and CAPPR processes.

3. 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.

EVIDENCE OF MEETING THE STANDARD

The College has a clearly defined financial planning and budget development process. The processes are specified in Board Policy/Administrative Procedure 6200 – Budget Preparation – and the development timeline is set with the annual Budget Calendar ([IIID18](#), [IIID29](#)). The Budget Committee has defined the process in its Planning Driven Budget Development Process Guidelines ([IIID14](#)). The Budget Committee is a participatory governance committee that is composed of the various constituent groups in the College to ensure financial planning and budget development information is made known to College constituents ([IIID30](#)).

The Budget Committee's Annual Budget Calendar provides the road map for the Budget Development cycle ([IIID17](#)). Budget Development Workshops are held where budget managers are given instructions for developing their program budgets. Beginning with the current year adopted budget, the Business Services Department adds in expected changes for permanent positions, including adjustments for step and column placements, fixed costs increases, and other salary modifications. Approved Resource Allocation Proposals (RAPs), Classified/Administrators Position Requests (CAPPRs), and Participatory Governance Resource Allocation Requests are also built into the budget ([IIID15](#), [IIID16](#)).

Budget managers have access to the College's financial Galaxy system where they can monitor and review actual financial and budget information at any time. To ensure participation in budget development, Business Services provides each manager with Share Point access for comparison of historical, actual, and budget information for their area, a worksheet for inputting their budget proposal, and a memo with specific directions for completing their budget. Budget managers can request budget changes which may include transfers among discretionary accounts or reductions. Augmentation requests outside of the hiring prioritization and resource allocations are presented to Executive Cabinet for review and approval. Utilizing manager's submitted budget proposal worksheets, the Business Services Department compiles the information and inputs the adjustments to Galaxy, the College's financial information system ([IIID24](#)).

Budget projections are completed and presented to and reviewed by Executive Cabinet. The Board of Trustees is presented with Budget Documents and receives presentations on the development assumptions such as growth and revenue, expenditures, additional mandated costs, and targeted Full Time Equivalent Students (FTES) (IIID22). The budget documents and Board of Trustee presentations are shared with the Budget Committee and then displayed on the College's website for transparency. As identified in Board Policy 6200, the Tentative Budget is presented and approved by the Board of Trustees by July 1 (IIID29). Additionally, the Adopted Budget is completed and recommended to the Board of Trustees for adoption (IIID2). The Board conducts a public hearing on or before September 15 and then, once adopted, forwarded on to the California Community College Chancellor's Office by September 30th.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.3. The College has clearly defined processes for financial planning and budget development, and the policies and procedures are followed thoroughly. The Budget Committee's Planning Driven Budget Development Process identifies the methods and the Annual Budget Calendar sets the timelines of the processes. The processes are communicated to College constituents through Board of Trustee meetings and participatory governance meetings.

The annual Program Review process allows departments an opportunity to develop action plans and request resources. Managers are provided appropriate notice as well as financial tools to aid in the development of their program budgets. Resource allocations based on Program Reviews, scored by the Budget Committee and Institutional Planning Ad-Hoc workgroup, are added to the budget. Constituent groups have the opportunity to participate in the development of institutional plans and budgets through participation in Program Review and committees. The budget development process incorporates faculty, staff, student, and management perspectives and the Board of Trustees reviews and approves the budgets.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

EVIDENCE OF MEETING THE STANDARD

Financial resources availability, as projected by the California Community College Chancellor's Office, is incorporated in institutional planning, in addition to following the guidelines set forth

in Board Policy/Administrative Procedure 6200 – Budget Preparation (IIID18). The general fund revenue is tied to the number of students served and is directly allocated by these numbers. The College has been fortunate to be in the top in the California Community College Chancellor's growth formula for the last several cycles. The Office of Institutional Effectiveness and Research along with the Enrollment Management Committee monitors enrollment, budget, and student demographic data in order to make recommendations on course schedule development and dissemination, FTES goals, catalog development, research needs, and marketing and outreach strategies (IIID31). FTES numbers are reported to the Board of Trustees so that all are aware of the College's current standing apportionment funding.

Annually, the College distributes financial information through the budget documents and College audit (IIID13). The annual 311 report is presented to the Board and Trustees and the Budget Committee before being placed on the College's website (IIID12). Throughout the fiscal year, the Budget Committee and the Board of Trustees are presented with the California Community College Chancellor's apportionment reports as they are distributed including the P1, P2 and recalculation reports for previous fiscal years (IIID21). These reports indicate the College's standing on funded as well as unfunded yet served FTES. Quarterly financial statements for the general fund, restricted funds, and auxiliary funds are included in Board of Trustee agenda. Additionally the quarterly 311 reports are disclosed, reviewed and approved by the Board of Trustees (IIID12).

Available resources are applied during the budget development process. The budget is developed using reasonable assumptions based on current and available information. The College monitors the State budget where key assumptions may include growth, COLA, possible one-time allocations, and on-going funding sources identified in the Governor's budgets. Conservative revenue assumptions based on growth are the norm for the College. The current year adopted budget is used as the starting point of the budget development. Anticipated budget augmentations are applied such as salary increases for step and column, health and welfare increases, COLA, new positions, and awarded RAP allocations. Categorical restricted fund budgets are processed in the same process as the general fund budgets, yet these are based on authorized and awarded grant and partnership information.

Budget managers are required to monitor their departmental and program budgets. They have access to review financial actual expenditures versus budget at any time. Additionally, the Business Services accountants prepare monthly spending reports for each division. This information is shared with Vice Presidents and the Executive Cabinet for monitoring. These reports show the detail of each departmental actuals to budget information for all of the College's programs and services.

The College has established a process for funding priorities in a manner that helps the College achieve its mission and goals. The Institutional Planning Committee (IPC) utilizes the

Prioritization Allocation Rubric (PAR) in evaluating and scoring the submitted RAPs. The PAR includes criteria that address the College’s mission, priorities and goals. The higher the score on the PAR the more it aligns with the College’s mission and goals. Also, the College’s priorities are considered by the Executive Cabinet in determining the ranking and scoring of submitted CAPPRs and Participatory Governance Committees for budget augmentations ([IIID15](#), [IIID16](#)).

Mt. San Jacinto College has a robust Categorical/Restricted fund ([IIID32](#), [IIID33](#)). The primary focus of the Categorical/Restricted fund is to enhance the educational experience and success of students with funding sources that are specifically restricted in use by law, regulation, donors, or outside agencies. In order to maximize services for students, the College assesses resource availability through these grants and partnerships. The Grants Office provides support for grant proposals and application submittals, the Business Services department reviews and approves applications, and Executive Cabinet has the final approval ([IIID34](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.4. Mt. San Jacinto College planning incorporates and reflects a realistic assessment of the financial resources available as well as the ability to develop financial resources to meet expenditure requirements. Resource availability information is received as projected from the Chancellor’s Office and is assessed and reviewed for future funding. Available resources are applied to current and future expenditures, both short-term and long-term, through budget projections. The budget is developed using reasonable assumptions based on current and available information. Resource availability information as allocated by funded FTES is communicated throughout the fiscal year via Board of Trustee reports and agenda items. Grant and partnership resources are supported and encouraged to enhance student services and programs that support the College’s goals and missions.

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5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College follows the proper procedures per Administrative Procedure 6310 – Accounting ([IIID35](#)). The accounting system of the College consists of the uniform fund structure, revenue and expenditure classifications, and other accounting procedures that are outlined in the California Community College Chancellor’s Office Budget and Accounting

Manual (BAM). Compliance with the BAM ensures that community college districts report consistently comparable financial data.

The College's internal control system components include separation of duties, accountability, security of assets, and reconciliation. The College utilizes the integrated Galaxy software system provided by Riverside County Office of Education (RCOE) for its financial management, budget, payroll, human resources, and purchasing as well as for reporting on all District funds except for the subsidiary funds (IIID24). Business Services keeps apprised of any new updates to the software that will allow the College to improve the access, timing, and flow of financial processes and information. As part of the requisition process, users are given screen permissions to access financial data online. The online purchase request approval processes ensures that all purchases flow through the proper channels for authorization for procurement. Galaxy reports can be downloaded into spreadsheet software that staff utilize it to monitor and forecast financial projections and expenditures.

Additionally, the College utilizes Ellucian for student registration billing, student accounts, cash receipts, instruction and scheduling development, and for the Subsidiary Accounting. The Subsidiary Accounting includes the College Student Government Association, Financial Aid, the Foundation, and the Student Fees accounting fund. The Ellucian system incorporates internal control procedures throughout the integrated processes. All student and financial transaction data is posted daily to the general ledgers after a complete reconciliation procedure to ensure appropriate control and accurate data.

The Business Services Department controls security access to both Galaxy and Ellucian. New staff are trained when access is granted once employee access eligibility has been verified. All verified Galaxy security requests are forwarded to RCOE for input and processing. Budgeting managers can approve only items for their own assigned departments, and support staff can view and enter requisitions for their assigned departments. The approval tree is also set by expense thresholds that require additional approvals on large items or contracts.

The Business Services Department handles budget and accounting while Human Resources and Payroll all share responsibility for the employee compensation process. To ensure proper internal control structure, Business Services maintains position control based on authorized positions; Human Resources assigns the employee to the position and determines salary placement; and Payroll processes the payroll for the employee. All new staff information is forwarded to RCOE for employee verification and for assignment of an employee identification number. Every payroll is balanced and verified prior to the Galaxy system approval. RCOE processes the warrants and direct deposits once the payroll process is complete.

All accounts payable claims are audited internally by the Director of Budget and Accounting and the Internal Control accountant twice a week as the payables are processed. Once systematically approved, RCOE performs additional random audits and processes the warrants and returns them

to the College for distribution where they go through another audit by the accounts receivable accounting assistant prior to release. Subsidiary accounts payables, student financial aid disbursements and student refunds procedures are set for proper approvals throughout the creation of vouchers and issuance of warrants to ensure internal controls are in place.

Funds are allocated, as shown in the budget, in a manner that will realistically achieve the College's stated goals for student learning. Resource Allocation Proposals (RAPs) and personnel requests are supported by evidence documented in the most recent Program Review or Annual Program Assessments (IIID15). The requests are scored based on department Programs Reviews, institutional priorities, the Educational Master Plan, Project Goals and implementation plan. Awarded RAPs and CAPPs are built into the budget. During the development of the Budget, Directors and Deans are given the tools and opportunity to allocate funds to realistically achieve department goals. Also, Executive Cabinet identifies the number of faculty to be added during the next fiscal year. The Joint Hiring Committee determines recommendations for which disciplines will be increased and the funding for the positions is built into the budget (IIID36). The College estimates expected revenue based on funded FTES and resources are increased (or decreased) as required. The College's Budget Allocation Model (BAM) presents the allocation increments and indicated budgets by division (IIID37).

The institutional budget is an accurate reflection of institutional spending and it has credibility with constituents. The Business Services Accountants prepare a spending report monthly for Executive Cabinet's review. These reports are prepared to show by division, dean, and budget manager, the current status of the funds under their control. The reports provide budget versus expenditures for the year to date uncommitted or overcommitted balances. Budget managers and their staff have the ability to access similar reports at will through the Galaxy system. Quarterly financial statements and 311Q reports tie directly to the Galaxy ledgers. In order to assure transparency these financial statements, 311Q reports, budget reports, and apportionment reports are presented to the Board of Trustees and the Budget Committee and are posted on the College website (IIID12). This transparency along with the College's annual audits and historical compliance with the 50% Law allow for creditability with constituents.

The College reviews the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs during the annual budget development process. Budgeting is an invaluable tool for both planning and evaluation. Budgeting provides a vehicle for translating educational goals and programs into financial resource plans. The Budget Committee annually evaluates the College's Budget Calendar (IIID14, IIID17). The calendar is reviewed for the effectiveness of the fiscal planning and is updated and adjusted accordingly. During the development of the Tentative Budget, Directors and Deans are provided with historical financial information as a tool to assist in the assessment and review of the effectiveness of the department's resources/planning. The Tentative and Adopted Budgets are developed to show at a glance the College's performance in the budgeting and planning of the prioritized needs of the

College. The documents include spreadsheets with percentages, bar charts, and pie charts for historical comparisons. The Budgets represent the financial plan used by the College to achieve goals and objectives, and the budget format provides the year of year analysis. Reports of the effectiveness and assessment of the College's awarded and completed RAPs are submitted to the Office of Institutional Planning and Effectiveness at the end of the RAP cycle. The College's RAP/CAPPR process is annually assessed and updated and or adjusted in the Institutional Planning Committee and Budget Committee as needed ([IIID15](#), [IIID16](#)). Furthermore, the College's annual audit and financial statements provide the evidence that the College has balanced accounts and the current revenues are sufficient to pay for the current expenditures. The reports demonstrate compliance and provide comparisons of the previous year's performance ([IIID13](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.5. To assure the financial integrity of the College and responsible use of its financial resources, internal controls are incorporated into both the organization structure and within the financial software systems. The College disseminates dependable and timely information for sound financial decision making and transparency. The annual audits for the last several years found no deficiencies or material weaknesses. With the annual budget development cycle and annual audits, the College regularly evaluates its financial management practices and uses the results for improvements to procedures and processes.

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6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College follows the proper procedures by utilizing Administrative Procedure 6200 – Budget Preparation – College budget development to support the College philosophy of integrating budget planning with all institutional planning ([IIID14](#), [IIID18](#)). Budget priorities address the College's Educational Master Plan. The budget is developed in consultation with the Budget Committee, which is composed of the various participatory governance groups in the College.

To ensure that District funds are allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning the College utilizes the Resource Allocation Proposal (RAP) process. RAPs are scored based on department Programs Reviews, institutional priorities, the Educational Master Plan, Strategic Plan, project goals (tied

to measurable outcomes tied to CLO/PLO/AUO/SLO), and an implementation plan. CAPPRs (Classified and Administrative Personnel Prioritization Requests) are supported by evidence documented in the most recent Program Review and Annual Program Assessments. Awarded RAPs and CAPPRs are built into the budget ([IIID15](#), [IIID16](#)).

The budget development process is transparent and received from the campus community. Budget workshops are provided annually so accurate information is given to support all program activities. Budget managers have access to their budgets through the Galaxy system and can review their financial transactions and budgets at any time. The College budget managers are responsible for the development and management of their department budgets.

The College's external audit reports, which include all funds, have received unmodified opinions from the independent auditors ([IIID13](#)). The Foundation and Bond funds that have their own external audits and have also received unmodified opinions from the outside auditors. As part of obtaining reasonable assurance about whether Mt. San Jacinto College's financial statements are free of material misstatement, the external auditors performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. The results of the tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

In the event of a finding or recommendation, the College provides timely correction to audit exceptions and management advice. Audit findings are communicated to appropriate institutional leadership and constituents. The Dean of Administrative Services communicates the findings to the appropriate departments to provide management response and recommendations. Departments prepare corrective action plans and provide documentation for the audits management response. The audit report and final financial statements are presented to the Board of Trustees by the auditors, and the reports are made public via the College's website. The audit report is shared and discussed in the Budget Committee so that all are aware of the final results.

In 2014, the California legislature established a system of indicators and goals to encourage colleges to improve fiscal and operational effectiveness. In 2016, the Board of Governors adopted the Year-Three goals framework to measure the on-going condition of the College. The Business Services Office produces the annual College key performance indicators and sets goals for the Fiscal Viability Indicators for the Institutional Effectiveness Partnership Initiative (IEPI) Unit ([IIID38](#)). This annual report has the year over year historical data that reflect the College's appropriate allocation and use of financial resources.

The College has recently added a new Accountant position to act as the College's internal control. Additionally, the College's other Accountants routinely check for irregularities in the financial systems by performing reviews and evaluating transactions to ensure compliance and accuracy.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.6. By involving the constituents in the Program Review and resource allocation process, the final budget ensures appropriate use of financial resources to support student learning programs and services. The College's financial activity is monitored through staff reviews and ultimately in the annual audit. The financial transactions and documents are clearly scrutinized by the external auditors and the final audit reports are shared with the College and publicly with the community. A high degree of credibility and accuracy is reflected in each auditor's opinion, which indicates that the financial statements present fairly, in all material respects, the financial position of the College.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

EVIDENCE OF MEETING THE STANDARD

Information about budget, fiscal conditions, financial planning, and audit results is provided throughout Mt. San Jacinto College. It all begins with the College Budget Development Calendar that goes through the Participatory Governance process where it is approved by the Budget Committee and College Council prior to the Board of Trustees each November ([IIID17](#)). The Budget Development Calendars are then posted online. All Adopted Budgets, quarterly financial statements, audits, Quarterly 311 reports, and the ACCJC Annual Fiscal Reports are presented to the Board of Trustees and are then posted on the Business Services website for review ([IIID22](#)). The Adopted Budgets are presented to the Board of Trustees for approval each September in accordance with Administrative Procedure 6200- Budget Preparation – and the Power Point presentations are posted on the College's Website. The Board of Trustees is provided with the Apportionment Reports from the California Community College Chancellor's Office as they are released. For additional communication regarding financial reports, the Budget Committee is provided with the budget presentations, 311 reports, annual audit, apportionment reports and annual ACCJC Fiscal Reports ([IIID12](#)). Also, the College holds Brown Bag meetings that provide Administration to answer questions about the Budget and the College financials as well as other matters throughout the College.

As stated in Administrative Procedure 6400 - Financial Audits - and in accordance with Education Code Section 84040(b) and the California Community College Chancellor's Office Budget and Accounting Manual, the College provides an annual financial and compliance audit of all College, auxiliary organizations, and Foundation funds, books, and accounts ([IIID39](#)). The

audit is conducted by certified public accountants licensed by the California Board of Accountancy.

Contracted external auditors conduct the testing of the College's financial statements. They process the audit in accordance with auditing standards generally accepted in the United States of America. These financial reports are designed to provide the College's citizens, taxpayers, students, and investors and creditors with a general overview of the College's finances and to show accountability for the money the College receives. At the completion of the audit, auditors provide an audit close meeting with Vice President of Business Services, Dean of Administrative Services/Controller and the Director of Budget and Accounting to discuss any audit findings. In the event there are recommendations or findings, the College provides timely corrections to the audit exceptions and management advice. Audit findings are communicated to appropriate institutional leadership and constituents, and the departments involved prepare corrective actions plans and provide documentation for a timely and cohesive response. Then the auditors present their audit, findings and recommendations to the Board of Trustees at a regular scheduled meeting in November or December ([IIID13](#)).

The College addressed the negative reviews or audit findings during the last six years in a timely manner. The audit reports indicate that corrective actions were taken to implement new processes and procedures to eliminate concerns. For example, in fiscal year 2013-2014 a finding was noted on the capital asset reconciliation and control. The College took great strides to correct this opinion by contracting an outside agency to conduct a physical inventory count ([IIID40](#)). Additionally, the College implemented a new module of the Galaxy system to track assets online. This was a process that combined the accounting and purchasing departments to work as a team for the total implementation.

The 2015-2016 Fiscal Year District Audit was identified by the external auditors as an "unmodified" audit. The College had no findings, and the previous year sole audit finding was fully implemented per the audit report. Further, the College's Measure AA Bond conducted their first audit for fiscal year 2015-2016, and there were no findings or questioned costs. The independent audit report stated that the results of tests indicated that, in all significant respects, Mt. San Jacinto College has properly accounted for the proceeds and expenditures held in the Bond Funds and that such expenditures were made for authorized Bond projects ([IIID13](#)). There were no salaries of administrators charged to the Bonds for College general administration or operations. College procedures for disbursement of funds were applied in accordance with laws and regulations, as well as policies approved by the Board of Trustees.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.7. Annual audits are conducted for all funds including the College's budget, the Foundation, and the bond. Both the District and Bond Audits for fiscal year 2015-2016 had no findings. If any findings or recommendations are reported, the

College has a process to quickly identify solutions, and the departments impacted are included in developing the management response implementing the new and improved procedures. These corrective action plans are implemented in a timely manner to ensure that the finding is not repeated.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College follows the proper procedures per Board Policy and Administrative Procedure 6400- Financial Audit - by hosting external preliminary and final audits annually ([IIID39](#)). Additionally, the Bond Department and the Foundation are audited annually. The outside independent auditors perform tests on the College's compliance with certain provisions of laws, regulation, contracts, and grant agreements. The audit team documents and evaluates the College's internal controls to ensure assets are protected and safeguarded. The system of internal control is periodically reviewed by the Business Services' supervisors, Director, and Dean ([IIID13](#)). Also the College has added a new Internal Control Accountant for additional evaluation and recommendations for improvement. The favorable audits demonstrate the integrity of the financial management practices.

The College's categorical, auxiliary, and subsidiary organizations are included in the scope of the College's annual audit, which examines all funds ([IIID41](#)). The audits test that expenditures are made in a manner consistent with the intent and requirements of the funding source. The audits examine all funds for fair statement presentation, analysis of accounting principles utilized, and adequate internal control practices. All subsidiary funds are required to comply with established and adopted Board Policies and Administrative Procedures of the College. Additionally, categorical and Financial Aid programs are subject to random audits by funding agencies.

During the last four years the College has undergone additional external audit reviews including U.S. Department of Education Title V grant evaluation and annual evaluations, U.S. Department of Education STEM grant annual evaluations, Child Development and Education Federal Program Monitoring audit of Adult Education programs with an extensive review of Workforce Innovation and Opportunity Act – WIOA, Veterans Services compliance, Trade Adjustment Assistance Community College Career Training (TAACCT) grant site visits by fiscal lead, Childcare Center program audit, and Child Development and Education Adult Care Food Program administrative review ([IIID42](#), [IIID43](#)).

The operations of the Bond Fund are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance revenues and expenditures. The accounting policies of the College conform to accounting principles generally accepted and in accordance with policies and procedures of the California Community Colleges Budget and Accounting Manual. The final Bond Fund audit is reviewed by both the Bond Oversight Committee and the Board of Trustees ([IIID13](#)).

The College reviews its internal control systems on a regular basis. There are several Administrative procedures that address internal controls, ranging from Fiscal Management of Permanent & Temporary Change Funds, Petty cash funds, cash handling, cash collections, retention of records and Budget Management ([IIID44](#)). These procedures are reviewed on an annual basis at the College Board Policy and Administrative Procedures workshop held each summer.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III D. 8. The College routinely evaluates the financial and internal control system and assesses them to ensure security. Business Services performs audits periodically with regular reviews and monitoring of expenditures of funds utilizing the College's monthly spending analysis, month end close processes, monthly and quarterly financial statements, and annual year-end audit reports. All District funds are required to comply with established and adopted internal control Board Policies and Administrative Procedures.

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9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College has sufficient cash-flow and reserves to maintain stability. Per Administrative Procedure 6305 – Reserves – recommends an annual budget to the Board of Trustees that must provide for the minimum of six percent reserve ([IIID3](#)). The reserve must be monitored throughout the fiscal year in conjunction with the submission of the quarterly financial status report (CCFS311Q) to the Board of Trustees and to the California Community College Chancellor's Office ([IIID12](#)). At times during this accreditation period, the reserves have exceeded the six percent minimum. The College created and increased a Board Special Reserve for PERS, STRS, and OPEB future liabilities in fiscal years 2016 and 2017 ([IIID7](#), [IIID8](#), [IIID9](#), [IIID45](#)).

Board Reserve Balances [\(IIID17\)](#)

- 2018 - \$12,990,386 (Tentative Budget)
- 2017 - \$12,920,386 (Projected at Tentative Budget)
- 2016 - \$10,786,974
- 2015 - \$3,876,251
- 2014 - \$3,631,934
- 2013 - \$2,802,294
- 2012 - \$6,169,000

The College maintains a Self-Insurance Fund (Fund 61) to provide for risk management payments on deductible types of insurance policies, losses or payments arising from self-insurance programs, and losses or payments due to noninsured perils [\(IIID27\)](#).

In the event of challenges in meeting cash flow needs, the College has the ability to utilize the TRAN program, but there has not been a need for a TRAN since fiscal year 2013-2014. In addition, the County of Riverside Board of Supervisors may approve a short term loan for the College for cash flow purposes.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.9. There have been adequate reserves set aside to meet financial emergencies and unforeseen occurrences. A special Board Reserve fund has been established to offset future increases to the employee retirement expenses for PERS, STRS, and OPEB liabilities. The College manages its cash flow for sufficiency and to monitor in the event additional funding sources are required.

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10. 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.

EVIDENCE OF MEETING THE STANDARD

The College practices effective oversight of finances of all funds, grants, and assets [\(IIID32\)](#). Per Administrative Procedure 6310 – Accounting – the accounting system of the College consists of the uniform fund structure, revenue and expenditure classifications, and other

accounting procedures that are outlined in the California Community College Chancellor's Office Budget and Accounting Manual (BAM) ([IIID35](#)).

On a monthly basis, the Business Office reviews and reports to the Board of Trustees the payroll, commercial warrants, contracts, appropriation transfers, and budget modifications that were processed for the month ([IIID21](#)). At the end of each quarter, financial statements are prepared for the Board of Trustees' review. These reconciled financial statements represent year-to-date budget, revenue and expenditure information at the major object code level. At the end of the fiscal year, the Business Office prepares annual financial statements of all District funds and auxiliary accounts by completing the California Community College Chancellor's Office CCFS 311 ([IIID12](#)). These financial statements are subject to the contracted audit in Administrative Procedure 6400 – Financial Audits ([IIID39](#)). The Business Services Office prepares, distributes, and maintains on file any program financial statement and financial information for the review of budget administrators as necessary. Business Services ensures that departments have sufficient access to the Galaxy financial system and supporting documentation, and makes available to employees any and all training that is required in order to work in Galaxy.

Mt. San Jacinto College demonstrates compliance with Federal Title IV regulation and requirements. The College's Financial Aid Department and the Business Services Office coordinate the work of the College to ensure operations are legally compliant ([IIID46](#)). The College is subject to the annual Office of Management of Budget (OMB) A-133 audit ([IIID13](#)). The College's external auditor expresses an opinion on compliance for the College's major federal programs, including Title IV programs. The College ensures segregation of duties: Financial Aid determines student eligibility, the Business Services Subsidiary Office (Business Services) issues the warrants, and the Cashier's Office distributes the awards. Financial Aid records the distribution records, the Director of Budget and Accounting draws down the federal funds, and both offices perform the reconciliation jointly. The Business Services Office performs a Federal Grant Reconciliation report and shares the information with Financial Aid, and the Financial Aid and Business Services Office work together in the reporting of the annual FISAP.

The College ensures that it assesses its use of financial resources systematically and effectively with regular reviews and monitoring of expenditure of funds utilizing the College's monthly spending analysis, monthly and quarterly financial statements, and annual year-end reports. These procedures ensure the expenses are consistent with the funding agency's mandates and the College's mission and goals. Subsidiary accounts are analyzed monthly and annually to ensure compliance and accuracy. Quarterly reports of the general fund, subsidiary, and categorical reports are provided to the Board for review ([IIID12](#)). Additionally, the categorical and Financial Aid programs are subject to random audits by funding agencies so the College maintains audit ready files for all active projects and programs. Finally, the College's categorical, auxiliary, and subsidiary organizations are included in the scope of the College's annual audit, which examines

all funds. All funds are examined for fair statement presentation, analysis of accounting principles utilized, and adequate internal control practices ([IIID13](#)).

The monthly reviews and year-end processes allow the College to evaluate the effectiveness of the oversight of finances and to make improvements throughout the fiscal year. Also, the external auditors are used as a resource for new ideas on procedures and processes. The annual audit reports provide the feedback to the College on current practices, and any recommendation is appreciated and implemented in a timely manner.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.10. Regular reviews and monitoring of expenditure of funds utilizing the College's monthly spending analysis, monthly and quarterly financial statements, and annual year-end reports ensure the expenses are consistent with the funding agency's mandates and the College's mission and goals. The College has a history of maintaining conservative practices, compliance, and its oversight practices have been evaluated over the years by external audits. The College has consistently received unmodified opinions in fiscal, compliance and performance audits.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College sets institutional priorities for planning. One of the priorities is fiscal stability. The College has established a process to conduct short-term and long-term fiscal planning and to develop priorities with a three-year institutional planning cycle ([IIID47](#)). Comprehensive Program Reviews, and the associated unit plans, are required every three years. Annual Program Assessments, as well as unit plan updates, are submitted each of the ensuing two years. These plans are used to prioritize resource allocations based on linkage to institutional planning, goals, and mission. Financial priorities and both short-term and long-term liabilities are identified, reviewed, and considered.

The College has plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc. The College must continuously restrain expenditures to prepare for known mandates that will be enforced in the coming fiscal years. Governmental Accounting Standards Board (GASB) has set new requirements for the inclusion of liabilities for retirees' health benefits and retirement benefits.

In 2008-2009, the College initiated an irrevocable trust account with California Employers' Retiree Benefit Trust Fund (CERBT) administered by CalPERS. CERBT is a mechanism by which the College can prefund employees' post-employment health care costs (IIID7, IIID8, IIID9). Each year, the College reviews its finances to quantify how much will be able to be contributed to the OPEB fund. In recent years, Governor Brown has provided one-time funding to assist community colleges with future increases to long-term liabilities. The College been able to contribute to the College's CERBT fund with these state allocations, and since its inception, the fund has grown substantially. The College is currently initiating another actuarial study to determine the most up to date assessment for the long term liability (IIID45). As of July 14, 2017, the College has \$4.6 million in the CalPERS CERBT irrevocable trust.

In 2015-2016 the College set aside a special Board of Trustees Reserve fund for the planned future CalPERS and CalSTRS employer retirement cost increases. Again, the one-time state allocations funding was the source for this reserve. The initial reserve is at \$5,814,850 with a budgeted amount to increase to \$6,906,352 (IIID6).

The College received authorization from an election held on November 4, 2014, to issue bonds in an aggregate principal amount not to exceed \$295,000,000 to finance specific acquisition, construction, and modernization projects approved by eligible voters within the College district. The Measure AA Bond Funds represent the authorized bond issuance of the \$70,000,000 Series A Bonds. The proceeds of the Bonds will be used to finance the repair, renovation, and construction of facilities (IIID48). The College reviews bond debt and consults with outside financial managers and the Riverside Office of Education to ensure the financing is efficient.

The College has established reserves for Information Technology and for Academic Technology Services. The goal of these reserves is to maintain and support on-going and new initiatives for the College's information technology systems and plans (IIID49). There are budget allocations for the College's fleet replacement and or repair as well. Additionally, there is a Board Reserve held in the Capital Outlay Projects Fund for the permanent expansion into the southern portion of the College service area.

Examples of long-term debts recently retired include two Lease Revenue Bonds, prior year Golden Handshake programs, and Supplemental Employee Retirement Programs.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.11. The College has proven a conservatory approach in building the budget and in setting aside reserves when able. The College allocates resources to the payment of its liabilities and funds reserves to address long-term obligations. Resources are directed to developed plans for OPEB, CalPERS and CalSTRS liabilities, information technology systems, and facilities projects. Outstanding debt is budgeted according to existing agreements, plans, and debt schedules. The College has recently retired long-term debt and other plans and reserves are noted and funded.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

EVIDENCE OF MEETING THE STANDARD

The College has an irrevocable trust account with CERBT for future OPEB obligations with a current value of assets at \$4,659,369.50 ([IIID7](#), [IIID8](#), [IIID9](#)). Additionally, the College fully funds its annual OPEB obligation and makes the required contributions on an ongoing basis. No distributions have been taken from the CERBT account since inception. In the last three years the College has made contribution payments to the fund in the amount of \$1,500,000. Another \$500,000 is budgeted in 2017-2018 for the next contribution.

The College's annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the payments of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding costs) over a period not to exceed 30 years. The following table shows the components of the College's annual OPEB cost for the year, the amount actually contributed to the Plan, and changes in the College's net OPEB asset to the Plan ([IIID45](#)):

Annual Required Contribution (ARC)	\$ 743,279
Annual OPEB Cost	\$ 743,279
District Contributions	\$ 445,442
Contributions to CERBT	\$ 500,000
Increase in Net OPEB	\$ 202,163
Net OPEB Asset 07/01/15	\$ 1,073,244
Net OPEB Asset 07/01/16	\$ 1,275,407

Also, in fiscal year 2015-2016, the College moved \$2,321,884 to a Board Special Reserve to for future OBEP expenses (IIID6). The College is in the midst of completing a new actuarial study as per GASB regulations and will have new updated information for future planning.

Based on estimates from CalPERS and CalSTRS, employer costs are expected to increase substantially. Along with the OPEB Board Special Reserve, the College has reserves for these future liabilities with \$2,257,806 for CalSTRS and \$1,235,160 for CalPERS. The 2017-2018 Tentative Budget includes additional \$545,751 for each liability.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.12. The actuarial plan to determine OBEP is current and a new actuarial study is currently being prepared as required by GASB. The College practices the ‘Pay as you Go’ method and regularly contributes to its irrevocable trust with CERBT. The College also set funds into a Special Board Reserve to fund future expected liabilities for OPEB, and CalSTRS and CalPERS retirement programs.

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13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

EVIDENCE OF MEETING THE STANDARD

Annually, Mt. San Jacinto College assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the College during budget development. In the notes to financial statements in the June 30, 2016 audit (page 34), the long-term obligations summary identifies the changes in the College’s debt (IIID13). Series A for the Proposition 39 General Obligation Bond includes the total Bonds outstanding with \$6,050,000 due within one year.

The College had lease revenue bonds, one from 2003 and another from 2008. During the 2015 fiscal year, a portion of the proceeds from the Series A general obligation bond issuance were placed into escrow accounts to refund 100% of the outstanding lease revenue bonds, resulting in the in-substance defeasance of the lease revenue bonds. This local debt is not reflected in the College’s financial statements any longer.

Other liabilities include compensated absences, capital leases, and load banking. In 2016, the College did have local debt for the Golden Handshake and Supplemental Early Retirement Plans

(SERP). However, the College has since then repaid these obligations in fiscal year 2016-2017 and the debts retired.

Payments on the general obligation bonds are made by the Capital Outlay fund. The capital lease payments are made by the General Fund and Capital Outlay fund. The compensated absences are made by the fund for which the employees' salaries are paid from. The College's General Fund makes payments load banking obligations from the General Fund.

The College, its financial advisors, and the Riverside County of Education collaboratively manage the general obligation bond debt policy. The taxpayers repay the general obligation bond debt. Measure AA bond tax rate is at \$13.20 per \$100,000 assessed valuation. This tax rate will continue for the next cycle. The College developed and adopted new Board Policies for debt issuance and management (BP/AP 6307 – Debt Issuance and Management Policy) ([IIID50](#), [IIID51](#)). These procedures provide the framework for debt management and capital planning by the College by setting goals in identifying the purposes for which the debt proceeds may be used and the type of debt that may be used, describing the relationship to the capital improvement plans, and implementing internal control procedures.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.13. Repayment of debt and debt service is assessed and allocated during the annual budget development process. The College ensures that the locally incurred debt repayment schedule does not have an adverse impact on meeting all current fiscal obligations. The College recently retired previous lease revenue bonds, their Golden Handshake agreements, and the Supplemental Early Retirement Plans (SERP). The compensated absences, capital leases, and employee load banking balances are built into the budget.

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14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College annually assesses its debt obligations and ensures resources are allocated in a manner that maintains financial stability. The use of all of the College's financial resources is held to the College's Board Policies and Administrative Policies regardless of the funding source ([IIID39](#)). Additionally, the College follows all federal and state guidelines. Business

Services and Purchasing ensure that all financial resources are spent with integrity and in compliance with the funding agencies.

Bond proceeds are budgeted in a separate bond fund and projects are accounted for separately. Annual bond compliance audits conducted by an external auditor provide analysis of the expenditures to ensure funds are spent as promised to the tax payers (IIID13). A Citizens' Oversight Committee was required by Prop. 39 after the passage of Measure AA, the \$295 million facilities bond passed in November, 2014. Mt. San Jacinto College appointed nine members (two more than required to ensure diverse representation) from a pool of more than 20 candidates (IIID52). The appointees represent various groups: one student, one member of the business community, a senior citizens' organization member, a member of a tax payers association, a member active in a College-support organization, and three community members at large (IIID53).

The Committee shall review expenditure reports produced by the College to ensure that (a) bond proceeds were expended only for the purposes set forth in Measure AA; and (b) no bond proceeds were used for teacher or administrative salaries or other operating expenses in compliance with Attorney General Opinion 04-110. The College received an unqualified opinion, and it was found that all expenditures were made only for authorized bond projects (IIID13).

Restricted Categorical funds and the auxiliary activities must also follow the College's policies and procedures (IIID32, IIID33). State, federal, and local grants received by the College are accounted for separately with each assigned its own unique budget code or checking account. Each grant is assigned to an accounting or budgeting director who is familiar with the grant awards and contract and works with Business Services to ensure compliance with the donor or funding agency. The College foundation's accounting is also processed through the College to ensure internal controls are in place and that the funds are safeguarded (IIID41).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.14. The college ensures that the financial operations of the College follow approved policies and procedures. Processes, safeguards, and internal controls are all in place to ensure that all financial resources, including the Bond, auxiliary activities, categorical grants, and fundraising efforts are used with integrity in a manner consistent with the purpose of the funding source. Annual audits and categorical schedules and reports verify the careful handling of the College's financial resources.

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15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

EVIDENCE OF MEETING THE STANDARD

In fiscal year 2011-2012, Mt. San Jacinto College decided to no longer participate in the student loan program. As a result our current student loan default rate is at 7.9% and the three-year default rate is within federal guidelines. The last default rates are as follows:

- 2012- 2013- 7.9%
- 2011- 2012- 18%
- 2010- 2011- 30%

The College has contracted with a third-party servicer Educational Credit Management Services (ECMC) to manage the loan portfolio and assist students who are delinquent before they default on their Federal Student Loan ([IIID54](#)). ECMC assist students and families in their efforts to plan and pay for college. With the discontinuation of the student loan program, the College does not have concerns of the default rate exceeding the federal guidelines.

The Financial Aid Office ensures that the College is in compliance with all federal requirements in the packaging and disbursing of federal financial aid. The Financial Aid Department and Business Services work collaboratively with dual responsibility in monitoring Title IV funds. The College has a separate checking account and a dedicated Accounting Assistant to oversee the activity of the Federal Financial Aid Fund ([IIID46](#)). The College uses Colleague, the integrated student account system from Ellucian, to track student accounts and awards. Recently, the College has contracted with an outside agency to process student Financial Aid disbursements that offer more options for students while ensuring compliance with federal regulations.

The Student Federal Financial Aid Account is a trust fund set up to account for the deposits and direct payments of government-funded student financial aid, including grants or other funds intended for similar purposes, and the required College matching share of payments to students. This account is part of the Business Services' auxiliary operations and is included in the annual independent audit. The account is audited for compliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on each of the College's major federal programs. Per the College's 2015-2016 audit, there were no material findings, no deficiencies identified, and an unmodified opinion ([IIID13](#)).

The U.S. Department of Education conducted a program review at Mt. San Jacinto College February 29 through March 4, 2016. This included an examination of the College's policies and procedures regarding institutional and student eligibility, individual student financial aid and academic files, attendance records, student account ledgers, and default rate management procedures.

Business Services reconciles Federal grant awards to ensure that the Ed Gaps draw down, the Federal Financial Aid account, and the student account all tie and are in balance.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.15. The College Financial Aid and Business Services departments work together to proactively manage financial aid practices to ensure compliance. The College has set internal controls to ensure integrity and accuracy of student grant disbursements. The departments reconcile student accounts and track U.S. Department of Education revenue versus student grants. Every year the Title IV Federal Financial Aid program is audited for federal purposes. After the financial review, the auditors visit the Financial Aid office to test student files and packaging.

Contractual Agreements

16. 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 and the quality of its programs, services, and operations. (*Glossary- Contractual Agreements: Arrangements for educational services that are either: (1) provided by the college/district/system for remuneration under contracts with business or other agencies, or (2) received by the college/district/system under contracts with businesses or other agencies. Contractual arrangements for delivery of educational services may include, but are not limited to, curriculum, learning support services, student support services, and instruction.*)

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College has contractual agreements, and they are consistent with the mission and goals of the College to ensure the success of our students. For example, the College has secured the following contracts to assist our students in meeting their educational goal:

- Interpreting Services: The College uses Purple Communications, Western Interpreting, and Rise Interpreting to provide interpreting services for our students and faculty ([IIID55](#), [IIID56](#)).
- Closed Caption: The College uses Quick Caption to provide onsite real time captioning services ([IIID57](#))
- Library Resources: OCLC - World Share Management Services –provides all the Library’s collection management needs for circulation, patron management, and acquisition inventory control. Provides students a single interface ([IIID58](#)).
- Net Tutor: The use of NetTutor allows faculty to be more responsive to students’ academic needs. The tutoring pedagogy NetTutor implements is designed to actively engage students in the learning process, require students to think critically, and develop the skills necessary for continued persistence. All NetTutor tutors are U.S. educated, trained tutors with prior teaching and/or tutoring experience and perform online tutoring services from a single U.S.-based facility. NetTutor tutors are available to assist students 24/7/365 ([IIID59](#)).
- Cooperative Work Experience Contracts with our local employers: The Cooperative Work Experience Education (CWEE) Program is a unique program that has been integrated into academic departments throughout the College. The program allows students to apply knowledge gained in their college courses with practical work experience to develop job readiness skills. This would be in a paid or unpaid work setting that provides elective college credits ([IIID60](#)).
- Dual Enrollment with local High Schools/Partnerships: The Dual Enrollment Program allows qualified high school students to earn college and high school credits at the same time. Students can take Dual Enrollment courses in Career Technical Education or as an alternative to Advanced Placement or International Baccalaureate classes ([IIID61](#)).

The College’s contractual agreements processes follow established Board Policies and Administrative Polices to ensure control and integrity of the College in all agreements. The College uses standardized agreements that have been reviewed and approved by legal counsel and risk that provide for the control of the terms and conditions. The College policies applicable to contracts include Administrative Procedure 6313 – Contracts, Administrative Procedure 6314 – Purchase Requisitioning, and Administrative Procedure 6350 – Contracts Construction, and Administrative Procedure 6370 – Contracts – Independent Contactor Services. The College’s policies and procedures are reviewed and updated if required on an annual basis ([IIID62](#), [IIID63](#), [IIID64](#), [IIID65](#)).

The College has created new positions to assist with the contract processes. There are Contract Coordinator positions for the Bond area and in the Business Services department. Contracts and agreements are reviewed by the Contract Coordinators and Business Services for compliance with established procedures, codes, regulations, policies, including indemnification, termination, and hold harmless clauses. Business Services tracks and logs all agreements on the College's Public Drive where the information is available to the field. The College is currently implementing the DocuSign product for more efficient processes.

Per Administrative Procedure 6370, the Superintendent/President and the Vice President of Business Services are the only persons authorized by the Board of Trustees to sign a contract as an enforceable obligation on behalf of the College, regardless of the dollar amount (IIID65). For services of \$25,000 or more, Board of Trustee approval must be obtained prior to implementation of the contracted services.

Prior to approving an agreement, the College has a contract check list to ensure that all regulations and insurance requirements are met (IIID66). When reviewing contracts for compliance, the College ensures that there is a termination clause in each contract. The College has a standard services agreement that was approved by legal counsel that allows the College to cancel in a timely manner without cause.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard III.D.16. Contracting procedures support the College's mission and goals to support students and are in compliance with board policies and administrative regulations. The Contract Coordinators and Business Services review each contract to ensure control and for assurance that the agreement is written as negotiated. Contracts are not processed until the Business Services Department has received all of the required documentation and approvals.

STANDARD III.D. EVIDENCE LIST

- [IIID1](#) 2016-2017 Adopted Budget
- [IIID2](#) 2017-2018 Adopted Budget
- [IIID3](#) Administrative Procedure 6305 - Reserves
- [IIID4](#) Board Policy 6250 - Budget Management
- [IIID5](#) Administrative Procedure 6250 - Budget Management
- [IIID6](#) District Reserves 2017-2018
- [IIID7](#) OPEB Liability & PERS/STRS
- [IIID8](#) CERBT as of 9/30/16
- [IIID9](#) CERBT as of 6/30/16
- [IIID10](#) Budget Reductions Strategies 2012-2013
- [IIID11](#) Board Policy 6300 - Fiscal Management
- [IIID12](#) Annual Financial and Budget Reports
- [IIID13](#) Annual Audits
- [IIID14](#) Budget Development Process
- [IIID15](#) Resource Allocation Process
- [IIID16](#) Classified and Administrative Personnel Prioritization Requests (CAPPRs)
- [IIID17](#) Annual Budget Calendars
- [IIID18](#) Administrative Procedure 6200 - Budget Preparation
- [IIID19](#) Institutional Planning Committee Charge
- [IIID20](#) Program Review
- [IIID21](#) Board of Trustee Agenda and Minutes
- [IIID22](#) Budget Presentations
- [IIID23](#) Public Information and Marketing Office
- [IIID24](#) Galaxy
- [IIID25](#) Board Policy 6540 - Insurance
- [IIID26](#) Administrative Procedure 6540 - Insurance
- [IIID27](#) MSJC Proforma

- [IIID28](#) Board Policy 5205 - Student Accident Insurance
- [IIID29](#) Board Policy 6200 - Budget Preparation
- [IIID30](#) Budget Committee Charge
- [IIID31](#) Enrollment Management Committee Charge
- [IIID32](#) Administrative Procedure 3280 - Grants
- [IIID33](#) Administrative Procedure 3281 - Grant Inventory and Control
- [IIID34](#) Grants Office Mission Statement
- [IIID35](#) Administrative Procedure 6310 - Finance & Administrative Services
- [IIID36](#) Joint Hiring Committee
- [IIID37](#) Adopted Budget 2017-2018 (Budget Allocation Model)
- [IIID38](#) Institutional Effectiveness Partnership Initiative
- [IIID39](#) Administrative Procedure 6400 - Financial Audits
- [IIID40](#) American Appraisal
- [IIID41](#) Administrative Procedure 3600 - Auxiliary Organizations
- [IIID42](#) Veteran Affairs Compliance Survey
- [IIID43](#) California Department of Education Federal Program Monitoring
- [IIID44](#) Business Services Board Policies and Administrative Procedures
- [IIID45](#) Actuarial Study of Retiree Health Liabilities
- [IIID46](#) Administrative Procedure 5130 - Financial Aid
- [IIID47](#) Program Review Website
- [IIID48](#) Measure AA Website
- [IIID49](#) Adopted Budget 2017-2018 - Fleet Replacement and South West Corridor Expenditures
- [IIID50](#) Board Policy 6307 - Debt Issuance and Management Policy
- [IIID51](#) Administrative Procedure 6307 - Debt Issuance and Management Policy
- [IIID52](#) Independent Citizens' Oversight Committee
- [IIID53](#) Administrative Procedure 6740 – Citizens' Oversight Committee
- [IIID54](#) Educational Credit Management Corporation Services Agreement
- [IIID55](#) Purple Communications Inc. Services Agreement
- [IIID56](#) Rise Interpreting Services Agreement

- [IIID57](#) Quick Caption Services Agreement
- [IIID58](#) OCLC Services Agreement
- [IIID59](#) NetTutor Services Agreement
- [IIID60](#) Cooperative Work Experience Education (CWEE) Affiliation Agreement
- [IIID61](#) Dual Enrollment Program Affiliation Agreement
- [IIID62](#) Administrative Procedure 6313 - Contract Requests
- [IIID63](#) Administrative Procedure 6314 - Purchase Requisitioning
- [IIID64](#) Administrative Procedure 6350 - Contracts - Construction
- [IIID65](#) Administrative Procedure 6370 - Contracts - Independent Contractor Services (Personal & Professional Services)
- [IIID66](#) Contract Checklist

STANDARD IV: LEADERSHIP AND GOVERNANCE

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. DECISION-MAKING ROLES AND PROCESSES

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

EVIDENCE OF MEETING THE STANDARD

In the continuous pursuit of institutional and academic excellence, Mt. San Jacinto College is committed to supporting and fostering an organizational culture that encourages innovation and collaboration regardless of official titles or organizational hierarchy. The College nurtures and promotes innovation, collaboration, excellence and leadership through a variety of institutional systems and structures intended to manifest these core College ideals and values [\(IVA1\)](#).

As a result of these efforts, Mt. San Jacinto College has received local, state, and national recognition regarding its innovative programs, services, institutional pride, and organizational culture. The following achievements over the last three years serve as a testament to the College's commitment to excellence:

- Press Enterprise Reader's Choice Award – The Best College, School, or University in Riverside and San Bernardino Counties 8 consecutive years in a row [\(IVA2\)](#)

- Identified as one of the nation’s top 150 community colleges by the Aspen Institute College Excellence Program in 2014 and 2016 ([IVA3](#))
- Designated as a Pilot for the California Online Education Initiative and Student Education Plan Initiative ([IVA4](#))
- Voter approved \$295 million facilities bond allowing District to double classroom space and serve more students over the next decade ([IVA5](#))
- Member of the Riverside County Education Collaborative recently recognized by President Barack Obama at the College Opportunity Day of Action for robust and successful Dual Enrollment Program with all service area high school districts ([IVA6](#))
- Fastest-growing community college in California (2015-2016) exceeding the State’s goal of growing 11.02 percent ([IVA7](#), [IVA8](#))
- Received third U.S. Department of Education – Developing Hispanic Institutions Grant (\$2.6 million) ([IVA9](#))

The College’s distinct participatory governance structure provides the institutional framework for encouraging and promoting the collaboration of all constituencies to actively participate and contribute in making recommendations for improvements related to programming, planning and budgeting practices, governance, and other institutional decision-making ([IVA10](#), [IVA11](#)). The College’s broad governance structure encompasses all constituents, including students, classified staff, faculty, and administration through participation on various committees ([IVA12](#), [IVA13](#)). It is through this robust committee-based structure where ideas and initiatives for improvement germinate and are supported through the College’s systematic integrated planning and resource allocation processes for ultimate prioritization and implementation. The College’s integrated planning processes ensure that decisions broadly impacting the institution in relation to policies and procedures are linked and reflected in the College’s mission and strategic goals.

External to the formal participatory governance structure, College leadership has promoted innovation by encouraging the informal development of Faculty Inquiry Groups (FIGs) for the purpose of improving institutional outcomes, programs, services, and practices. Faculty Inquiry Groups are primarily faculty-driven and are representative of both the instructional and student services divisions with counseling and non-instructional faculty involved as well. Over the past five years, several FIGs have been initiated to focus on the College’s challenges and opportunities related to academic quality, student success and achievement. Through the U.S. Department of Education Hispanic-Serving Institutions STEM grant, Mt. San Jacinto College established its first FIG focused on the evaluation and improvement of STEM pathways and student learning and achievement for students declaring majors in one of the STEM fields/disciplines ([IVA14](#)). The STEM FIG developed strategies to decrease time-to-degree completion which resulted in major institutional modifications in the scheduling of STEM courses across disciplines at the College. Through the persistent evaluation efforts of this dynamic team of STEM faculty and counselors, it was determined that the way in which courses were offered, STEM students were unable to enroll in core-courses required for progression

through the program sequence. The faculty team made recommendations to the Enrollment Management Committee as well as to the academic leadership (Deans' meeting) to adjust course scheduling ([IVA15](#)). As a result additional critically impacted STEM courses have been added in Chemistry and Biology disciplines at each campus each semester thereby increasing the availability of courses for students. Other innovations, such as a blended/hybrid model in Chemistry, were also piloted to increase engagement, success and maximization of facilities and resources ([IVA16](#)). Other FIGs, such as the English Acceleration Project, have been developed to serve similar functions to improve student achievement and learning ([IVA17](#)).

The College leadership creates an environment that encourages continuous learning and growth through its effective array of professional development opportunities that are integrated with institutional priorities and goals ([IVA18](#)). The MSJC Academy at the beginning of the fall academic term sets the tone for the entire academic year with keynote addresses, break-out sessions, and focused trainings intended to concentrate on core institutional objectives and goals. The MSJC Academy in fall 2016 focused on Student Equity and Success with a host of trainings and sessions targeting these topics of priority for the College ([IVA19](#)). A model of integrated professional development continued throughout the 2016-2017 academic year and included a speaker series, book club, and other highly impactful trainings available to all constituents for the ultimate purpose of improving student success for disproportionately impacted students ([IVA20](#), [IVA21](#), [IVA22](#), [IVA23](#), [IVA24](#)).

College leadership, as modeled by the Superintendent/President, intentionally creates opportunities for all constituencies to be empowered in the institutional decision-making processes as it relates to improving practices, programs, and services for which they are involved. Beyond simple collaboration and participation, faculty, staff, administration, and students collectively function in a solution-based growth mindset where members of the college community embrace challenges, rely upon data to inform decisions, cooperatively explore and discuss solutions and alternatives, and are open to a continual desire to learn, improve, and grow as individuals and as a larger organization ([IVA26](#), [IVA27](#), [IVA29](#), [IVA30](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.A.1. Mt. San Jacinto College's leadership and infrastructure support and inspire a collegial environment focused on institutional effectiveness and excellence. Through various informal and formal institutional practices and governance structures, Mt. San Jacinto College ensures that faculty, classified, students, and administrators are supported and encouraged to design, develop, and implement innovative ideas for institutional improvements. The College provides ample opportunity through the participatory governance systems as well as through professional development, faculty meetings, and faculty inquiry teams to encourage and promote a culture of collaboration and innovation. The College's integrated planning and resource allocation model provides the mechanism for moving

innovations forward to fruition where they can be piloted and assessed to ensure effectiveness of effort.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College is committed to *collaboration*, as identified in the institution's Values Statement ([IVA1](#)). The College's collaborative participatory governance structure supports the institution's belief that the best results are achieved through open communication and participation among all constituents - students, faculty, staff, and administrators ([IVA10](#), [IVA11](#), [IVA13](#)).

Participatory governance at Mt. San Jacinto College is the mechanism whereby employees and students participate equitably and collegially in the decision-making processes to support the mission of the College ([IVA12](#)). The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the College. The goal of participatory governance is to include, within the decision-making processes, representatives of all College constituencies affected by these decisions.

In accordance with California Education Code Sections (70902(b)(7)) and California Title 5 Administrative Code, Sections 53200 to 53204, Mt. San Jacinto College's institutional policies and procedures describe the College's robust participatory governance structure and clearly identifies the roles for each constituent group. Through an inclusive governance structure, constituent groups are provided an equitable and substantive opportunity to participate collegially in the decision-making of the College. Board Policy 2510 – Participation in Local Decision-Making and its corresponding Administrative Procedure 2510 outlines the overarching institutional governance structure as adopted in the Participatory Governance document which clearly defines the shared roles of faculty, students, the classified staff and management in the development of College policies, planning and budget that specifically relate to each constituent group's areas of responsibility and expertise ([IVA11](#), [IVA31](#), [IVA32](#)).

The Participatory Governance document provides the foundation for specific standing committee structures and functions ([IVA11](#)). Faculty, Classified, Students, and administration participate in the decision-making process by serving on the following standing Participatory Governance Committees ([IVA10](#), [IVA12](#)):

- Basic Skills ([IVA33](#))
- Budget ([IVA34](#))
- Career Technical Education Advisory ([IVA35](#))
- College Council ([IVA36](#))
- Professional Development ([IVA37](#))
- Diversity ([IVA38](#))
- Educational Technology ([IVA39](#))
- Information, Communication, and Technology ([IVA40](#))
- Institutional Planning ([IVA41](#))
- Instructional Assessment and Program Review ([IVA42](#))
- Student Success and Support Programs (SSSP) ([IVA43](#))
- Safety ([IVA44](#))
- Student Equity ([IVA45](#))
- Student Services ([IVA46](#))

Standing participatory committees consist of faculty, classified, management, and where appropriate, students. Committee members are appointed by the respective constituent groups (Superintendent/President and Executive Cabinet for management, Academic Senate for faculty members, Classified Senate for classified members, and the Student Government Association for students) ([IVA11](#), [IVA47](#), [IVA48](#), [IVA49](#), [IVA50](#), [IVA51](#)). Members of each group are expected to serve as a part of their professional responsibilities at Mt. San Jacinto College ([IVA52](#), [IVA53](#)). Annually, it is the duty of each standing committee to review the committee charge, list of duties, and description of membership and to formulate objectives and goals to be accomplished during the coming two-year period, regularly evaluate and assess progress, and report interim progress to the College Council on an annual basis ([IVA10](#), [IVA54](#), [IVA55](#), [IVA56](#), [IVA57](#)).

There are additional ad-hoc task forces, workgroups, and committees that serve other various functions within the College; however, these specific committees are not considered standing Participatory Governance Committees. Although these institutional committees are not held to the same participatory governance committee standards, most of the committees continue to seek representation from the various constituent groups ([IVA58](#), [IVA59](#)).

The College's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The College widely communicates the results of these evaluations and uses them as the basis for improvement. All standing committees

evaluate and assess yearly goals and outcomes on a two-year cycle (IVA56). On a rotating basis throughout the Academic Year, the Committee Chair(s) are required to present an informal committee overview regarding the committee charge, membership, goals/objectives/activities, needs, and progress to date to encourage open dialogue, transparency, and feedback regarding committee goals and outcomes (IVA36, IVA60). Additionally, a written midterm/year-end report (depending upon the planning cycle schedule), is filed annually at the end of the spring term of each year for review by College Council (IVA56). All Committee Chairs attend and briefly present an overview of the committee's scope of work at the scheduled review meeting.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.A.2. Mt. San Jacinto College has demonstrated institutional policies and procedures describing the roles for each constituent group in the institution's decision-making processes through adopted Board Policy and Administrative Procedures. Additionally, the Participatory Governance document provides further definition of roles, responsibilities, and authority of all constituent groups. Through the Mt. San Jacinto College Participatory Governance structure, the College has created a collegial environment wherein inclusivity, collaboration, and transparency are fostered and supported. The leadership of the College uses a variety of approaches in making institutional decisions that encompass an effective means of governance. Members of the College community are involved in the College's decision-making processes. The College strongly encourages and supports the participation of all constituent groups to be involved in the Participatory Governance committee structure, particularly students who are actively engaged on College Council, Institutional Planning, Budget, Basic Skills, and Student Equity committees.

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3. Administrators and faculty, through policy and procedures, 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.

EVIDENCE OF MEETING THE STANDARD

Institutional governance at Mt. San Jacinto College is clearly defined in Board Policy 2510 – Participation in Local Decision-Making and its corresponding Administrative Procedure 2510 (IVA31, IVA32). The Participatory Governance document acts as an institutional manual for clearly articulating the roles and responsibilities of each constituent group as well as defining the institutional governance structure for ensuring the all parties are given the opportunity to exercise a substantial voice in the development, implementation, evaluation, and assessment of institutional policies, planning, and budget (IVA11).

The College uses a collegial consultation structure that is committee based to ensure that individuals from all constituent groups are provided opportunities to bring ideas forward and work together on appropriate policy, planning and special purpose committees. The collegial consultation committee structure includes representation from all four of the campus constituencies (Faculty, Classified, Students, and Management) and is organized to allow consideration of ideas from every area of the College and, where appropriate, of proposals to be recommended for action ([IVA10](#)). Council is the central governance body whereby College-wide input is provided on various governance issues through intentional review, discussion, and recommendation ([IVA36](#)).

The Participatory Governance document specifies participation of faculty, staff, and students in the College's decision-making through the following defined roles:

- **FACULTY PARTICIPATION**

The faculty, including Associate Faculty, is provided the opportunity to participate in the formulation and development of District and College policies and procedures that will have an effect on teaching, learning, or faculty responsibilities ([IVA47](#)). These policies and procedures include Academic and Professional Matters defined in the Title 5 California Administrative Code 53200 as follows:

1. Curriculum - including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards of policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees (Board) and the Academic Senate.

- **CLASSIFIED PROFESSIONALS PARTICIPATION**

Classified professionals are provided the opportunity to participate in the formulation and development of policies and procedures that have a direct effect on the classified staff ([IVA48](#)). Classified representatives, as identified, will be included in the participatory governance process, which includes:

1. Participation in committees identified in the participatory governance document;
2. Setting policy for Classified professional and development activities, specifically for Classified Professionals;
3. Participation with Classified roles and involvement in the accreditation process, including self-study, master plan, and reporting;
4. Provide recommendations and advise on professional matters such as planning, budgeting, and institutional policies related to classified participatory governance structures.

- **STUDENT PARTICIPATION**

Students are provided an opportunity to participate in the formulation and development of District and College policies and procedures that have or will have a significant effect on students. This includes the opportunity to participate in processes for jointly developing recommendations to the Board regarding such policies and procedures as well as academic interventions and programs through committees such as the Basic Skills and Equity committees ([IVA33](#), [IVA45](#)). Elected and appointed members of the Student Government Association represent students in the participatory governance process on standing committees, as well at meeting of the Board of Trustees ([IVA49](#)). In addition to the SGA president given the opportunity to address the Board at all Board meetings a student trustee is elected by the student body and provides a student perspective at the governing board level ([IVA61](#)).

- **MANAGEMENT PARTICIPATION**

Management is provided the opportunity to participate in the formulation and development of District and College policies and procedures that will have an effect on their responsibilities ([IVA62](#)). It is incumbent upon management to provide meaningful input for all eleven areas of the Education Code Section 70902(b)(7).

The Budget Committee and Institutional Planning Committee serve as the central governance bodies focused on the College's planning and resource allocation processes and practices ([IVA34](#), [IVA41](#)). The charge of the Budget Committee is to 1) recommend the parameters, process, and documentation for developing the annual budget, 2) review and recommend the process by which the College's discretionary funds and grants are allocated, 3) assess the effectiveness of the allocation process in the prior and current years, and 4) annually review of the Education Code Mandates for compliance. The Institutional Planning Committee's charge is to oversee and coordinate College-wide strategic planning through 1) the review and endorsement of college integrated institutional planning, 2) coordination with the Budget Committee to ensure that budget allocations are based on institutional planning priorities and are relevant to the current fiscal environment, 3) recommend institutional priorities to College Council, 4) ensure integration of the planning processes, 5) establish regular communication with the campus community regarding the institutional planning process, and 6) assess the

effectiveness of the IPC and the institutional planning process. These core participatory governance committees and their overall charge and committee function allow the various constituents and their collective committee members a substantial voice for continuous improvement and feedback in an integrative and inclusive environment that welcomes effective and meaningful change related to planning and budgeting ([IVA63](#), [IVA64](#), [IVA65](#), [IVA66](#)).

Additionally, the College's master planning development efforts have each provided ample opportunities for participation in College planning prior to administrative recommendation and Board of Trustees approval for resource allocations ([IVA29](#), [IVA41](#)). The master planning development process for the Educational Master Plan, Strategic Plan, Facilities Master Plan, and Technology Master Plan have all included focus groups, public forums, presentations, meetings with various constituent groups including Steering Committees, the Board of Trustees, College administration and other related sub-committees as necessary to obtain program validation, consensus, and approval ([IVA26](#), [IVA67](#), [IVA68](#), [IVA69](#), [IVA70](#), [IVA71](#), [IVA72](#), [IVA73](#), [IVA74](#), [IVA75](#), [IVA76](#), [IVA77](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.A.3. Mt. San Jacinto College has established institutional policies and procedures that describe the roles for each constituent group in governance, including planning and budget development. Decision-making at Mt. San Jacinto College is based on collegial consultation wherein appropriate constituents with specific expertise related to their areas of responsibility are encouraged to actively participate and provide input regarding recommendations for improvement. Mt. San Jacinto College's collaborative participatory governance structure supports a collegial environment in which decisions are made with confidence, transparency, consensus, and buy-in from all constituent groups.

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4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College relies on faculty, its Academic Senate (and other appropriate faculty structures), and academic administrators in matters affecting curriculum, student learning programs and services, and other academic areas. The faculty, through the Academic Senate, has a substantive and clearly defined role in college governance, as defined in the California

Education Code, California Title 5, the Mt. San Jacinto College Participatory Governance document, and Board Policy and Administrative Procedure 4020 -- Program and Curriculum Development ([IVA11](#), [IVA47](#), [IVA78](#), [IVA79](#)).

Board Policy 4020 identifies the College's responsibility for developing programs and curriculum that is relevant to community and student needs and evaluated regularly to ensure quality and relevance ([IVA78](#)). Furthermore, the policy establishes procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

All student learning programs and services are faculty driven ([IVA80](#)). The College has provided reassigned time for a single faculty Curriculum Coordinator to focus her efforts on supporting institutional curriculum development and maintenance efforts ([IVA81](#)). She is faculty co-chair of the Curriculum Committee and works closely with the faculty Institutional Program Review and Assessment Coordinator and the Institutional Assessment and Program Review Committee ([IVA42](#), [IVA82](#)). With faculty coordinators championing curriculum development, assessment of student learning outcomes and Program Review, the College's integrated institutional planning and allocation models are rooted in student and program-related data.

The Curriculum Committee, as delegated by the Academic Senate, has the responsibility (per AP 4020) to establish prerequisites, co-requisites, advisories on recommended preparation, curriculum development, General Education requirements, graduation requirements, grading policies, and certain limitations on enrollment using the curriculum review process, Program Review, and program discontinuance ([IVA80](#), [IVA83](#)). The purpose and mission of the Curriculum Committee is to facilitate quality, advocacy, guidance, policies, and criteria to ensure that all instructional programs, including courses and awards, are academically sound and compliant with educational regulations, reflect excellence in instruction, and uphold the integrity of our institution ([IVA84](#)). The committee ensures that all curricular matters are responsive to the evolving educational needs and goals of the college community while preserving the mission of the College.

Faculty roles and responsibilities on Academic and Professional Matters are defined in Title 5 and the Mt. San Jacinto College Participatory Governance document ([IVA11](#)). The College relies primarily upon the advice and judgment of the Academic Senate in the following areas: 1) curriculum; 2) degree and certificate requirements; 3) grading policies; 4) governance structures as related to faculty roles; 5) faculty roles and involvement in Accreditation processes, including Self Study and annual reports; 6) policies for faculty professional development activities; 7) processes for Program Review; and 8) processes for institutional planning and budget development. The College reaches mutual agreement with the Academic Senate in the following areas: 1) educational program development; 2) standards of policies regarding student

preparation and success; and 3) other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate ([IVA47](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.4. The faculty and academic administrators at Mt. San Jacinto College have distinct responsibility for recommendations about curriculum and student learning programs and services as outlined through Board Policy. Mt. San Jacinto College is in compliance with Title 5 and the Education Code. Board Policy 2510 states that “The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.”

The faculty, as members of the Academic Senate, and with strong representation on the College Council, Curriculum Committee, Institutional Planning Committee, Institutional Assessment and Program Review Committee, among others, takes the primary leadership in developing recommendations about instructional programs and services. The Institutional Assessment and Program Review and Curriculum Committees both are comprised of representatives from nearly every learning area and have administrative representation. Through intentional collaboration, the Institutional Assessment and Program Review Committee and Curriculum Committee have been instrumental in integrating student learning outcomes, assessment, student success, and curriculum revision as well as implementing new processes and tracking mechanisms to achieve instructional and institutional goals.

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5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

EVIDENCE OF MEETING THE STANDARD

During the previous self-evaluation in 2011, Mt. San Jacinto College received a commendation for its culture of collegiality related to its effective participatory governance structure ([IVA10](#), [IVA85](#)). The College’s culture of openness, collegiality, and transparency has continued over the past six years through the constant inclusion of constituent stakeholders and leaders early in the discussion, development, and implementation of institutional changes or recommendations for improvement that have wide-reaching implications to the College and specific groups. Ensuring that relevant and diverse perspectives are taken into appropriate consideration early in the College’s decision-making processes (including planning, resource allocation, institutional

effectiveness, and policy and procedure development efforts) fosters cooperation to achieve stated outcomes and goals. To further emphasize this institutional practice, the Board of Trustees does not take action on matters impacting the College until the appropriate constituent group or groups have been provided the opportunity to participate.

As reflected in Standard IV.A.2, the College's documented policies, procedures, and practices strongly encourage and support constituency engagement not only through participation on standing committees but also through involvement in ad hoc committees, senates, unions, department, and all-faculty meetings ([IVA10](#), [IVA12](#)). This structure allows for consideration of ideas from every area of the College and (where appropriate) for proposals to be recommended for action. The information contained within Board Policy 2510 - Participation in Local Decision-Making: Faculty, Staff and Students – and the Participatory Governance document, clearly defines College-wide participation in institutional governance, planning and decision-making ([IVA31](#)). The College's written standard policies and procedures specify appropriate roles for faculty, staff and students. Annually, Mt. San Jacinto College reviews the participatory governance structure and solicits each constituent group for membership to each participatory governance committee ([IVA86](#), [IVA89](#)).

Per Board Policy 2510, the Board of Trustees ensures that appropriate members of the College participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the College is governed and administered ([IVA88](#)). Each of the following groups participates as required by law in the decision-making processes of the College:

- The **Academic Senate** is the organization whose primary function is to make recommendations with respect to academic and professional matters ([IVA47](#)). The Senate is the body representing the faculty in a range of issues including but not limited to student educational program and service development, and it is the body that appoints faculty to committees, task forces, and hiring committees ([IVA88](#)). The Mt. San Jacinto College CTA represents the full time faculty in relation to working conditions and wages ([IVA89](#)).
- The **Classified Senate** is the primary governing body for classified professionals at Mt. San Jacinto College ([IVA48](#)). Its elected members serve to provide an equal voice in the College governance process. Classified members, as represented by the Classified Senate, are incorporated into College deliberations and decision-making regarding a variety of issues, ranging from safety to budget allocation processes and administrative evaluation. The CSEA is the classified union body which represents the Classified Professionals in issues dealing with working conditions and wages ([IVA9](#), [IVA13](#)).

- The **Student Government Association (SGA)** is the official student government of Mt. San Jacinto College, representing the needs of nearly 18,000 enrolled students ([IVA49](#)). The SGA advocates on behalf of students, tackling issues and concerns that impact the student body through its participation on participatory governance committees and the statewide Student Senate. Students, as represented through the SGA, are also given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the SGA are given every reasonable consideration. The selection of student representatives to serve on College committees or task forces is made after consultation with the SGA ([IVA13](#)).

Appropriate consideration of relevant and diverse perspectives also occurs outside of the formal participatory governance structure. The College has developed organizational lines of communication through convocation, brown bags, town halls, focus groups, various retreats, and division and department meetings to not only ensure that all members of the College community are able to provide feedback and input regarding institutional decisions impacting the development of College priorities and goals, but this also serves to provide another method for dissemination of information ([IVA90](#), [IVA91](#), [IVA92](#), [IVA93](#), [IVA94](#)).

Faculty, staff, and students are informed about institutional efforts to achieve goals and improve learning as a result of the College's concerted efforts to regularly and consistently communicate College-wide goals, progress toward meeting goals, and plans for improvement. Most recently throughout the 2016-2017 academic year, Mt. San Jacinto College facilitated the closing of the 2014-2017 Strategic Plan, evaluated the College's achievement of stated institutional priorities, goals, and outcomes, and developed a wholly new plan for the 2017-2020 cycle ([IVA26](#), [IVA95](#), [IVA96](#)). In early fall 2016, Mt. San Jacinto College began the process for developing a new Strategic Plan for the institution's next three-year cycle. Following a similar planning structure and timeline as the previous 2014-2017 Strategic Plan, the College completed a draft of the 2017-2020 Strategic Plan with a tentative timeline to share the final version with the College community, move through the participatory governance approval queues, and ultimately gain a recommendation for approval by the Board of Trustees in early fall 2017 ([IVA26](#), [IVA27](#), [IVA73](#)). This planning and development process was coordinated by the College's Offices of Institutional Effectiveness and Research to ensure access to data as well as full participation from all constituencies ([IVA97](#)). As with similar College-wide planning efforts and following the historically collegial practices established through the College's effective participatory governance structure, Mt. San Jacinto College ensures the consideration of diverse perspectives in the development of institutional priorities and goals. As a result of this involvement, faculty, staff and students are aware, knowledgeable, and vested in the achievement of institutional efforts to achieve student learning and achievement goals.

Mt. San Jacinto College utilizes its institutional governance structures, practices, and procedures to ensure the timely responses and actions related to institutional plans, policies, curricular change, and other key considerations. The College establishes key timelines in relation to curriculum development, program review and student learning outcome assessment, resource allocation, budget development, strategic planning, and Board Policy and Administrative Procedure reviews and approvals ([IVA26](#), [IVA98](#), [IVA99](#), [IVA100](#), [IVA101](#), [IVA102](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.5. The College's written policies and procedures clearly define the institution's participatory governance structure as well as the roles and responsibilities of key constituent groups for the purpose of ensuring a diversity of perspective in the College's decision-making processes. Through established communication and feedback structures, all constituent groups are knowledgeable about their respective roles and are involved in the decision-making endeavors specific to the expertise and responsibility of each group. As a result of the College's collegial and transparent governance structure, joint collaboration on the development of institutional priorities ensures that faculty, staff, administration and students are involved, aware, and invested in the timely execution of institutional efforts to achieve goals and improve student learning.

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6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College widely communicates its decision-making processes and the resulting decisions primarily through its comprehensive participatory governance structure ([IVA11](#)). Through the active collaboration and participation of all constituent groups in decision-making within and amongst participatory governance committees, information, data and decisions are shared and disseminated to a near totality of its constituent audience ([IVA10](#)). The Mt. San Jacinto College Board Policy Manual describes faculty, classified staff, administrative, and student roles in governance and institutional planning in conjunction with the Superintendent/President and Board of Trustees ([IVA103](#)). The College strives to involve all four College constituencies in the decision-making process through representation on different committees within its well-defined Participatory Governance structure ([IVA12](#)). Institutional and departmental goals, along with data-driven information, are brought through the appropriate Participatory Governance committees and serve as the foundation of information that supports an institutional or departmental decision ([IVA10](#)).

The College's participatory governance organizational structure ensures that communication regarding decisions are transparent. It is a commonly held institutional practice that all high level planning and resource allocation decisions are vetted multiple times during various constituent group and participatory governance committee meetings ([IVA63](#), [IVA64](#), [IVA104](#), [IVA105](#), [IVA106](#), [IVA107](#)). This College-wide practice allows for vigorous review and robust discussion regarding potential institutional decisions impacting each constituent group and provides ample opportunity for feedback and dissemination to the larger constituent bodies ([IVA36](#), [IVA54](#)).

The Mt. San Jacinto College Board of Trustees is provided with a minimum of two opportunities to review institutional recommendations prior to moving forward with Board of Trustee approval. The administration provides the Board of Trustees with an *Information Item*, which acts as a first read. At a subsequent Board of Trustees meeting, the administration presents the governing board with an Action Item, which formalizes the request for approval. This process of review and adoption/acceptance/approval of recommendations is echoed throughout the entire participatory governance process with all committees using the *information item/action item* as the basis for coming to consensus regarding decisions and communicating the results of the decisions to the wider College community ([IVA72](#), [IVA73](#), [IVA108](#)). The Academic and Classified Senate bodies both employ this practice, as does College Council and the core Participatory Governance committees ([IVA74](#), [IVA75](#), [IVA76](#)).

The primary body responsible for communicating the decision-making process and the resulting decisions to all constituent groups is College Council ([IVA36](#)). College Council consists of representatives of leadership from each respective constituent group (faculty, classified, student, and administration) ([IVA109](#)). College Council is the decision-making body that forwards recommendations on all participatory governance issues that do not require mutual agreement between the Academic Senate and Board of Trustees to the Superintendent/President for action or for presentation to the Board of Trustees for action ([IVA110](#)). The College Council provides the means for the combined thinking of faculty, staff, students, and management to be included in the formation of all these recommendations, except curriculum issues. College Council also serves as the 'umbrella' for all standing committees as outlined in the Participatory Governance Document ([IVA11](#), [IVA12](#)).

For the purpose of communicating effectively and disseminating information to the wider College community in a timely fashion, the College has adopted Participatory Governance committee requirements related to committee agendas and minutes ([IVA111](#)). Committees meet on a regular basis each academic year beginning in August/September and ending in May/June ([IVA112](#)). As outlined in the Participatory Governance Document, committee agendas are due to College Council recorder/file 3.5 days before each meeting for posting to the Bulletin Board on the 200 Building of the San Jacinto Campus (required for Brown Act Compliance) ([IVA11](#)). Minutes are due to College Council recorder/file within three (3) business days upon approval by

the committee. Following the same timeline, all agendas and minutes are to be posted to the committee's website on www.msjc.edu.

In addition to the communication through committee agendas, minutes and other updates, the College also disseminates shared information and decisions through College-wide weekly email newsletters (Weekly RoundUp), monthly newsletters (MSJCLinks), quarterly brown bags and town hall meetings, as well as announcements and activities during staff and faculty retreats and meetings ([IVA91](#), [IVA92](#), [IVA113](#), [IVA114](#), [IVA115](#)).

The College most recently adopted BoardDocs, a board management service that facilitates improvements in creating and managing the governing board information and access to this information ([IVA116](#)). Through BoardDocs, the College is able to modernize and facilitate a more meaningful method for creating, approving and tracking agenda items and important correspondences while also linking them to core strategic goals and priorities. Although originally intended for Board of Trustee use, the College has determined to expand the reach of BoardDocs to the participatory governance committee structure as well. The new system will be piloted in spring 2017 and will be used to improve transparency regarding decisions at each level of the organization. Additionally, since BoardDocs is located in a cloud-based system, access to information on the web from any location or device will be greatly improved.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.A.6. The College's participatory governance structure ensures that decision-making and the resulting decisions are communicated across the institution. The College has developed regular communication channels, such as meeting agendas, minutes, updates, newsletters, email blasts, and faculty/staff brown bags, town halls, and retreats to ensure that information regarding institutional decisions are shared in a variety of modalities to ensure that the wider college community is provided multiple opportunities to access institutional information. It is anticipated that the BoardDocs system will be another tool in this communication approach and facilitate the integration of decisions and College-wide initiatives to committee efforts and recommendations.

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7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College's leadership, governance and decision-making structures and processes are evaluated regularly to assure their integrity and effectiveness. As part of the overarching institutional strategic planning structure, the Mt. San Jacinto College Board of Trustees adopts three-year institutional priorities, goals and objectives that are tied to evaluation measures and performance indicators to ensure effectiveness of effort, resources, and outcomes ([IVA26](#), [IVA95](#)). College goals and objectives are reviewed and assessed annually to determine overall progress and identify strategies and adjustments that lead to further improvement and effectiveness ([IVA96](#)). Results of the assessments are shared with the Board of Trustees, members of academic and classified leadership, faculty, staff, administration and students ([IVA27](#)). This institutional evaluation process acts as part of the strategic framework through which the College functions (governance, decision-making, and resource distribution) and is aligned in an ongoing process that centers on institutional outcomes and performance.

In alignment with this systemic institutional evaluative structure and approach, the Mt. San Jacinto College Participatory Governance committees are required to evaluate and assess the overall achievement of their objectives and goals in relation to the institutional goals. In the Participatory Governance Document, all constituencies are accountable for the College priorities and goals ([IVA11](#)). All Participatory Governance committees participate in an annual evaluation process. The evaluation process commences at the beginning of the academic year when each Participatory Governance committee is required to submit to the College Council the committee's charge, as well as the goals, outcomes and assessment measurements for the year ([IVA55](#), [IVA56](#)). During this phase of the evaluation process, committees are encouraged to assess previous year goals and progress prior to designing new goals or objectives. A midterm and final report are required to be submitted over a two-year cycle, respectively. Participatory Governance evaluation documents consist of a Report Out form that Participatory Governance committees complete and submit to College Council ([IVA57](#)). Committees are also encouraged to prepare short presentations to College Council highlighting successes, goal and outcome achievements, and areas needing improvement, which closely integrates with the evaluative structure designed by the Institutional Assessment and Program Review Committee (IAPRC) for reviewing and providing feedback on comprehensive program reviews and annual program assessments ([IVA60](#)). The Participatory Governance Report Out forms are published and accessible on the College website ([IVA57](#)).

As part of the regular review and assessment of the College's governance structure, Mt. San Jacinto College performs a College-wide survey to illicit feedback and input regarding the effectiveness of the Participatory governance structure ([IVA117](#), [IVA118](#), [IVA119](#)). Specifically, the survey is disseminated to all committee chairs and members of each individual participatory governance committee. Chairs and committee members are encouraged to provide feedback pertaining to each committee of which they were a part and to also provide feedback

regarding the overall structure, communication mechanisms, access to information, and roles/responsibilities of committee members. During the most recent survey, respondents overwhelmingly identified that the posting and publishing of agendas, information, updates, and minutes related to the committee was not timely, and as a result, committee members could not participate in an informed dialog during the meeting due to lack of review and preparation ([IVA118](#)). Results of the survey were shared with each constituent group and provided opportunity to develop recommendations for improvement ([IVA119](#)). Because of this evaluative process, the College Council accepted the feedback from the various constituencies and instituted a comprehensive Participatory Governance Chair and Scribe retreat as well as a variety of other tools (Participatory Governance handbook, Participatory governance checklist, agenda/minutes standardized templates, and an instructional video outlining the Participatory Governance structure to support the role, function, and responsibility of Chairs and committee scribes) ([IVA57](#), [IVA120](#), [IVA121](#), [IVA122](#), [IVA123](#), [IVA124](#)). Committees have reported improvements in availability of information prior to the participatory governance committee meetings taking place. Based on an analysis completed by the President's Office, the committee agenda/minutes posting compliance has improved ([IVA125](#)).

The College continues to evaluate the participatory governance processes and procedures to ensure continued effectiveness and improvement. Most recently in the 2016-2017 academic year, an ad-hoc task force was developed from College Council to review and revise the Participatory Governance document [IVA126](#). The ad-hoc team is currently updating the document to address the challenges identified in the Participatory Governance survey and the feedback from the Chairs, scribes, and committee members. Completion of the document is slated for early spring 2018 once it has gone through the Participatory Governance vetting and approval process.

Lastly, to support the College's culture of evaluation and assessment, the Office of Institutional Effectiveness, Research and Planning provides timely and accurate data and research to support this College-wide dialog and decision-making ([IVA30](#), [IVA127](#), [IVA128](#)). The Institutional Effectiveness and Research staff provides direct support and act as resource staff on key participatory governance committees ([IVA129](#), [IVA130](#), [IVA131](#), [IVA132](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.A.7. Mt. San Jacinto College regularly evaluates its governance and decision-making structures through the use of various assessment methods and processes. The evaluation process is integrated with strategic planning priorities and institutional goals to ensure College-wide decisions and expected outcomes are targeted to achieve the highest results in relation to student achievement and success. Results of the evaluation are widely communicated to the College community and used to identify weaknesses and develop targeted recommendations for improvements to the overall processes, structures and procedures.

STANDARD IV.A. EVIDENCE LIST

- [IVA1](#) MSJC Mission Statement, Vision, Values Statement
- [IVA2](#) Press Enterprise Reader's Choice Award
- [IVA3](#) Aspen Institute College Excellence Program
- [IVA4](#) Online Education Initiative
- [IVA5](#) Measure AA Website
- [IVA6](#) College Opportunity Day of Action
- [IVA7](#) Dual Enrollment Website
- [IVA8](#) Board of Trustees Presentation - Enrollment Growth Spring 2017
- [IVA9](#) U.S. Department of Education Hispanic-Serving Institution Title V Grant Press Release
- [IVA10](#) Participatory Governance Committee Website
- [IVA11](#) Participatory Governance Document
- [IVA12](#) Participatory Governance Committee Chart
- [IVA13](#) Participatory Governance Committee Membership
- [IVA14](#) STEM FIG Agendas/Minutes
- [IVA15](#) STEM FIG Presentation - Enrollment Management Committee / Deans Meeting
- [IVA16](#) Schedule of Classes (FA17)
- [IVA17](#) English Acceleration Project Participants
- [IVA18](#) Professional Development Website
- [IVA19](#) MSJC Academy Program/Agenda (2016-2017)
- [IVA20](#) Speaker Series
- [IVA21](#) Student Equity Plan
- [IVA22](#) Integrated Plan Draft
- [IVA23](#) Student Equity Book Club
- [IVA24](#) Student Equity Plan Executive Summary 2017
- [IVA26](#) 2017-2020 Strategic Plan
- [IVA27](#) Strategic Plan Document Library
- [IVA29](#) Institutional Plans

- [IVA30](#) Data Repository
- [IVA31](#) Board Policy 2510 - Participation in Local Decision-Making: Faculty, Staff and Students
- [IVA32](#) Administrative Procedure 2510 - Participation in Local Decision-Making
- [IVA33](#) Basic Skills Committee
- [IVA34](#) Budget Committee
- [IVA35](#) CTE Advisory Committee
- [IVA36](#) College Council
- [IVA37](#) Professional Development Committee
- [IVA38](#) Diversity Committee
- [IVA39](#) Educational Technology Committee
- [IVA40](#) Information Communication and Technology Committee
- [IVA41](#) Institutional Planning Committee
- [IVA42](#) Institutional Assessment and Program Review Committee
- [IVA43](#) Student Success and Support Programs Committee
- [IVA44](#) Safety Committee
- [IVA45](#) Student Equity Committee
- [IVA46](#) Student Services Committee
- [IVA47](#) Academic Senate
- [IVA48](#) Classified Senate
- [IVA49](#) Student Government Association
- [IVA50](#) Academic Senate Appointment Secretary Roles & Responsibilities
- [IVA51](#) Classified Senate Appointment Secretary Roles/Responsibilities
- [IVA52](#) CTA Contract
- [IVA53](#) CSEA Contract
- [IVA54](#) College Council Agendas/Minutes
- [IVA55](#) Participatory Governance Committee Information Reports
- [IVA56](#) Participatory Governance Committee End of Year Reports/Midterm Report
- [IVA57](#) Participatory Governance Committee Report Templates
- [IVA58](#) Research Committee

- [IVA59](#) Enrollment Management Committee
- [IVA60](#) College Council Agenda/Minutes re: Committee Presentations
- [IVA61](#) MSJC Student Trustee Information
- [IVA62](#) Management Leadership Organizational Chart
- [IVA63](#) Institutional Planning Committee Agendas/Minutes
- [IVA64](#) Budget Committee Agendas/Minutes
- [IVA65](#) Institutional Planning Committee Membership
- [IVA66](#) Budget Committee Membership
- [IVA67](#) Educational Master Plan
- [IVA68](#) Technology Master Plan
- [IVA69](#) Facilities Master Plan
- [IVA70](#) Educational Master Planning Retreats
- [IVA71](#) Technology Master Plan Retreat
- [IVA72](#) Board of Trustees Agenda/Minutes re: Educational Master Plan approval
- [IVA73](#) Board of Trustees Agenda/Minutes re: Strategic Plan approval
- [IVA74](#) Academic Senate Agenda/Minutes re: Educational Master Plan Approval
- [IVA75](#) Academic Senate Agenda/Minutes re: Strategic Plan Approval
- [IVA76](#) Classified Senate Agenda/Minutes re: Strategic Plan Approval
- [IVA77](#) Student Government Association re: Strategic Plan Approval
- [IVA78](#) Board Policy 4020 - Program, Curriculum, and Course Development
- [IVA79](#) Administrative Procedure 4020 - Program and Curriculum Development
- [IVA80](#) Curriculum Committee Website
- [IVA81](#) Curriculum Faculty Co-Chair Job Description
- [IVA82](#) Institutional Assessment and Program Review Coordinator Job Description
- [IVA83](#) Curriculum Website
- [IVA84](#) Curriculum Best Practices Handbook
- [IVA85](#) MSJC 2011 ACCJC Team Evaluation Report
- [IVA86](#) Academic Senate Appointment Secretary - Sample Appointment Request Emails
- [IVA87](#) Classified Senate Appointment Secretary - Sample Appointment Request Emails

- [IVA88](#) Board of Trustees Agenda/Minutes - Sample Academic Senate, Classified Senate, Student Government Association Reports
- [IVA89](#) CTA Website
- [IVA90](#) Convocation Agendas
- [IVA91](#) Brown Bag Announcements
- [IVA92](#) MSJC Round-Up re: Town Hall Meetings
- [IVA93](#) Distance Education Focus Group
- [IVA94](#) Institutional Effectiveness Retreats with Student Government Association
- [IVA95](#) 2014-2017 Strategic Plan
- [IVA96](#) 2014-2017 Strategic Plan Assessment Report
- [IVA97](#) 2017-2020 Strategic Plan Retreat Summaries
- [IVA98](#) Curriculum Timeline
- [IVA99](#) Program Review Timeline
- [IVA100](#) Assessment Schedule
- [IVA101](#) Resource Allocation Proposal (RAP) Website
- [IVA102](#) Budget Website
- [IVA103](#) Board Policy Manual
- [IVA104](#) Institutional Assessment and Program Review Committee Agendas/Minutes re: RAPS
- [IVA105](#) Strong Workforce Faculty Task Force Agendas/Minutes
- [IVA106](#) Student Equity Committee Agendas/Minutes
- [IVA107](#) Basic Skills Committee Agendas/Minutes
- [IVA108](#) Board of Trustees Agenda/Minutes re: Core Competencies Approval
- [IVA109](#) College Council Membership
- [IVA110](#) College Council Charge
- [IVA111](#) Participatory Governance Agendas/Minutes Templates
- [IVA112](#) Participatory Governance Committee Schedule of Meetings
- [IVA113](#) MSJC Weekly Round-Up
- [IVA114](#) MSJCLinks Monthly Newsletter
- [IVA115](#) CTE Monthly Newsletter
- [IVA116](#) Board Docs Website

- [IVA117](#) Participatory Governance Survey
- [IVA118](#) Participatory Governance Survey Results
- [IVA119](#) Participatory Governance Survey PowerPoint Presentation
- [IVA120](#) College Council Agenda/Minutes re: Chair/Scribe Retreat
- [IVA121](#) Participatory Governance Chair/Scribe Retreat Agenda
- [IVA122](#) Participatory Governance Instructional Video
- [IVA123](#) Participatory Governance Handbook
- [IVA124](#) Participatory Governance Checklist
- [IVA125](#) President's Office Committee Agenda/Minutes Compliance List
- [IVA126](#) Participatory Governance Document Ad-Hoc Task Force Agenda
- [IVA127](#) Institutional Effectiveness Website
- [IVA128](#) Institutional Research Website
- [IVA129](#) Institutional Assessment and Program Review Membership re: Resource Staff
- [IVA130](#) Student Equity Committee Membership re: Resource Staff
- [IVA131](#) Budget Committee Membership re: Resource Staff
- [IVA132](#) Institutional Planning Committee Membership re: Resource Staff

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

B. CHIEF EXECUTIVE OFFICER

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD

The Superintendent/President is delegated the primary executive responsibility (Board Policy 2430 – Delegation of Authority) for ensuring the quality of the institution through the effective management, implementation, and execution of adopted policies and decisions of the Mt. San Jacinto College Board of Trustees requiring administrative action ([IVB1](#)).

The Superintendent/President has served in his role as CEO of Mt. San Jacinto College for over nine years ([IVB2](#)). During his tenure as Superintendent/President, he has provided effective leadership and innovation in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness for the College. The Superintendent/President identifies student success as a priority for the College through the institutional goals in the Educational Master Plan and the Strategic Plan ([IVB3](#), [IVB4](#)). As such, he has worked with key institutional leadership to develop an integrated planning and resource allocation model that encourages innovations as they relate to student success and sets institutional performance standards related to student achievement ([IVB5](#), [IVB6](#), [IVB7](#), [IVB8](#), [IVB9](#), [IVB10](#), [IVB11](#)).

Under the Superintendent/President's recommendation, the institution also developed several foundational institutional statements in addition to the mission statement. These Vision and

Values statements were developed, in consultation with the Vision, Values, and Mission Task Force, and these drive all institutional planning and resource allocation efforts ([IVB12](#), [IVB13](#)).

Planning

Consistent with Board Policy 3250 – Institutional Planning – the Superintendent/President, working in conjunction with the Academic Senate and other constituent groups ensures the College implements a broad based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness and research ([IVB5](#), [IVB6](#), [IVB14](#), [IVB15](#), [IVB16](#)). Through the Superintendent/President’s leadership and oversight as chair of the Institutional Planning Committee (IPC) and College Council, he is intimately involved, knowledgeable, and active in all institutional planning efforts at the College ([IVB17](#), [IVB18](#), [IVB19](#), [IVB20](#)). His participation on these important organizational planning bodies ensures transparency of the planning process and accountability.

The Superintendent/President has supported the adoption of Institution-Set Standards, which are embedded into the comprehensive three-year program review cycle as another mechanism to ensure that the College is using performance indicator data to determine the extent to which the College is meeting its mission, identifying any gaps and disparities in service or success rates, and improving overall student achievement ([IVB9](#), [IVB21](#), [IVB22](#)). By establishing Institution-Set Standards specific to graduation, transfer, success, withdrawal and fill rates, the Superintendent/President provides ample evidence to constituent groups in order to support his commitment to continuous quality improvement.

Budgeting

The Superintendent/President ensures effective leadership in financial planning and preparation, fiscal management, and budget management for the College. He delegates authority related to all Business and Fiscal Affairs to the Vice President of Business Services pursuant to Board Policy 6100 – Delegation of Authority, Business and Fiscal Affairs ([IVB23](#)). The Vice President of Business Services supervises all general business procedures of the College to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and person in compliance with applicable laws, regulations and alignment with the California Community Colleges Budget and Accounting Manual (BAM) ([IVB24](#), [IVB25](#)). The Vice President of Business Services is a member of Executive Cabinet and provides weekly updates to Cabinet members and the Superintendent/President ([IVB26](#)). The Vice President of Business Services also regularly provides reports to the Board of Trustees regarding financial statements, current financial planning projections, and expenditures ([IVB27](#)). Additionally, the Vice President of Business Services serves as the co-chair of the Budget Committee where she provides information regarding budget, resource allocation, and other financial planning updates ([IVB28](#),

[IVB29](#)). As a participatory governance committee, the Budget Committee also includes faculty, staff, and students in all decision-making ([IVB30](#), [IVB31](#)).

Organizing

The Superintendent/President employs an open and collaborative approach to institutional planning and organizational structure. Per Board Policy 3100 – Organizational Structure – the Mt. San Jacinto College Superintendent/President works in consultation with appropriate constituents through participatory governance and establishes the organizational structure of the College to account for lines of responsibility, the size, and complexity of the College’s multi-site single college district ([IVB32](#), [IVB33](#), [IVB34](#)). Over the previous three years, the Superintendent/President has utilized institutional disaggregated data, external environmental scans, and input from the Academic Senate and faculty to restructure nearly every division (Administrative, Instruction, Student Services, and the President’s Office) with the goal of strengthening the College’s capacity to support and improve student success, improve internal communication structures, reinforce support for faculty and staff, and streamline day-to-day operations ([IVB40](#), [IVB41](#)). The Superintendent/President regularly evaluates the College’s organizational structure to assess the effectiveness of the organization, determine if fiscal, staffing, physical and technological resources are adequate to support the mission, and that the infrastructure is appropriate and sufficient to support the needs of students on all campuses and learning sites.

Selecting and Developing Personnel

The Board of Trustees delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions per Board Policy 7110 – Delegation of Authority, Human Resources ([IVB33](#), [IVB42](#), [IVB43](#)). Mt. San Jacinto College has established Board Policies and Administrative Procedures specifically related to recruiting, developing, and retaining faculty, staff and administrators (detailed in Standard III.A) ([IVB44](#)). The Superintendent/President ensures that the College adheres to these established policies as well as federal and state statutes and laws related to the selection and development of personnel. As part of the personnel selection process, the Superintendent/President conducts final interviews for all full-time faculty as well as all administrative positions and forwards recommendations for selection to the Board of Trustees for final approval. In the past three years, Mt. San Jacinto College has hired new faculty and administrators following the human resource policies outlined in Chapter 7 of the Board Policy Manual ([IVB45](#)).

Professional Development and training is an institutional goal as outlined in the Educational Master Plan and the Strategic Plan ([IVB3](#), [IVB4](#), [IVB46](#)). The Superintendent/President is a strong advocate for continuous professional development opportunities for faculty, staff, and administration. He encourages participation in professional development at all levels of the institution and supports in-house on-site training as well as travel to local, regional, statewide or

out-of-state conferences. His commitment to professional development is evidenced through the creation of a President's Leadership Academy. This Leadership Academy is a newly developed year-long professional development academy for a small group of classified professionals, faculty, and administrators that were nominated because of their commitment to the College ([IVB47](#), [IVB48](#)). The first academy cohort completed the intensive professional development program in the spring 2017 semester, with a subsequent academy cohort commencing in fall 2017.

Through his leadership and commitment to professional development, the institution has hired two focused Professional Development Coordinators, one focusing on the professional development needs of faculty, and the other focusing on administrators and classified staff ([IVB49](#), [IVB50](#)). Both Professional Development Coordinators serve as members of the Professional Development Committee whose charge is to create a culture in which all employees of Mt. San Jacinto College are informed of and provided with professional development opportunities ([IVB51](#), [IVB52](#)). The Superintendent/President ensures that adequate resources are appropriately budgeted to support the ongoing training and professional development needs of the College's employees ([IVB51](#), [IVB53](#), [IVB54](#), [IVB55](#), [IVB56](#)).

Assessing Institutional Effectiveness

Institutional Planning and Assessment has been designated as a core institutional priority by both the Board of Trustees and the Superintendent/President over the past three Strategic Planning cycles (2011-2014, 2014-2017 and 2017-2020) ([IVB4](#), [IVB6](#), [IVB57](#), [IVB58](#)). The Superintendent/President has established an institutional commitment to continuous quality improvement by institutionalizing evaluation and assessment efforts in every planning and resource allocation structure to ensure the refinement and improvement of institutional practices, procedures, and policies that favorably impact student learning, achievement, and success ([IVB59](#)).

To support the Superintendent/President's commitment to a culture of evidence and a focus on student learning, he developed a specific unit within his President's Office hierarchy to support, assist, and facilitate ongoing, systematic organizational reflection and evaluation for the ultimate purpose of improving student success, achievement, and learning. The Office of Institutional Effectiveness and Planning was established in 2011, and since that time has been the primary unit responsible for ensuring that evaluation and assessment are the basis for all planning efforts at the College ([IVB4](#), [IVB60](#)). Additionally, the Superintendent/President created a new leadership position, the Executive Dean of Institutional Effectiveness, Assessment, and Student Success, within his Executive Cabinet to spearhead institutional effectiveness, enrollment management, assessment, and student success ([IVB26](#), [IVB61](#)).

Through the leadership of the Superintendent/President, Mt. San Jacinto College's Office of Institutional Research developed a Repository of Data, a home-grown, internal and interactive

data warehouse that captures and showcases critical disaggregated student data for all institutional planning, program review and assessment, hiring, enrollment management, scheduling efforts, and core College mission functions ([IVB10](#), [IVB11](#), [IVB16](#), [IVB62](#), [IVB63](#)). Institutional data from this Repository has been incorporated into every cycle of program review, including the annual program assessment templates utilized by faculty to evaluate and assess academic program quality and effectiveness and to identify student needs, address gaps, and assess the mission of the College ([IVB64](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard I.B.1. The Mt. San Jacinto College Board of Trustees has appointed a Superintendent/President and has delegated authority and responsibility for the College and the implementation of Board Policies and Administrative Procedures. The Mt. San Jacinto College Superintendent/President has the primary responsibility for the quality of the institution and provides effective leadership in every facet of the organization including planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. Through the Superintendent/President's guidance and direction, Mt. San Jacinto College has established planning and resource allocation models that are integrated, evaluated, and effective in improving student achievement and success. Comprehensive disaggregated data, both internal and external, are used to develop short and long-term planning structures, priorities, goals, and objectives. The Superintendent/President creates a culture of evidence and a focus on student learning and achievement. Driven by the Superintendent/President, institutional research is closely linked with the institutional planning and resource allocation processes.

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2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

EVIDENCE OF MEETING THE STANDARD

The Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to support and reflect Mt. San Jacinto College's purpose, size and complexity. Although the Superintendent/President has ultimate authority over the College operations as outlined in Board Policy 2430 – Delegation of Authority to Superintendent/President – the Superintendent/President delegates authority to a core administrative leadership team, the Executive Cabinet, representing the four major divisions at the College ([IVB1](#)). The Executive Cabinet consists of the Vice Presidents of Instruction, Student Services, Business Services, Human Resources, and the Executive Dean of Institutional

Effectiveness, Assessment, and Student Success ([IVB26](#)). Consistent with their respective roles and responsibilities as outlined in their individual job descriptions, administrative contracts, and reflective of the College's organizational structure, each of the Vice Presidents and the Executive Dean of Institutional Effectiveness, Assessment, and Student Success reports to the Superintendent/President and manages the administrators within their respective divisions ([IVB24](#), [IVB33](#), [IVB61](#), [IVB65](#), [IVB66](#), [IVB67](#)). Executive Cabinet meets weekly to discuss issues and collaboratively make data-driven decisions that are of broad scope that affect the College. The Superintendent/President also has his own division, the President's Office, and includes the Office of Institutional Effectiveness and Planning, Office of Institutional Research, Public Information and Marketing, and the Mt. San Jacinto College Foundation ([IVB6](#), [IVB16](#), [IVB68](#), [IVB69](#), [IVB70](#)).

A Management Leadership group meets every six weeks and consists of all administrators, including the Superintendent/President, Vice Presidents, Executive Dean, deans, associate deans, and directors to discuss matters pertaining to the institution, receive updates and information, set planning agendas and priorities for not only their individual area of oversight but for the College as a whole ([IVB71](#), [IVB72](#)). Until spring 2017, Management Leadership consisted of only associate deans and higher. After careful review and evaluation, the Superintendent/President determined all administrators should be included in this group to improve and strengthen communications to all levels of the institution's leadership team.

Board Policy 7110 – Delegation of Authority, Human Resources – requires the Superintendent/President to “authorize employment, fix job responsibilities, and perform other personnel actions” to ensure laws, regulations and board policies and administrative procedures have been followed ([IVB42](#)). The Superintendent/President's Office maintains the College organizational chart which clearly identifies the titles and functions of all administrative staff ([IVB33](#)). The administrative team at Mt. San Jacinto College consists of 42 administrators ([IVB73](#)). All administrators are expected to assist the College in achieving institutional goals, objectives, priorities and support student learning and achievement through administrative Program Review, Unit Plans, and the overall institutional Strategic Plan ([IVB4](#), [IVB74](#), [IVB75](#)). Additionally, administrators are assigned to serve on various Participatory Governance committees and College workgroups and committees as appropriate ([IVB30](#)).

The Superintendent/President regularly evaluates the College's administrative structure to assess the effectiveness of the organization and determine if staffing is aligned to the institution's purpose, size, and complexity. The Superintendent/President employs an open and collaborative approach to institutional planning and organizational structure. Per Board Policy 3100 – Organizational Structure – and Administrative Procedure 2510 – Participation in Local Decision Making – the Mt. San Jacinto College Superintendent/President works in consultation with appropriate constituents and establishes the organizational structure of the College to account for the lines of responsibility, size, and complexity of the College's multi-site single college district

([IVB32](#), [IVB76](#)). Because Mt. San Jacinto College has several off-site locations, appropriate administrative structures have been established to account for effective levels of staffing, administration, and support for the different learning sites ([IVB34](#)).

Finally, the Superintendent/President is also the chair for College Council, the primary Participatory Governance committee by which all other committees route information and recommendations for approval by the Superintendent/President and the Board of Trustees ([IVB18](#), [IVB20](#), [IVB30](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College Meets Standard IV.B.2. The Mt. San Jacinto College Superintendent/President plans, oversees, and evaluates an administrative structure that is consistent with the purpose, size, and complexity of the institution. The Superintendent/President adheres to federal and state laws, regulations and board policies and administrative procedures to ensure the College's structure reflects the purpose, size, and complexity of the multi-site single college district. The Superintendent/President delegates authority to a core leadership team and consistently evaluates roles and responsibilities to ensure effective management and staffing. As detailed in IV.A.7, the institution's organizational structures are regularly reviewed and evaluated to assure that quality is maintained throughout all areas of the College.

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3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Superintendent/President guides institutional improvement of the teaching and learning environment by maintaining a collegial process that establishes values, goals, and priorities through his active leadership and involvement in the Participatory Governance structure and process ([IVB30](#), [IVB31](#), [IVB77](#)). The last comprehensive evaluation

team visit in 2011 led to a commendation that recognized the pervasive collegiality of the Mt. San Jacinto College Participatory Governance processes, policies, and procedures ([IVB78](#)).

Through the Superintendent/President's leadership, and in cooperation with various participatory governance committees and groups, Mt. San Jacinto College has developed a comprehensive institutional planning model that is inclusive of the development of an Educational Master Plan, three-year Strategic Plans, a Facilities Master Plan, and other supplemental institutional plans (Staffing, Technology, Distance Education, SSSP, Student Equity, Strong Workforce, EEO, and Basic Skills) ([IVB3](#), [IVB4](#), [IVB5](#), [IVB53](#), [IVB54](#), [IVB55](#), [IVB57](#), [IVB58](#), [IVB79](#), [IVB80](#), [IVB81](#), [IVB82](#), [IVB83](#), [IVB84](#), [IVB85](#)). The core institutional master plans (Educational Master Plan and Strategic Plan) provide the overarching vision of the College through the establishment of institutional priorities, goals, objectives and measurable outcomes that directly support the College's mission. Strategies identified in the plans are tied to measurable, time specific outcomes and are linked to performance indicators and evaluation criteria so that the College can determine the degree to which goals and objectives are met.

The Superintendent/President regularly communicates institutional values, goals, institution-set standards, IEPI Indicators, and other relevant information to internal and external stakeholders ([IVB8](#), [IVB9](#), [IVB21](#), [IVB86](#), [IVB87](#), [IVB88](#)). The Superintendent/President has structured mechanisms to actively engage College constituents in formal and informal dialog about institutional planning, institution-set standards, IEPI Indicators, student achievement, teaching, and assessment of student learning ([IVB17](#), [IVB89](#)). Specifically, results and dialog regarding improvements are embedded in course improvement plans (CIPS), program review, annual program assessments, and are used to prioritize resource allocations based on linkage to institutional planning, goals, and mission ([IVB7](#), [IVB10](#), [IVB90](#), [IVB91](#)).

The Superintendent/President effectively facilitates the development of established institutional performance standards for student achievement and ensures that evaluation and planning rely on high quality research and analysis of internal and external data ([IVB10](#), [IVB11](#), [IVB16](#)). Through the Strategic Planning process, the College establishes goals, objectives, and measurable outcomes that directly support the College's mission. Proposed goals and objectives within the Strategic Plan are based on both internal and external data and research thereby advancing the College's priority to be data-driven ([IVB15](#), [IVB92](#), [IVB93](#), [IVB94](#)).

Participatory governance committees also employ similar corresponding protocols guided by the model established by the Superintendent/President and his administrative leadership team by incorporating and integrating institutional priorities within local decision-making bodies ([IVB30](#)). Participatory governance committees, outlined in the Participatory Governance Document, build committee goals, priorities and objectives for each academic year based on the approved Strategic Plan institutional goals adopted by the Board of Trustees, Superintendent/President, Executive Cabinet, Institutional Planning Committee and the College

Council ([IVB31](#), [IVB77](#)). Just as Instruction, Student Services, and Administrative Services are required to evaluate and assess institutional effectiveness in achieving specific departmental goals linked to institutional goals and priorities, all Participatory Governance committees are required to report on committee progress relative to the goals that each committee establishes each year (see section IV.A for additional detail) ([IVB95](#)).

Through the Superintendent/President's leadership, he has fostered an institutional infrastructure where planning and data drive resource allocation and distribution. The College's educational planning is integrated with resource planning and allocation to support student achievement and learning. Mt. San Jacinto College's planning and resource allocation model directly links resource requests (Resource Allocation Proposals) to the institution's three-year Program Review, Annual Program Assessment, Strategic Plan priorities and goals, ranking the requests using a rubric (Prioritization Allocation Rubric) and tracking the prioritized requests through the process until funding decisions are cycled through the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the Superintendent/President ([IVB7](#), [IVB64](#), [IVB96](#), [IVB97](#), [IVB98](#), [IVB99](#), [IVB100](#)).

Institutional Planning and Assessment has been designated as a core institutional priority by both the Board of Trustees and the Superintendent/President over the past three Strategic Planning cycles (2011-2014, 2014-2017, and 2017-2020) ([IVB4](#), [IVB57](#), [IVB58](#)). The Superintendent/President has established an institutional commitment to continuous quality improvement by institutionalizing evaluation and assessment efforts in every planning and resource allocation structure to ensure the refinement and improvement of College-wide practices, procedures and policies that favorably impact student learning, achievement, and success. Overall institutional effectiveness and improvements to student achievement and learning outcomes are systematically assessed through institutional data and research, program review, annual program assessments, and course, program and core competencies ([IVB10](#), [IVB11](#), [IVB16](#), [IVB22](#), [IVB91](#)). Processes and practices related to participatory governance structures, resource allocation, and master planning efforts are assessed through a regular evaluation process.

Finally, the Superintendent/President, through the above mentioned processes and in consultation with the Academic Senate via the Joint Hiring Committee, directs this hiring of faculty, classified staff, and administrators to achieve these institutional priorities and goals ([IVB101](#), [IVB102](#)). For example, both a full-time Student Equity Director and Basic Skills Coordinator were hired as permanent College positions in order to assist in achieving goals developed through the integrated planning process ([IVB103](#), [IVB104](#)). Positions like these, as well as new faculty and support staff, commit the College to making progress in student learning and achievement.

ANALYSIS AND EVALUATION

Mt. San Jacinto College Meets Standard IV.B.3. Through the leadership of the Superintendent/President, faculty, staff, and students are empowered to openly participate and have an active role in institutional policies, procedures, and practices impacting student learning and teaching. Through the collegial environment fostered by the Superintendent/President, faculty, staff, and students participate in the formation of institutional values, goals, and priorities in alignment with the mission. Through this same collegiality, the Superintendent/President ensures that the College establishes institutional performance standards for student achievement in the form of institution-set standards and IEPI indicators. Additionally, through the comprehensive Strategic Planning process, goals and institutional priorities are also developed with corresponding performance standards to evaluate and assess the efficacy of Mt. San Jacinto College in meeting set benchmarks and documenting improvements to student learning and achievement measurements. The Superintendent/President has established a focus on creating a culture of evidence wherein the use of internal and external research, data from program review and annual program assessments as well as learning outcome data is utilized to drive College decisions, including the hiring of faculty and staff, impacting student learning and achievement.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Superintendent/President, working in conjunction with the Academic Senate and other constituent groups ensures that the institution complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) as outlined in Board Policy 3200 – Accreditation ([IVB105](#)).

The Superintendent/President has the primary leadership responsibility for accreditation and appoints an Accreditation Liaison Officer (ALO) to work with the College administration, faculty, staff, and students and with the ACCJC Commission and staff on all matters related to institutional accreditation ([IVB106](#)). The Mt. San Jacinto College ALO is an administrator at the College and serves as the Dean of Institutional Effectiveness, Research, Planning and Grants ([IVB107](#)). During the previous accreditation cycle, the ALO worked exclusively with an Accreditation Steering Committee to develop the self-evaluation report ([IVB108](#)). After the

conclusion of that process and in evaluating the effectiveness of the accreditation development process at the College, it was determined that there needed to be a greater faculty leadership presence alongside the ALO. As a result, the Superintendent/President in consultation with the Academic Senate appointed a Faculty Accreditation Liaison Officer for the 2018 Institutional Self-Evaluation Report development process. The ALO, Faculty ALO, and the Superintendent/President work collaboratively to establish accreditation timelines, goals and deadlines ([IVB109](#)). Together with the ALO, the Faculty ALO provides leadership and support as it relates to the development, writing, and editing of the report ([IVB110](#)). Both make presentations to all constituent groups; however, the Faculty ALO works directly with the Academic Senate to ensure that faculty are actively engaged, knowledgeable, aware, and invested in the Accreditation process at Mt. San Jacinto College ([IVB111](#)).

The Mt. San Jacinto College Superintendent/President is a tri-chair of the Accreditation Steering Committee along with the ALO and the Faculty ALO. This committee, although not a core participatory governance committee, maintains representation from all constituent groups and is comprised of faculty, classified staff, administrators, and students ([IVB112](#)). The Accreditation Steering Committee commenced with an Accreditation Kick-Off meeting in spring 2016 ([IVB113](#)). The Accreditation Steering Committee meets monthly during the Accreditation Institutional Self-Evaluation Report development process and provides direct support, resources, and assistance in drafting the Institutional Self-Evaluation Report ([IVB114](#), [IVB115](#)). During the off-accreditation season, the committee meets as necessary to keep abreast of accreditation updates and institutional accreditation reporting requirements.

The committee is organized into Accreditation Standard workgroups ([IVB116](#)). The workgroups are lead via a tri-chair structure with representation from all three constituent groups (faculty, classified, and administrators) ([IVB117](#)). The Superintendent/President, in collaboration with the Academic Senate, Classified Senate, and Student Government Association, worked to encourage individuals to participate and volunteer on the Standard workgroups.

The Mt. San Jacinto College Superintendent/President regularly participates on Accreditation evaluation teams and primarily serves as the team chair. He typically participates in at least one site visit per year and has experience in serving as the chair for follow-up visits as well. The Superintendent/President encourages faculty, staff, and administrators to serve on site visit evaluation teams to broaden awareness and understanding of the accreditation process, the Accreditation Standards, Eligibility Requirements, and Commission Policies through a call-out for interested staff, faculty and administrators. In 2016-2017, six individuals representing faculty and administrative constituencies participated in various Accreditation site visits. The Superintendent/President also consistently recommends new representatives to the ACCJC for consideration to serve on upcoming site visit teams. Several members of the Mt. San Jacinto College community participated in the Commission's Self-Evaluation training in 2016-2017

preparing them for selection as a site visit team member during future visits if selected by the Commission.

The Superintendent/President in collaboration with the Accreditation Liaison Officer and the Faculty ALO regularly presents accreditation updates and reports to the Board of Trustees ([IVB118](#), [IVB119](#)). Focused work sessions are also held with the Board of Trustees to ensure the board members are knowledgeable of their role and responsibility relative to the Accreditation Standards and are aware of any actions taken or to be taken in response to recommendations in an accreditation report ([IVB120](#)). As outlined in Standard IV.C the Superintendent/President ensures that the Board of Trustees is actively and appropriately engaged and involved in the accreditation process which includes review and approval of institutional reports to the ACCJC ([IVB121](#)).

The Superintendent/President provides accreditation updates to staff, faculty and administration during semester Town Hall meetings, brown bags, Management/Leadership meetings, and faculty Convocation ([IVB122](#), [IVB123](#)). Accreditation updates are also published in the monthly College newsletter, MSJCLinks, which is published on the College website and disseminated through email to all constituent groups ([IVB124](#)). In collaboration with the Digital Media program, the Superintendent/President works with students to produce short monthly videos focused on various topics. A series of videos were produced during the Accreditation Institutional Self-Evaluation Report development process focused on the topic of Accreditation and specifically targeted the College's student population. The videos are posted on the College website.

During the development of the 2018 Institutional Self-Evaluation Report, the Superintendent/President requested that core participatory governance committees had Accreditation Updates as a standing agenda item on each meeting agenda ([IVB126](#), [IVB127](#)). Additionally, the Academic and Classified Senates included a standing agenda item related to Accreditation during their monthly meetings ([IVB128](#), [IVB129](#)). This communication strategy ensured that Mt. San Jacinto College faculty, staff, administrators, students, and the community at large were aware of the upcoming site visit and informed regarding the Accreditation Standards.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.B.4. The Superintendent/President of Mt. San Jacinto College takes the primary leadership role in accreditation processes and ensures that the College meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies. Mt. San Jacinto College embeds accreditation efforts into the organizational culture and structure of the institution and is committed to institutional effectiveness, academic quality, and continuous improvement. The Superintendent/President, through his various communication strategies, ensures that the entire Mt. San Jacinto College community is knowledgeable regarding

accreditation. The Accreditation Steering Committee creates a participatory structure wherein faculty, staff, administrators and students are actively engaged in accreditation. The Accreditation Liaison Officer reports directly to the Superintendent/President and, together with the Faculty ALO, collaborates to guide all accreditation efforts, particularly with the Institutional Self-Evaluation Report development process, and ensures all institutional reports are accurate and submitted in a timely fashion.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

EVIDENCE OF MEETING THE STANDARD

The Superintendent/President is delegated the executive responsibility for administering the policies adopted by the Mt. San Jacinto College Board of Trustees and executing all decisions of the Board requiring administrative action ([IVB1](#)). Administrative procedures are developed and used as a means for implementing the adopted Board Policies. Consistent with Board Policy 2410 – Board Policies and Administrative Procedures – the Superintendent/President issues and revises Administrative Procedures to ensure the implementation of statutes, regulations, and make certain the overall intent of the governing board policies is supported and followed ([IVB130](#)).

Through the regular and systematic annual review of Board Policy and Administrative Procedures, the Superintendent/President assures that institutional practices are consistent with the Mt. San Jacinto College mission, and policies. As outlined in Standard I.B.7., and in alignment with Administrative Procedure 2410 – Board Policy and Administrative Procedure - changes and revisions to existing policies and procedures are subject to a thorough process that involves all constituent groups throughout the College and ensures that governance decisions are linked to the College mission.

The College subscribes to the Community College League of California (CCLC) policy and procedure update service which provides regular updates regarding new case laws or changes in legislation that would require revisions to the Board Policies and Administrative Procedures ([IVB44](#)). In addition to the updates and revisions recommended through the CCLC, College departments and divisions make revisions to existing policies, add new policies, delete obsolete policies, and follow a regular calendar of review of existing policies to ensure alignment with the College mission and goals ([IVB131](#)). Board Policies and Administrative Procedures are then forward to the area Vice Presidents. If approved, the area Vice President forwards the revisions

to the Executive Cabinet for review and approval. The Executive Cabinet reviews and approves the policy/procedure. If recommended for approval by the various constituent groups and formally approved by College Council, the policy or any procedure that involves student fees is then forwarded to the Mt. San Jacinto College Board of Trustees for review and approval ([IVB132](#), [IVB133](#)). If at any point in the process the policy/procedure is rejected, it is returned to the area from which it originated for additional analysis and revisions. Once approved by the College Council and recommended for action by the Superintendent/President, the policies/procedures are reviewed by the Board of Trustees in two separate sessions. The initial review is informational and accompanied by an opportunity for the Board of Trustees to discuss, comment, and/or ask questions of staff and administration. At the second review, the Board of Trustees takes formal action on the recommended Board Policy. Once approved by the Board of Trustees, the Board Policy and Administrative Procedure Manual is updated and placed on the College website ([IVB44](#)). Copies are also distributed electronically to each division for use as a reference ([IVB134](#)).

The Superintendent/President ensures effective oversight of budgeting and expenditures through adherence to Board Policy 6300 – Fiscal Management – which clearly delineates control of the budget, including expenditures ([IVB135](#)). Specifically, Administrative Procedure 6300 – Fiscal Management – is used by the Superintendent/President to assure the College’s fiscal management in accordance with the following core principals contained in Title 5, section 58311:

- Adequate internal controls exist
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees
- Adjustments to the budget are made in a timely manner, when necessary
- The management information system provides timely, accurate, and reliable fiscal information
- Responsibility and accountability for fiscal management are clearly delineated

The Superintendent/President delegates authority to the Vice President of Business Services to assure compliance with the Board Policy and Administrative Procedures related to Fiscal Management ([IVB24](#)). The Vice President of Business Services is a member of Executive Cabinet and provides weekly updates to Cabinet members and Superintendent/President ([IVB26](#)). The Vice President of Business Services also regularly provides reports to the Board of Trustees regarding financial statements, current financial planning projections, and expenditures ([IVB136](#)). Additionally, the Vice President of Business Services serves as the chair of the Budget Committee where she provides information regarding budget, resource allocation, and other financial planning updates as part of the participatory governance process ([IVB7](#), [IVB28](#), [IVB29](#), [IVB137](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.B.5. Per Board Policy 2410, the Superintendent/President is delegated executive authority from the Board of Trustees to administer the Board Policies adopted by the Board of Trustees. The Mt. San Jacinto College Superintendent/President assures the implementation of statutes, regulations, and governing board policies through the regular annual review, development and adoption of Administrative Procedures. Through the comprehensive and thorough review process, the Superintendent/President ensures that College practices and procedures are consistent with the mission and policies. The Superintendent/President maintains financial accountability and management through Board Policy 6300, which stipulates requirements for effective control of the budget, financial planning, and resource allocation.

6. The CEO works and communicates effectively with the communities served by the institution.

EVIDENCE OF MEETING THE STANDARD

The Superintendent/President ensures that communities served by the College are regularly informed about the institution. Individually and through delegation to his administrative team, the Superintendent/President works and communicates effectively with the communities within the College's 1,700 square mile boundary.

Improving Community Partnerships and Services is one of the core institutional priorities cited in both the Educational Master Plan (2017-2023) and the Strategic Plan (2017-2020) ([IVB3](#), [IVB4](#)). The Superintendent/President, his Executive Cabinet, and the Management Leadership team have been highly effective and successful in establishing positive relationships with local government, business/industry, and K-12 leaders ([IVB138](#), [IVB139](#), [IVB140](#), [IVB141](#)). The Superintendent/President serves on numerous community and regional boards and organizations, attends city and county government functions, provides presentations, including city council or K-12 school board meetings, and maintains important memberships with statewide organizations ([IVB142](#)). Likewise, members of Executive Cabinet and the Management Leadership team also serve on various community boards, provide presentations, and represent the College at community functions and events throughout the service area ([IVB143](#)).

Over the span of nearly 30 years, Mt. San Jacinto College repeatedly failed to secure a General Obligation Facilities Bond within the College's boundaries. Mt. San Jacinto College's most recent attempts were unsuccessful with a General Obligation Bond initiated in 2006 (under a past

Superintendent/President) and a School Facilities Improvement District campaign in fall 2010 ([IVB144](#), [IVB145](#)). Based on these unsatisfactory results, the College was fully cognizant of the critical need to improve communication as well as the public's general awareness of Mt. San Jacinto College, its services, programs and potential impact in the community as an institution of higher learning. Under the leadership of the Superintendent/President and the guidance of the Board of Trustees, Mt. San Jacinto College renewed its focus on community partnerships and services and improved communication and awareness with the communities served by the College ([IVB57](#), [IVB58](#), [IVB146](#), [IVB147](#)). Through these efforts, the Superintendent/President and the Board of Trustees successfully advocated for the educational and workforce development needs of the community, students, and families within the service area, and, as a result, the College successfully passed a \$295 million General Obligation Bond (Measure AA) in November 2014 ([IVB141](#)). The passing of the General Obligation Facilities Bond serves as an example of the College's Superintendent/President, faculty, staff, and administration's commitment to fostering partnerships with the local community and creating a shared goal for improving the service area through higher education. It is also worth noting that for eight (8) years in a row, Mt. San Jacinto College has been voted the #1 Best School or College in Riverside and San Bernardino Counties in the Press-Enterprise newspaper, which also shows how much outreach efforts to the community have boosted awareness of the College in the entire region that includes other schools and colleges ([IVB148](#)).

Annually in the fall semester, the Superintendent/President provides a State of the College address for Mt. San Jacinto College partners, which includes Foundation members, community government, K-12, industry, and non-profit organization leaders ([IVB149](#), [IVB150](#)). The State of the College provides an in-depth overview of all areas of the institution including data on student demographics, student achievement and learning outcomes, highlights related to academic and CTE programs, student learning and support services, facilities, and a financial update.

Through the leadership, support, and encouragement of the Superintendent/President, Mt. San Jacinto College serves as a cultural and performing/fine arts center for the community-at-large. This is evidenced through the numerous events held on the College campuses and off-site locations ([IVB151](#), [IVB152](#)). The College serves as the host and/or sponsor for various community and regional events. The College also hosts numerous events, such as the Annual Gala, Scholarship Breakfast, Martin Luther King Day Breakfast, the Autumn Nights Brew and Vino Fest, President's Club Event, Golf Classic, and Motorcycle Run for Veterans throughout the academic year with the Superintendent/President playing a key role in each of the functions to inform community members regarding the College ([IVB140](#), [IVB153](#), [IVB154](#), [IVB155](#), [IVB156](#), [IVB157](#), [IVB158](#), [IVB159](#)).

The Superintendent/President also works diligently to maintain open and effective communications with the internal College community. Through a series of brown bags, town halls, Board of Trustees meeting updates, and presentations during Faculty Convocation and the

Classified Professional Development Day, the Superintendent/President creates an organizational communication structure that supports transparency and openness ([IVB89](#), [IVB160](#), [IVB161](#), [IVB162](#)). Although his main office is located at the San Jacinto Campus, the Superintendent/President frequently visits each of the campus locations throughout the week to maintain accessibility. Additionally, the Superintendent/President meets regularly with the Academic Senate, Classified Senate, and Student Government Association leadership to support communication regarding key issues impacting the College. The Superintendent/President meets occasionally with the Instructional Deans and Student Services Leadership Council, as well as the Management Leadership team every six weeks. Lastly, the Superintendent/President works with the Digital Media department and its students to develop short President's Corner videos that highlight different topics related to the College and upcoming events and/or services ([IVB163](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.B.6. The Mt. San Jacinto College Superintendent/President works and communicates effectively with the communities served by the College. The Superintendent/President, over the course of his tenure, has dramatically enhanced, improved, and expanded community partnerships within the service area. Through a concerted effort to improve communications and awareness of the institution, the Superintendent/President helped the College secure a \$295 million General Obligation Bond, the first bond in nearly 39 years. Through his leadership and participation within the community on local and regional boards, the Superintendent/President has raised awareness of the College's programs and services within the local communities served by Mt. San Jacinto College.

STANDARD IV.B. EVIDENCE LIST

- [IVB1](#) Board Policy 2430 - Delegation of Authority
- [IVB2](#) Board of Trustees Agenda/Minutes re: Superintendent/President Hire
- [IVB3](#) Educational Master Plan
- [IVB4](#) 2017-2020 Strategic Plan
- [IVB5](#) Institutional Plans
- [IVB6](#) Institutional Effectiveness Website
- [IVB7](#) Resource Allocation Process (RAP) Website
- [IVB8](#) MSJC IEPI Website
- [IVB9](#) MSJC Institution-Set Standards
- [IVB10](#) Program Review Data
- [IVB11](#) Institutional Research Data Repository
- [IVB12](#) Mission Statement, Vision, Values Statement
- [IVB13](#) Mission, Vision, Values Ad-Hoc Task Force Agendas/Minutes
- [IVB14](#) Board Policy 3250 - Institutional Planning
- [IVB15](#) Strategic Plan Document Library
- [IVB16](#) Institutional Research Website
- [IVB17](#) Institutional Planning Committee (IPC) Website
- [IVB18](#) College Council Website
- [IVB19](#) Institutional Planning Committee Membership
- [IVB20](#) College Council Membership
- [IVB21](#) Program Review Data - Institution-Set Standards
- [IVB22](#) Program Review Website
- [IVB23](#) Board Policy 6100 - Delegation of Authority, Business, and Fiscal Affairs
- [IVB24](#) Vice President of Business Services Job Description
- [IVB25](#) Business Services Organizational Chart
- [IVB26](#) Executive Cabinet Membership
- [IVB27](#) Board of Trustees Agenda/Minutes re: Financial Reports

- [IVB28](#) Budget Committee Website
- [IVB29](#) Budget Committee Membership
- [IVB30](#) Participatory Governance Website
- [IVB31](#) Participatory Governance Committee Chart
- [IVB32](#) Board Policy 3100 - Organizational Structure
- [IVB33](#) Organizational Chart Website
- [IVB34](#) Campus Locations
- [IVB40](#) Board of Trustees Agenda/Minutes re: Reorganizations for Student Services
- [IVB41](#) Board of Trustees Agenda/Minutes re: President's Office
- [IVB42](#) Board Policy 7110 - Delegation of Authority, Human Resources
- [IVB43](#) Human Resources Website
- [IVB44](#) Board Policy and Administrative Procedure Manual
- [IVB45](#) Board Policy Manual - Chapter 7 Human Resources
- [IVB46](#) Professional Development Website
- [IVB47](#) President's Leadership Academy Program
- [IVB48](#) President's Leadership Academy Program Participants
- [IVB49](#) Professional Development Coordinator - Faculty Job Description
- [IVB50](#) Professional Development Coordinator - Supervisory/Confidential Job Description
- [IVB51](#) Professional Development Committee Website
- [IVB52](#) Professional Development Committee Membership
- [IVB53](#) Student Equity Plan
- [IVB54](#) Basic Skills Plan
- [IVB55](#) SSSP Plan
- [IVB56](#) Professional Development - English Resource Allocation Process (RAP) Sample
- [IVB57](#) 2011-2014 Strategic Plan
- [IVB58](#) 2014-2017 Strategic Plan
- [IVB59](#) Assessment Website
- [IVB60](#) Institutional Effectiveness Organizational Chart
- [IVB61](#) Executive Dean of Institutional Effectiveness, Assessment and Student Success Job Description

- [IVB62](#) Joint Hiring Data
- [IVB63](#) Enrollment Management Presentation
- [IVB64](#) Program Review Templates
- [IVB65](#) Vice President of Student Services Job Description
- [IVB66](#) Vice President of Instruction Job Description
- [IVB67](#) Vice President of Human Resources Job Description
- [IVB68](#) Public Information and Marketing Website
- [IVB69](#) MSJC Foundation Website
- [IVB70](#) President's Office Organizational Chart
- [IVB71](#) Management Leadership Organizational Chart
- [IVB72](#) Management Leadership Agenda Sample
- [IVB73](#) Meet the Administrators Website
- [IVB74](#) Program Review - Administrative Units
- [IVB75](#) Unit Plans
- [IVB76](#) Administrative Procedure 2510 - Participation in Local Decision Making
- [IVB77](#) Participatory Governance Document
- [IVB78](#) MSJC ACCJC 2011 Self Evaluation Team Report
- [IVB79](#) Facilities Master Plan
- [IVB80](#) Staffing Plan
- [IVB81](#) Technology Master Plan
- [IVB82](#) Distance Education Plan
- [IVB83](#) Strong Workforce Plan
- [IVB84](#) EEO Plan
- [IVB85](#) Integrated Plan
- [IVB86](#) Program Review Data – IEPI
- [IVB87](#) IEPI Presentation
- [IVB88](#) Institution-Set Standards
- [IVB89](#) Brown Bag Announcements
- [IVB90](#) Course Improvement Plans
- [IVB91](#) Course Improvement Plan Data

- [IVB92](#) Strategic Plan Internal Data Scan
- [IVB93](#) Strategic Plan External Data Scan
- [IVB94](#) Strategic Plan Retreat Summaries
- [IVB95](#) Participatory Governance End of Year/Midterm Reports
- [IVB96](#) Resource Allocation Process (RAP) Templates
- [IVB97](#) Resource Allocation Process (RAP) Funding Spreadsheet 2017-2018
- [IVB98](#) Resource Allocation Process (RAP) Funding Spreadsheet 2016-2017
- [IVB99](#) Resource Allocation Process (RAP) Funding Spreadsheet 2015-2016
- [IVB100](#) Prioritization Allocation Rubric (PAR) Template
- [IVB101](#) Joint Hiring Committee Website
- [IVB102](#) Classified and Administrative Personnel Prioritization Allocation Rubric (CAPPR) Website
- [IVB103](#) Student Equity Director Job Description
- [IVB104](#) Basic Skills Coordinator Job Description
- [IVB105](#) Board Policy 3200 - Accreditation
- [IVB106](#) Accreditation Steering Committee Organizational Chart
- [IVB107](#) Dean of Institutional Effectiveness, Planning and Research Job Description
- [IVB108](#) MSJC ACCJC 2011 Self Evaluation Report
- [IVB109](#) Accreditation ISER Timeline
- [IVB110](#) Accreditation Website
- [IVB111](#) Accreditation PowerPoint Library
- [IVB112](#) Accreditation Steering Committee Membership
- [IVB113](#) Accreditation Kick-Off Meeting PowerPoint Presentation
- [IVB114](#) Accreditation 2018 Website
- [IVB115](#) Accreditation Steering Committee Agenda/Minutes
- [IVB116](#) Accreditation Standard Workgroups Organizational Chart
- [IVB117](#) Accreditation Standard Workgroups Membership
- [IVB118](#) Board of Trustees Accreditation Presentations
- [IVB119](#) Board of Trustees Agenda/Minutes re: Accreditation
- [IVB120](#) Board of Trustees Accreditation Work Session

[IVB121](#) Accreditation Reports

[IVB122](#) Convocation Agenda re: Accreditation

[IVB123](#) Management/Leadership Agenda re: Accreditation

[IVB124](#) MSJCLinks re: Accreditation Updates

[IVB126](#) Institutional Planning Committee Agenda/Minutes re: Accreditation

[IVB127](#) Budget Committee Agenda/Minutes re: Accreditation

[IVB128](#) Academic Senate Agenda/Minutes re: Accreditation

[IVB129](#) Classified Senate Agenda/Minutes re: Accreditation

[IVB130](#) Board Policy 2410 - Board Policies and Administrative Procedures

[IVB131](#) Board Policy and Administrative Procedure Review Retreat Agenda/Memo

[IVB132](#) College Council Agenda/Minutes re: BP Review/Approval

[IVB133](#) Board of Trustees Agenda/Minutes re: BP Review/Approval

[IVB134](#) President's Office Memo re: Board Policy and Administrative Procedure Updates

[IVB135](#) Board Policy 6300 - Fiscal Management

[IVB136](#) Board of Trustees Agenda/Minutes re: Budget Presentations

[IVB137](#) Budget Calendar

[IVB138](#) Dual Enrollment Website

[IVB139](#) CTE Advisory Committee Website

[IVB140](#) MSJC GALA

[IVB141](#) Measure AA

[IVB142](#) Listing of Boards/Organizations CEO Participates

[IVB143](#) Community Organization Membership List – Administrators

[IVB144](#) General Obligation Bond 2006

[IVB145](#) SFID 2010

[IVB146](#) Board of Trustees Agenda/Minutes re: Measure AA Approval

[IVB147](#) Community Services and Partnerships - Institutional Priority

[IVB148](#) Press Enterprise #1 Best School

[IVB149](#) State of the College Program

[IVB150](#) State of the College Presentation

[IVB151](#) Arts Fest

- [IVB152](#) Jazz Ensemble Performances
- [IVB153](#) Scholarship Breakfast
- [IVB154](#) MLK Day
- [IVB155](#) Autumn Nights
- [IVB156](#) Vino Fest
- [IVB157](#) President's Club Events
- [IVB158](#) Golf Classic
- [IVB159](#) Motorcycle Run
- [IVB160](#) Convocation Agenda
- [IVB161](#) Classified Professional Development Day Agenda
- [IVB162](#) Board of Trustees Agenda/Minutes re: President's Report
- [IVB163](#) President's Corner Video Website

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

C. GOVERNING BOARD

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto Community College District is governed by a five-member Board of Trustees that has authority over and responsibility for the establishment of the College's policies ([IVC1](#)). The Board Policies are consistent with the provisions of the law, support the College's mission, and require that quality and improvements in student learning programs are made ([IVC2](#)). Board Policies are accessible on the College website and consist of seven distinct chapters focusing on (1) the District, (2) Board of Trustees, (3) the General Institution, (4) Instructional Services, (5) Student Services, (6) Finance and Administrative Services, and (7) Human Resources ([IVC1](#), [IVC3](#)). The policies and procedures are reviewed annually through an established process as outlined in detail in Standard IV.C.7 ([IVC4](#), [IVC5](#)).

The duties and responsibilities of the Board of Trustees are defined in the policies incorporated in Chapter 2 of the Mt. San Jacinto College Board Policy Manual ([IVC3](#), [IVC6](#)). The Board of Trustees have direct oversight of the administration, including the Superintendent/President, and the rights to approve both long-range and short-term master plans, institutional priorities and goals, the general operating budget, as well as the College mission, vision, and values ([IVC7](#), [IVC8](#), [IVC9](#)).

In accordance with Board Policy 2200 – Board Duties and Responsibilities – the Mt. San Jacinto College Board of Trustees is responsible for assuring the academic quality, institutional integrity and effectiveness of the student learning programs and services, as well as the financial stability and viability of the College through the specific duties outlined in the policy ([IVC9](#)). To accomplish these responsibilities and duties, the Board of Trustees ensures the collegial cooperation, meaningful input, and effective engagement of all constituent groups in the College’s institutional decision-making and resource allocation processes through Board Policy 2510 - Participation in Local Decision-Making: Faculty, Staff and Students ([IVC10](#)). The Board of Trustees delegates authority to the Superintendent/President for carrying out the policies established through the Administrative Procedures.

The fiduciary role of the Mt. San Jacinto College Board of Trustees is defined in Board Policy 2200 and assures the governing board is committed to fulfilling its responsibilities to assure the financial stability of the College ([IVC9](#)). The Board of Trustees ensures the College is fiscally stable and sound through intentional and ongoing fiscal planning, preparation, and development, financial reporting from College staff and administration, and through the adoption of an integrated resource allocation model that is directly tied to student learning, achievement, and improvement ([IVC11](#), [IVC12](#), [IVC13](#)). The Board of Trustees receives regular quarterly financial reports, an annual independent financial audit report, and other related presentations and work sessions focusing on financial operations, capital outlay, ensuring public funds are spent prudently, managing and controlling College property, and contracting goods and services in adherence with conflict of interest policies and provisions ([IVC14](#), [IVC15](#), [IVC16](#), [IVC17](#)).

Through the Mt. San Jacinto College mission statement, the institution assumes the responsibility in providing the human and fiscal resources necessary to ensure that all programs meet rigorous academic quality standards ([IVC2](#)). The Board of Trustees regularly reviews and approves educational programs to ensure that programs, degrees, certificates, and employment concentrations offered maintain academic excellence and quality ([IVC18](#)). All new, revised, and existing curriculum is reviewed and approved by the Board of Trustees per Board Policy 4020 – Program, Curriculum, and Course Development - to ensure responsible monitoring of academic quality, integrity, and effectiveness ([IVC19](#)).

The Board of Trustees is also responsible for monitoring institutional performance and educational quality to assure that the College is accomplishing its goals related to student success, achievement, and learning. Through the regular review of student success outcomes and institutional plans, such as the Educational Master Plan, Strategic Plan, SSSP, Student Equity Plan, and the Student Success Scorecard, the Board of Trustees regularly examines and assesses student success, student achievement, institution set-standards, and institutional goals to support and provide input regarding plans for continuous improvement ([IVC20](#), [IVC21](#), [IVC22](#), [IVC23](#), [IVC24](#), [IVC25](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.C.1 and the Eligibility Requirement (ER) 7. Through the Mt. San Jacinto College Board Policy Manual, mission statement, institutional plans, and budget, the Board of Trustees establishes clear responsibility for and authority over policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Board Policy 2200 defines the roles and responsibilities of the Board of Trustees to set these standards of quality, integrity, and effectiveness.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

EVIDENCE OF MEETING THE STANDARD

Board members, individually, demonstrate their support for board policies and decisions.

The Mt. San Jacinto College Board of Trustees is committed to fulfilling its responsibilities to represent the public interest as a collective entity. Although each Board of Trustee member has something valuable to contribute, the Board of Trustee members have a clear understanding that their decisions are based on what is best for the College and are approved based on a majority vote after all have had an opportunity to openly and publicly discuss College business matters prior to a vote taking place ([IVC26](#)). Once a decision is made, the Board of Trustees, as the legal governing unit, acts as a whole. It advocates for and defends the institution from undue influence or pressure. Several Board Policies, including Board Policy 2200 – Board Roles and Responsibilities, Board Policy 2355 – Decorum, and evidence of meeting minutes illustrates the Board’s regular effective practice of ensuring a unified and collective voice once a vote is placed ([IVC9](#), [IVC27](#)). Board of Trustees members have effectively engaged in debates and discussion with professionalism, courtesy, and respect. For example, the Board recently considered whether to open health centers on both campuses in a proposal that was initiated by faculty and students who then garnered the support of administration ([IVC28](#), [IVC29](#)). There was much debate, and two Board members dissented; however, the proposal was approved and will mark a significant

improvement in health services (currently there are none) for everyone associated with the College, especially our students.

The Mt. San Jacinto College Board of Trustees only has authority when meeting as a full governing board, per Board Policy 2330 - Quorum and Votes ([IVC30](#)). All decisions, statements, and policies are a result of a majority vote by the Board of Trustees unless the nature of the action requires a two-thirds vote. This indicates that the Board of Trustees operates as a whole with the highest regard for the public and the College which it represents. All members, the Superintendent/President, and the public have an opportunity to provide feedback and input per Board Policy 2345 – Public Participation at Board Meetings – but ultimately, the sole decision affecting the College rests with the majority vote of the Board of Trustees ([IVC31](#)).

While the Board of Trustees is the final decision-making body for Mt. San Jacinto College in those areas assigned to it by state and federal regulations, the Board of Trustees is committed to ensure that all constituent groups are represented, engaged, and provided opportunity for input into decisions that affect the institution. Board Policy 2510 – Participation in Local Decision-Making: Faculty, Staff and Students – defines the Board of Trustees’ commitment to work collegially through the College’s Participatory Governance process to incorporate input from students, faculty, staff and administration ([IVC10](#), [IVC32](#), [IVC33](#)). Monthly public Board of Trustees meetings afford each constituent group an opportunity to provide feedback regarding institutional policies, procedures, and practices ([IVC34](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.C.2. The Mt. San Jacinto College governing board, the Board of Trustees, is an independent policy-making body that reflects the public interest in board activities and decisions while effectively advocating for the College as indicated in its monthly meeting minutes and Board Policy Manual. Board members are afforded the opportunity to engage in debate and discuss their perspective related to decisions; however, once the Board of Trustees reaches a decision, through a majority vote, it acts as a collective entity as outlined through board policies. Although the Board of Trustees is the ultimate decision-making body for the institution, the Board of Trustees provides all constituent groups, through the Participatory Governance structure, and the public at large, an opportunity to voice their opinions and encourages input relative to decisions, policies, and procedures that affect the College.

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3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

EVIDENCE OF MEETING THE STANDARD

Defined Policy for Selecting the CEO

The Mt. San Jacinto College Board of Trustees has an established process for conducting a search and selecting the chief administrator (Superintendent/President) for the single college district. As outlined in Board Policy 2431 – Superintendent/President Selection - the Board of Trustees must establish a search process to fill a Superintendent/President vacancy which is fair, open, and complies with Title 5 regulations ([IVC35](#)). The search process is comprehensive and includes the identification and approval of a search committee, a search liaison, and a selection process with an approved timeline. The search process is determined by the Board of Trustees and is published on the Board of Trustees meeting agenda as an action item ([IVC36](#)).

According to the Board Policy 2431, the search committee includes representation from all constituent groups, including faculty, classified staff, students, and community members. The Vice President of Human Resources acts as a non-voting member and Equal Employment Opportunity (EEO) representative.

The Board of Trustees develops its own interview questions while the selection committee goes through the initial interview process to submit potential candidates for consideration by the Board of Trustees. The Board of Trustees then interviews and selects a candidate to serve as the CEO (Superintendent/President).

The Board of Trustees adhered to this policy in June 2008 when the Board of Trustees had its last Superintendent/President search.

Defined Policy for Evaluating the CEO

In accordance with Board Policy 2435, formal evaluation of the Superintendent/President occurs biennially with an annual review of performance goals. The terms of the evaluation are also defined in the Superintendent/President's employment contract ([IVC37](#), [IVC38](#), [IVC39](#), [IVC40](#)).

Formal evaluation of the Superintendent/President measures overall administrative performance on implementation of board policies and achievement of institutional goals and objectives mutually determined by the Board of Trustees and the Superintendent/President ([IVC41](#)). The establishment of performance criteria related to institutional needs, planning, and priorities takes place during closed session of the Board of Trustees ([IVC40](#)).

The Board of Trustees has evaluated the Superintendent/President in regular intervals in accordance with the administrative procedures outlined in the Board Policy. The Board of Trustees sets clear expectations for regular reports on institutional performance from the Superintendent/President. Progress related to the Superintendent/President's goals are shared with governing members during the Superintendent/President updates during the Board of Trustees meetings, regular presentations in board meetings, and in the Superintendent/President's monthly email communications with governing board members ([IVC26](#), [IVC42](#)).

The most recent Superintendent/President evaluation took place in fall 2016. The positive evaluation process resulted in a new three-year employment contract with the Board of Trustees and the current Superintendent/President, Dr. Roger W. Schultz ([IVC38](#), [IVC40](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.C.3. The Mt. San Jacinto College Board of Trustees has an established Board Policy and administrative process for conducting a search and selecting a Superintendent/President. The Mt. San Jacinto College Board of Trustees effectively selected a permanent chief administrator in 2008 utilizing the processes outlined in the Board Policy 2431. The Mt. San Jacinto College Board of Trustees has evaluated the current Superintendent/President in accordance with Board Policy 2435. The most recent evaluation of the Superintendent/President took place in fall 2016 with the Board of Trustees adhering to the timeline, methodology, and criteria for the formal evaluation process. The Superintendent/President regularly reports to the Board of Trustees on institutional performance, following the guidelines set by and expectations of the Board of Trustees.

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4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees governs on behalf of the citizens of the Mt. San Jacinto Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. The Mt. San Jacinto College Board of Trustees is an independent, policy-making body elected by the voters residing in the College's 1,700 square mile service area.

As defined in Board Policy 2100 – Governing Board Elections - the Board of Trustees is comprised of five members elected to represent five distinct geographic regions within the College's service area ([IVC1](#), [IVC43](#), [IVC44](#)). In order to appropriately reflect various public

interests, a Trustee must reside in and be registered to vote in the area he/she represents and is elected by the registered voters within his/her Trustee area. This allows for an equal and thorough representation of all communities and outlying areas within the College boundaries. Board of Trustee members are elected from each area serving a four-year term of service. Trustee elections are staggered so that three of the governing board members are elected during one election cycle and two are elected during the following election cycle to ensure consistency and continuity of ongoing operations ([IVC45](#)).

In accordance with Education code Section 72023.5, one non-voting student trustee also serves as part of the governing board, per Board Policy 2015 – Student Member(s) ([IVC46](#)). The term for the elected student trustee is one year. The student member is elected by the student body at large during student government association elections in April of each academic year which reflects the students’ interests on the multiple campuses and within the institution ([IVC47](#), [IVC48](#)). The student member is entitled to participate in discussion of issues and has the right to attend all meetings of the Board of Trustees with the exception of Closed Sessions ([IVC49](#)).

Board Policy 2200 – Board Duties and Responsibilities –defines the Board’s role to represent the public interest, advocate and protect the College, act as a community bridge, and uphold a code of ethics and conflict of interest policy that provides a clear framework for the Board to operate as an independent, policy-making entity, free from both internal and external influence or politics ([IVC9](#)). Additional protection from undue influences is supported through Board Policy 2716 – Political Activity – which restricts the Board from using College funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate ([IVC50](#)). In all actions as a Board member, the member’s first commitment is to the success of the students of the College following the direction of the mission statement, bearing in mind under all circumstances that the primary function of the Board is to establish the policies by which the College is to be administered.

The Board of Trustees acts prudently and ethically in serving the local communities within the College’s service area. Board Policy 2710 – Conflict of Interest– and Board Policy 2715 – Code of Ethics/Standards of Practice – ensures that conflicts of interest do not exist with the Board of Trustees ([IVC51](#), [IVC52](#)). All Board of Trustee members are active within their representative district areas and take careful consideration as to their decision-making process as it relates to the public’s interest. No Board of Trustee members are owners of the institution. According to Board Policy 2710, an employee of the College may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee. A detailed description of the Board’s adherence to the Conflict of Interest and Code of Ethics/Standard of Practices Board Policies is outlined in Standard IV.C.11.

The Board of Trustees meeting agendas are published and disseminated to the public via the College website at least 72 hours before a meeting is scheduled ([IVC1](#), [IVC26](#), [IVC53](#)). Each

Board of Trustees meeting includes two open public sessions where members of the public may discuss and/or address matters that are on the agenda as well as items that are not listed on the agenda ([IVC54](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.C.4. The Mt. San Jacinto College governing board is appropriately represented for the public interest and lacks conflicts of interest. Board of Trustee elections, as outlined in Board Policy 2100, provide a strong foundation for ensuring that the Board is representative of the community served by the College. A student trustee is afforded the opportunity to participate in governing board meetings and discussions. As outlined in the Board Policy Manual, specifically Chapter 2, the Board adheres to policies outlining code of conduct and conflict of interest to ensure that there are protocols safeguarding the institution from undue influence or political pressure. The public is also provided an opportunity to participate in the governance process and give input through public comment sessions during monthly Board of Trustees meetings.

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5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Board of Trustees has established Board Policies and Administrative Procedures that are consistent with the mission of the College which ensure the quality, integrity, and improvement of student learning programs and services, along with the necessary resources to support those priorities ([IVC2](#), [IVC3](#)). The College subscribes to the Community College League of California's Policy and Procedure service that provides recommendations and samples of policies and procedures in compliance with state and federal regulations and also align with standards related to academic integrity and educational quality in California. Board Policy 2200 – Board Duties and Responsibilities – defines the Board of Trustees' authority and responsibility for all aspects of the College's operations and decision-making ([IVC9](#)).

Policies established by the Board of Trustees support the mission and require that quality and the improvement of student learning programs and services be a consideration with regard to any

evaluation and changes in policies and procedures made by the Board. Policy changes and revisions are subject to a thorough process that involves various division, unit, and participatory governance committee participation that reflects all constituent groups throughout the College. Program quality, integrity, and continued improvement of programs and services are effectively addressed during these processes and reviews ([IVC55](#)). The College Council and the College Academic and Classified Senates review and recommend academic and student support policies and procedural changes, which are then brought forward to the Board of Trustees for review and ultimate approval ([IVC4](#), [IVC56](#), [IVC57](#), [IVC58](#)).

The Mt. San Jacinto College Board of Trustees formally approves the mission, vision, and values statements for the College ([IVC2](#), [IVC59](#)). These statements represent the founding principles for the entire institution and set the focus for all planning and resource allocation prioritizations ([IVC11](#), [IVC60](#)). The College's mission statement is developed through a comprehensive participatory governance process, as outlined in Standard I.A., and is revised through this process on a three-year cycle ([IVC61](#)). Board policies, procedures, and actions of the Mt. San Jacinto College are consistent with the mission statement and ensure the quality and integrity of student learning programs and services ([IVC3](#)).

Through the master planning processes, which includes the Educational Master Plan, Strategic Plan, Facilities Master Plan, as well as other core institutional planning documents, the Board of Trustees formally approves and adopts measurable institutional goals and priorities that describe the Board of Trustees's expectations related to academic quality, integrity and improvement ([IVC62](#), [IVC63](#), [IVC64](#)). Board minutes illustrate how the Board of Trustees makes decisions on these areas of focus and allocate sufficient resources to ensure the successful achievement of goals ([IVC24](#), [IVC65](#)).

In accordance with the Education Code and Title 5, the Board of Trustees has the authority for educational quality, legal matters, and financial integrity of the College. The Board of Trustees is regularly updated and advised regarding all legal, financial, and educational or academic quality issues by the Superintendent/President, the Executive Cabinet, and faculty and staff through various reports, presentations, and work sessions ([IVC26](#)). Given that planning drives resource allocation, the Board of Trustees is provided with a detailed cost analysis, background material and evidence, and performance indicator data and research analysis to keep them fully informed regarding issues impacting the College. As a result, the Board of Trustees is able to make informed decisions and establish institutional priorities and policies that adequately and sufficiently allocate resources to support academic quality, institutional integrity, and improvement of student learning.

To maintain accountability and ensure that the College is working toward improvement and achievement of institutional goals to support student success and achievement, the Board of Trustees is aware and knowledgeable about the College's Institution-set standards, Institutional

Effectiveness Partnership Initiative indicators, and the College's progress related to the Student Success Scorecard, Distance Education, Student Success and Support Plan, and Student Equity Plan performance metrics ([IVC21](#), [IVC23](#), [IVC25](#), [IVC67](#), [IVC68](#), [IVC69](#), [IVC70](#), [IVC71](#), [IVC72](#)). Through Board of Trustees meeting reports and presentations, the Board of Trustees' members are regularly informed regarding analysis of programmatic results that have either led to the improvement of student achievement and learning or have provided strategies for ways to mitigate and address student learning needs in the short and long term.

The decisions and actions of the Mt. San Jacinto College Board of Trustees are considered final and not subject to the actions of any other entity, with the exception of being subject to binding arbitration in the event of a formal grievance. The Mt. San Jacinto College Board of Trustees is the ultimate determinative body for the College. Board minutes show that the Board of Trustees is an independent decision-making body and is aware of Institution-set standards and analysis of the data that lead to the improvement of student learning ([IVC73](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.C.5. The Board of Trustees works to ensure that all Board decisions support institutional goals, quality, integrity, and improvement through its policies, the College's mission statement, institutional planning and resource allocation structures. The Board has approved policies, institutional goals or other formal statements that describe governing board expectations for quality, integrity, and improvement of student learning programs and services. The Board of Trustees is aware of institution-set standards and analysis of results that have led to the improvement of student achievement and learning. The governing board is an independent decision making body. Its actions are final and not subject to the actions of any other entity.

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6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Board of Trustees policies and administrative procedures regarding the Board of Trustees' specifications related to size, duties, responsibilities, structure, and operating procedures are all published in the Board Policy and Administrative Procedure Manuals, accessible electronically on the College website, and disseminated to all College divisions through electronic email communications ([IVC3](#)).

The Board Policies in Chapter 2 address Board of Trustee size, duties, responsibilities, structure, and operating procedures are as follows:

- Board Policy 2010 – Board Membership ([IVC74](#))
- Board Policy 2200 – Board Duties and Responsibilities ([IVC9](#))
- Board Policy 2210 – Officers ([IVC75](#))
- Board Policy 2220 – Committees of the Board ([IVC76](#))
- Board Policy 2330 – Quorum and Votes ([IVC30](#))
- Board Policy 2410 – Board Policies and Administrative Procedures ([IVC77](#))

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.C.6. All Board of Trustees bylaws, policies and administrative procedures related to size, duties, responsibilities, structure, and operating procedures are published and accessible in a variety of formats, including print, electronic copies, and posted on the College’s website.

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7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

EVIDENCE OF MEETING THE STANDARD

As evidenced through Board of Trustees agendas and minutes, the Mt. San Jacinto College Board of Trustees consistently acts in a professional manner in accordance with the intent and purpose of its published policies. The record of Board of Trustee actions, as shown by meeting minutes and resolutions, indicates that the Board of Trustees utilizes the Board Policy Manual to ensure the effective operation of the College and the ultimate fulfillment of the mission ([IVC3](#), [IVC26](#)).

There is a regular and systematic review of policies, practices, procedures, and bylaws to ensure consistency and effectiveness of the Board of Trustees and the College as a whole. As outlined in Board Policy 2410 – Board Policies and Administrative Procedures – the Board Policy Manual, in its entirety, is reviewed on a three-year cycle ([IVC3](#), [IVC77](#), [IVC78](#)).

As previously outlined in Standard I.B.7 the policy review process begins each summer with an annual policy and procedure update workshop that includes key departmental and administrative staff from each area of the College ([IVC4](#), [IVC5](#)). Upon receiving updates from the Community College League of California (CCLC), new policies and administrative procedures, or revisions

to existing policies and procedures, are tracked in the President's Office Policy and Procedure database. The respective College departments are identified for the delegation of responsibility of updating the Board Policies and Administrative Procedures. The College has developed an Annual Tracking and Request for Changes Form that is utilized for each Board Policy and Administrative Procedure (IVC79). The President's Office distributes a Board Policy and Procedures Update memo for each Board Policy and Administrative Procedure (IVC4). This memo summarizes the revisions from the CCLC as well as the Board Policy and Administrative Procedure changes indicated from the CCLC.

Departments and divisions make revisions to existing policies, add new policies, delete obsolete policies, and follow a regular calendar of review of existing policies to ensure alignment with College goals. Policies are then forward to the area Vice Presidents. If approved, the area Vice President forwards the revisions to the Executive Cabinet for review and approval. The Executive Cabinet reviews and approves the policy and sends it forward to College Council for review and approval (IVC5). At this time, the policy is vetted through the various participatory governance groups (Academic Senate, Classified Senate, and Student Government Association) (IVC80, IVC82). As outlined in Standard IV.A.6, if recommended for approval by the various constituent groups and formally approved by College Council, the policy is then forwarded to the Mt. San Jacinto College Board of Trustees for review and approval (IVC83, IVC84). If at any point in the process the policy is rejected, it is returned to the area from which it originated for additional analysis and revisions. Once approved by the College Council and recommended for action by the Superintendent/President, the policies are reviewed by the Board of Trustees in two separate sessions. The initial review is informational and accompanied by an opportunity for the Board of Trustees to discuss, comment, and/or ask questions of staff and administration. At the second review, the Board of Trustees takes formal action on the recommended Board Policy. Once approved by the Board of Trustees, the Board Policy Manual is updated and placed on the college website (IVC3). Copies are also distributed electronically to each division for use as a reference.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.C.7. The Mt. San Jacinto College Board of Trustees acts in a manner that is consistent with board policies, procedures, and bylaws. The policies have been written to be consistent with the provisions of law and statute, in alignment with the effective operation of the institution and the fulfillment of the mission, and this is shown clearly in meeting minutes and resolutions. The Board of Trustees has a clear policy and procedure for the regular and systematic assessment and review of the Board Policy Manual. The subscription service with the CCLC, feedback and input from division and departments, as well as the comprehensive vetting process through the participatory governance structure, makes certain that the College's policies and procedures provide the foundation and framework for all actions made by the Mt. San Jacinto College Board of Trustees.

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8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Board of Trustees is committed to ensuring that the College is accomplishing its goals for student success, achievement, and learning ([IVC1](#), [IVC85](#)). To this end, the Board has prioritized its *Commitment to Learners* through the following established Board goals and objectives:

Improve awareness of educational and academic programs, curriculum offerings, institutional and programmatic needs to support the improvement of student success

- a. Monitor the advancement of the College's Student Success Strategic Priority to facilitate the achievement of educational goals
- b. Receive and review status reports on achievements of the College's strategic initiatives, plans, educational/academic, programs, curriculum, and other programmatic needs

The Mt. San Jacinto College Board of Trustees regularly reviews key indicators on student performance pertaining to student learning and achievement during Board of Trustees meeting presentations, trainings, and work sessions.

The Board of Trustees reviews the Student Success Scorecard report required by the California Community College Chancellor's Office that provides detailed analysis and data related to Mt. San Jacinto College student cohorts' success in key performance metrics ([IVC86](#)). The Board of Trustees also is provided annual updates regarding the Institutional Effectiveness Partnership Initiative (IEPI) Indicators which outline the College's aspirational goals, the Accreditation Institution-Set Standards, which set the minimum floor level of student achievement, and the College's current student success and achievement data in comparison to both the ceiling and floor indicators ([IVC66](#), [IVC72](#), [IVC73](#), [IVC87](#)). Through this detailed analysis and review, the Board of Trustees ensures the institution is setting standards for improving academic quality.

In relation to student learning, the Board of Trustees receives annual reports regarding the College's progress in relation to the development and assessment of learning outcomes. Data within the ACCJC Annual Report is presented to the Board of Trustees, and a discussion regarding student learning takes place ([IVC88](#), [IVC89](#), [IVC90](#)).

In addition to the key performance indicators established through the Institution-Set Standards and the IEPI Indicators, the Board of Trustees has reviewed qualitative data specific to student

success and engagement ([IVC87](#), [IVC91](#), [IVC92](#)). The Community College Survey of Student Engagement (CCSSE) was recently completed in spring 2015 and was the first time the institution has gathered data from this source. Results of the survey were analyzed, disaggregated, and presented to the Board of Trustees prior to the start of the Educational Master Plan and Strategic Plan development cycle to better inform the governing board regarding student and faculty perceptions in comparison to the quantitative data collected and reported by the Office of Institutional Effectiveness ([IVC93](#), [IVC94](#)).

Data related to student success and achievement are also typically embedded in academic programs, student support services, and institutional initiatives presentations given during Board of Trustees meetings. A recent presentation given to the Board of Trustees (April 2016) regarding the College's robust Distance Education program provided not only programmatic information specific to the Distance Education goals and activities but also provided the Board of Trustees with key performance metrics on student success, withdrawal and achievement rates specific to the distance education program and online modality in comparison to the College's Institution-set standards for student success, and face-to-face and hybrid success rates ([IVC67](#), [IVC68](#)).

Institutional Plans are regularly reviewed and approved by the Mt. San Jacinto College Board of Trustees ([IVC60](#)). In the past year, the Board of Trustees has reviewed, over several Board meetings and discussions, the Educational Master Plan (2017-2023) ([IVC62](#), [IVC65](#)). As the College finalizes the next iteration of its Strategic Plan, the Board of Trustees will also have an opportunity to review and provide feedback into the final planning document outlining the College's priorities, goals, objectives and measurable outcomes for the next three years (2017-2020) ([IVC24](#), [IVC63](#)). The Board of Trustees also reviews all other major master planning documents including, but not limited to, the Facilities Master Plan, Staffing Plan, Student Equity Plan, Student Success and Support, Strong Workforce Plan, Distance Education, Technology, etc. ([IVC21](#), [IVC25](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.C.8. The Mt. San Jacinto College Board of Trustees is regularly informed on key performance indicators related to student achievement and learning. The Board of Trustees has demonstrated commitment to learning and academic quality through the regular and effective review and approval of major institutional plans, institutional performance indicators, and student learning metrics. The establishment of a Board goal focused specifically on reviewing and monitoring achievement of student educational goals, progress on College strategic initiatives, plans, and programs provides evidence to support the Board of Trustees' commitment to ensuring academic excellence and institutional effectiveness.

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9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

EVIDENCE OF MEETING THE STANDARD

Ongoing Training Program for Board Development

Mt. San Jacinto College maintains an on-going training program for Board of Trustees development, including new member orientation. Over the past six years, Mt. San Jacinto College has experienced significant changes to the five-member Board, with the election of three new Board of Trustee members. As each of the new Board of Trustee members is elected and/or appointed, the Superintendent/President provides the initial governing board orientation to familiarize the Trustee member with Mt. San Jacinto College policies and processes. Board of Trustee members also meet with key division leadership (Business Services, Student Services, Instruction, Human Resources) to become aware of and knowledgeable regarding budget and allocation practices, human resources (recruitment, hiring, and negotiations), academic programs, and support services at the College. New Board of Trustee members are provided with a copy of the Board Policies and Administrative Procedures Manual, Community College League of California (CCLC) Trustee Handbook, a copy of the Participatory Governance document, copies of the major College plans (Educational Master Plan, Facilities Master Plan, and Strategic Plan), and other relevant materials to help inform and educate the new member on the College and his/her role as a Trustee ([IVC3](#), [IVC33](#), [IVC60](#)). Additional resources provided to the new Trustee members include information relevant to the accreditation processes and procedures: the current accreditation cycles, accreditation reports, and results or recommendations that the College has received from the ACCJC ([IVC88](#), [IVC89](#)). This comprehensive new member orientation ensures that all members of the Board of Trustees are informed regarding all aspects of the College policies, procedures, and processes.

Orientation for new members is completed within the first month of being elected to ensure a smooth transition onto the Board of Trustees. Orientations for new Board members took place in December 2012, December 2014, and April 2015 to account for the newly elected Board members as well as the Board member who was appointed when a standing Board member resigned in 2015 prior to the completion of his term of office.

Given the relatively new composition of the Board of Trustees, the Board members have prioritized professional development as a core Board goal over the 2016-2018 cycle ([IVC85](#)). Specifically, the Board of Trustees established a goal focused on engaging in trustee development training activities to enhance effective and efficient Board of Trustees governance.

Objectives related to the Board's commitment to regular and ongoing training for development include: 1) attendance and participation in a minimum of two professional development events per year, and 2) participation in the Community College League of California (CCLC) Excellence Trusteeship Program by at least two trustees per year. The Board is also committed to assessing the efficacy of its professional development by evaluating the new member orientation and ongoing Board education process and materials on a consistent basis.

The Mt. San Jacinto College Board of Trustees actively engages in a regular program of board professional development. Board Policy 2740 - Board Education, outlines the Board of Trustees' commitment to ongoing development as a governing board ([IVC96](#)). Evidence of this commitment to training and development occurs during regular Board of Trustee meetings and includes comprehensive presentations on various different topics, initiatives, and updates regarding College programs and services ([IVC97](#)). Annual Board of Trustees retreats and extended work sessions are offered throughout the year and provide topics of varying interests and within the scope of board development.

Additionally, Board of Trustee members regularly attend and participate in regional, state, and national conferences and provide updates during their respective Trustee reports during each Board of Trustee meeting ([IVC98](#), [IVC99](#)).

Additionally, Board of Trustee members' active participation in local and state-wide organization furthers their professional development and growth. Board of Trustee members serve on local boards and community organizations. The Board of Trustees belongs to the Community College League of California and the Association of Community College Trustees ([IVC100](#), [IVC101](#), [IVC102](#)).

These training opportunities ensure the Board maintains up-to-date information, data, and understanding of important features of the College's programs, services, enrollment, system-wide trends, budget and allocation processes and prioritizations, planning, and accreditation.

Continuity of Board Membership

The Mt. San Jacinto College Board of Trustees has a formal method of providing leadership continuity through the use of staggered terms of office. The specificity of this method is defined in Board Policy 2100 - Board Elections - which outlines the four-year term of office for each Trustee ([IVC44](#)). Elections for Board members are held every two years in even numbered years. Terms of office are intentionally staggered so that at least one half of the Trustees are elected during each Trustee election. This staggered tenure system allows for consistency of leadership and ensures continuity of operations.

The process for filling vacancies on the Board of Trustees is defined in Board Policy 2110 – Vacancies on the Board. In 2015, the College experienced an unplanned vacancy when a Board

member was not able to complete his term of office (IVC103). The College adhered to the Board Policy in filling the vacancy through a provisional appointment. The Superintendent/President worked with the Board of Trustees to establish procedures to solicit applications, identify interview questions, and determine the schedule and appointment process which included interviews of potential candidates during an open public meeting. A total of eight (8) candidates were interviewed during an open Board of Trustees meeting in March 2015 (IVC104). During this meeting the provisional appointment was made by a majority public vote of the Board of Trustee members. Once the provisional appointment term was complete, an election was held to permanently fill the position for another four-year term in November 2016.

ANALYSIS AND EVALUATION

The College meets Standard IV.C.9. Systematic orientation and development is an established goal for the Mt. San Jacinto College Board of Trustees. The Board of Trustees regularly participates and engages in an ongoing professional development program that includes training locally at the College as well as opportunities to attend regional, state and national conferences to support Trustee leadership and governance. A new member orientation is in place and provided to all new members as they are elected and/or appointed. Board continuity is sustained through a policy outlining board membership and staggered terms of office.

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10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD

In alignment with Board Policy 2745 - Board Evaluation Process – the Mt. San Jacinto College Board of Trustees is committed to assessing its performance as a Board in order to evaluate its effectiveness in promoting academic quality and institutional advancement (IVC105). To that end, the Board of Trustees assesses its strengths, areas in which it may improve the role, responsibility and functioning of the Board, and alignment with the institution's mission and strategic goals.

Through the evaluative process, the Board of Trustees determined that annual evaluation did not provide the time and resources to set and achieve ambitious Board goals; therefore, as an

improvement to the overall self-evaluation process, the Board of Trustees established a timeline to self-evaluate and develop measurable goals biennially. The most recent Board Self-Evaluation occurred in fall 2016, with the Board of Trustees formally adopting the 2016-2018 Board Goals on August 11, 2016 ([IVC85](#), [IVC106](#)).

The regular biennial Board of Trustees self-evaluation process is facilitated by the Superintendent/President along with leadership from the Office of Institutional Effectiveness during open sessions of the Board of Trustees meetings ([IVC107](#)). As part of its self-evaluation process, the Board of Trustees provides feedback regarding the instrument to be used. During the last iteration, the Board of Trustees provided feedback in the development of a new, electronic self-evaluation tool with a total of 61 unique questions/statements focused on seven (7) key functional areas of Board leadership and governance ([IVC108](#)). Board members use the assessment tool to describe the performance of the Board as a whole rather than as an individual member. Each Board member rates performance in the key functional areas using a grade-based rating scale (A=Excellent, B=Above Average, C=Average, D=Below Average, and F=Unsatisfactory).

Evaluation results are tabulated by the Office of Institutional Effectiveness and are presented in a Board of Trustees Self-Evaluation Summary Report ([IVC109](#)). During the 2016 Self-Evaluation process, the Board of Trustees ranked their overall performance as “above average,” with the exception of an average rating for District Policy Leadership. As a result of the self-evaluation process, the Board of Trustees developed Board Goals to provide direction for the Board and the Superintendent/President for the following two years, inform Board meeting agenda and workshop planning, and support the College’s Strategic Priorities. Progress on the Board Goals is assessed annually and culminates with a final progress report in 2018 ([IVC85](#)).

Board of Trustee Self-Evaluation results and goals are published on the College website ([IVC1](#)).

ANALYSIS AND EVALUATION

The College meets Standard IV.C.10. Mt. San Jacinto College Board of Trustees follows its policy to perform a self-evaluation biennially, as defined in Board Policy 2745. The Board of Trustees uses the evaluative process to quantify its efficacy as a Board to promote and sustain academic quality and institutional effectiveness. Results of the self-evaluation process guide and direct the development of Board Goals to ensure improvements regarding the Board of Trustees’ role, function, and overall effectiveness.

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11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

EVIDENCE OF MEETING THE STANDARD

The Mt. San Jacinto College Board of Trustees has a clearly defined Code of Ethics/Standards of Practice Board Policy 2715 that establishes the standards for ethical behavior for Trustees to act within to ensure the Board of Trustees' obligation to the College's mission ([IVC52](#)).

Board of Trustee members follow a strict Conflict of Interest Board Policy and Administrative Procedure. The Conflict of Interest Board Policy (BP 2710) and corresponding Administrative Procedure (AP 2710) dictate that Board members do not have employment, family, ownership, or other personal financial interest in the institution ([IVC51](#), [IVC110](#)). Board members' interests are fully disclosed annually through the filing of the Statement of Interest Form 700 from the California Fair Political Practices Commission. Board members are required to recuse themselves from discussing or voting on College business that might be considered a Conflict of Interest. Minutes of various Board meetings illustrate instances where Board members have recused themselves because of adherence to this policy ([IVC111](#)). Through the adherence to this Board Policy and Administrative Procedure, Mt. San Jacinto College Board of Trustees' interests do not interfere with the impartiality of Board of Trustee members or outweigh the greater duty to secure and ensure academic and fiscal integrity of the institution. Board members are provided with comprehensive training during a Board Work Session outlining the Conflict of Interest rules and regulations. The most recent work session took place on April 7, 2017 ([IVC112](#)).

During the institutional self-evaluation report process, there have been no violations to either the Code of Ethics or the Conflict of Interest policies.

ANALYSIS AND EVALUATION

The College meets Standard IV.C.11 and Eligibility Requirement 7. All members of the Mt. San Jacinto College Board of Trustees uphold a Code of Ethics and Conflict of Interest Policy. In addition, the Board of Trustees maintains and complies with not only the Conflict of Interest Board Policy and Administrative Procedure 2710, Conflict of Ethics/Standards of Practice Board Policy 2715, but a Personal Use of Public Resources Board Policy 2717, and a Political Activity Board Policy 2716. Although there have not been any recent challenges to the Code of

Ethics/Standards of Practice Board Policy 2715, the Mt. San Jacinto College Board of Trustees has a specific procedure that outlines the process for how the Board addresses breaches to the established Code of Ethics policy.

Members of the Board of Trustees also comply with a Conflict of Interest policy and administrative procedure and are required to recuse themselves from discussion or voting related to College business when a conflict of interest arises. Board of Trustee members also submit and file a Statement of Interest Form 700 from the California Fair Political Practices Commission.

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12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College is a single college district that employs a CEO (Superintendent/President). Through Board Policy 2430 – Delegation of Authority to Superintendent/President – the Board of Trustees delegates the executive responsibility to the Superintendent/President for administering policies adopted by the Board, executing the decisions of the Board requiring administrative action, and accounting for the operation of the College without Board interference ([IVC113](#)). The Board Policy also establishes the practice for ensuring the Superintendent/President maintains compliance with all applicable laws and regulations and performs all job duties and goals developed in consultation with the Board.

The Board of Trustees and the Superintendent/President work collaboratively to develop annual performance goals using the Superintendent/President job description, the College’s Strategic Plan priorities and goals, and the Educational Master Plan ([IVC41](#), [IVC62](#), [IVC63](#), [IVC114](#)). The Board of Trustees hold the Superintendent/President accountable for the performance goals, job duties, and effective College operations through an annual evaluation review discussed in detail in Standard IV.B.

The Board President and the Superintendent/President cooperatively develop the format for the board agendas and outline the types of reports, presentations and work sessions that best inform the Board of Trustee members regarding institutional progress on accreditation, student success, institutional effectiveness, program and support services, internal/external environmental scans, and data on institutional performance measures (student achievement and outcomes) ([IVC1](#), [IVC26](#)). These reports enable the Board of Trustees to monitor educational quality, legal matters, financial integrity, and evaluate the effectiveness of the Superintendent/President.

ANALYSIS AND EVALUATION

The College meets Standard IV.C.12. The Mt. San Jacinto College Board of Trustees adheres to Board Policy 2430 and delegates full authority and responsibility to the Superintendent/President. Through the Superintendent/President's job description and formal annual evaluation, the Board of Trustees holds him accountable for the effective operations of the College, performance goals, and compliance to all relevant laws, regulations, and reporting requirements. The Board of Trustees monitors progress related to institutional performance and the Superintendent/President's achievement of goals through regular reports and presentations provided during the Board of Trustees meetings.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

EVIDENCE OF MEETING THE STANDARD

Governing Board Informed about Accreditation

The Mt. San Jacinto College Board of Trustees is regularly informed of all institutional reports due to the Commission and of Commission recommendations to the institution. Institutional reports that are reviewed and/or approved by the Mt. San Jacinto College Board of Trustees include the ACCJC Annual Report, Annual Fiscal Report, Midterm, Follow-Up Report, Substantive Change Reports, and other major correspondence with the Commission ([IVC88](#), [IVC89](#), [IVC115](#)). Communication strategies include formal informational and action items placed on the Board of Trustee meeting agenda regarding the submission of the reports where Board members are provided opportunity to discuss, provide feedback and input, and approve as appropriate ([IVC117](#)). In this forum, the Board of Trustees actively participates in the accreditation self-evaluation and planning efforts.

The Mt. San Jacinto College Board of Trustees receives training about the accreditation process, Accreditation Standards, Eligibility Requirements, and Commission Policies. In fall 2016, as the College was in the process of formulating the timelines and strategies for developing the 2018 Institutional Self Evaluation Report, the Board of Trustees participated in an in-depth Board Work Session where they received specific training and information relative to the overall accreditation process ([IVC118](#)). The Accreditation Liaison Officer and the Office of Institutional

Effectiveness presented information specific to the Mt. San Jacinto College Self Evaluation Report process, timelines, outlined the role of faculty, staff, administrators, and students, and provided an overview regarding the new Accreditation Standards, Quality Focus Essay, Eligibility Requirements, and Commission Policies ([IVC119](#)). Board members received copies of the various Guides and Manuals authored by the Commission and engaged in a discussion regarding their role in the institutional self-evaluation report process.

Throughout the development of the Institutional Self-Evaluation Report, the ALO and Faculty ALO made numerous presentations regarding the drafts, accreditation updates, and evidence collection to the Board of Trustees ([IVC120](#)). Feedback regarding each of the Accreditation Standard drafts as well as other Institutional Self-Evaluation Report sections were provided by the Board of Trustees. The Mt. San Jacinto College Board of Trustees served as the primary review body for all drafts and revisions of Standard IV.C. The Institutional Self-Evaluation Report was formally presented to the Board of Trustees as an Information item during their November 2017 meeting and as an Action item in December 2017.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets Standard IV.C.13. The Board of Trustees is knowledgeable about its role in the accreditation processes of the College. The Superintendent/President, the Accreditation Liaison Officer, and the Faculty Accreditation Liaison Officer provide regular updates to the Board of Trustees to keep them informed, enabling them to develop policies that support the College's capacity to improve and excel as an institution of higher education. Specifically, the Board members are effectively engaged in a variety of Board work sessions, training workshops, regular Board meeting reports and presentations, and in the development of the institution's self-evaluation report. The Board provides feedback regarding all institutional accreditation reports submitted to ACCJC and monitors progress related to accreditation recommendations and compliance and eligibility requirements.

STANDARD IV.C. EVIDENCE LIST

- [IVC1](#) MSJC Board of Trustees Website
- [IVC2](#) Mission Statement, Vision, Values
- [IVC3](#) Board Policy and Administrative Procedure Manual
- [IVC4](#) Board Policy and Administrative Procedure Retreat Agenda/Memo
- [IVC5](#) Board Policy and Administrative Procedure Flow Chart
- [IVC6](#) Board Policy Manual - Chapter 2
- [IVC7](#) Board Policy 3250 - Institutional Planning
- [IVC8](#) Board Policy 6250 - Budget Management
- [IVC9](#) Board Policy 2200 - Board Duties and Responsibilities
- [IVC10](#) Board Policy 2510 - Participation in Local Decision-Making: Faculty, Staff, and Students
- [IVC11](#) Resource Allocation Proposal (RAP) Website
- [IVC12](#) Budget Website
- [IVC13](#) Board of Trustees Agenda/Minutes re: Budget
- [IVC14](#) Board of Trustees Agenda/Minutes re: Financial Report
- [IVC15](#) Board of Trustees Agenda/Minutes re: Audit
- [IVC16](#) Board of Trustees Agenda/Minutes re: Budget Presentation
- [IVC17](#) Board of Trustees Agenda/Minutes re: Facilities Work Session
- [IVC18](#) Board of Trustees Agenda/Minutes re: Programs/Degrees/Certificates
- [IVC19](#) Board Policy 4020 - Program, Curriculum, and Course Development
- [IVC20](#) Board of Trustees Agenda/Minutes re: Strategic Plan Presentation
- [IVC21](#) Board of Trustees Agenda/Minutes re: SSSP Plan Presentation
- [IVC22](#) Board of Trustees Agenda/Minutes re: Student Equity Plan Presentation
- [IVC23](#) Board of Trustees Agenda/Minutes re: Student Success Scorecard Presentations
- [IVC24](#) Board of Trustees Agenda/Minutes re: Strategic Plan approval
- [IVC25](#) Board of Trustees Agenda/Minutes re: Student Equity Plan Approval
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- [IVC27](#) Board Policy 2355 - Decorum
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- [IVC30](#) Board Policy 2330 - Quorum and Votes
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- [IVC35](#) Board Policy 2431 - Superintendent/President Selection
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- IVC41 Superintendent/President Goals (Confidential – Available on Campus)
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- [IVC54](#) Board of Trustees Agenda re: Open Public Sessions
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- [IVC69](#) Board of Trustees SSSP Presentation
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- [IVC74](#) Board Policy 2010 - Board Membership
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- [IVC78](#) Board Policy and Administrative Procedure Review Schedule
- [IVC79](#) Annual Tracking and Request for Changes Form
- [IVC80](#) Academic Senate Agenda re: Board Policy Approval
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- [IVC85](#) Board of Trustees Goals
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- [IVC87](#) IEPI Website
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- [IVC105](#) Board Policy 2745 - Board Evaluation Process
- [IVC106](#) Board of Trustees Agenda re: Self Evaluation
- [IVC107](#) Board of Trustees Self Evaluation Presentation
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- [IVC110](#) Administrative Procedure 2710 - Conflict of Interest
- [IVC111](#) Board of Trustees Agenda/Minutes re: Board Member Abstain
- [IVC112](#) Conflict of Interest Board of Trustees Work Session - April 7, 2017
- [IVC113](#) Board Policy 2430 - Delegation of Authority to Superintendent/President
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- [IVC115](#) Board of Trustees Agenda re: Accreditation Annual Reports

[IVC117](#) Board of Trustees Agenda re: Institutional Self-Evaluation Report

[IVC118](#) Accreditation Board of Trustees Work Session - 2016

[IVC119](#) Accreditation Board of Trustees Work Session Presentation

[IVC120](#) Board of Trustees Agenda re: Institutional Self-Evaluation Report Updates

DISTANCE EDUCATION SUPPLEMENT

DISTANCE EDUCATION SUPPLEMENT

INTRODUCTION

The Mt. San Jacinto College Distance Education Supplement is designed to specifically address and highlight the efforts of the College to meet the Accreditation Standards and Eligibility Requirements regardless of instructional modality.

The Supplement addresses each standard separately and provides relevant evidence specific to distance education. The Supplement is intended to be reviewed concurrently with the College's Institutional Self-Evaluation Report standard responses, eligibility requirements, and evidence. The structure for the Supplement responses is in alignment with the organizational outline of the Institutional Self-Evaluation Report, which includes an *Evidence of Meeting the Standard* and *Analysis and Evaluation* response sections.

Distance Education at Mt. San Jacinto College

Mt. San Jacinto College supports a Distance Education Program to meet the challenges of today and future decades by utilizing different delivery modes and offering both online and hybrid courses for its growing student population. The program began in fall 2000 with two online courses. As of fall 2016, there were a total of 275 online and 89 hybrid course sections offered by the institution. Demand for distance learning and education courses by Mt. San Jacinto College students continues to grow. Approximately 150 faculty members, both full-time and part-time, are involved in online teaching during any given semester.

In late 2014, Mt. San Jacinto College was selected as a Full Launch Pilot School by the California Community Colleges Online Education Initiative (OEI). Mt. San Jacinto College was one of eight pilot schools selected from 57 applicant institutions. The mission of the California Community Colleges Online Education Initiative is to dramatically increase the number of California Community College (CCC) students who obtain college associate degrees and/or transfer to four-year colleges each year by providing online courses and services within a statewide CCC Online Education system.

STANDARD I.A: MISSION

EVIDENCE OF MEETING THE STANDARD

As outlined in the College's Institutional Self Evaluation Report response to Standard I.A, Mt. San Jacinto College participates in a regular cycle of review, assessment, and revision of its mission statement to reflect the College's broad educational purposes, intended student population, types of degrees and other credentials offered, and commitment to student learning and achievement. Approved by the Board of Trustees in January 2017, the mission statement was developed through collegial dialogue regarding the College's commitment to distance education. (I.A.1 and I.A.4)

Mt. San Jacinto College offers quality, accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals. We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates, which meet workforce development needs in our diverse communities. Our commitment to learning and achievement empowers students to enrich our communities and participate meaningfully in today's complex world (DE1).

Access is a major component of the College's mission statement and communicates consideration of distance education. The College's distance education program ensures students from the College's diverse and wide-spread 1,700 square mile service area have access to post-secondary higher education opportunities through online and hybrid modalities. The majority of Mt. San Jacinto College students that enroll in an online or hybrid course live within the College's service area. A very small percentage (6%) live outside the College's district boundaries. Approximately 68% of Mt. San Jacinto College's online student population also enroll in face-to-face courses and have access to student support and learning resources at one of the five College locations (DE2, DE3). (I.A.1)

As defined through analysis completed by the Office of Institutional Research, the Mt. San Jacinto College distance education student population is representative of the highly diverse service area, in terms of ethnic background, academic preparation, and socio-economic status (DE5).

Through the College's robust data warehouse, the College provides access and analysis to data specific to the distance education student population (DE6). Data and information related to the College's distance education student population, distance education course offerings, and student learning and achievement are integrated into the College's comprehensive program review and annual program assessment processes through departmental channels to ensure that there are

direct linkages to institutional planning, goal development, and institutional prioritization of resource allocations specific to the needs of the distance education program ([DE7](#), [DE8](#)). (I.A.2)

The Institutional Planning Committee, Educational Technology Committee, and the Information Communication Technology Committee specifically review institutional data and research on distance education learning and achievement provided by the Office of Institutional Research ([DE9](#), [DE10](#), [DE11](#)). These participatory governance committees actively engage in dialogue regarding strategies to improve distance education that are aligned with the College's mission. The strategies, objectives, and goals developed through these discussion are documented within the Educational Master Plan, the Strategic Plan, and the development of student-focused plans such as the Distance Education and Technology Master Plans which use the College's focus on student achievement to promote strategies and innovations to improve overall student success ([DE12](#), [DE13](#), [DE14](#), [DE15](#)). (I.A.3)

In 2011, the College submitted a substantive change proposal for distance education, which was accepted by the ACCJC. Since that time, the College has increased the number of courses offered through an online modality; however, given the new Substantive Change criteria related to distance education, the College has not been required to submit an additional report ([DE16](#)).

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components of Standard I.A. Mission. The College's mission statement adequately addresses the role of distance education in meeting the accessibility needs of the College's broad educational purposes, intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement. Institutional data and research focused on the College's distance education student population is consistently utilized in the annual cycle of evaluation and assessment as evidenced through the College's comprehensive program review and annual program assessment processes. Programs and support services geared for distance education are aligned with the mission statement. The College's Board of Trustees approves the mission statement with the role of accessibility and distance education taken into consideration.

STANDARD I.B: ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

EVIDENCE OF MEETING THE STANDARD

Mt. San Jacinto College engages in structured, continuous and collegial dialogue on distance education through the College's participatory governance structures and established College processes and practices. Specifically, two separate participatory governance committees, Information, Communications, and Technology Committee (ICTC) and Educational Technology Committee (ETC), exist to advise on matters related to administrative and academic technologies, respectively ([DE9](#), [DE10](#)). The committees collaborate and ensure a close working relationship. Each committee maintains a standing agenda item to review meeting minutes of the other committee which strengthens communication and consistency in developing and implementing College technology and distance education recommendations ([DE17](#), [DE18](#)). The representative nature of the College's participatory governance structure ensures that the recommendations and discussions related to distance education are broadly communicated. Agendas and minutes of each meeting are available to all committee members and the general College community ([DE19](#), [DE20](#)). Additionally, the Distance Education Faculty Coordinator and the Dean of Academic Computing, Technology, and Distance Education regularly present to the Academic Senate ([DE21](#)). The Distance Education Faculty Coordinator is also a member of the Curriculum Committee and provides feedback and input regarding curriculum issues specific to distance education ([DE22](#)). (I.B.1)

Assuring Quality

As it relates to academic quality and student learning, the Curriculum Committee, takes an active role to ensure that quality and rigor are sustained in online deliveries. The Curriculum Committee requires that faculty initiate a separate approval through an addendum to the original Course Outline of Record ([DE23](#)). This addendum requires the faculty to explain the modifications made to methods of instruction and evaluation, designating whether the course will be offered as hybrid or fully online. Both choices require faculty to explain why the course will be offered online, resulting in dialogue between the Distance Education Faculty Coordinator and the Curriculum Committee.

In order to develop and maintain quality distance education courses, the following standards are applied:

- All Distance Education courses follow the approved course outline of record ([DE24](#)).

- The OEI Online Course Design Rubric and the DE course design checklist, as indicated in the DE Faculty Handbook, are recommended by Academic Senate for quality online course design ([DE25](#), [DE26](#), [DE27](#))
- Distance education students are given advance information about course requirements, expectations regarding course work standards, equipment needs, and techniques for succeeding in a distance learning environment, as well as technical training and support through the Quest for Online Success Orientation course in Canvas, Online Learning web site, and within individual courses (syllabi, etc.) ([DE28](#), [DE29](#), [DE30](#)).
- Students are required to be active learners in presenting, organizing, applying, and constructing information, ideas, and knowledge. They are expected to participate in collaborative activities throughout the length of their course of study.
- All course objectives, Course Learning Outcomes (CLOs) and requirements are clearly presented in each course CMS and the syllabus ([DE31](#)).
- Courses maximize the opportunities for regular and ongoing interaction between teacher and students, among students, and between students and the learning environment (Regular Effective Contact). Students are held accountable for course communication through various instructor and student initiated communication activities within courses.
- All student assignments and their due dates, as well as tests and test dates, are explained and posted at the beginning of the course, or in a way to give reasonable preparation time for the student.
- Any special testing (i.e., proctoring), laboratory situations, and/or arrangements are clearly described to the student in the syllabus area of the course. Fully online courses do not require the students to come to an MSJC site for any reason.
- Course design addresses multiple styles of learning to enhance student engagement and understanding.
- Student assessment and evaluation methods are relevant to the activities, reading assignments, and course learning objectives and outcomes.
- Instructor feedback to student assignments and questions is constructive and provided in a timely manner. Instructors clearly define and communicate feedback response times in the course syllabus or communication policy.
- The course content is kept current term by term, and remains available, at least, until the closing date of the course as listed in the schedule.
- A course check-in is made available to students five working days prior to the course start date
- The instructor selects and employs appropriate supplementary tools that support the educational process, ensuring the technology is appropriate to the course pedagogy.
- Courses adhere to the Academic Senate course syllabus checklist ([DE32](#)).

Student learning outcomes for distance education courses and programs are in place and guide improvements to teaching and learning. Faculty are expected to utilize and assess the same learning outcomes used for face-to-face courses and provide the assessment results for the

courses using online delivery in eLumen ([DE31](#), [DE33](#), [DE34](#)). The assessment results are used in program/department discussion regarding student learning and achievement outlined in the Course Improvement Plans (CIPs) ([DE35](#), [DE36](#)). (I.B.2 and I.B.3)

Data for distance education students is disaggregated for setting and reviewing institution set standards. This data is produced by the Office of Institutional Research and readily available online within the Program Review data warehouse ([DE8](#)). The College's Program Review data warehouse provides disaggregated student data, including student achievement and institution-set standards for all planning efforts. The disaggregated programmatic and student achievement data and institution-set standards serve to facilitate the faculty's evaluation of academic program quality and effectiveness, identify emerging student needs and disparities, address gaps, and assess the mission of the College ([DE37](#)). During each Program Review cycle, faculty have comprehensive data related to each academic and CTE program by modality, allowing them to fully evaluate course and program level student achievement against the institution-set standards and face-to-face rates to develop informed, data-driven recommendations for improvements ([DE7](#)).

In addition to discussing data through the College's program review processes, the College employs other methods for gathering information about the needs of the distance education program. The College organized a focus group of faculty with experience in online instructional delivery techniques to explore and discuss data analysis performed by the Office of Institutional Research ([DE38](#)). As a result of this discussion, the College pursued and was successfully awarded a U.S. Department of Education Title V Hispanic-Serving Institution (HSI) grant that focuses on institutionalizing a quality distance education student success program focused on online course development and delivery, professional development and technological support, and student support systems and services ([DE39](#)). Entering into its third year, the College has seen modest gains and improvements in the ability of the College to support course development and delivery efforts through the hiring of Instructional Design Specialists. (I.B.4)

Training and Support

Through the College's collaboration with the Online Education Initiative (OEI), the College has adopted teaching and learning standards for faculty to teach programs and courses through an online modality. These standards focus on faculty readiness criteria, accessibility and security standards, program review standards, and discipline or departmental-specific standards.

The College's Academic Senate developed *Resolutions* focused on recommendations for maintaining high standards of quality in both technology and Distance Education pedagogy ([DE40](#)). All faculty are highly encouraged to participate in the following professional development activities prior to teaching an online or hybrid course at Mt. San Jacinto College:

- Complete Mt. San Jacinto College Effective Practices for Online Teaching (formerly Introduction to Online Teaching & Learning) Workshop as defined by the Educational Technology Committee; or
- Receive a certificate of completion in online teaching from a reliable institution such as UCLA online Teaching Program or @ONE Online Teaching Certificate Program (approved by the California Community Colleges Academic Senate and the CCC Chancellor's Office); or
- Demonstrate prior successful experience in teaching distance education course(s) at Mt. San Jacinto College or another similar institution; and
- Participate in one online professional development activity per academic year. (MSJC Academy, or @ONE Course Development) ([DE41](#))

Through these Senate-based recommendations, faculty knowledge and requisite skills in the College's online environment are greatly strengthened leading to improvements in teaching and learning.

As one of the partners with the OEI, Mt. San Jacinto College formally adopted a new course management system in 2015 via recommendations from the Academic Senate and Educational Technology Committee ([DE28](#), [DE42](#)). Over a two year period, the College gradually transitioned from Blackboard to Canvas, starting with a small pilot of instructors teaching through the new course management system in fall 2016 and spring 2017. The College fully deployed the Canvas course management system in fall 2017. Throughout the transition, the College provided consistent and continued professional development and training specific to the migration to Canvas for all faculty. Training occurred face to face via the MSJC Academy and Blackboard to Canvas Migration workshops as well as virtually through webinars and one-on-one ConferZoom training sessions and instructional design consultations ([DE41](#), [DE43](#), [DE44](#)). Training was delivered by the Distance Education and Learning Technology Advancement (DELTA) Team, including the Distance Education Faculty Coordinator, the Distance Education Support Services Director, and supported by the College's three Instructional Design Specialists ([DE45](#)).

Program Review, Planning, and Resource Allocation

Through the College's comprehensive Program Review and Annual Program Assessment cycle, all programs and/or departments have an opportunity to identify technological needs and requirements ([DE7](#), [DE46](#), [DE47](#)). The College's Program Review and learning outcome assessment models have evolved so that specific technology requirements and programmatic needs are identified and integrated into an institutional planning process ([DE48](#)). Through these evaluation and assessment measures, the College is able to analyze growth patterns, technical readiness, need for faculty hardware and software, and administrative and staffing requirements.

Deployment of additional technology resources are, in many ways , based on the findings within Program Review and learning outcomes at the administrative, instructional, and student services division levels.

As with all other institutional units, the DELTA team will be completing a Comprehensive Program Review and Annual Program Assessment for the Distance Education Program in alignment with the College's planning and resource allocation structures. With the DELTA team just recently created in summer 2017, the Comprehensive Program Review and Annual Program Assessment 2017-2020 cycle will be the first opportunity the new unit will have to document and address programmatic needs specific to the Distance Education program. Currently, the Academic Technology Services (ATS) and Information Technology (IT) departments complete a comprehensive program review and annual program assessment specific to the technological needs within distance education ([DE49](#), [DE50](#)). The DELTA team, comprised of faculty, classified, and administrators will complete the first Distance Education program review in spring 2018 along with all other institutional programs and services.

The DELTA team develops program specific learning outcomes and assessment strategies for evaluating the effectiveness at the program level. Course learning outcomes for distance education courses are the same as face-to-face courses, and therefore instructional programs offering distance education courses follow the College's Assessment and Program Review Cycle Expectations guidelines and Assessment and Program Review Calendar adopted by the Academic Senate and the instructional leadership team ([DE31](#), [DE46](#), [DE51](#), [DE52](#)).

Currently, distance education is decentralized allowing for each instructional (academic or CTE program), student support service unit, and administrative unit to review data and provide analysis regarding their individual distance education needs within the program review process ([DE7](#), [DE53](#), [DE54](#)). Through the course learning outcomes assessment and program review processes, faculty review, discuss, and analyze disaggregated student achievement and learning data by a variety of student demographics and modality. Differences in performance between face-to-face and online delivery are reviewed and discussed within academic departments and noted within the program review process.

The following Program Review Standards have been adopted in the Distance Education Plan and include the following ([DE12](#)):

- An approved evaluation instrument is provided within the course to ensure student feedback on the organization and content of the course and the instructor performance.
- Reviews of student outcomes include assessment of course learning outcomes and student projects and exams, as well as student evaluations of the course.
- Data on enrollment, costs, and successful/innovative uses of technology are used when reviewing program effectiveness.

- Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.
- Courses meet or exceed the College's academic standards.
- Courses are reviewed on a regular basis and revisions documented. Instructional materials are reviewed periodically to ensure they continue to meet program standards. Course evaluation includes technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.
- Program review for courses takes place in the individual discipline areas as do creation and maintenance of Course Learning Outcomes. (I.B.5 and I.B.6)

Decision-making about the use and distribution of the College's technology investments is focused on institutional need as identified from strategic groups, including the Information, Communication and Technology Committee (ICTC), the Educational Technology Committee (ETC), and the Colleague Application Support Team (CAST), all of which include faculty, staff, and administrative representation ([DE9](#), [DE10](#)). The Technology Master Plan and Distance Education Plan set the stage for the prioritization of funding and resources for future technology projects and upgrades ([DE12](#), [DE13](#)). The College adheres to a planning model that ensures technology investments are driven by institutional need as documented in the College's comprehensive Program Review and Annual Program Assessment processes.

As outlined in Administrative Procedure 4105 – Distance Education, the College requires a comprehensive and secure student authentication process for distance education to ensure that a student who registers in a course or program is the same student who participates and completes the course or program and receives the academic credit ([DE55](#)). The College regularly reviews all Board Policies and Administrative Procedures as outlined in detail in Standard I.B.7.

The methods employed by Mt. San Jacinto College to ensure compliance with student integrity and authentication standards are outlined in the Distance Education Plan and include the following:

- Students access the CMS through a college administered authentication process (student ID related password protection).
- Passwords require complexity including length, use of case, and special characters.
- Students officially check-in to each Distance Education course via the College check-in policy ([DE56](#)). A check-in discussion forum is available for every online and hybrid course from five days before until two days after the start of the class (not including weekends). If a student does not check-in to the course, the faculty member may drop them and add additional students.
- Instructors are encouraged to use multiple methods of assessment in their course design.
- Assessment, grading, and interactive activities take place within an authenticated, copyright appropriate, and Section 508 compliant environment.

- Instructors monitor students' continuous active participation in the course to determine necessity of the instructor drop procedure implementation beyond the check-in provision.
- To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the students are required to formally acknowledge and pledge adherence to College's Student Conduct Board Policy and Acceptable Use Policy ([DE57](#), [DE58](#)).
- Instructors are encouraged to clearly define plagiarism and cheating in online course policies.

All of these standards are communicated to instructors via the Online Learning web site instructor resources pages and in an email announcement that is sent each semester by the Dean of Instruction, Academic Computing, Technology, and Distance Education as an update. They are also covered in depth during MSJC Technology training activities. Resources for accomplishing compliance are available on the faculty resources page at Cheating, Plagiarism, and Financial Aid Fraud and an Effective Practices on the online learning website ([DE59](#)). (I.B.7)

The College evaluates the effectiveness of meeting technology needs through the participatory governance structure as well as Program Review, the Distance Education Master Plan, Technology Master Plan, and other means. The College broadly communicates the results of the evaluation activities through the institutional reports and categorical program annual performance reports. Through broad-based collaborative review, analysis, and discussion activities, the College ensures that the internal and external communities are collectively aware of the College's distance education effectiveness efforts at the course, program, and institutional levels and integrates evaluation results into core institutional planning structures to set institutional priorities. The College's core planning documents, such as the Strategic Plan and Educational Master Plan serve as examples of how the College uniformly reviews results from institutional distance education assessments to establish and direct the priorities and resources of the institution ([DE14](#), [DE15](#)). (I.B.8)

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components for Standard I.B. Assuring Academic Quality and Institutional Effectiveness. The College ensures that there is institutional dialogue about the continuous improvement of student learning in distance education. This dialogue occurs as part of the College's participatory governance structure, comprehensive program review and assessment processes, institutional planning and resource allocation practices. The College provides access to institutional disaggregated data specific to modality within the Program Review warehouse. Student learning outcomes for distance education courses exist and guide improvements to teaching and learning as outlined in program review

and the course improvement plans. The College follows the resource allocation structure as the basis for distance education planning.

STANDARD I.C: INSTITUTIONAL INTEGRITY

EVIDENCE OF MEETING THE STANDARD

Through the Mt. San Jacinto College Schedule of Classes, students are able to easily identify online and hybrid course offerings ([DE60](#)). The Schedule of Classes is published on the College's website and is readily accessible. Students may also identify online and hybrid courses through the Distance Education website, which also provides helpful information related to student support and resources including tutorials and support for navigating the Canvas course management system ([DE28](#), [DE61](#)).

While the Distance Education Regulations released in 2008 by the California Community College Chancellor's Office define what the criteria is for distance education, it is up to individual colleges to develop functional descriptions that inform students prior to their enrolling in distance education courses. Therefore, in the Schedule of Classes, it is critical that online and hybrid courses are clearly defined and identified. In an effort to be clear with students, functional descriptions have been agreed upon by the faculty (Academic Senate and the Educational Technology Committee) and the administration. (I.C.1 and I.C.2)

The College has an established Administrative Procedure for Distance Education. AP 4105 – Distance Education – outlines the definitions, applications, guidance on the quality and course approval process, faculty selection, maximum class size for distance education courses, FTE computation for distance education courses, non-credit distance education courses, tutoring, access for the disabled, state authorization, and student authentication practices ([DE55](#)). The College regularly and systematically reviews this procedure in alignment with the College's three-year Board Policy and Administrative Procedure review cycle. (I.C.5)

The College's responses to Standards I.C.3, I.C.4, and I.C.6 through I.C.13 with respect to distance education are the same as for face-to-face, and thus, not discussed in the distance education supplement.

In fall 2016, Mt. San Jacinto College saw a precipitous increase in the number of online offerings which resulted in a decline in student success and course completion rates ([DE62](#)). After careful analysis and intentional discussion, the College adopted a more prudent enrollment management strategy related to future distance education growth to ensure that the College's infrastructure and distance education support were commensurate to the needs of instructors teaching in an

online modality as well as students enrolling in distance education courses. Through the College's extensive program review, planning, and resource allocation processes, the College developed a Distance Education and Learning Technology Advancement team with goals to strengthen the College's capacity to improve learning and achievement in distance education by providing extensive professional development, training, and support related to course design, delivery, and pedagogy ([DE45](#), [DE63](#)). As evidenced through these systematic changes, the College ensures that the objectives related to high quality education, student achievement, and student learning are of paramount importance. (I.C.14)

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components of Standard I.C: Institutional Integrity. Students are provided information that is accurate, accessible, and available related to distance education courses and programs through the College's Schedule of Classes, Catalog and website. Procedures regarding distance education have been established and are regularly reviewed and revised to ensure accuracy and relevance. The College is committed to online student achievement and learning above any other consideration.

STANDARD II.A: INSTRUCTIONAL PROGRAMS

EVIDENCE OF MEETING THE STANDARD

Consistent with the College's mission, distance education programs at Mt. San Jacinto College are developed and maintained to be in alignment and connected to disciplines of study approved and offered at the College through a collaborative, faculty-driven program review and curriculum process.

All of the programs offered in distance education meet the same rigor, approval processes, and review as all other programming. As noted in the College's Distance Education Supplement Standard I.B response, online course offerings go through a separate approval process through the Curriculum Committee and demonstrate their appropriateness for students and the College mission. The College does not provide or offer correspondence education.

Mt. San Jacinto College ensures that courses are chosen appropriately for distance education through the Curriculum Committee process ([DE21](#), [DE23](#)). Each course that is taught fully online or in a hybrid format has a special distance education addendum that accompanies the course outline of record. In the addendum, faculty account for how each method of teaching and evaluation will be adapted to the online format. The College's Faculty Distance Education coordinator sits on the Curriculum Committee and provides input for every course that comes

through technical review as a new course or for revision. (DE64) The role of the Distance Education coordinator is to review the Distance Education addendum to ensure that methods of instruction, evaluation, and examples of assignments are comparable to the face-to-face setting and are viable in the online format. The Distance Education coordinator, in conjunction with a faculty technical reviewer and then the Curriculum Committee during the final approval process, also reviews the course's Regular Effective Contact policy to ensure it meets College and state standards. (DE65) Courses must be revised at least once every six years (CTE courses every two years) and are housed in CurricUNET (DE66).

PROGRAM AND COURSE DEVELOPMENT PROCESS

Courses are developed by faculty who are interested in teaching courses online once a DE Addendum has been completed and accepted through the curriculum process. As discussed in Standard I.B, faculty readiness criteria developed by ETC and approved by the Academic Senate recommends training for faculty members who wish to teach online. After the faculty member has completed the faculty readiness criteria they will partner with an instructional design specialist to create a timeline for completing the online course development process indicated below. The faculty member and instructional design specialist work together to complete the process as identified in the timeline. With the development of the DELTA team, equipment and software to assist in course design/development will be purchased, and made available, based on institutional priorities and shared governance committee recommendations.

After Curriculum Committee approval of the program or course for distance education delivery, the following process is followed:

- The initiating faculty member, after meeting the faculty readiness standard as outlined, will begin the actual course development with the assistance of the DELTA team.
- A formative review process takes place after at least two weeks of course content has been developed for distance education delivery and a general timeline has been completed.
- The Faculty Course Designer verifies that all support services that are needed for the course offering are in place (library, testing accommodations, etc.).
- At the course mid-term point, faculty member meets with the DELTA team to verify and assist the instructor in making any necessary revisions as the course develops.

The following areas are considered when doing a formative review:

- Curriculum alignment
- Rigor, depth, and breadth of content
- Regular Effective Contact (including instructor to student, student to instructor and student to student initiated contact)*
- Opportunities for student participation and interaction *

- Appropriate technical design*
- Effective policies including drop policy, schedules, due dates, plagiarism/cheating, etc.*
- Variety of learning activities considerate of all learning styles*
- Student assessment activities appropriate to the content*
- Availability of learner support resources*
- Compliance for authentication, Title 5, and accessibility*
- Online vs. Hybrid category for marketing (i.e. are synchronous activities required in a fully online course)

*Assessed via the OEI Online Course Design Rubric ([DE26](#))

Due to the College's comprehensive curriculum process, both distance education and traditionally offered courses are similarly reviewed. As such, the College's distance education students are assured the same articulation rights and degree and certificate applicability as every course in the College Catalog ([DE67](#)). Online courses at Mt. San Jacinto College are deemed the same as the traditionally delivered courses relative to content, expectations, and learning outcomes. Faculty, both full-time and part-time, are provided with ample opportunities to collaborate with department members through the College's extensive professional development offerings ([DE41](#)) and the faculty-driven curriculum, program review, and assessment processes ([DE7](#), [DE21](#), [DE33](#), [DE34](#), [DE35](#)). These systematic evaluation practices provide opportunities for faculty to engage in continuous dialogue and review of courses and programs to ensure they meet generally accepted academic and professional standards and expectation. (II.A.1 and II.A.2)

Student learning outcomes for distance education courses and programs are in place and guide improvements to teaching and learning. Faculty are expected to utilize and assess the same learning outcomes developed for face-to-face courses and provide the assessment results for the courses using online delivery in eLumen. Current Course Outlines of Record (CORs) are housed in CurricUNET, which links to eLumen for the updated and revised course learning outcomes of each course as they change at a faster rate than the COR assessment process requires ([DE24](#), [DE31](#), [DE33](#), [DE66](#)).

Each course syllabus, regardless of instructional delivery, is required to include the most current course learning outcomes for the course. All faculty are required to submit copies of their syllabi to the Office of Instruction for warehousing. Examination of course syllabi are part of every faculty evaluation process. The Academic Senate's Syllabus Checklist notes that CLOs are required elements of course syllabi, and syllabi are posted within the Canvas course management system utilized for every class ([DE31](#), [DE32](#)). (II.A.3)

The College's response to Standards II.A.4 and II.A.5 for distance education is the same, and, therefore not discussed in the Distance Education Supplement.

Data-driven systems and procedures are in place to ensure scheduling of distance education courses that allow students to complete certificate and degree programs within a reasonable period of time. Spearheaded by the Enrollment Management Committee, and executed through dialogue between faculty department chairs and area deans, distance education course offerings align with student needs, program pathways, and student success (DE68). Learning effectiveness and student achievement data is regularly analyzed by faculty through the College's robust program review process to ensure that distance education courses in a sequence or program are enabling students to persist, succeed, and achieve their educational goals (DE7). Through the creation of the DELTA team and the integration of distance education courses under a centralized and coordinated organizational model, as outlined in the Quality Focus Essay, it is anticipated that the scheduling of distance education courses will become more sophisticated and lead to greater reliance on the formation of Student Success Pathways to ensure effective scheduling practices to meet student educational goals. (II.A.6)

To address the needs of online learners, the College has outlined Accessibility and Security Standards in the Distance Education Plan to ensure compliance in the online learning environment:

ACCESSIBILITY AND SECURITY STANDARDS

- Distance education courses provide accessibility with screen readers. Images and links contained in the course website must show alternate text. In addition, all videos will provide closed captioning and accessible formats for all files.
- Courses provide comprehensive written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
- Distance education students have access to sufficient library resources that may include a “virtual library” accessible through the Web.
- Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments.
- Privacy and Protection Standards from FERPA are followed.
- Procedures are in place to help ensure security of student work.
- Students receive clear instructions to save and retain copies of all work submitted electronically.
- Instructors back-up all grade book data.

Through the College's U.S. Department of Education Hispanic-Serving Institutions (HSI) Title V grant program, the College is developing a comprehensive online program and course development plan that provides the infrastructure to (1) assemble online course development teams consisting of faculty/staff and the Instructional Design Specialists to create new online courses where demand is greatest, (2) create model online course shells that can be customized to

fit the unique needs and learning styles of marginalized students and address accessibility and universal design challenges, and (3) provide support for course delivery. The DELTA team provides training and gives presentations to faculty on accessibility within the distance learning environment. Faculty are encouraged to work with the Instructional Design Specialists to ensure accessibility standards are met for each online course ([DE39](#), [DE45](#), [DE69](#)). (II.A.7)

The College's response to Standards II.A.8 through II.A.15 are the same for distance education, and, therefore, not discussed separately in the Distance Education Supplement.

Through the College's comprehensive Program Review and Annual Program Assessment cycle, all programs and/or departments have an opportunity to identify technological needs and requirements ([DE7](#), [DE48](#)). The College's Program Review and learning outcome assessment models have evolved so that specific technology requirements and programmatic needs are identified and integrated into an institutional planning process. Through these evaluation and assessment measures, the College is able to analyze growth patterns, technical readiness, need for faculty hardware and software, and administrative and staffing requirements. Deployment of additional technology resources are, in many ways, based on the findings within Program Review and learning outcomes at the administrative, instructional, and student services division levels.

As with all other institutional units, the DELTA team will be completing a Comprehensive Program Review and Annual Program Assessment for the Distance Education Program in alignment with the College's planning and resource allocation structures. With the DELTA team just recently created in summer 2017, the Comprehensive Program Review and Annual Program Assessment 2017-2020 cycle will be the first opportunity the new unit will have to document and address programmatic needs specific to the Distance Education program ([DE70](#), [DE71](#)). Currently, the Academic Technology Services (ATS) and Information Technology (IT) departments complete a comprehensive program review and annual program assessment specific to the technological needs within distance education ([DE49](#), [DE50](#)). The DELTA team, comprised of faculty, classified, and administrators will complete the first Distance Education program review in spring 2018 along with all other institutional programs and services.

The DELTA team develop program specific learning outcomes and assessment strategies for evaluating the effectiveness at the program level. Course learning outcomes for distance education courses are the same as face-to-face courses, and therefore instructional programs offering distance education courses follow the College's Assessment and Program Review Cycle Expectations guidelines and Assessment and Program Review Calendar adopted by the Academic Senate and the instructional leadership team ([DE46](#), [DE31](#), [DE47](#), [DE51](#), [DE52](#)).

Currently, distance education is decentralized allowing for each instructional (academic or CTE program), student support service unit, and administrative unit to review data and provide analysis regarding their individual distance education needs within the program review process

(DE7, DE54). Through the course learning outcomes assessment and program review processes, faculty review, discuss, and analyze disaggregated student achievement and learning data by a variety of student demographics and modality (DE8). Differences in performance between face-to-face and online delivery are reviewed and discussed within academic departments and noted within the program review process. The results of program review and these other activities are utilized in institutional planning processes, resulting in changes and improvements to distance education courses being supported by the College in a culture of not only continuous improvement but integrated support for programs in which students can succeed. (II.A.16)

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components in Standard II.A. All instructional programs, including distance education, are offered in fields of study consistent with the College's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. Through the comprehensive curriculum review processes, the College ensures that the content and methods of distance education meet generally accepted academic and professional standards and expectations. The College identifies and assesses learning outcomes for all distance education courses using the Colleges Comprehensive Program Review and Annual Program Assessment processes. The College assesses its educational quality through methods accepted in higher education, makes the results of its distance education programs available to the public as part of its regular communication, reports, and plans. The College uses the assessment results to improve student learning, achievement, educational quality and institutional effectiveness.

STANDARD II.B: LIBRARY AND LEARNING SUPPORT SERVICES

EVIDENCE OF MEETING THE STANDARD

As discussed in the College's response to Standard II.B in the Institutional Self-Evaluation Report, the College's Libraries and Learning Resource Centers assure that students enrolled in online courses receive comparable services to those who are taking a traditional face-to-face course. The Libraries and Learning Resource Centers employ several strategies to ensure that students are provided with library and other learning support services and resources.

Approximately 94% of students enrolled in distance education live within the service area boundaries and approximately 68% also considered face-to-face students; therefore, many students are physically present on one of the College's five campuses. To account for this population of students that take both face-to-face, online, or hybrid modalities, both of the

College Libraries (San Jacinto Campus and Menifee Valley Campus) maintain extensive open computer lab space. This space for open computer use allows students who are taking an online or hybrid course an opportunity to access free internet access, computers equipped with Microsoft Office software as well as other software, print stations, and copier machines that they may not have access to at their residence.

All Mt. San Jacinto College students have electronic access to online resources and services. Directly one click off of the College's main website, a Library webpage features a variety of electronic resources available to online students. The comprehensive website allows online students to perform research, access library services, and directly access books, ebooks, articles and databases, textbooks/reserves, DVDs, streaming video, and reference materials ([DE72](#)).

The Libraries serve all students across all disciplines and programs, whether on-campus or online. Libraries provide access to 46,000+ print books, 100+ periodical titles, 225,000+ eBooks, 48+ online databases, 3000+ DVD and CD titles, streaming media and reference materials ([DE73](#)). Print materials may be requested by students and sent to the San Jacinto, Menifee Valley or San Geronio campuses for pick-up. Online resources such as eBooks and databases are accessible 24/7 to all students regardless of location ([DE74](#), [DE75](#), [DE76](#)). The College Libraries' website provides 24/7 remote access for students to search for materials in the online catalog and databases ([DE72](#)). The website allows students to place holds on items for delivery to College learning sites and to renew their Library materials. The Libraries also offer Interlibrary Loan service to supplement its own collections, so that students may request materials not available at the College Libraries ([DE77](#)). Each Library publishes a resources/services guide that provides an overview of Library services and resources ([DE78](#)). The guide is distributed in Library orientations and available in the Libraries and on the Library website.

Fully online literacy orientations were piloted in spring 2017 using Credo InfoLit Modules, and after receiving positive feedback from faculty, the San Jacinto Campus Library has contracted with Credo with full implementation beginning fall 2017 ([DE79](#)). Research assistance is available in person, by phone, e-mail, or Ask-A-Librarian 24/7 live web-based chat service ([DE80](#), [DE81](#)). Ask-A-Librarian chat service is accessible from multiple locations including the Library homepage, inside the Library catalog, inside Ebscohost Collection of Databases, and from the "Contact Us for Help" page. Finally, Library 101 (1-unit online credit course) was offered in spring of 2016 after a four-year absence due to budget cuts ([DE82](#), [DE83](#), [DE84](#), [DE85](#)).

The Learning Resource Centers host an online tutoring service, NetTutor, for all students, especially online students who may not be able to come to campus. Usage of online tutoring has increased as marketing efforts to faculty have increased. Students who use NetTutor have several options: 1) Connect to a live tutor via a whiteboard/chat window, 2) Submit a question to a tutor

in the Q & A center, 3) Submit an essay for asynchronous feedback, 4) Get live help with a paper, and 5) View their archived sessions as a review ([DE86](#)). Currently, students used the “submit an essay” (for English and ESL courses) with 1,446 submissions for the 2016-2017 academic year and “connect to a live tutor” (for Math and science courses) with 1,821 sessions. The Live paper review center had 144 sessions ([DE87](#)). This service has been marketed mostly through faculty buy-in and promotion in classes, and students are encouraged to use the free, online tutoring service to receive tutoring when they are off-site or during hours when the learning centers are closed. Self-paced modules in foundational skills are also available, and are supported by tutoring, for students who wish to study for and retake the placement test, who have dropped a course and wish to review while they wait for the next semester, or for students who need brush up while taking a math or English course. These modules are available through EdReady (English and Math), MathXL, and other programs ([DE88](#), [DE89](#)). (II.B.1 and II.B.2)

The College’s response to Standard II.B.3 and II.B.4 is the same for distance education, and therefore, is not discussed in the Distance Education Supplement.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components in Standard II.B. The College supports student learning and achievement in the online environment by providing extensive library and other learning support services to students. The student learning and library support is sufficient in quantity, currency, depth, and variety to support the College’s distance education student population through the use of electronic databases, online tutoring, and access to learning support services.

STANDARD II.C: STUDENT SUPPORT SERVICES

EVIDENCE OF MEETING THE STANDARD

As presented in the College’s response to Standard II.C in the Institutional Self Evaluation Report, Mt. San Jacinto College ensures that all students, regardless of modality or location, are able to electronically access information related to student support services online. Through the College’s website under the Student Services webpage as well as the College Catalog and Student Resource Guide, Mt. San Jacinto College students are provided with current and accurate student support information ([DE67](#), [DE90](#)). Each of the following core student support services have dedicated websites to deliver and communicate specific student support processes: Assessment and Placement, CalWorks, Career Center, Counseling, Disabled Students Programs and Services, Enrollment Services, EOPS, and Financial Aid. Student registration and application processes are managed through the College’s student portal, EagleAdvisor ([DE91](#),

[DE92](#), [DE93](#), [DE94](#), [DE95](#), [DE96](#), [DE97](#), [DE98](#), [DE99](#), [DE100](#)). This online tool allows students to view grades, transcripts, and register for classes.

Online counseling has recently been launched at the College. Students can make appointments for counseling by calling the Counseling department. As noted throughout the Distance Education Supplement, the majority of online students live within the College's service area and are enrolled in face-to-face classes, therefore, distance education students have full access to counseling services at five campus locations. Equitable access to counseling services at all sites is achieved and maintained through coordinated allocation of human resources that include counselors and support staff as well as new student counseling sessions and online orientations ([DE96](#), [DE101](#)). Counseling orientations in online format provide students comprehensive information about the College's resources and services ([DE102](#)). Regardless of campus site or instructional delivery, students receive appropriate information about matriculation and academic planning. (II.C.1)

The College's response to Standards II.C.2 through II.C.4 is the same for distance education, and, therefore, not discussed in the Distance Education Supplement.

Through the College's partnership with the Online Education Initiative, Mt. San Jacinto College is close to offering an online counseling portal to provide counseling services for students that may be unable to come to campus for an appointment. Sixty-eight (68) percent of students at Mt. San Jacinto College enroll in both face-to-face and online modalities which require that they are on one of the College's campus locations which has accessible counseling resources and support. Online advising is available for questions or inquiries strictly related to general information only ([DE103](#)).

Beginning in 2015, the College deployed Colleague's "Self Service" as a degree audit tool enabling students to have a clearer understanding of their status relative to their respective educational pathway ([DE104](#)). As a result of this improved access to pathway requirements, students are better informed and knowledgeable about their academic progress in relation to the achievement of their educational goal. Students can now view, via Eagle Advisor, the courses they have completed and which courses are still needed to obtain their educational goal ([DE92](#)).

Through several categorical grants, including the U.S. Department of Education Title V STEM Grant and the U.S. Department of Education Hispanic-Serving Institutions Title V Grant program, the College was awarded funds in excess of \$6 million to increase student success and support ([DE39](#)). Together, as a result of these two grants, the College was able to develop an electronic student education plan module. After several years of planning and design, the Student Education Plan Development group comprised of representatives from information technology, instruction, counseling, admissions, enrollment, evaluation, and institutional effectiveness finalized the development of the module and began to pilot implementation in the fall of 2015 ([DE105](#)). Each of the full-time counselors at Mt. San Jacinto College received training regarding

the deployment of the new student education planning module and have implemented the use of the tool in counseling sessions with students. The ability to provide consistent, long-term educational planning resources for students serves to improve student completion outcomes. It is the expectation, as outlined in the College's Quality Focus Essay, that the electronic student education plan module will be available and accessible for students to utilize in their personal educational planning activities. (II.C.5)

The College's response to Standards II.C.6 through II.C.8 is the same for distance education, and, therefore not discussed in the Distance Education Supplement.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components of Standard II.C. As outlined in the Institutional Self Evaluation Report and the Distance Education Supplement, the College evaluates student services programs through the comprehensive Program Review and Annual Program Assessment processes. In this process, the College ensures that the needs of distance education students are considered during this evaluation. The College provides comprehensive information regarding counseling, assessment, enrollment, and other key student service functions on the College's website.

STANDARD III.A: HUMAN RESOURCES

EVIDENCE OF MEETING THE STANDARD

The College assures the integrity and quality of its distance education programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. As discussed in the College's response to Standard III.A.1, Mt. San Jacinto College faculty must meet the minimum qualifications for teaching within a discipline as outlined by the California Community College Chancellor's Office requirements. Through the College's collaboration with the Online Education Initiative (OEI), the College has adopted teaching and learning standards for faculty to teach programs and courses through an online modality. These standards focus on faculty readiness criteria, accessibility and security standards, program review standards, and discipline or departmental-specific standards ([DE4](#)).

The College's Academic Senate developed *Resolutions* focused on recommendations for maintaining high standards of quality in both technology and Distance Education pedagogy ([DE40](#)). All faculty are highly encouraged to participate in the following professional development activities prior to teaching an online or hybrid course at Mt. San Jacinto College:

- Complete Mt. San Jacinto College Effective Practices for Online Teaching (formerly Introduction to Online Teaching & Learning) Workshop as defined by the Educational Technology Committee; or
- Receive a certificate of completion in online teaching from a reliable institution such as UCLA online Teaching Program or @ONE Online Teaching Certificate Program (approved by the California Community Colleges Academic Senate and the CCC Chancellor's Office); or
- Demonstrate prior successful experience in teaching distance education course(s) at Mt. San Jacinto College or another similar institution; and
- Participate in one online professional development activity per academic year ([DE41](#)). Through these Senate-based recommendations, faculty knowledge and requisite skills in the College's online environment are greatly strengthened, leading to improvements in teaching and learning.

As one of the partners with the OEI, Mt. San Jacinto College formally adopted a new course management system in 2015 via recommendations from the Academic Senate and Educational Technology Committee ([DE28](#)). Over a two year period, the College gradually transitioned from Blackboard to Canvas, starting with a small pilot of instructors teaching through the new course management system in fall 2016 and spring 2017. The College fully deployed the Canvas course management system in fall 2017. Throughout the transition, the College provided consistent and continued professional development specific to the migration to Canvas for all faculty. Training occurred face to face via the MSJC Academy and workshops, as well as virtually through webinars and Zoom training sessions. Training was delivered by the Distance Education Faculty Coordinator, the Distance Education Support Services Director, and supported by the College's two Instructional Design Specialists ([DE42](#), [DE43](#), [DE44](#), [DE45](#)). (III.A.1 and III.A.2)

The College's response to Standards III.A.3 and III.A.4 is the same for distance education as noted for face-to-face instruction, and, therefore is not discussed in this supplement.

Mt. San Jacinto College faculty may teach face-to-face, hybrid, and online courses as part of their instructional loads. Per the CTA Contract, faculty may have 100 percent of their base instructional load in hybrid or online as long as they meet mutually agreed upon conditions ([DE106](#)). Faculty, regardless of their teaching modality, are evaluated by their peers using the schedule outlined in the CTA/CWA Contracts ([DE107](#)). As part of the evaluation process for hybrid/online instruction, the supervising dean and faculty peer evaluator observe a class through the course management system and the evaluator uses the negotiated observation form per the contract. The evaluation process ensures that courses are regularly reviewed and are meeting standards such as regular and effective contact, student-to-student contact, and faculty-to-student contact. (III.A.5)

The College's response to Standards III.A.6 through III.A.13 and III.A.15 for distance education is the same as noted for face-to-face instruction, and, therefore is not discussed in this supplement.

The Distance Education program partners with the Professional Development Committee, Basic Skills Committee, and Educational Technology Committee to provide student and faculty development in teaching and learning in online and virtual environments ([DE10](#), [DE108](#), [DE109](#)). The following represents several ongoing technology training opportunities available to faculty and staff:

- Access to OEI developed resources and the CCC Professional Learning Network ([DE110](#), [DE111](#), [DE112](#), [DE113](#))
- Locally developed video instruction in support of CurriUNET ([DE66](#))
- Library on-campus and online catalog resources for the College community
- Professional development website provides access to various on-demand training resources for faculty, staff and administrators ([DE113](#))
- Canvas Subscription Training available to faculty, staff and administrators ([DE114](#))
- Helpdesk resources available to the College community ([DE115](#))

The College's Distance Education and Learning Technology Advancement (DELTA) team provides training and support for the course design and development life cycle. The DELTA team is a newly formed department that was created in summer 2017 to address the institutional need to support and improve distance education practices and student success in the online environment as identified by several Academic Senate resolutions passed in 2016-2017 academic year. The team is comprised of a total of eight (8) resource staff ([DE45](#), [DE63](#)). Faculty are provided with individual assistance through instructional design support by the Instructional Design Specialist positions recently hired by the College ([DE69](#)). In addition to the professional development opportunities provided through the DELTA team for faculty teaching in an online or hybrid format, the College also delivers ongoing workshops and training on Canvas and pedagogical practices in online education during the MSJC Academy and throughout the semester ([DE41](#)). (III.A.14)

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components of Standard III.A. The College has adopted teaching and learning standards for faculty teaching in an online/hybrid modality. Faculty are strongly encouraged to complete the Academic Senate recommended training in order to teach online. The College ensures that faculty are provided with continuous and consistent training opportunities and professional development based on evolving technology and learning needs.

STANDARD III.B: PHYSICAL RESOURCES

EVIDENCE OF MEETING THE STANDARD

The College's response to Standard III.B is the same for distance education as noted for face-to-face instruction and, therefore, not discussed in the distance education supplement.

STANDARD III.C: TECHNOLOGY RESOURCES

EVIDENCE OF MEETING THE STANDARD

As outlined in the College's response to Standard III.C, Mt. San Jacinto College ensures technology resources and services are provided regardless of location or modality. The appropriateness and adequacy of technology resources and services are determined and evaluated through various planning and assessment channels. The College has two departments, Information Technology (IT) and Academic Technology Services (ATS), to support administrative and academic technology services, respectively ([DE116](#), [DE117](#)). The ATS department is the primary unit that provides technological support for the College's distance education program. It is the mission of ATS to provide, repair, and maintain instructional technology that directly supports students; organize instructional technology settings and events; collaborate, communicate and guide faculty and staff to enhance learning outcomes using instructional technology.

As a result of the College's robust data-driven Educational Master Plan and Strategic planning processes that illustrated an institutional need to strengthen the College's capacity to improve student preparation, transition, and successful course completion in distance education and online learning, the College created a new department to specifically support and improve distance education practices and student success ([DE14](#), [DE15](#)). The DELTA team consists of eight (8) faculty and staff under the Dean of Instruction, Academic Computing, Technology and Distance Education within the Instructional Services division. The DELTA team is comprised of the following positions ([DE45](#), [DE63](#)):

- Distance Education Support Services Director
- Faculty Distance Education Coordinator
- (3) Instructional Design Specialists
- Program Support Specialist
- Clerical Assistant IV, Distance Education

- Distance Education Network Coordinator

The College's Distance Education and Learning Technology Advancement (DELTA) team was created in summer 2017 and is responsible for a) assuring that the standards addressed in the Distance Education Plan are met, b) procuring and managing the hardware and software involved in the delivery of distance education courses, c) providing professional development, training and support for faculty, d) developing and supporting student success online materials, assessments, and orientations, and e) providing professional instructional design support for the course design and development life cycle. (III.C.1)

Individual and group assistance is provided through the DELTA team. Faculty are provided with professional instructional design support through the Instructional Design Specialist positions recently hired by the College. In addition to the professional development opportunities provided through the DELTA team for faculty teaching in an online or hybrid format, the College also delivers ongoing workshops and training on Canvas and pedagogical practices in online education during the MSJC Academy and regularly throughout the semester ([DE41](#)).

Mt. San Jacinto College is one of eight full launch pilot schools selected to participate in the Online Education Initiative (OEI) which provides a variety of services including, but not limited to ([DE4](#)):

- 100 percent subsidization of the licensing fees for the Canvas course management system
- NetTutor – 24/7 online tutorial service facilitated by highly qualified tutors using a proprietary whiteboard created specifically for online collaboration in education. The interface provides a large whiteboard canvas area where both the tutor and student are able to type, draw, and use symbols from the subject-specific symbol palette ([DE86](#)).
- VeriCite – plagiarism detection software that has been integrated with Canvas ([DE118](#))
- QUEST for Online Success – includes online student readiness assessment and a series of eleven tutorials covering a range of topics including time management, communication skills, personal support and many other salient topics related to successful online learning ([DE29](#))
- Proctorio software- remote proctoring service to maintain academic integrity during examinations ([DE119](#))
- Online Education Proctoring Network - supports students by offering proctoring service at one of the 19 participating California Community College campuses within a reasonable distance to an online student.
- Cranium Café – meeting and collaboration platform for online counseling ([DE120](#))
- On-Demand Webinars that support faculty technical and pedagogical/andragogical growth

As with all other institutional units, the DELTA team will be completing a Comprehensive Program Review and Annual Program Assessment in alignment with the College's planning and resource allocation structures ([DE7](#), [DE48](#)). Given the recent development of the DELTA team, the first Comprehensive Program Review will be completed in spring 2018 along with all other institutional programs and services. (III.C.2)

The College's response to Standards III.C.4 and III.C.5 is the same for distance education as noted and, therefore, not discussed in the distance education supplement.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components of Standard III.C. Through the College's response to Standard III.C in the Institutional Self-Evaluation Report and the information contained within the Distance Education Supplement, the College assures that technology services, resources, professional support, facilities, hardware and software are appropriate and adequate to meet operational demands of the College's distance education programs specific to teaching, learning, and support services. Through the College's master planning processes and comprehensive program review processes, the College continuously plans for, updates, and replaces technology to ensure the distance education infrastructure, quality, and capacity support the College's mission. Appropriate technological support, training, and professional development is available to all constituents through the development of the DELTA team.

STANDARD III.D: FINANCIAL RESOURCES

EVIDENCE OF MEETING THE STANDARD

All programs, including those utilizing an online modality, undergo an extensive evaluation through the College's comprehensive Program Review and Annual Program Assessment processes, to ensure that programmatic needs are integrated into College-wide planning and resource allocation ([DE7](#), [DE121](#)). Financial resources are sufficient to support and sustain distance education learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of distance education programs and services.

The College's distance education program is a decentralized model in that technological infrastructure and support is coordinated by the Academic Technology Services (ATS) and Information Technology (IT) departments while other programmatic-related costs are distributed throughout various division and unit budgets. Except for major infrastructure costs (hardware,

software, equipment) which is centrally accounted for in the Academic Technology Services (ATS) Department and Information Technology (IT) Department budget development process, each academic program, student service unit, and administrative unit prepares and develops budget requests through the College's Resource Allocation Proposal (RAP) process to account for distance education program needs ([DE121](#), [DE122](#)).

Much of the financial support for distance education is maintained through the College's general fund; however, the College has proactively sought external categorical funding to leverage opportunities to strengthen the College's capacity to expand support and improve institutional outcomes and success of students in distance education and online learning. The Online Education Initiative (OEI) and the U.S. Department of Education Hispanic-Serving Institutions (HSI) Title V Grant Program support the following distance education infrastructure costs:

- 1 Full-time Faculty Distance Education Coordinator position
- 2 Full-time Instructional Designers
- .50 Associate Counselor for Distance Education (First Year Experience)
- Online Tutoring Support (NetTutor)
- Equipment, software, and hardware
- Course Management System – Canvas
- Professional Development and Training
- Renovation and Construction of a Distance Education Center

Fiscal planning takes into consideration the short-term as well as long-term investment needs related to online learning. The College utilizes categorical funds to pilot initiatives to determine effectiveness, scalability, and sustainability. As distance education projects are evaluated and determined to be effective in improving student outcomes, the College uses the RAP process to institutionalize those costs. For example, the College institutionalized, within the general fund, the ongoing expenses related to the College's online tutoring system (NetTutor), even though the service is currently fully subsidized by the OEI ([DE123](#), [DE124](#)). The College also strategically plans for the full institutionalization of all categorically funded distance education positions to ensure the stability and sustainability of the program in the future. The College has planned for the institutionalization of the Distance Education Faculty Coordinator and the three Instructional Designers.

The College has a separate Technology Reserve Fund that supports ongoing costs specific to institutional technological infrastructure needs; however, this reserve fund is typically utilized for Information Technology purposes ([DE125](#)). The College is currently exploring options to create a similar reserve fund to support, sustain, and expand the College's distance education infrastructure as it moves to a centralized organizational structure as outlined in the Quality Focus Essay – Action Improvement Project.

The College's response to Standards III.D.2 through III.D.16 is the same for distance education and therefore is not discussed separately in this supplement.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components of Standard III.D – Financial Resources. The College maintains sufficient financial resources to support distance education. Resource allocations and financial planning are integrated with the College's Comprehensive Program Review and Annual Program Assessment process where all allocations are closely tied to the College's strategic priorities, goals, and mission. Using both general fund and categorical grant funding, the College adequately allocates funding to support distance education infrastructure, hardware, software, and maintenance.

STANDARD IV: LEADERSHIP AND GOVERNANCE

EVIDENCE OF MEETING THE STANDARD

Through the College's participatory governance structure, faculty have defined roles in reviewing and planning student learning to support the College's mission, specifically as it relates to distance education programs and services. Mt. San Jacinto College's distance education efforts are primarily supported by two participatory governance committees, Information Communication and Technology Committee (ICTC) and the Educational Technology Committee (ETC) ([DE9](#), [DE10](#)). Both committees are comprised of faculty, staff, administrators, and students who are integrally involved in the College's distance education efforts ([DE126](#), [DE127](#)). As documented through monthly meeting agendas and minutes, both committees consistently participate in robust dialogue and discussion leading to informed, data-driven recommendations in the College's overall decision-making processes to implement distance education specific programmatic improvements and foster an environment for learning and achievement ([DE19](#), [DE20](#)).

The Academic Senate, Curriculum Committee, Enrollment Management Committee, Title V Grant Steering Committee, Faculty Distance Education Coordinator, and the College's new DELTA team under the purview of the Dean of Academic Computing, Technology and Distance Education, each provide input and leadership to support innovation and continued improvement of student success in distance education ([DE21](#), [DE45](#), [DE63](#), [DE68](#), [DE128](#), [DE129](#)). As documented through the following institutional innovations, the College works collegially to improve institutional practices, programs and services to enhance the quality of online learning, teaching, training, student support, and access:

- Academic Senate’s Resolutions in support of distance education and online learning and teaching ([DE40](#))
- Enrollment Management Committee’s action to improve access and minimize attrition in distance education enrollments prior to census through the adjustment of the “freeze week” ([DE130](#))
- Title V Grant’s Distance Education Success Program creation of online/hybrid educational pathways that provide faculty development, course development support, and student support ([DE39](#))
- Creation of DELTA team from former @ONE staff to support course design, training, and implementation. ([DE45](#))

The College’s established institutional systems and processes ensure effective planning and implementation of distance education program improvements. The College’s comprehensive program review processes and institutional planning efforts ([DE12](#), [DE13](#), [DE14](#), [DE15](#)) illustrate the College’s commitment to developing a robust infrastructure to support online learning.

The College’s response to Standards IV.A.3 through IV.A.7 is the same for distance education as noted for face-to-face instruction, and thus, not discussed in this supplement.

The College’s response to Standard IV.B – Chief Executive Officer – is the same for distance education and therefore, not discussed in detail in this supplement.

The Board of Trustees regularly reviews information and data specific to the College’s Distance Education program. The College provides the Board of Trustees with presentations and updates regarding the quality and integrity of the distance education program and services, including institutional data on student enrollments and success in distance education courses ([DE62](#)). As documented through the Board of Trustees’ agendas and minutes, the governing board takes this information into consideration when discussing and developing relevant distance education policies and approving College goals, priorities, organizational structures, and performance indicators.

ANALYSIS AND EVALUATION

Mt. San Jacinto College meets the distance education components of Standard IV.A. Decision-Making Roles and Procedures. Distance Education at Mt. San Jacinto College is governed by two participatory governance committees, ETC and ICTC with membership representing all constituent groups. The College has demonstrated participatory processes to encourage and promote dialogue about distance education amongst faculty, staff, administrators and students. Roles for each group in the College’s decision-making processes are defined and allow for input from all constituents, including students when making institutional decisions regarding distance education.

The College's response to Standards IV.B and IV.C is the same for distance education as noted for face-to-face instruction, and, thus, not discussed in this supplement.

DE SUPPLEMENT EVIDENCE LIST

<u>DE1</u>	MSJC Mission Statement, Vision, Values Statement
<u>DE2</u>	Institutional Research - Distance Education Enrollment Data
<u>DE3</u>	Institutional Research - Distance Education Residency Data
<u>DE4</u>	Online Education Initiative
<u>DE5</u>	Institutional Research - Distance Education Demographic Data
<u>DE6</u>	Data Repository
<u>DE7</u>	Program Review website
<u>DE8</u>	Program Review Data
<u>DE9</u>	Information Communication and Technology Committee
<u>DE10</u>	Educational Technology Committee
<u>DE11</u>	Institutional Planning Committee
<u>DE12</u>	Distance Education Plan
<u>DE13</u>	Technology Master Plan
<u>DE14</u>	2017-2020 Strategic Plan
<u>DE15</u>	Educational Master Plan
<u>DE16</u>	2011 Substantive Change Report - Distance Education
<u>DE17</u>	Educational Technology Committee Sample Agenda
<u>DE18</u>	Information Communication and Technology Committee Sample Agenda
<u>DE19</u>	ICTC Agenda/Minutes
<u>DE20</u>	ETC Agenda/Minutes
<u>DE21</u>	Curriculum Committee Website
<u>DE22</u>	Curriculum Committee Membership
<u>DE23</u>	Distance Education Addendum
<u>DE24</u>	Course Outline of Record Inventory
<u>DE25</u>	Distance Education Faculty Handbook
<u>DE26</u>	OEI Online Course Design Rubric
<u>DE27</u>	Distance Education Policies/Resources

- [DE28](#) Canvas website
- [DE29](#) Quest Online Success Orientation
- [DE30](#) Online Learning Website
- [DE31](#) Course Learning Outcomes website
- [DE32](#) Syllabus Checklist
- [DE33](#) eLumen Website
- [DE34](#) Assessment Website
- [DE35](#) Course Improvement Plans
- [DE36](#) Course Improvement Plan Data
- [DE37](#) Program Review Data - Institution Set Standard
- [DE38](#) Distance Education Focus Group - Educational Master Plan
- [DE39](#) Title V Grant
- [DE40](#) Academic Senate Distance Education Resolutions
- [DE41](#) MSJC Academy Program/Agenda (2016-2017)
- [DE42](#) Canvas Migration Timeline
- [DE43](#) Distance Education Blog
- [DE44](#) Distance Education Trainings
- [DE45](#) DELTA Team Website
- [DE46](#) Program Review Calendar
- [DE47](#) Assessment Calendar
- [DE48](#) Program Review Templates
- [DE49](#) ATS Program Review
- [DE50](#) IT Program Review
- [DE51](#) Assessment and Program Review Cycle Expectations Guidelines
- [DE52](#) Program Learning Outcomes Website
- [DE53](#) Instruction Organizational Chart
- [DE54](#) Unit Plans
- [DE55](#) Administrative Procedure 4105 - Distance Education
- [DE56](#) College Check In Policy
- [DE57](#) Student Conduct Policy

<u>DE58</u>	Student Acceptable Use Policy
<u>DE59</u>	Faculty Handbook
<u>DE60</u>	Schedule of Classes
<u>DE61</u>	Distance Education Website
<u>DE62</u>	Board of Trustees Distance Education Presentations
<u>DE63</u>	DELTA Organizational Chart
<u>DE64</u>	Curriculum Technical Review Process
<u>DE65</u>	Regular Effective Contact Policy
<u>DE66</u>	CurricUNET
<u>DE67</u>	College Catalog
<u>DE68</u>	Enrollment Management Committee
<u>DE69</u>	Instructional Design Specialist Job Description
<u>DE70</u>	Program Review Handbook
<u>DE71</u>	Program Review Instructions
<u>DE72</u>	Library Website
<u>DE73</u>	Library Program Review
<u>DE74</u>	Library ebooks
<u>DE75</u>	Library Electronic Database Subscriptions
<u>DE76</u>	Library Textbooks
<u>DE77</u>	Interlibrary Loan Services
<u>DE78</u>	Library Services Guides
<u>DE79</u>	Credo
<u>DE80</u>	Research Assistance
<u>DE81</u>	Ask-A-Librarian
<u>DE82</u>	Library 101 Course
<u>DE83</u>	Library Catalog
<u>DE84</u>	EBSCOHOST Collection
<u>DE85</u>	Library Contact for Help
<u>DE86</u>	NetTutor
<u>DE87</u>	NetTutor Data Analytics Report

[DE88](#) EdReady

[DE89](#) Math XL

[DE90](#) Student Resource Guide

[DE91](#) Student Service Website

[DE92](#) Eagle Advisor

[DE93](#) Assessment and Placement Website

[DE94](#) CalWorks Website

[DE95](#) Career Center Website

[DE96](#) Counseling Website

[DE97](#) DSPS Website

[DE98](#) Enrollment Services Website

[DE99](#) EOPS Website

[DE100](#) Financial Aid Website

[DE101](#) Counseling Services Organizational Chart

[DE102](#) Online Counseling Orientation

[DE103](#) Counseling Department Website - Online Advising

[DE104](#) Self Service Module

[DE105](#) Electronic Education Plan Screenshot

[DE106](#) CTA Contract

[DE107](#) CWA Contract

[DE108](#) Professional Development Committee

[DE109](#) Basic Skills Committee

[DE110](#) Lynda.com

[DE111](#) Grovo

[DE112](#) Skillsoft Video Training Libraries

[DE113](#) Professional Development Website

[DE114](#) Canvas Subscription Training

[DE115](#) Helpdesk

[DE116](#) IT Website

[DE117](#) ATS Website

- [DE118](#) VeriCite
- [DE119](#) Proctorio
- [DE120](#) Cranium Café
- [DE121](#) Resource Allocation Proposal (RAP) Website
- [DE122](#) Resource Allocation Proposal (RAP) Template
- [DE123](#) NetTutor RAP
- [DE124](#) Resource Allocation Proposal Spreadsheet 2017-2018
- [DE125](#) IT Technology Reserve Fund
- [DE126](#) ICTC Membership
- [DE127](#) ETC Membership
- [DE128](#) Title V Steering Committee
- [DE129](#) Academic Senate Website
- [DE130](#) Enrollment Management Committee Agenda/Minutes re: DE Freeze Week Change

PLANS EMERGING FROM THE SELF-EVALUATION

PLANS EMERGING FROM THE SELF-EVALUATION

ACTION ITEMS - CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline	Anticipated Outcome
<ul style="list-style-type: none"> • Ensure Consistency of Dual Enrollment Program 	II.A.3 III.A.5	Dual Enrollment Advisory Committee Academic Senate Deans of Instruction Department Chairs	2016-17	<ul style="list-style-type: none"> • Track syllabi submission for all Dual Enrollment program courses • Evaluate syllabi for current Course Learning Outcomes and compliance with Academic Senate Syllabus Checklist • Monitor assessment of CLOs in Dual Enrollment courses • Establish clear evaluation schedules and procedures for all off-site dual-enrollment faculty

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline	Anticipated Outcome
<ul style="list-style-type: none"> Establish Permanent Tutoring Resources at Temecula Education Complex (TEC) 	II.B.1	Vice President of Instruction MVC Learning Center Coordinator TEC Staff	2016-17	<ul style="list-style-type: none"> Improve access to and awareness of FTF tutoring for students in the southern area of the district Creation of new funding for TEC tutoring Creation of clear, measurable goals for meeting students' learning needs at TEC

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline	Anticipated Outcome
<ul style="list-style-type: none"> Refine Early Alert (Early Connect) 	II.B.1 II.C.2	Deans of Instruction and Counseling Learning Centers Information Technology	2016-17	<ul style="list-style-type: none"> Establish Early Alert (Early Connect) within the Instructional Division through the College Learning Centers. Create processes to more effectively communicate with students via faculty, staff, and technology Notify faculty when students satisfy the requirement to access support services Increase retention of students on academic probation

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline	Anticipated Outcome
<ul style="list-style-type: none"> Align Non-Credit/ Continuing Education with Credit Assessment and Evaluation Processes 	I.B.5 I.B.7 II.A.3 II.A.4	Deans and Directors of Non-Credit/ Continuing Education IAPRC Assessment Coordinator	2017-18	<ul style="list-style-type: none"> Establish Program Reviews of Non-Credit/ Continuing Education Programs Monitor assessment of Non-Credit/ Continuing Education Courses Create structured transition processes for students moving from Non-Credit courses into Credit courses

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline	Anticipated Outcome
<ul style="list-style-type: none"> • Create Online Counseling Portal 	II.C.3 II.C.5	Vice President of Student Services Counseling	2017-18	<ul style="list-style-type: none"> • Establish online access to counseling services • Communicate service to constituent groups, students, and the public • Monitor usage of online counseling portal • Establish measures of effectiveness of online counseling

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline	Anticipated Outcome
<ul style="list-style-type: none"> Complete Development of a Comprehensive Employee Evaluation Tracking and Notification Process 	III.A.5	Human Resources Administrators/ Managers Academic Senate	2017-18	<ul style="list-style-type: none"> Ensure that evaluations are submitted in a timely manner for all Mt. San Jacinto College employees Develop an assessment process to provide for continuous improvement of the newly developed comprehensive tracking and notification system Define process for notifying administrators/managers regarding upcoming evaluations for staff/faculty

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline	Anticipated Outcome
<ul style="list-style-type: none"> Establish Total Cost of Operation (TCO) Model 	III.B.4	Physical Resources Committee Budget Committee Institutional Planning Committee College Council	2017-18	<ul style="list-style-type: none"> Integrate Total Cost of Ownership into all projects and new facilities, including all Master Plans and Resource Allocation Proposals (RAPs) Measure the effectiveness of the Facilities Master Plans and the TCO and assess its impact on the strategic plan goals

**MT. SAN JACINTO COLLEGE
QUALITY FOCUS ESSAY**

QUALITY FOCUS ESSAY

INTRODUCTION

Over the course of the last two years, Mt. San Jacinto College underwent an extensive and in-depth period of self-reflection. The Quality Focus Essay (QFE) grew out of not only the comprehensive self-evaluation necessary for accreditation purposes but also from the College's strategic and educational master planning efforts that established short- and long-term institutional priorities for the future.

Guided by these two simultaneous examination activities, the College analyzed past achievements, assessed current endeavors, and considered the future direction for the College. Through the collective review of institutional data and collegial discussion to determine strategies and opportunities for advancement during all-faculty meetings and planning retreats, the College collaboratively identified areas of needed change and development that are anticipated to have the greatest potential to support sustained long-term improvement of student learning and achievement and radically strengthen the College's capacity to advance the mission. The College's Quality Focus Essay has full support of the Academic Senate, faculty, administrative leadership, and staff as a result of this collegial consultative process.

The initiatives identified in the Quality Focus Essay are clearly reflected in the College's strategic and educational master plan and illustrate the College's overall commitment to leveraging institutional momentum, commitment, and resources to ensure that a sustainable infrastructure exists to support the successful implementation and achievement of the College's collective vision for student success.

The Quality Focus Essay outlines two key action projects that are intended to improve student persistence, retention, and successful completion of educational goals at Mt. San Jacinto College:

1. Strengthen institutional capacity to improve student preparation, transition, and successful course completion in distance education and online learning (**Distance Education**); and
2. Create structured educational experiences that support students from point of entry to attainment of educational goal (**Student Success Pathways**)

The following table below identifies the two action projects and the related Accreditation Standards.

ACTION PROJECT	RELATED STANDARDS
Distance Education	○ I.C.4, II.A.1, II.A.2, II.A.7, III.C.4, IV.C.8
Student Success Pathways	○ I.B.4, I.B.5, I.B.6, I.B.8, I.C.2, I.C.4, II.A.4, II.A.6, II.C.5

ACTION PROJECT ONE: DISTANCE EDUCATION

To increase access for Mt. San Jacinto College’s service area population and to meet the ambitious enrollment growth targets set by the California Community Colleges Chancellor’s Office, the College has increased the proportion of distance education/hybrid offerings. The percentage of distance education/hybrid offerings has increased from 11% to 21% with face-to-face enrollment growth remaining relatively flat over the past ten years (2005-2015). In fall 2014, Mt. San Jacinto College offered 220 fully online course sections and 65 hybrid sections which account for 18% of the college’s total course offerings. Approximately 35% of Mt. San Jacinto College students are enrolled in at least one distance education/hybrid course. Of the distance education/ hybrid total course enrollments, approximately 32% are Hispanic students.

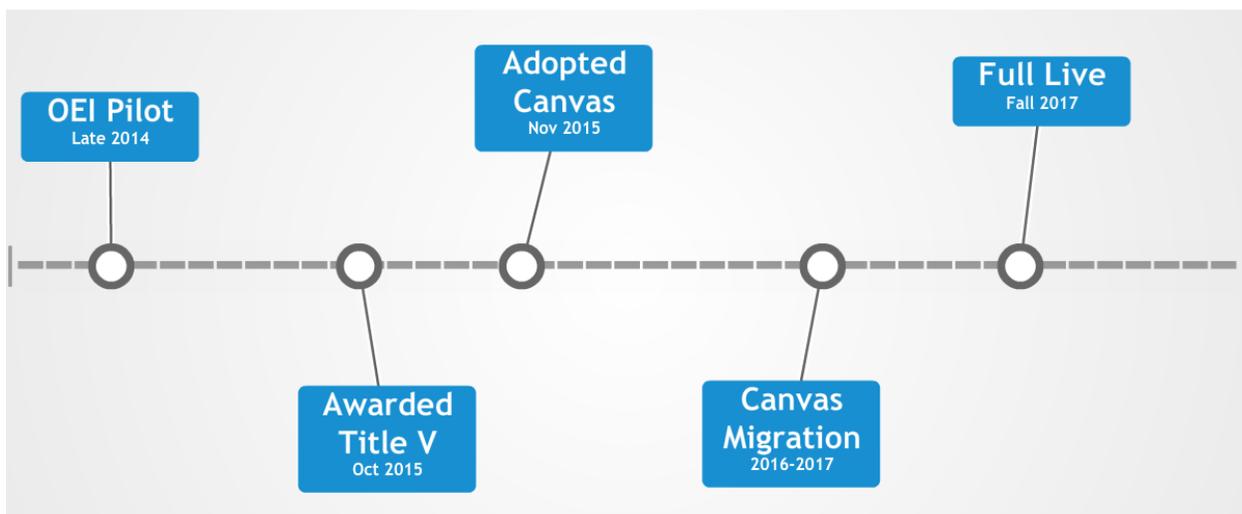
	Course Count	Section Count	Percent Of Offerings	Enrollment Count	Headcount	FTES	Percent Of FTES
SP17							
On-Line	99	309	20%	8,485	4,962	624.7	13%
Hybrid	47	97	6%	2,310	2,110	213.6	5%
FA16							
On-Line	98	275	18%	8,023	4,667	590.8	13%
Hybrid	45	89	6%	2,348	2,103	200.5	4%
SP16							
On-Line	95	260	17%	7,347	4,357	796.6	17%
Hybrid	47	84	5%	1,901	1,721	228.0	5%
FA15							
On-Line	94	251	16%	6,869	4,095	747.0	16%
Hybrid	37	63	4%	1,534	1,420	179.8	4%

Although increasing access to the service area and meeting ambitious growth targets is important, the College must be vigilant in its efforts to maintain a quality learning experience for students. Over three academic years (2011-14), average overall success rates in distance education/hybrid courses are consistently lower at 63% than the more traditional instructional face-to-face modality 70%. However, the success rate of Mt. San Jacinto College students is slightly higher than the state average. Additionally, withdrawal rates are extremely high in the online education environment, with students withdrawing at a rate of 13%. This withdrawal phenomenon impacts students, in lengthening their time-to-completion of their educational goals (degree/certificate/transfer) and increasing the costs of higher education due to students frequently repeating courses. The College's Institution-Set Standard - Success Rate is 66% and the online/hybrid rates consistently fall below this threshold. These differences represent serious barriers for the success of students to achieve their educational goals. Without any mechanisms in place to address for the lower success rates in an online environment, the growth to distance education/hybrid offerings will continue to worsen student success rates, especially for underprepared students.

	Section Count	Enrollment Count	Headcount	FTES	Drop Rate	Success Rate	Fill Rate
SP17							
On-Line	309	8,485	4,962	624.7	N/A	N/A	84.3%
Hybrid	97	2,310	2,110	213.6	N/A	N/A	80.6%
FA16							
On-Line	275	8,023	4,667	590.8	21.9%	60.9%	88.3%
Hybrid	89	2,348	2,103	200.5	14.9%	65.5%	86.6%
SP16							
On-Line	260	7,347	4,357	796.6	20.7%	63%	85.7%
Hybrid	84	1,901	1,721	228.0	15.7%	66.8%	79.6%
FA15							
On-Line	251	6,869	4,095	747.0	20.3%	62.9%	83.5%
Hybrid	63	1,534	1,420	179.8	16.1%	62.5%	82.1%

Approximately 37% of online sections are taught by full-time instructors as compared to 21% of face-to-face sections. The weaknesses and challenges impacting student success in distance education are exacerbated by an insufficient faculty professional development program that lacks standards related to course design, delivery, instruction, and accessibility that are intended to promote a quality learning environment. Considering the extremely large population of first-time students placing into pre-college level courses, it is clear that all faculty have underprepared students in their online classes. The lack of a focused faculty development program leaves instructors ill-equipped to address the challenges students' face and unable to capitalize on instructional strategies that have worked for other faculty in a virtual environment.

As distance education grows at Mt. San Jacinto College, it has become apparent that the existing oversight and organizational structure of the program is inadequate to address the emerging challenges and opportunities associated with the program. Through extensive dialog and discussion during focus groups with faculty teaching in the online environment, students, and administration as well as review of best practice model institutions and corresponding research, the institution has identified a potential opportunity to centralize the distance education oversight, resources, and support services for both students and faculty under a single instructional unit. Currently, the distance education program is decentralized in that faculty that teach in an online environment report to various instructional deans. Additionally, student and faculty support is also dispersed throughout the organization’s various instructional and student support divisions and units. Although faculty receive instructional and technological support through the Academic Technology Services department and the current Dean of Instruction, Academic Computing, Technology and Distance Education – this indirect administrative support is insufficient to make real, lasting, impactful changes in the online teaching environment. It is recommended that the institution explore reorganizing the existing organizational structure so that there is a single-point of contact, administration, supervision, direction, guidance and support related to all distance education related activities.



Over the past several years, Mt. San Jacinto College has made concerted efforts to mitigate the lower success rates in distance education. In 2014, Mt. San Jacinto College was selected as one of eight pilot schools to participate in the Online Education Initiative (OEI), a collaborative effort among California Community Colleges to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. As one of the pilot colleges to participate in a full launch of the OEI, the College engages in several core activities that aim to better serve online students such as the OEI Course Design Rubric, Online Learner Readiness Tutorials and @ONE workshops, Adoption of Canvas as the course management system (fall 2017), and participation in the OEI Consortium along with the Course Exchange.

To support and strengthen institutional capacity for these efforts, the College successfully submitted and was awarded a \$2.6 million U.S. Department of Education Title V Hispanic-Serving Institutions grant in October 2015. In its third year, the College's Title V grant has provided resources and support to create an institutional infrastructure to improve and support the development of quality online education courses, professional development for online education faculty, and creating academic pathways plan in the online environment to support student success, retention, and persistence. The grant has provided financial support to hire key program staff (Distance Education Coordinator and two Instructional Designers) to provide leadership and support to the Mt. San Jacinto College faculty transitioning face to face courses into an online modality, offering faculty/staff orientation, desktop webinars and instructor-led online courses and training, course design and delivery support, and the review and evaluation of course designs.

In addition, the Academic Senate developed Senate Resolutions focused on maintaining a high standards of quality in both technology and Distance Education pedagogy. All faculty are recommended to participate in the following professional development activities prior to teaching an online or hybrid course at Mt. San Jacinto College:

- Complete Mt. San Jacinto College Effective Practices for Teaching Online (formerly Introduction to Online Teaching & Learning) Workshop as defined by the Educational Technology Committee; or
- Receive a certificate of completion in online teaching from a reliable institution such as UCLA online Teaching Program, or @ONE Teaching Certification Program (approved by the California Community Colleges Academic Senate and the CCC Chancellor's Office); or
- Demonstrate prior successful experience in teaching distance education course(s) at Mt. San Jacinto College or another similar institution; and
- Participate in one online professional development activity per academic year. (MSJC Academy, or @ONE Course Development)

DESIRED OUTCOMES AND GOALS

While these efforts described above have elevated the College's Distance Education Program to higher quality standards, College faculty, staff, and administration recommend that additional and sustained attention should be given to ensure continual improvement of the Distance Education Program. Much of the efforts recently implemented are provided by support from categorical programs that will eventually end along with the funding. As such, the College is committed to ensuring that the momentum established for these efforts is sustained.

The following Action Project aims to strengthen institutional capacity to improve student preparation, transition, and successful course completion in distance education and online

learning for the long-term. The College intends to institutionalize the following innovative strategies and goals to improve collaborative practices where virtual learning/teaching strategies are scaled to impact student learning outcomes. These recommendations will ensure that distance education and online learning is adequately resourced and supported, integrates meaningful professional development activities specifically for distance education instructors, improves faculty support in course design and development efforts, and creates intentional communities of practice to foster innovation and promote the scholarship of teaching and learning. The centralized online oversight model will also assure that the standards addressed in the College's Distance Education Plan are met and focus on quality distance education program offerings.

OUTCOMES

- Increase the skills and abilities of online student population to successfully complete distance education course work
- Reduce the attrition rate for online student
- Create supportive virtual learning environments
- Increased academic achievement (course success/retention) in online courses
- Decreased withdrawal rate in online courses
- Increased student persistence fall-to-fall
- Decrease in time-to-degree completion
- Decrease in the number of courses repeated due to failure
- Increase student enrollment in online courses
- Improved transition from face-to-face to distance education/hybrid environment
- Improved postsecondary access for students
- Increase in student academic and technological preparation for online education
- Improve quality of distance education courses
- Improve student engagement and connectedness in distance education modality
- Improve online development, design, and delivery
- Improve technological support for course development and implementation
- Improve faculty readiness to teach online
- Improve teaching and learning professional development opportunities for faculty and staff

GOALS

GOAL 1: IMPROVE INSTRUCTIONAL DESIGN AND OTHER DISTANCE EDUCATION TRAINING AND SUPPORT FOR INSTRUCTORS TEACHING VIA DISTANCE EDUCATION

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Online course development and delivery 2. Assemble online course development teams consisting of faculty/staff and an instructional designer to create new, high-quality online and hybrid courses where demand is greatest 3. Create model online course shells that can be customized to fit the unique needs and learning styles of marginalized students and address accessibility and universal design challenges 4. Provide support for course design and delivery 5. Conduct faculty/staff orientation, desktop webinars, online teaching and learning certificate option 6. Acquire scalable hardware and software needed for course development and implementation 	<p>Faculty & Department Chairs</p> <p>Academic Deans</p> <p>Instructional Designers</p> <p>Distance Education Coordinator</p> <p>DELTA Team</p> <p>Committees: Academic Senate; Curriculum Committee; Professional Development Committee; Educational Technology Committee</p>	<p>District General Fund</p> <p>US Department of Education Title V Grant</p> <p>OEI</p>

GOAL 2: ENHANCE QUALITY AND CONSISTENCY OF DISTANCE EDUCATION AND ONLINE LEARNING INSTRUCTION THROUGH EFFECTIVELY RESOURCED DISTANCE EDUCATION SUPPORT CENTERS

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Professional development and technological support 2. Distance Education Faculty Readiness Program 3. Development of faculty/staff orientation, desktop webinars, instructor-led online courses and self-paced training program 4. Regular instructional design support for distance education faculty 5. Renovation of physical on-site space to house an active DELTA Center laboratory for faculty training and development on both campuses (SJC and MVC) 6. Adopt a comprehensive Online Campus model with centralized oversight/administration, resources, and support services for faculty and students to improve teaching and learning in distance education 7. Design and develop Comprehensive Program Review and Annual Program Assessment for Distance Education Program 8. Creation of a Distance Education Committee – participatory governance 9. Creation of a Distance Education Reserve Budget – General Fund 	<p>Executive Cabinet</p> <p>Faculty & Department Chairs</p> <p>Academic Deans</p> <p>Instructional Designers</p> <p>Distance Education Coordinator</p> <p>DELTA Team</p> <p>VP Business Services</p> <p>M&O Department</p> <p>Institutional Program Review and Assessment Coordinator</p> <p>Committees: Academic Senate; Curriculum Committee; Professional Development Committee; Educational Technology Committee; Institutional Assessment and Program Review Committee; College Council</p>	<p>District General Fund</p> <p>US Department of Education Title V Grant</p> <p>OEI</p>

GOAL 3: DESIGN EFFECTIVE STUDENT ONBOARDING STRUCTURE FOR DISTANCE EDUCATION AND ONLINE LEARNING

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Development of a Distance Education Student Success Program with student support systems and services 2. Provide an updated and expanded online orientation process that includes an assessment/diagnostic for student preparedness and readiness 3. Student tutorial on how to use the online course management system 4. Provide 24/7 access to counseling/advising services comparable to face-to-face students through an online student counseling portal 5. Access to online tutoring, supplemental instruction and expanding other supplemental resources (library, testing accommodations, proctoring) 6. Develop communication systems for informing students and orienting students to distance learning 	<p>Faculty & Department Chairs</p> <p>Academic Deans</p> <p>Instructional Designers</p> <p>Distance Education Coordinator</p> <p>DELTA Team</p> <p>Learning Resource Center Staff</p> <p>Counselors</p> <p>Student Services</p> <p>Committees: Academic Senate; Curriculum Committee; Professional Development Committee; Educational Technology Committee; Student Equity Committee</p>	<p>District General Fund</p> <p>US Department of Education Title V Grant</p> <p>OEI</p>

RESOURCES

The intentionally designed Distance Education Action Project includes essential resources that are required to implement a high-quality online or hybrid credit-bearing and accessible learning opportunity for academically underprepared, high-need, and high-risk students transitioning from face-to-face to online education modalities. The resources include both material and non-material elements such as personnel, materials, facilities, funding, college departmental support, specialized skills/knowledge, and data that are necessary for developing innovative and sustainable Distance Education Action Project.

- Scalable technology, hardware, and software
- Institutional support standards for maintenance & course management system infrastructure
- Trained and dedicated personnel
- Students enrolled in distance education courses
- Physical location to house active lab for faculty training and development – DELTA Center
- Institutional and governance commitment and support
- Effective professional development and training opportunities
- Secure and accurate institutional research and data
- Student support services at a distance, including library, counseling, bookstore, tutoring and enrollment services
- Effective project management

ACTION PROJECT TWO: STUDENT SUCCESS PATHWAYS

Over the past several years, faculty have engaged in various opportunities to examine program completion and the factors that contribute to a student’s journey from admittance to graduation. Several “all faculty” meetings have provided not only opportunities for dialogue and brainstorming but also professional development about various topics, including student engagement strategies, disproportionate impact, complex PTSD, poverty awareness, etc. Statewide initiatives have also impacted the College over the past several years, with the Basic Skills Initiative, Equity grant, California Acceleration Project, and others creating the momentum for needed changes in how the College serves its student population once they arrive on our campuses.

Based on the data tables below, Mt. San Jacinto College awarded a total of 2,175 AA/AS degrees and 152 Certificates in 2016-2017. However, the average number of earned credits for completed programs is well above the AA/AS degree completion 60 unit threshold. Mt. San Jacinto College students earned approximately 79.5 credits for AA/AS degrees in 2016-2017. For certificate program completion, Mt. San Jacinto College students earned an average of 58.9 credits in comparison to the approximate 30 credit threshold necessary for completion of a certificate programs.

Academic Programs Completed

Programs Completed				
Award Types	2014	2015	2016	Total
AA/AS	1,941	2,045	2,175	6,161
CT	183	190	152	525

Average earned credits for completed Programs				
Award Types	2014	2015	2016	Average
AA/AS	80.6	79.0	79.5	79.7
CT	67.1	64.6	58.9	63.8

Over the last three academic years, Mt. San Jacinto College students took an average of 5.5 years to complete an AA/AS degree and 6.1 years to complete a certificate program. It took Mt. San Jacinto College students an average of 2.5 years to transfer.

Programs Completed

Average Years to Complete Program				
Award Types	2014	2015	2016	Average
AA/AS	5.6	5.3	5.5	5.5
CT	6.4	5.9	5.9	6.1
Average	5.7	5.4	5.5	5.5

Transfer Students

Average Years to Transfer				
Ethnicity	2014	2015	2016	Average
African American	2.4	2.5	2.0	2.4
Asian	2.1	2.0	1.4	2.0
Filipino	2.3	2.1	1.7	2.1
Hispanic	2.5	2.6	2.6	2.5
Multi-Race	2.2	2.5	3.1	2.4
Native American	4.6	3.1	0.1	3.6
Pacific Islander	1.5	2.5		2.1
Unknown	4.5	4.8	3.3	4.5
White	2.5	2.7	2.8	2.6
Average	2.5	2.6	2.6	2.5

The data make it clear that students need clearer program pathways in order to achieve their goals. Students at Mt. San Jacinto College take an average of increased student/faculty interaction, active and collaborative learning, increased academic challenge, and enhanced and proactive learning support will also serve to create a directed, focused, and nurturing environment where students are engaged, connected, and valued.

The College is committed to increasing graduation rates and reducing time to completion by creating structured pathways for students that will allow for growth and exploration, encourages and rewards motivation and planning, and creates fewer opportunities for students to lose their way in their educational journey. Minimizing achievement and equity gaps while increasing student engagement will occur at the course level, and program assessment and revision will serve to transform the student experience as they build coursework through programs to completion. Through sustained dialogue across traditionally separated divisions, redesigned

course pathways, and embedded support, the College seeks to link disparate aspects of the College in a way that unifies the support of students as they work toward completing a certificate, degree, or transfer.

<u>6 Success Factors (RP Group)</u>	<u>CCSSE Benchmarks</u>
<ul style="list-style-type: none"> · Directed · Focused · Nurtured · Engaged · Connected · Valued 	<ul style="list-style-type: none"> · Active and collaborative learning · Student effort · Academic challenge · Student-faculty interaction · Support for learners

Utilizing the common themes from faculty dialogue that created the College strategic plan, the overarching success factors identified by the RP Group, and the benchmarks established by the Community College Survey of Student Engagement (CCSSE), the College has established clear goals for its student success pathways program. In the early stages, College faculty and staff will examine course pathways and collaborate on how best to meet outcomes and goals with practices, programs, and interventions. Next, faculty and staff will implement revised course pathways and undertake initial scaling of promising practices followed by initial assessment of pathways, programs, and practices. Institutionalization of proven interventions, programs, and practices will occur after the initial assessments. Counseling and student support services will be integrated into these pathways to make them effective and comprehensive, as well as corresponding support services such as SI, tutoring, and other services. Finally, faculty and staff will conduct overall assessment of course pathways and integrate results into the next accreditation report and future cycle. CCSSE surveys in 2018, 2021, and 2024 will contribute to the planning and assessment of the student success pathways.

DESIRED OUTCOMES AND GOALS

OUTCOMES

- Increase Graduation Rates -- Number of students earning certificates and degrees
- Reduce time to degree completion
- Decrease the average number of units accumulated by students earning associate degrees or certificates
- Minimize achievement and equity gaps
- Increase number of students transferring annually to CSU/UC system
- Increase the percent of CTE program graduates who report being employed in their field of study

- Increase/improve student engagement
- Increase number of students declaring majors
- Increase academic achievement in basic skills
- Decrease withdrawal rates in basic skills
- Increase first year persistence
- Decrease course repeats
- Increase placement into highest appropriate course level
- Improve transition from basic skills to college level
- Improve teaching and learning professional development
- Increase current and prospective student access to electronic education plan

GOALS

GOAL 1: CLARIFY AND DEVELOP CLEAR AND INTEGRATED EDUCATIONALLY COHERENT PROGRAM MAPS THAT INCLUDE SPECIFIC COURSE SEQUENCES, PROGRESS MILESTONES, AND PROGRAM LEARNING OUTCOMES

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Accelerate entry into coherent programs of study 2. Minimize the time required to get college-ready 3. Ensure that students know the requirements to succeed 4. Customize and contextualize instruction 5. Integrate student supports with instruction 6. Continually monitor student progress and proactively provide feedback 7. Reward behaviors that contribute to completion 8. Leverage technology to improve learning and program delivery 	<p>Faculty & Department Chairs</p> <p>Academic Deans</p> <p>Counseling faculty</p> <p>Office of Institutional Research</p> <p>Office of Public Information</p> <p>Committees: Academic Senate; Curriculum Committee; IAPRC; Enrollment Management; Basic Skills</p>	District General Funds

GOAL 2: ENHANCE EARLY ALERT (EARLY CONNECT) COMMUNICATIONS BETWEEN STUDENTS, COUNSELORS, FACULTY AND STUDENT SUPPORT SERVICES

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Ensure that students know that support services are in place to help them succeed within the first few weeks of the semester 2. Continually monitor student progress and proactively provide feedback to both faculty, counselors, and students (“closing the loop”) 3. Pilot technologies to facilitate direct communication with students and to connect students, faculty, and counselors within the same interface 4. Identify support staff and faculty to communicate with student 	<p>Instruction/Non Instructional Faculty</p> <p>Program Coordinators (FYE, Basic Skills, Equity, SI, LRC, Learning Skills, etc.)</p> <p>Counselors</p> <p>Early Connect Support Staff</p> <p>Deans – Academic and Student Services</p> <p>Committees: Academic Senate; SSSP; Basic Skills</p>	District General Fund

GOAL 3: FOSTER AND SUPPORT BROAD AND AUTHENTIC ENGAGEMENT OF COLLEGE FACULTY AND STAFF —IN THE DESIGN, IMPLEMENTATION, EVALUATION, AND ONGOING IMPROVEMENT OF PATHWAYS FOR STUDENTS

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Increase career training and professional development opportunities that enable faculty and staff to collaborate and design effective program pathways 2. Encourage Faculty Inquiry Groups related to topics of faculty engagement/student success pathways/student success 3. Increase opportunities for all faculty dialog and discussion during All-Faculty meetings/retreats/district-wide department meetings/etc. 4. Develop communities of practice around effective pathway design, evaluation, and assessment 5. Increase awareness of internal processes and procedures that impact student learning (success, retention, persistence, transfer), curricular and pedagogical innovation, and student support 	<p>Instruction/Non Instructional Faculty/Counselors</p> <p>Professional Development Coordinator(s)</p> <p>Program Coordinators (FYE, Basic Skills, Equity, SI, LRC, Learning Skills, etc.)</p> <p>Department Chairs</p> <p>Deans – Academic and Student Services Office of Institutional Research</p> <p>Committees: Academic Senate; Professional Development Committee; Student Equity Committee; Basic Skills</p>	District General Funds

GOAL 4: ALIGN COLLEGE-LEVEL PROGRAMS OF STUDY WITH REQUIREMENTS FOR SUCCESS IN EMPLOYMENT AND AT THE NEXT LEVEL OF EDUCATION PURSUED

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Ensure that students know the requirements to succeed 2. Customize and contextualize instruction 3. Leverage technology to improve learning and program delivery 4. Document requirements for success in employment and next level of education 5. Revise programs to align with these requirements when possible 	<p>Instruction/Non Instructional Faculty/ Counselors</p> <p>Deans – Academic and Student Services</p> <p>Career and Transfer Center Staff</p> <p>Instructional Services Staff</p> <p>Committees: Academic Senate; Strong Workforce; Career Advisory; Curriculum Committee</p> <p>*Industry/Business/Community Organizations</p>	District General Funds

GOAL 5: ESTABLISH TRANSFER PATHWAYS THROUGH ALIGNMENT OF PATHWAY COURSES AND EXPECTED LEARNING OUTCOMES WITH TRANSFER INSTITUTIONS TO OPTIMIZE APPLICABILITY OF COMMUNITY COLLEGE CREDITS TO UNIVERSITY MAJORS

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Create clear pathways that lead to transfer to UC or CSU 2. Increase the number of students earning high-quality postsecondary credentials and careers 3. Improve early student awareness regarding requirements for transfer 	<p>Instruction/Non Instructional Faculty/ Counselors</p> <p>Deans – Academic and Student Services</p> <p>Career and Transfer Center Staff</p> <p>Instructional Services Staff (Curriculum/Articulation)</p> <p>Committees: Academic Senate; Curriculum Committee; SSSP; Student Equity Committee</p> <p>*UC/CSU Representatives</p>	District General Funds

GOAL 6: EMBED ACADEMIC AND NON-ACADEMIC SUPPORTS THROUGHOUT STUDENTS’ PROGRAMS TO PROMOTE STUDENT LEARNING AND PERSISTENCE

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Support students through strong advising process, embedded and ongoing in the pathway experience to strengthen awareness about transfer and career goals 2. Ensure students develop a comprehensive student education plan that is accessible online 3. Develop consistent two-year class schedule to align program pathways with offerings 4. Utilize data analytics and metrics to better monitor and make improvements to support student progress (Civitas, Ellucian, etc.) 5. List academic and non-academic supports for students in programs of study and program pages in the College catalog 6. Based on data analysis, expand workshops and events to promote student learning (wider range of academic skills workshops) and persistence (i.e. non-cognitive and non-academic workshops – financial literacy, emotional literacy, etc.) to mitigate achievement and equity gaps 7. Support students’ basic needs (social services, community food pantries, transportation, health center, textbooks, etc.) 8. Increased engagement in student life on campus 9. Revise curriculum, when possible, to include both academic and non-academic support 10. Enhance tutoring offerings to students 11. Reward behaviors that contribute to completion (priority registration, etc.) 	<p>Instruction/Non Instructional Faculty/Counselors</p> <p>Program Coordinators</p> <p>Department Chairs</p> <p>Deans – Academic and Student Services</p> <p>Career and Transfer Center Staff</p> <p>Instructional Services Staff</p> <p>Learning Center and Library Staff</p> <p>Information Technology</p> <p>SGA</p> <p>Office of Institutional Research</p> <p>Student Services Leadership</p> <p>Committees: Academic Senate; SSSP/Student Equity/Basic Skills; Career Advisory; Curriculum;</p> <p>Enrollment Management; Inter Club Council</p> <p>*Community/Social Services</p>	District General Fund

GOAL 7: CREATE OPPORTUNITIES FOR OPEN DIALOGUE AND COMMUNICATION BETWEEN INSTRUCTIONAL SERVICES, STUDENT SERVICES, AND ADMINISTRATIVE SERVICES

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Introduce counselor liaisons to various academic programs as a primary focus to foster working closely with instructional faculty, administration, and staff. 2. Identify Counselor and Department pairings 3. Continually monitor student progress and proactively provide feedback to both faculty and counselors simultaneously via technology (Early Connect) 4. Leverage technology to improve opportunities for open dialog 	<p>Instruction/Non Instructional Faculty/ Counselors</p> <p>Deans – Academic, Student Services, Administrative</p> <p>Committees: Academic Senate; College Council; IPC; Budget; Integrated Basic Skills/Student Equity/SSSP</p>	District General Fund

GOAL 8: CREATE OPPORTUNITIES FOR STUDENTS TO MAXIMIZE SUCCESS THROUGH DEVELOPMENT OF ALTERNATIVE AND SHORT-TERM COURSE PATHWAYS IN BASIC SKILLS

Timeline	Activities	Responsible Parties	Resources
2018-2019	<ol style="list-style-type: none"> 1. Build short term course pathways 2. Promote short term courses to students as an alternate pathway method 3. Create remediation workshops and self-remediation opportunities for students to complete if they would like to re-enroll in the same basic skills course or retake the assessment/placement test 4. Emphasize student completion of basic skills within the first year of study 5. Accelerate entry into coherent programs of study 6. Continually monitor student progress and proactively provide feedback 	<p>Instruction/Non Instructional Faculty/ Counselors/Counseling staff</p> <p>Assessment Center staff</p> <p>Deans – Academic, Student Services, Administrative</p> <p>Basic Skills Coordinator</p> <p>Program Coordinators</p> <p>Office of Institutional Research</p> <p>Committees: Academic Senate; Integrated Basic Skills/Student Equity/SSSP; Enrollment Management</p>	District General Fund

RESOURCES

The Student Success Pathways Action Project includes both material and non-material resources such as personnel, materials, facilities, funding, college departmental support, specialized skills/knowledge, and data that are necessary for developing innovative and sustainable sequencing of courses to improve student achievement and learning.

- Professional development regarding integrating support with instruction
- Guides and information to share with students regarding program sequences and milestones
- Software for greater monitoring of student progress and to facilitate communication with students and between faculty, students, and support services (Starfish, etc.)
- Professional development of faculty and counseling in best practices of using the Early Alert (Connect) system
- IT support for technology, maintenance, and programming
- Additional support staff as Early Connect is scaled
- Training and professional development opportunities for staff, faculty, administrators
- Up to date website information that is accessible and centralized
- Clear Guides and/or Standard Operating Procedures regarding processes that are accessible to all staff and faculty
- Dedicated meeting times for faculty training, engagement, assessment, and design of program pathways (faculty meetings, chair academies, department meetings, etc.)
- Data to facilitate assessment of program pathways
- Scheduling software
- Dedicated meetings for faculty to learn about these requirements and make changes to program pathways
- Research detailing the requirements for success in employment and next level of education
- Targeted advising of students who drop a basic skills course in math or English
- Short term schedules that are disseminated to faculty and students on a regular basis
- Data on short term course success
- Data on success of alternative pathways and self-remediation
- Software for greater monitoring of student progress and to facilitate communication with students and between faculty, students, and support services (Starfish, etc.)
- All college meetings and professional development that integrates divisions and allows for dialogue
- Integrated inquiry groups (including instructional and counseling faculty and staff) to identify best practices in integrating student support into academic pathways
- Counselor and Department assignments

- Time allowed for counselors to meet with academic department chairs, attend department meetings, and co-host department events focused on completion and transfer
- Expanded access to academic advising and planning through faculty advising and more counseling staff
- Campus Health Center(s)
- Community Resources and Social Services
- More avenues for transmission of information to students regarding student learning, non-academic literacy, transfer, and career opportunities
- Guidelines and direction from transfer institutions regarding transfer requirements and preferences
- Data summaries of transfer rates in programs and which institutions accept coursework from the College
- Model pathways from across the state
- Meetings with faculty, counselors (from both the College and transfer level institutions), and articulation coordinator to determine optimal courses in programs and sequencing

ASSESSMENT

The project will employ policies and procedures that promote effective and efficient project management. Inherent in the policies and procedures will be internal monitoring and reporting systems to ensure sound management, effective communication, and efficient project operation leading to the achievement of goals. The plan for ensuring feedback and continuous improvement allows for input at all levels, frequent communications, and meetings. Project management is efficiently organized; duties and responsibilities are clearly defined; timelines will be utilized; and an evaluation plan has been developed to measure the success of the project. The primary responsibility for the Distance Education Action Project will be with the DELTA Team working under the direction of the Vice President of Instruction. The primary responsibility for the Student Success Pathways Action Project will be the Academic Senate. The Academic Senate will appoint an oversight committee to provide support, direction, and monitoring of all activities. The committee will also be responsible for providing systematic information to appropriate individuals throughout the College community and its membership.

Mt. San Jacinto College will assess the total implementation of the activities, provide quantifiable indicators of attainment of objectives, and identify change needed so that the project and its outcomes provide maximum benefit to students and to the College. Comprehensive procedures for summative and formative evaluation have been defined and include extensive internal and external monitoring of progress toward goals and objectives. The evaluation process will be led by departments who will work closely with the Senate oversight committee, and the planning, evaluation, and assessment structures within the College. Definitive timelines have

been established for the completion of project milestones, as presented in the implementation strategies.

Baselines will be established where necessary, as will outcome measures and methods of collecting both quantitative and qualitative data. The Institutional Effectiveness, Research and Planning Office in collaboration with the project lead will conduct statistical analysis, following recommended practices and statistical guidelines. The project lead will document and verify reported accomplishments and will share and disseminate project progress and status with the Academic Senate, Executive Cabinet, the Superintendent/President, and the Board of Trustees.

Measurable objectives for each year will be accompanied by specific anticipated results and will be used to measure success for each activity. Baseline data will be retrieved from academic year 2017-2018 for all baseline measures. Data will be collected primarily by the Director of Research and various College support units through the integrated College management information system student database. The analysis of this data, conducted by the Director of Research and the Project Lead will be used by each College sector as well as College-wide planning committees, Academic Senate, the Administrative and Executive Cabinet and Board of Trustees.

Distance Education Assessment

- Collect and analyze the following data
 - Number of additional faculty certified and delivering online courses
 - Number of faculty participants in online orientation/workshops/training certification
 - Number of students enrolled in online education courses
 - Number of students who successfully complete online courses
 - Number of students who persist term-to-term/fall-to-fall
 - Number/percentage of students retained in online course
 - Number of new online courses developed
 - Number of new course shells developed
 - Number of students utilizing online tutoring, supplemental instruction, counseling modules, and other support systems online
 - Number of students successfully transitioning from face-to-face to online
 - Number of students who graduate, attain degree, and/or transfer
- Assess Distance Education Student Success Program
- Assess online student orientation/assessment/diagnostic
- Assess communication systems for informing and orienting students regarding distance learning
- Assess counseling/tutoring/and other supplemental services online
- Assess Distance Education Readiness Program

- Assess effectiveness of new course designs
- Assess support for course design and delivery
- Assess faculty/staff orientation, desktop webinars, self-paced trainings, online teaching and learning certificate option
- Assess distance education program lab support for faculty training and development

Student Success Pathways Assessment

- Communication with students will be assessed via surveys with students and faculty.
- Data from students who utilize support services will be analyzed against data of those students who do not use support services.
- Surveys of faculty, staff, and counseling
- Yearly assessment of program maps, program pathways via the Program Review process
 - Yearly assessment via Program Review of student progress through programs of study (success, retention, persistence)
 - Yearly assessment to Program Learning Outcomes
 - As part of Program Review, requirements for success in employment or at the next level of education are included in the assessment of program level learning outcomes (PLOs)
 - Yearly assessment of persistence and transfer rates within departments
 - Yearly assessment of time to completion in revised pathways compared to older pathways
 - Yearly assessment of program success (numbers of students served, number of students who utilized support services, number of students no longer on academic probation, withdrawal rates, etc.)
 - Yearly assessment of transfer rates within majors and programs
 - Yearly assessment of course transferability (which courses transferred and to which institutions, with non-transferring courses identified and revised if necessary)
 - Semester assessment of short term course success, retention rates
 - Semester assessment of student persistence in math or English if they take a short term course
 - Yearly assessment of transfer rates of students who take a short term course in math or English
- CCSSE/CCFSSE
- Yearly assessment of website information
- Yearly assessment of Guides and Standard Operating Procedures
- Number of trainings and professional development opportunities
 - Yearly, assess whether the program learning outcomes are leading to greater employability or transfer level success

- Yearly assessment of support mechanisms available to students within the program of study
- Analysis of numbers of students advised in a program of study compared to success, retention, persistence rates
- Yearly assessment of dialog between instruction and student services via a new format
- Numbers of contacts between instructional and counseling faculty via software platform
- Yearly assessment of numbers of student contacts with both counselors and faculty present