

**MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT**

**EDUCATIONAL MASTER PLAN  
2008**



**MT. SAN JACINTO COLLEGE  
San Jacinto Campus  
Menifee Valley Campus**

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# ***CHAPTER I***

## ***INTRODUCTION AND BACKGROUND***

## INTRODUCTION AND BACKGROUND

As part of a comprehensive planning process, the Mt. San Jacinto Community College District (MSJCCD) began the development of this *Educational Master Plan* in the fall of 2007. The principal purpose of the Plan is the preparation for change and growth in the programs and services of the District for fifteen years in the future. The Plan also provides the foundation for a subsequent and related *Facilities Master Plan*.

The *Educational Master Plan* uses measures and methods for projecting the future facilities needs of the District. The important relationship between a college's educational and facilities plans stems from a philosophy that it is the educational programs and services needed by current and future students that should drive the type, size and location of facilities planned and provided.

The processes used in the development of this *Educational Master Plan* include gathering both quantitative and qualitative information about the College and its Service Areas. The research involves using multiple sources to gather information, hard data, and the informed opinions of faculty and staff and of community leaders. Based on the Plan's informational bases, analyses, and subsequent projections, recommendations are made regarding programs, services, and possible size, type and locations of needed spaces.

### THE DISTRICT AND THE COLLEGE

The District came into existence as a result of a vote by the citizens of Banning, Beaumont, Hemet, and San Jacinto in 1962. In the following year, the first classes were held in rented facilities in Banning and Beaumont. A permanent campus began providing classes in 1965 on donated land in San Jacinto.

Just over a decade after the founding of the District, another election effectively doubled the size of the MSJCCD 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. The single-college District is currently governed by a five-member Board of Trustees, with each Trustee representing an area within the District.

Population growth in Riverside County since the 1980s has created pressure on the District to meet the demand with added staff, facilities, and new programs. Since its inception with two permanent buildings in 1965, the San Jacinto Campus has expanded greatly. Growth accelerated in the 1990s. The Alice B. Cutting Business and Technology Center opened in 1993, offering new laboratories and classrooms for upgraded programs. A high tech music building was opened in 1995. Renovations of the Bookstore, Print Shop and Cafeteria, as well as additional office spaces, were completed in 2001. New Child Development and Education facilities followed in 2002.

The Menifee Valley Campus was opened in 1990, and by the end of its first year had enrolled 2,100 students. This campus continues to grow rapidly as more classrooms, laboratory space, and new programs are made available. In 1995-1996, the Allied Health and Fine Arts buildings were added. More classroom spaces were provided in 1997, 2000, and 2004. The Child Development and Education Center opened in Spring 2002. A new Library was provided for the students in 2007 and a new technology facility opened in Spring 2008.

Mt. San Jacinto College, then, offers classes at two large campuses and at a number of off-campus locations. Among the off-campus locations, Temecula is the Center with the largest enrollment. In 2007-08, the District served more than 14,000 students with a comprehensive program of transfer, technical, vocational, and community service programs. Vigorous growth is expected in the second decade of the

twenty-first century. The District is considering its options for meeting the needs of its underserved areas by developing this *Educational Master Plan*.

## PLANNING HISTORY AND PROCESSES

Planning at Mt. San Jacinto College has been conducted with the participation of many constituents and at various times during the history of the College.

Planning activities have included the development of a report titled *Master Plan 2004-2009*. The stated purpose of the report was the development of goals that “represent the areas of highest priority for the District in the next five years.” An academic year was spent in study and preparation for the publication of the report; however, there is no statement that ties it to a next step such as department plans or College budgeting, although the stated goals certainly are at the base of everything the College undertakes.

A second activity completed more recently is the *Education Plan – Academic Programs at the San Jacinto Campus of Mt. San Jacinto College, May 2006*. During the same period, academic and career departments at the *Menifee Valley Campus* developed *education plans*. These plans were intended to be the basis for College program reviews and departments’ annual planning summaries. Progress on these plans has not been reported, and the program review process is being revised before being implemented. Both sets of plans were consulted when preparing this *Educational Master Plan*.

Facilities planning is an ongoing activity at Mt. San Jacinto College although no District *Facilities Master Plan* is in place. These planning efforts include yearly applications to the Chancellor’s Office of the California Community Colleges that place District building projects on the request list for State building funds. This is a critical College function, as State funds are very limited and District timeliness is important in the priority process at the State level. In addition, the Mt. San Jacinto Community College District has developed architectural plans for both campuses and a list of priority refurbishing, remodeling and building projects for the District.

In an attempt to improve its services to District residents, the Board of Trustees placed a ballot measure for approval of capital bond funds on the ballot in 2006; it was not successful. Statewide, many community college districts (more than 60) have passed bond issues and, as a result, have improved their chances of obtaining State funding for projects and have immediately improved their service to students.

The *Institutional Progress Report* submitted by the College to the Accrediting Commission for Community and Junior Colleges in October 2007 includes an extensive list of reports, plans, updates, RFPs and other documents that indicate the range and diversity of facilities planning undertaken by the District.

Nevertheless, over several years, planning has been noted as a recommendation by the Accrediting Commission for Community and Junior Colleges during its regular reviews of Mt. San Jacinto College. Despite various activities conducted over time, what appears to be lacking in the College’s planning is a *comprehensive* process that ties together the following pieces: the District mission; its goals; specific College and department plans that drive facilities planning; a system of budget allocation and program and service delivery – both guided by planning; continuing research leading to the evaluation of programs and services; and a specific and consistent review and improvement cycle leading to regular renewal of programs and services.

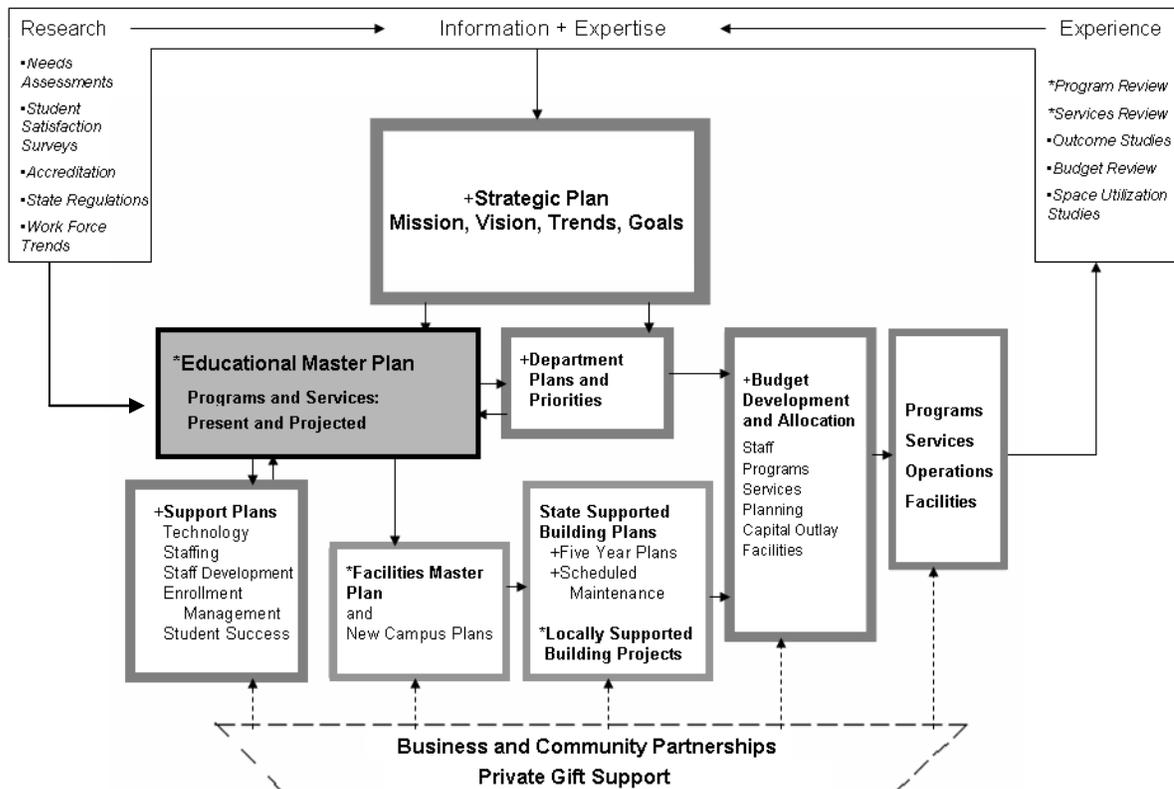
It is also vital to the coordination of planning efforts that administrative positions are aligned closely to each other and to the appropriate offices and that regular communication be implemented between and among the leadership of both campuses. For example, the research and planning function should be tied closely to the offices of the Vice Presidents in some formal way so that priority can be given to programs and services

development, improvement, and outcomes, along with other College-wide planning activities. Planning is most effective if led and supported by the President but coordinated from another office of the College.

An example of a “Comprehensive Planning Process” is illustrated in **Diagram A**. It is recommended that the District adopt this or a similar process that involves the following characteristics:

- 1) It includes *all aspects of planning*.
- 2) It is guided by the development of a *strategic plan* for general direction and goal setting.
- 3) *Facilities planning* is driven by the *Educational Master Plan* and its supporting plans.
- 4) *Department plans* are guided by and, in turn, influence the *Educational Master Plan*.
- 5) *Budget decisions* are influenced by department plans and priorities and the *Educational Master Plan* and the *Facilities Master Plan*.
- 6) *Programs and services* provided are a result of planning.
- 7) Reviews, studies and *research* are conducted and used to improve programs/services.
- 8) *Feedback* from reviews, studies and research are used to develop future plans.
- 9) The *process is a continuous one* that serves to renew and energize the College.
- 10) The process is one that *involves the appropriate constituents* in its development and implementation.

**Diagram A**  
**COMPREHENSIVE PLANNING PROCESS**



\* Regular Cycle Updates  
+ Yearly Updates

GNM PPL  
March 2008

It is also recommended that, when adopted, the Comprehensive Planning Process be *coordinated with the College's shared governance system* agreed to among the Board of Trustees, administration, and College faculty and staff. This system should provide opportunities for faculty and staff input into the process prior to administrative recommendation and Board approval of budget decisions. This recommendation also relates to those made by the Accrediting Commission during visits over the last ten years.

It should be noted that the existing *Master Plan 2004-2009* might serve as a basis for a *District Strategic Plan* if brought up to date and broadened in scope. It should also be noted that this *Educational Master Plan* differs from previous similarly-named documents in that it uses data and information from many sources to project future services and programs needed in the District. Further, based on enrollment projections, it projects the amount of space needed to deliver those programs and services and makes recommendations leading to facilities planning and placement.

**Diagram A** indicates that both the *District Strategic Plan* and the *Educational Master Plan* should then lead to more specific department plans and priorities that guide budget allocations, and to a *District Facilities Master Plan*.

Implementation of a Comprehensive Planning Process will provide many benefits to the College and to the communities it serves. First, the College will be better prepared to anticipate and be responsive to student and community needs. Second, the process provides a basis of information from which to make decisions and change. Third, it also provides a continuing impetus for the improvement of programs. Finally, a related benefit is that it creates opportunities for communication among College staff as well as between the College and its constituents.

The implementation of a Comprehensive Planning Process can begin at any point in **Diagram A**. In other words, this *Educational Master Plan* could be the beginning of a process whereby the College ties all elements of planning together. The process can then be developed "one plan at a time," provided all steps are coordinated and work toward the same end. Although this process may seem onerous, especially in this time of shrinking resources, it has been demonstrated many times that once all the pieces are in place and regularly updated or revised, the outcomes will include more inclusive and fact-based decision making, heightened responsiveness to Service Area needs, more efficient use of resources and time, and less confusion regarding how the College should move forward.

### **THE COLLEGE AND ITS SERVICE AREAS: The View from Outside**

Mt. San Jacinto College has attempted to keep the needs of the communities it serves in mind as it developed programs and services. It has also held excellence in education uppermost as it provided academically outstanding programs and classes to those attending the College.

In order to better understand the communities it serves, the College commissioned a study in 2006 by Sandra Golden and Associates, Inc. The research documented that among those residents who were familiar with the College, it enjoyed a good reputation. Overall, however, many residents lacked familiarity with the College; over half of the respondents gave the College a neutral rating, indicating, according to the study, that "a significant portion of [the constituent] market doesn't really know you [the college]." Study recommendations leaned toward improving communication to the community about what the College is and does.

In preparing for this *Educational Master Plan*, several community meetings were held. Although they were not attended by large numbers of residents, those in attendance provided valuable insight and suggestions about the College's programs and services.

Among the observations were that the College should:

- be more strategic (responsive) in what it offers and where it locates its centers
- offer a variety of career-oriented classes in its off-campus programs, not just basic classes
- offer more online classes and make online registration simple and accessible
- do more outreach to, and support programs for, younger children
- make its admissions and testing processes more accessible
- develop programs to connect middle and high school students to the College that will be continued and supported without interruption when outside funding disappears consider offering more programs in health, hospitality, and other needed fields
- provide more information about the College, what it has to offer and what a “value” it is in order to keep young people from going out of the District to other colleges
- improve technology used in teaching at the College to make programs more challenging to graduates of high schools (which often have better equipment than the College)

Some of the suggestions were based on a lack of familiarity of what the College actually does, as noted in the Golden and Associates study. Others related to the College being more proactive in responding to Service Area needs, suggesting that the College may not have an accurate picture of which classes should be offered. All community participants reported a high level of interest in cooperating with the College and in being available to the College in joint efforts.

Another area of discussion was the need to open regular *communication with local school districts*, both at administrative and faculty levels. The lack of preparation for college English was used as an example; faculty could be communicating specifics about what should be taught to prepare students for college-level courses. Many colleges have formed partnerships in which faculty from both systems meet as teachers of a subject to develop concrete expectations and related content-oriented agreements that can help guide instruction at the secondary level and clarify expectations at the college level.

Some residents thought that *the College* should be seen more as a “community center” – not only for education, but for the arts, employment opportunities and lifelong education. They indicated that relationships with the community must now be rebuilt as part of a coordinated effort led by the new Superintendent/President. They also urged the College to move quickly to hire a new leader who could begin immediately to redevelop community relationships damaged by the loss of a Superintendent/President and the high turnover in administrative positions. Members of the group also mentioned that the College had made a good start by engaging the Dean of Off-Site Programs, and that she has already made a difference by making connections to the business community.

## COMMUNITY PARTNERSHIPS

One of the most important goals of the College is to build and maintain partnerships with its communities and service areas. In order to achieve that goal, staff have developed connections through special relationships in the following areas: partnerships with business and industry, training programs offered for and/or with local businesses, partnerships with schools and colleges, the development of grants that support special programs, participation in regional education and business groups, coordination with other community colleges to encourage a full array of offerings and to avoid duplication, partnerships and participation in workforce development efforts, chamber of commerce memberships and many other

individual and group efforts. A review of the partnerships active in the 2007-2008 academic year included over fifty; some examples follow.

Several departments at the College offer programs in cooperation with agencies or businesses. Examples include the Water Technology Program that works with the Eastern Municipal Water District, and the Landscape Management Program that uses the Menifee Lakes Golf Club as a field study location. An ongoing relationship with American Honda and local Honda dealerships includes review of curriculum, donation of equipment and student internships provided for the College's Automotive Technology program.

One of the most critical partnerships between the business community and the College is that between the Allied Health and Nursing programs and local hospitals, convalescent hospitals, emergency response service providers, and clinics that provide clinical placements for students in those programs.

The College holds memberships in nine chambers of commerce and takes part in activities as staff time permits. In addition, it is also part of a number of multi-agency consortia developed to solve various problems in the Service Area such as the Council for Youth Development, Riverside County and the Riverside Child Care Consortium. In addition, more than 200 participants from local businesses serve as members of program advisory committees for the College's career and technical education programs

A number of consortia and partnerships involving the College, agencies, schools, and other partners work to provide and improve education for youth and residents of the District. They include the Arbor Education Center training at the Oasis Perris Youth Center; the California Family Life Center (Empire and Planet Centers) in Hemet and Lake Elsinore; and the Pass Collaborative serving youth and residents in the San Geronio Pass. Economic development activities involve staff members from the College throughout the area, including Hemet, San Jacinto, the Pass, and other parts of Riverside County. An assistant professor in the Menifee Valley Campus English Department works with the Friends of Temecula Library in their "city-wide read" and the recently-added writing component.

Finally, partnerships between the College and local schools are an important part of what the College emphasizes in its outreach efforts. The College offers a variety of classes at many schools in its District, hosts groups of faculty and administrators to plan cooperative projects; and currently has and continues to develop course-to-course articulation agreements with local high schools. Another example is the Temecula Partners in Education, a group of educators and employers focusing on creating career awareness, career paths and a smooth transition to college. The College also sponsors Student of the Month Programs in Perris, Menifee, Murrieta, Lake Elsinore and Temecula. Students in local schools are honored at events attended by their families as well as school representatives, elected officials, legislators and local business representatives.

Despite the large number of partnerships developed by the College, and perhaps partially because of the size of the District it serves, the College remains unknown to some residents of the community, to school officials and others. Like its student outreach efforts (to be described later in this Plan), partnership development and maintenance appears to require more organization, coordination, development and support from the College.

### **THE DEVELOPING COLLEGE: The View from Inside**

As part of the development of this *Educational Master Plan*, interviews were conducted with each academic and service department in the College. (Those results are described in detail in Chapter III.) In addition, conversations were held with persons in leadership roles to discuss the future of the District as well as the current status of programs and services.

One major theme emerged from this interaction with all the leaders: the need to place *additional campuses or centers* in locations that would better serve the residents of the District. Staff members are well aware of the fact that the District loses students to neighboring districts – in some cases for topographic reasons and in some cases because of programs or courses available in those districts.

Administrative staff members also understand the capital needs of the District, both for renovating existing campuses and for additional facilities. Plans exist for the renovation of the San Jacinto Campus and the completion of additional buildings at the Menifee Valley Campus. Revenue bonds are being used to facilitate remodeling and refurbishing of current facilities. The failure of the bond issue in 2006 has delayed some projects and is preventing the District from capturing additional State building funds.

In the interim, the District is holding discussions regarding possible *solutions for two Service Areas*: the I-15 Corridor (Temecula, Wildomar, Lake Elsinore, Perris) and The Pass (Banning/Beaumont). See Chapter II for a complete description of these Service Areas. The District has opened a leased facility in Temecula and a Service Center in Banning.

The need to recognize the renovation of existing facilities as a priority was also noted among leaders interviewed. In the very near future, a comprehensive planning process that includes an education-driven *long-term District-wide Facilities Master Plan* should consider all aspects of District service improvement including upgrading current facilities, services and programs at new sites, and a long-term plan for supporting the strengths and identities of the current campuses. In addition, since online courses are well received in the District, the long-term plan should include consideration of the role of online instruction in the future of the District and appropriate support and organization for that branch of the College (i.e. a “Virtual College”). Finally, in the development of the Plan, the District should engage in a dialogue that would lead to a vision for the organization of the District in the future. Possibilities include a multi-campus single college district, a multi-college district, or a combination of the two.

There is also agreement among College leadership that additional and better-coordinated outreach and recruitment efforts are needed. Although many outreach programs exist, such as Upward Bound and Talent Search, and several departments are engaged in outreach, an *enrollment management* plan that includes outreach coordination and management should result in improved relationships with local schools and residents and in increased enrollment in the College.

Other suggestions for *improving student access* include making admissions procedures and attendance more convenient for all types of potential students. This includes increasing the availability of counseling; making all parts of the matriculation process available to students in one location and at one time; increasing the availability of child care for both day and evening students; and being proactive in providing training and retraining programs for newly unemployed persons during difficult economic times.

Many College departments are planning or have plans for *new programs or services*. Faculty and staff are aware of the need for maintaining currency in their areas of expertise and concentrate on excellence in teaching and learning as well as providing services that support student success. The College could benefit from a concerted and organized effort to *connect with business, industry* and economic development efforts in the District; the community college should be a vital part of those efforts in any college district. Planning for future programs should include regular assessment of community needs. Expanding current partnerships will also benefit the College as it seeks to expand programs in areas that present the most need for employees.

In addition to financial limitations, the College faces another barrier as it seeks to develop multiple sites to serve the residents of the District and to offer more classes at all sites. In many disciplines, it has become

more difficult to find sufficient numbers of part-time faculty due to a shortage of trained graduates – and possibly due to the somewhat remote location of the campuses from other urban areas. In some departments, classes have been cancelled due to the lack of instructors. The College might consider working with nearby master's degree-granting institutions to develop a *faculty recruitment and training program*.

Concerns were also mentioned in many interviews both at management and staff levels about *the lack of sufficient numbers of support staff and faculty*, particularly full-time faculty. While recognizing that the shortage of funding causes these problems, the concern was for the quality of programs and services.

Many of those interviewed also recognize the difficulties that have been created by the recent *changes in leadership*. Some feel that, as a result of these changes, the connection between some aspects of decision making and the principles and practices of shared governance has been broken. These leaders are hopeful that new and permanent leadership will bring stability and a reinstatement of a climate of shared governance.

Despite financial and other barriers and the many changes the College has undergone in recent months, there is still *a spirit of adherence to excellence in programs and services*. Bringing all the individual efforts of staff and faculty and the joint efforts of College departments together through new leadership and a coherent, organized, well-communicated and consistent planning and development process should bring about an increased degree of efficiency in process as well as improved results.

### **THE COLLEGE AND THE STATE: State Regulations and Limitations**

Perhaps the most daunting challenge in facilities planning and development, and sometimes the least recognized, is the fact that the State of California is the final arbiter in the planning process, no matter the source of funding. Building and renovations for community colleges are controlled by State Code and regulated by the Board of Governors of the California Community Colleges. Whether or not districts use locally approved bond money to totally or partially support development, these regulations must be followed if the District wishes to receive State support for operations, staffing or future projects.

The regulations maintained by the Chancellor's Office of the California Community Colleges (COCCC) that define how many Full-Time Equivalent Students (FTES) must be generated at an off-campus site are being revised. Sections 55180 and 55185 of Title 5 of the California Code of Regulations will represent a change and clarification in the number of FTES required to receive approval for a new center, and will provide the District several options for applying. Action to approve the revised regulations is expected in June 2008.

A second level of approval for community college centers is that of the California Postsecondary Education Commission (CPEC). CPEC Guidelines include the number of acres normally required for different types of centers (depending on whether the center is destined to become a full campus at some point in the future) and the distance (measured by miles, time, traffic or geographic barriers) of the proposed center from other District campuses or centers. The two-level approval process (COCCC and CPEC) generally takes approximately six months to complete after a Needs Assessment is completed and approved by the Chancellor's Office and other appropriate State agencies. A Needs Assessment can be described as an educational and facilities master plan geared toward the development of the new center and also requires several months to complete.

A third agency involved in the approval process for new centers is the California State Department of Finance that reviews the statistical justification for development of the new facilities and must agree with the projections.

In addition, a complex set of rules dictates the amount of space allocated for various types of space based on student enrollment and other factors. Districts maintain a current space inventory related to these categories of space and submit a five-year plan to the State each year. Facilities plans must be related to space utilization. If space is underutilized, the District will not be eligible for construction or operations dollars.

Significant for the Mt. San Jacinto Community College District is that a Needs Assessment is required to obtain both interim and final approval, depending on the number of students at a center and the type of application the District chooses to submit. If the District plans to locate new facilities in either the I-15 Corridor or The Pass Service Areas, planning for new centers in the District should take into account these regulations. Development of the necessary application documents should begin as soon as possible.

## **CONTENTS OF THE EDUCATIONAL MASTER PLAN**

The purpose of this *Educational Master Plan* is to provide a foundation for future planning of programs and services for the residents of the District. While it is recognized that the content of the Plan represents a snapshot in time, it is important that projections anticipate the needs of future students and residents of the District. Constant vigilance in revising the information and assumptions contained in the Plan is needed to maintain currency.

Chapter I introduces important background information, and provides a description of the state of planning in the District. The District and College are described in Chapter II using population, enrollment, and demographic data from which population and enrollment projections are derived. Recommendations are made about programs and sites based on the demographic projections.

In Chapter III, the current educational programs and services of the College are described from both quantitative and qualitative perspectives. This Chapter also projects the future of those programs and services, using data projections as well as the expertise of the program providers – faculty and staff. Each College department is described separately and projected to the year 2020.

Chapter IV of an *Educational Master Plan* serves as the link between educational programs and services and facilities planning. Based on program enrollment projections for the two combined Service Areas, two Master Tables display each department by TOP (Taxonomy of Programs) Codes from the years 2005 to 2020. These enrollment projections can then be “translated” into space qualifications using state standards for community colleges.

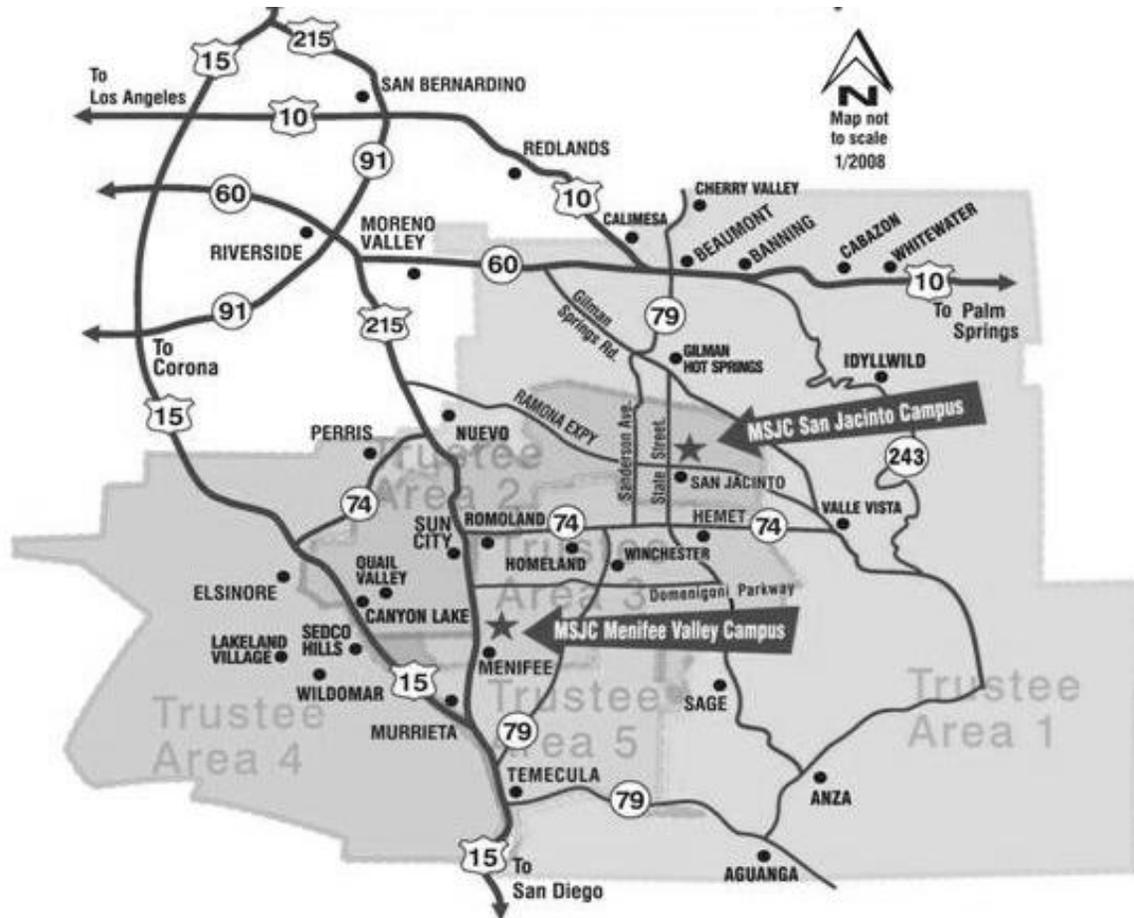
# **CHAPTER II**

## **THE DISTRICT AND THE COLLEGE**

## THE DISTRICT AND THE COLLEGE

The Mt. San Jacinto Community College District (MSJCCD) is located in the southwest corner of Riverside County. **Map 1** shows the location of the District in the western portion of the County, the many highways that serve the area, the general location of the five Trustee Areas, and the communities within the District.

**Map 1**  
**Mt. San Jacinto Community College District**



Source: Western Riverside Council of Governments

Riverside County is one of the fastest growing counties in the State. The eastern portion of the County, along with San Bernardino County, is known as the Inland Empire, although the western portion of the County is sometimes included in that designation. Riverside County is surrounded by the counties of Los Angeles, San Bernardino, Orange, Imperial, and San Diego; it is bordered on the east by the State of Arizona.

Unless otherwise indicated, the statistical and demographic information included here is abstracted from material provided by the Riverside County Center for Demographic Research (RCCDR), the Demographic

Unit of the State Department of Finance (DOF), the Western Riverside Council of Governments, the 2006 MSJCCD *Fact Book*, Demoreports LLC, and the 2000 U.S. Census.

**GEOGRAPHY**

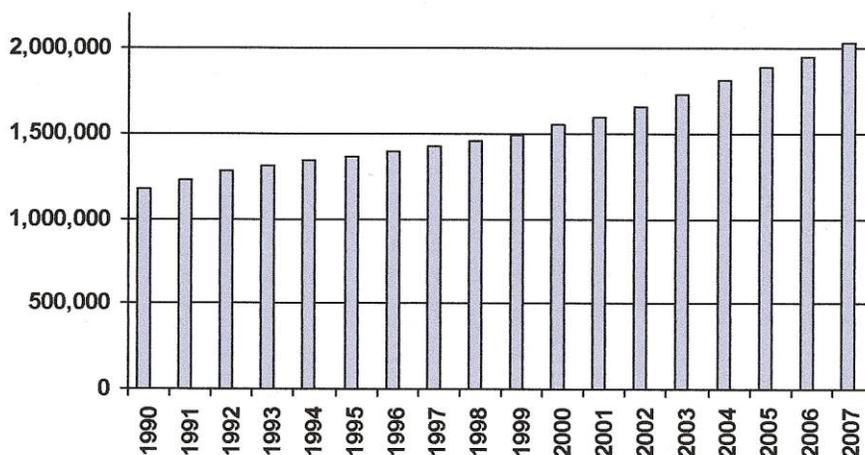
Riverside County, with a massive area of 7,303 square miles, is one of the largest counties in California. Included in the County are at least three distinct geographic areas and five separate areas of tribal lands. The County is a desert dotted with many mountainous bare outcroppings, including the San Jacinto Mountains and the San Bernardino Mountains. The average rainfall is only about four inches a year, and in the summer temperatures range above 100 degrees Fahrenheit. Communities that lie on the western slope of the San Jacinto Mountains, such as Idyllwild, provide some relief from the heat of the valley floor. The San Andreas fault lies between the San Jacinto Mountains and the San Bernardino Mountains to the northeast.

**POPULATION**

Riverside County’s population increased from approximately 1.5 million in 2000 to more than 2 million in 2007. The population is expected to double by the year 2030. MSJCCD’s comprehensive 2006 *Fact Book*, published by the Research Office of the College, contains a wealth of information about the population of the District and of Riverside County, with frequent references to the State of California.

**Table 1** shows the annual increases in population from 1990 to 2007. Net migration of approximately 40,000 people per year accounts for approximately 74 percent of the annual growth. Housing units doubled from about 400,000 in 2000 to more than 800,000 in 2007. Increases of this magnitude are expected in both the eastern and western portion of the County. For example, Beaumont is expected to grow from a population of 21,424 in the year 2005 to 45,029 in the year 2015, an increase of approximately 118 percent (see **Table 2**). It is estimated that Riverside County grew 3.31 percent from 2006 to 2007. During the same period, the population of California and the United States each grew less than 2 percent.

**Table 1  
Riverside County Population 1990-2007**



Source: RCCDR

**Table 2** shows the estimated and projected population of the District for the years 2000 to 2020. The 2000 figure is from the U.S. Census; the figures shown for five-year intervals are projections based on DOF and RCCDR demographics. (No population figures are available for many of the unincorporated communities such as Whitewater.)

**Table 2**  
**2000-2020 Population by Zip Code**

		2000	2005	2006		
U.S. Population		281,421,906		299,398,484		
California Population		33,871,648		36,457,549		
Riverside County Population		1,545,387	1,924,881	2,004,608		
City	Zip Code	Population				
		2000	2005	2010	2015	2020
Banning	92220	23,562	28,283	35,645	42,120	47,684
Cherry Valley (Included in Beaumont)	92223					
Beaumont	92223	11,565	21,424	33,951	45,029	52,591
Cabazon	92230	2,229	2,326	2,444	3,082	3,342
Cabazon	92282					
Whitewater (Included in Cabazon)	92282					
Calimesa	92320	7,139	11,605	15,193	18,267	21,348
Lake Elsinore	92530					
Lake Elsinore	92531	28,928	39,856	51,138	61,045	69,558
Lake Elsinore	92532					
Aguanga	92536	1,105	2,136			
Anza	92539	2,100				
Hemet	92543					
Hemet	92544	58,871	68,589	85,742	100,832	107,533
Hemet (Valle Vista)	92544	10,488	11,747	13,618	15,136	16,897
Hemet	92545					
Hemet	92546					
Homeland	92548	3,710	3,907	4,350	5,211	5,882
Idyllwild/Pine Cove	92549	3,504	3,608	3,619	3,630	3,741
Mountain Center	92561					
Murrieta/Murrieta Hot Springs	92562					
Murrieta/Murrieta Hot Springs	92563	50,866	89,785	103,726	109,715	114,370
Murrieta/Murrieta Hot Springs	92564					
Lakeview	92567	1,619	1,753	1,811	4,281	5,518
Nuevo	92567	4,135	4,588	7,302	9,704	12,895
Perris	92570					
Perris	92571	36,202	46,264	55,799	64,221	71,468
Perris	92572					
San Jacinto	92581					
San Jacinto	92582	23,779	30,008	51,322	68,731	80,922
San Jacinto	92583					
Gilman Hot Springs (Included in San Jacinto)	92583					
Menifee	92584	14,001	18,849	27,813	34,973	41,803
Sun City	92584					
Romoland	92585	2,764	3,801	4,315	4,879	5,290
Sun City	92585	17,773	19,053	19,544	20,968	22,170
Sun City	92586					
Canyon Lake	92587	9,952	11,019	11,137	11,277	11,409
Quail Valley	92587	1,639	2,150	2,156	2,163	2,169
Sun City	92587					
Temecula	92589					
Temecula	92590					
Temecula	92591	66,650	92,382	99,387	103,150	112,551
Temecula	92592					
Temecula	92593					
Wildomar	92595	14,064	18,889	21,003	22,644	24,372
Winchester	92596	2,155	2,391	6,733	7,406	8,295
Perris	92599					
Sedco Hills		3,078	3,274	3,345	3,773	4,083
Lakeland Village		5,626	6,317	6,816	7,319	8,189
<b>TOTALS</b>		<b>407,504</b>	<b>544,004</b>	<b>667,909</b>	<b>769,556</b>	<b>854,080</b>

Source: RCCDR

Using both estimates and projections from the DOF, **Table 3** shows the estimated annual population growth in the unincorporated areas of the County for the years 2000 to 2025.

**Table 3**  
**Estimated Percent of Population Growth in Unincorporated Areas of Riverside County**  
**2000-2025**

2000-2005	2005-2010	2010-2015	2015-2020	2020-2025
31%	25%	10%	12%	15%

*Source: RCCDR and DOF*

**Table 4** shows the adult population (persons 18 years of age and older) in the District. The percentages of adult population vary considerably. Older population centers have a larger percentage of persons 18 years of age and older, and newer population centers have a smaller percentage. This is undoubtedly due to the in-migration of many younger families.

The adult population of the District is used in the calculation of the Participation Rate, which is the number of adult population per thousand who are enrolled in the College. This is an accurate measure of how well a college is meeting the needs of a community. The average statewide Participation Rate is approximately 70. The figures in **Table 4** are useful in demonstrating the District's potential for growth and the need for immediate planning to accommodate the ever-increasing numbers of students to come. Population statistics may vary considerably depending on the source, but the factors included in the analysis and the weight given to each factor must be considered.

A certain conclusion, however, is that the District must be prepared for a large number of students in the decades ahead. Projections about the size of the enrollment increases will be presented later. Aside from the U.S. Census figures for the year 2000 in **Table 4**, the population numbers are estimates, projections and extrapolations. They must be viewed with caution because they are subject to change due to annexations and incorporations. Several other factors could affect the urban population numbers, including the following:

- ◆ The price of gasoline and highway congestion could make commuting less attractive and perhaps even physically impossible.
- ◆ The growing gentrification of the inner cities, which tends to draw people (particularly older persons without children) back to the inner urban areas.
- ◆ The increasing price of housing, which has grown at a rate far greater than the growth of individual income.
- ◆ The availability of potable water.
- ◆ The health of regional business and industry and the availability of employment; it appears many large businesses are abandoning the inner city for suburban areas to find a different labor pool.
- ◆ The birth and death rate in the region.

Many authorities view the shortage of water as one of the most serious problems facing the country today, with increasing population and decreasing water supplies requiring immediate attention. However, the agencies preparing the estimates and projections included here have taken these and other factors into consideration. The inescapable conclusion is that colleges must be prepared to receive a flood of students in the next several decades and begin planning accordingly.

**Table 4  
2000-2020 Adult Population by Zip Code**

		2000	2005	2006		
US Population		202,623,772		215,566,908		
California Population		24,387,587		26,249,435		
Riverside County Population		1,112,679	1,385,914	1,443,318		
City	Zip Code	Population				
		2000	2005	2010	2015	2020
Banning	92220	17,342	20,816	26,235	31,000	35,095
Cherry Valley (Included in Beaumont)	92223					
Beaumont	92223	8,327	15,425	24,445	32,421	37,866
Cabazon	92230	1,605	1,675	1,760	2,219	2,406
Cabazon	92282					
Whitewater (Included in Cabazon)	92282					
Calimesa	92320	5,140	8,356	10,939	13,152	15,371
Lake Elsinore	92530					
Lake Elsinore	92531	18,514	25,508	32,728	39,069	44,517
Lake Elsinore	92532					
Aguanga	92536	796	1,538			
Anza	92539	1,512				
Hemet	92543					
Hemet	92544	7,551	8,458	9,805	10,898	12,166
Hemet (Valle Vista)	92544	45,507	53,019	66,279	77,943	83,123
Hemet	92545					
Hemet	92546					
Homeland	92548	2,671	2,813	3,132	3,752	4,235
Idyllwild/Pine Cove	92549	2,803	2,886	2,895	2,904	2,993
Mountain Center	92561					
Murrieta/Murrieta Hot Springs	92562					
Murrieta/Murrieta Hot Springs	92563	31,690	55,936	64,621	68,352	71,253
Murrieta/Murrieta Hot Springs	92564					
Lakeview	92567	1,166	1,262	1,304	3,082	3,973
Nuevo	92567	2,977	3,303	5,257	6,987	9,285
Perris	92570					
Perris	92571	21,866	27,943	33,703	38,789	43,167
Perris	92572					
San Jacinto	92581					
San Jacinto	92582	18,381	23,196	39,672	53,129	62,553
San Jacinto	92583					
Gilman Hot Springs (Included in San Jacinto)	92583					
Menifee	92584	8,723	11,743	17,327	21,788	26,043
Sun City	92584					
Romoland	92585	1,990	2,737	3,107	3,513	3,809
Sun City	92585	12,797	13,718	14,072	15,097	15,962
Sun City	92586					
Canyon Lake	92587	7,165	7,934	8,019	8,119	8,214
Quail Valley	92587	1,180	1,548	1,552	1,557	1,562
Sun City	92587					
Temecula	92589					
Temecula	92590					
Temecula	92591	43,522	60,325	64,900	67,357	73,496
Temecula	92592					
Temecula	92593					
Wildomar	92595	10,126	13,600	15,122	16,304	17,548
Winchester	92596	1,552	1,722	4,848	5,333	5,973
Perris	92599					
Sedco Hills		4,051	4,548	4,908	5,270	5,896
Lakeland Village		2,216	2,357	2,408	2,717	2,940
<b>TOTALS</b>		<b>281,169</b>	<b>372,367</b>	<b>459,037</b>	<b>530,753</b>	<b>589,444</b>

Source: Adapted from RCCDR

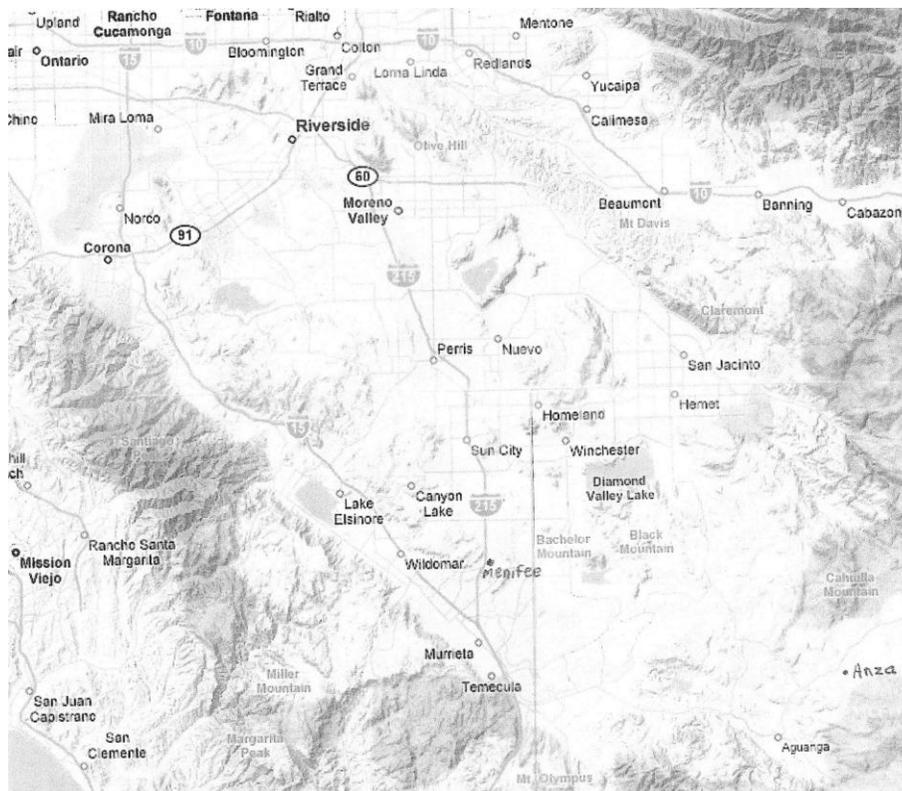
## FOUR SERVICE AREAS

For the purpose of studying enrollment projections, it was necessary to establish Service Areas for the separate colleges and centers.

A Service Area is that area from which a student would likely select a college in which to enroll. For example, a student living in Banning would probably select Beaumont as a center rather than one in Temecula.

Of course, place of residence is not the only criterion used by students to select a college. It is quite possible that students might select a college at some distance in order to enroll in a particular program. However, in general, proximity is a very powerful determinant of college attendance.

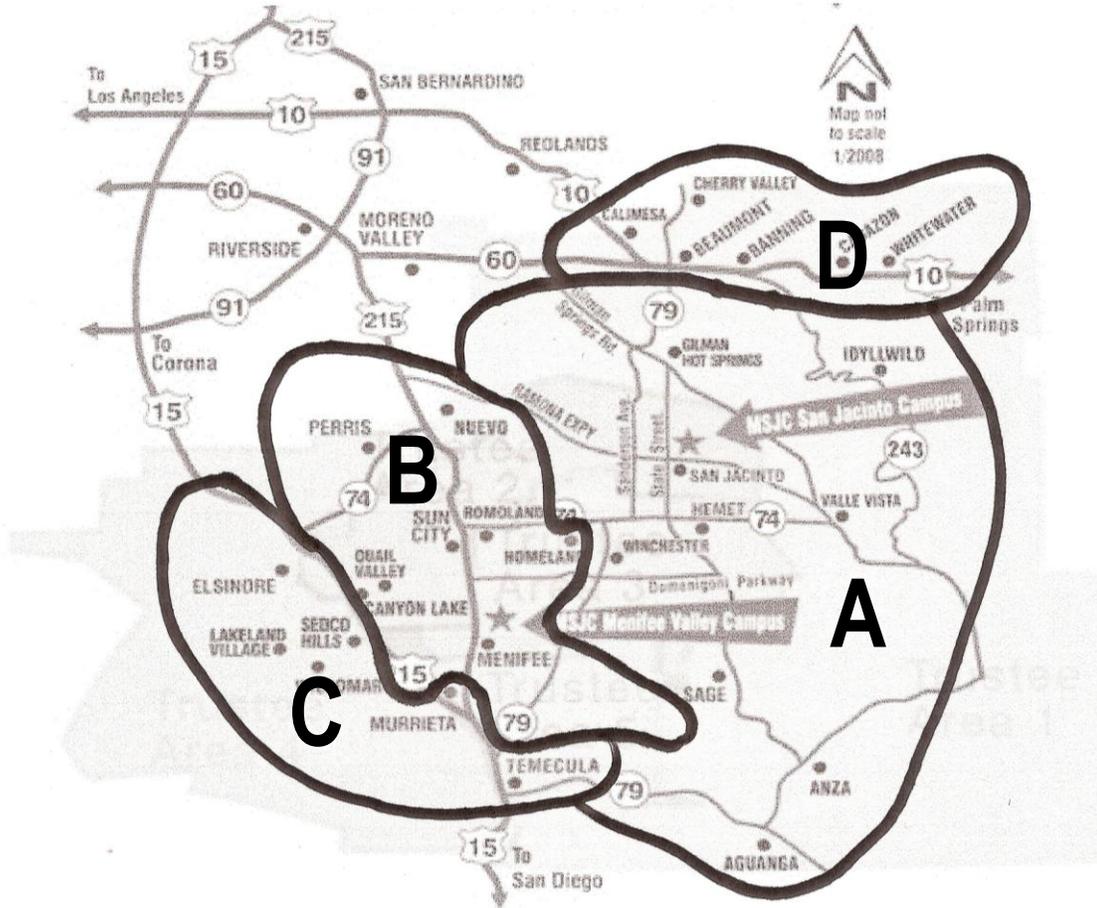
**Map 2**  
**Eastern Riverside County**



**Map 2** indicates how topography can affect enrollment patterns. The locations of the main transportation routes were obviously greatly influenced by the topography of the region, and consequently they run in a generally north-south direction. These transportation routes and topography in turn should influence the location of campuses and centers.

**Map 3**  
**Mt. San Jacinto Community College District**  
**Four Service Areas**

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| <b>A</b> San Jacinto Service Area | <b>C</b> I-15 Corridor Service Area |
| <b>B</b> Menifee Service Area     | <b>D</b> The Pass Service Area      |



Based on transportation routes, the location of existing campuses, population growth and patterns, the location of the urban centers, and the existing underserved areas, the students of the Mt. San Jacinto Community College District could best be served if the District were divided into four Service Areas (see **Map 3**) with separate facilities provided for each area: the two existing facilities at San Jacinto and at Menifee, one in The Pass area, and one in the I-15 Corridor area (including the communities between Temecula and Lake Elsinore).

Following is a consideration of these four Service Areas, which do not necessarily match geographic regions nor the existing Trustee Areas. **Table 5** shows the suggested division of the District into four Service Areas.

The District is usually considered to be comprised of five separate areas. The rural area located in the east and southeast portion of the District contains only a small population in Idyllwild, Pine Cove, Aguanga, Anza and Sage. There has been no discussion about establishing a separate center in this region; students from the area will likely attend either the campus in San Jacinto or a facility to be established in the Temecula/Lake Elsinore region.

**Table 5**  
**Service Areas and Their Cities**

(A) San Jacinto Service Area	(B) Menifee Service Area	(C) I-15 Service Area	(D) The Pass Service Area
San Jacinto	Menifee	Wildomar	Banning
Aguanga	Canyon Lake	Lake Elsinore	Beaumont
Anza	Homeland	Lakeland Village	Cabazon
East Hemet	Lakeview	Murrieta	Calimesa
Gilman Hot Springs	Perris	Sedco Hills	Cherry Valley
Hemet	Quail Valley	Temecula	Whitewater
Idyllwild	Romoland		
Mountain Center	Sun City		
Pine Cove	Nuevo		
Sage			
Valle Vista			
Winchester			

- ◆ The Pass Service Area in the north along Highway 10 includes Cherry Valley, Whitewater, Calimesa and neighboring communities. Planning is already underway for the establishment of a center in that area. The District already owns sufficient land on which to build a center near Banning. That land is not served by any utilities and at the moment is not usable for College purposes.
- ◆ The area around San Jacinto and Hemet is another separate area in which the original college is located. The 2006 *Fact Book* states that the San Jacinto area in particular is slated for the fastest growth in the near future. It is likely that Pine Cove and Idyllwild would be included in that service area.
- ◆ The Menifee area includes all the territory from Menifee north to Perris and the communities in between. It has a large population and is slated to grow in the future. Students from this area are likely to attend the Menifee Valley Campus.
- ◆ The fourth area includes the territory between Temecula and Lake Elsinore. It also has a large and growing population. The District has leased temporary facilities in the Temecula area, which could accommodate approximately 1,000 full-time equivalent students (an enrollment of approximately 3,000). The building has classrooms but no laboratories, meaning it would not be possible to offer a full program in those facilities, and many students from the Temecula/Lake Elsinore areas would continue to attend classes at Palomar College. In any case, it seems more logical to establish a center in the Wildomar area, close to the center of the Service Area. Establishing a center there would also have the advantage of reducing student travel time required to reach a center in an area.

The distance between the facilities in this scenario is very small, and considerably less than the Chancellor's Office has required in the past for new centers. However, distance may be mitigated by the geography and topography of the area as well as the fact that the main transportation corridors run north/south, with only Highway 74 and Highway 10 providing east/west access.

## DEMOGRAPHIC FACTORS

One of the very important changes that has occurred in community colleges is the expansion of inclusiveness in terms of age, gender and ethnicity. Community colleges now offer programs in English language development, skills training, skills upgrading, retraining, women's studies, ethnic studies and, of course, the traditional academic and technical programs. This comprehensive program attracts the wide range of students referred to previously. For this reason, it is imperative for community colleges to conduct regular studies of potential student demographics to determine whether the needs of the community are being addressed.

Many external factors have an effect on community college enrollments. For example, poor economic conditions cause many in search of employment to enroll in college to retrain or upgrade their skills. Experience has shown that community college enrollments are counter-cyclical. For example, downturns in business in a community often result in increases in community college enrollments.

Aging populations will have an effect on the age groups within the college. Seniors seeking new intellectual, cultural and recreational outlets will depend upon the community college for continuing education. The increasing needs in health care have already had an impact on demand for community college programs, and with the possible advent of more widespread health care, there will be a need for retraining for many future students.

**Table 6**  
**Comparison of Age Groups**  
**Community Colleges Statewide and MSJCCD**  
**2005 Percentages**

Students	19 or less	20-24	25-29	30-39	40-49	50+
CCC Statewide	24%	28%	12%	14%	10%	12%
MSJCCD	28%	28%	10%	15%	11%	8%

*Source: MSJCCD Fact Book 2006*

### Age

As part of this Educational Master Plan process, the age ranges of students enrolled at Mt. San Jacinto College, residents in its service areas, and statewide community college students were collected and analyzed.

**Table 6** shows a comparison of community college students statewide with the students attending Mt. San Jacinto College. A significant difference appears in the 50+ age group: 12 percent statewide compared with the College's 8 percent. This could be the result of the rapid movement of younger families into the District. It could also indicate that the College should investigate whether the 50+ age group is being well-served.

**Table 7** shows estimates of the District population by cities, zip codes, and age groups for the year 2007. The differences between and among the age groups are not great and probably not statistically significant. However, some patterns are interesting:

- ◆ In the 15-19 age group, Perris and Cabazon have the highest percentages, while Sun City, Idylwild, Homeland, and Mountain Center have the lowest percentages.
- ◆ In the 20-29 age group, Whitewater and Cabazon have the largest percentages, while Sun City, Temecula and Mountain Center have the smallest percentages. Most of the percentages closely reflect the total population percentages; the differences appear to be insignificant.

**Table 7**  
**MSJCCD Population by Cities, Zip Codes and Age Groups**  
**2007**

City & Zip Code(s)	Total Estimated Population	15-19		20-29		30-39		40-49		50+	
		#	%	#	%	#	%	#	%	#	%
Banning 92220	36,477	2,736	7.5%	4,789	13.1%	3,843	10.5%	4,196	11.5%	13,673	37.5%
Beaumont 92223	21,354	1,603	7.5%	2,792	13.1%	2,411	11.3%	2,800	13.1%	7,059	33.1%
Cabazon 92230	2,693	246	9.1%	427	15.9%	315	11.7%	386	14.3%	704	26.1%
White Water 92282	2,305	197	8.5%	370	16.1%	266	11.5%	298	12.9%	673	29.2%
Calimesa 92320	8,411	604	7.2%	1,064	12.7%	875	10.4%	1,157	13.8%	3,168	37.7%
Lake Elsinore 92530, 92532	60,973	5,384	8.8%	8,801	14.4%	8,036	13.2%	9,379	15.4%	13,784	22.6%
Aguanga 92536	9,146	790	8.6%	1,105	12.1%	1,083	11.8%	1,564	17.1%	2,431	26.6%
Anza 92539	4,610	362	7.9%	577	12.5%	401	8.7%	605	13.1%	1,821	39.5%
Hemet 92543, 92544, 92545	109,441	7,730	7.1%	13,566	12.4%	11,661	10.7%	12,925	11.8%	38,494	35.2%
Homeland 92548	4,298	297	6.9%	522	12.1%	416	9.7%	497	11.6%	1,742	40.5%
Idyllwild 92549	989	60	6.1%	120	12.1%	89	9.0%	140	14.2%	449	45.4%
Mountain Center 92561	2,424	132	5.4%	242	10.0%	210	8.7%	323	13.3%	1,188	49.0%
Murrieta 92562, 92563	76,354	6,598	8.6%	10,313	13.5%	13,408	17.6%	12,116	15.9%	21,293	27.9%
Nuevo 92567	10,414	899	8.6%	1,466	14.1%	1,116	10.7%	1,688	16.2%	3,172	30.5%
Perris 92570, 92571	86,291	8,186	9.5%	13,272	15.4%	11,156	12.9%	11,672	13.5%	18,615	21.6%
San Jacinto 92582, 92583	38,831	3,151	8.1%	5,198	13.4%	4,554	11.7%	5,037	13.0%	11,806	30.4%
Menifee 92584	10,739	888	8.3%	1,392	13.0%	1,161	10.8%	1,688	15.7%	3,324	31.0%
Sun City 92585, 92586, 92587	51,100	3,493	6.8%	5,622	11.0%	4,745	9.3%	6,418	12.6%	21,540	42.2%
Temecula 92590, 92591, 92592	110,328	9,789	8.9%	11,664	10.6%	13,796	12.5%	18,485	16.8%	26,501	24.0%
Wildomar 92595	27,906	2,448	8.8%	3,797	13.6%	2,066	7.4%	4,465	16.0%	7,952	28.5%
Winchester 92596	5,870	1,326	8.6%	2,062	13.4%	1,833	11.9%	1,519	9.9%	4,252	27.6%

Source: RCCDR

- ◆ In the 30-39 age group, only Lake Elsinore and Murrieta have percentages above the overall percentage of 12.1; Murrieta's average appears to be significantly higher, while Wildomar's percentage appears to be significantly lower in this age range.
- ◆ In the 40-49 age group, Aguanga, Murrieta, Nuevo, Temecula and Wildomar have percentages above the overall percentage, probably due to the influx of new residents.
- ◆ On the other hand, in the 40-49 age group, Banning, Hemet, Winchester, and Homeland have lower percentages. The variations do not appear to be significant, but the differences seem to contradict the construction boom of recent years.
- ◆ In the 50+ age group, Homeland, Mountain Center, Idyllwild, Sun City, Calimesa, Anza, Hemet, and Banning have the highest percentages among the cities, apparently significantly higher than the percentage in the total population. The three lowest percentages in this group are found in Perris, Lake Elsinore, and Temecula.

A review of the numbers in **Table 7** reveal that the cities with high numbers of residents in the two age groups between 15 and 29 fall into patterns which should be considered as the College develops its enrollment management strategies. In the I-15 Corridor Service Area alone, there are nearly 60,000 residents in this cohort.

In The Pass Service Area, Banning, Beaumont, and Cabazon have a total of nearly 13,000 residents in the 15-19 and 20-29 age groups. The Menifee Service Area, which includes Perris, numbers nearly 30,000 residents in these two age groups. Although the San Jacinto Service Area has fewer residents in the 15-19 age group, total numbers in the 15-29 group are 33,050, with two-thirds of them in the 20-29 group.

At the other end of the continuum, the numbers of residents in the 50+ age group are certainly worth considering as the College puts together a more detailed demographic enrollment management plan. The four communities with the highest percentages of residents in the 50+ group (Homeland, Idyllwild, Mountain Center and Sun City) have a total of 24,919 residents in that group. An additional 82,517 residents in the 50+ age group live in cities (Banning, Beaumont, Calimesa, Anza, Hemet, Nuevo, San Jacinto and Menifee) with a higher than average percentage of residents in that age group (see **Table 7**).

Other figures indicate that, of the 203,641 District residents in the 50+ age group, 40 percent are over 70 years of age and 62 percent are over 60 years of age. A clear opportunity exists for the College if it is interested in developing additional programs and services for these residents.

**Table 8**  
**MSJCCD Age Group Percentages by Campus, Center and District Adult Population**  
**2006**

Students	19 or less	20-29	30-39	40-49	50+
Menifee Valley Campus	39%	32%	10%	7%	3%
San Jacinto Campus	34%	29%	12%	8%	5%
Temecula Centers	34%	29%	12%	11%	4%
Other Off Campus Sites	37%	31%	11%	7%	4%
District Adult Population	31%	13%	12%	14%	30%

Source: MSJCCD Fact Book 2006 and Other Sources

**Table 8** shows a comparison between the District's adult population age groups (by percentages) and the enrollment at each of the campuses and the College's off-site locations. Using this general indicator, the College appears to be serving some age groups well. The most obvious gap is between the percentage of older adults (50+) enrolled at the College and the percentage of the adult population in the District. As indicated previously, service to this portion of the community should be made an important part of the District's enrollment management planning as soon as possible.

**Table 8** also indicates that the College could be attracting more of the 40-49 age group. It is possible that this group will be among those in need of skills upgrading or retraining, and this population should be addressed through a needs assessment and then through targeted public information.

### Ethnicity

**Table 9** displays the division of ethnic groups from the national to the campus level. This is a simplified classification not frequently used because it does not take into account subdivisions of some ethnic groups and also multi-racial groups. However, the differences between the national and state levels are striking. California has a much higher percentage of Asian and Hispanic residents and a lower percentage of African American and White residents. Of particular note is the difference in the Hispanic population: the California rate (35 percent) is more than double the national rate (14 percent).

**Table 9**  
**Ethnicity by County and Campus**  
**2005 Percentages**

Level	Asian	African American	Hispanic	Native American	White
U.S.	4%	12%	14%	0.2%	80%
California	12%	7%	35%	1.0%	77%
Riverside County	5%	6%	42%	0.5%	45%
Menifee Valley Campus	10%	6%	25%	1.0%	49%
San Jacinto Campus	3%	11%	31%	2.0%	44%
Temecula	9%	6%	24%	1.0%	47%
Other	19%	3%	47%	1.0%	23%

Sources: RCCDR and MSJCCD Fact Book 2006

Differences between California and Riverside County are also notable. The County has far fewer Asian persons, about the same percentage of African American persons, a considerably higher percentage of Hispanic persons, fewer persons of Native American origin, and a much smaller percentage of White persons. All studies indicate that the fastest growing ethnic group is the Hispanic population, and it is estimated that by the next decade this group will be the majority in California and certainly in Riverside County.

The Menifee Valley Campus and the San Jacinto Campus differ significantly. The former enrolls a higher percentage of Asian, Native American and White persons, and a lower percentage of African American and Hispanic persons. While these differences are significant, it is possible that they are reflections of residence within the District rather than the ability of the campus to attract minority students. It is possible that the majority of the African American population lives in the eastern portion of Riverside County. Forty-two percent of the population in Riverside County is of Hispanic origin. At the Menifee Valley Campus, however, only 25 percent of the students are Hispanic, with only a slightly higher percentage evident at the San

Jacinto Campus. This situation requires study, and special attention should be given to language, developmental and transfer courses needed by these populations. During the next decade, both campuses will undoubtedly see the Hispanic category as the majority on campus.

The numbers in the "other" category, which includes all of the other centers and also the Banning/Beaumont Center, are notable. The percentage of Asian students is higher than in any other category, both nationally and statewide. On the other hand, the percentage of African American students is the lowest in the entire range. The percentage of Hispanic students is higher than any other percentage in that range. The percentage of White students (23 percent) is the lowest in the entire classification. While an explanation for these numbers is beyond the scope of this study, it is obvious that the other centers are drawing from a different population than the Meniffee Valley and San Jacinto campuses. With the possible exception of the Hispanic population, the District appears to be serving the needs of minority populations very well.

### **Economic Conditions**

At the time this Plan is being written the country appears to be about to enter a period of recession, and it is difficult to forecast economic conditions. Some of the signs pointing toward a recession include the decreasing value of the American dollar, the ever-growing trade deficit, slow or no job increases, the loss of jobs in manufacturing due to outsourcing, the change to a service-oriented economy, and growing inflationary pressures particularly in the area of food and fuels. Another important factor in the move toward recession is the crisis in the housing industry and in the mortgage market. A period of recession could mean that precipitous growth in population in suburban areas may not happen as expected, and community colleges may suffer a loss in revenue and funds for capital outlay.

Because community colleges are the primary engine for retraining and upgrading, a recession is an unfortunate occurrence. In periods of recession, community college enrollments are likely to rise because they are counter-cyclical. Increases in enrollment at the same time that colleges are experiencing decreases in revenue can mean financial distress. A recession at this time would be particularly unfortunate for the MSJCCD as it faces the necessity of refurbishing the San Jacinto Campus and developing new facilities both in The Pass and the I-15 Corridor. Although the future for building looks bleak, the District should prepare needs studies for these centers and continue to seek sources of funding for refurbishment of the San Jacinto Campus.

Riverside County has experienced a long period of commercial and industrial growth, an essential part of increasing tax revenues. However, most of this growth has occurred in the eastern portion of the County. Growth in the western part of the County has been typified by the expansion of multi-family and single-family homes. The tax revenue from such development seldom covers the cost of infrastructure and social services, and financial distress increases in direct proportion to the number of single-family homes built.

Community colleges will experience growth in the 18-to-20-year-old age group of students because the costs of other forms of higher education are very high, while at the same time there will be a lack of employment opportunities for people in that age group. There will also be an increase in the number of persons 20 to 50 years old who are seeking retraining or upgrading, again due to the lack of job opportunities. In order to provide appropriate educational opportunities for the latter group, colleges should prepare frequent market analyses and establish close ties with the business and industrial segments in the community.

**Table 10**  
**Unemployment Rates for District Communities**  
**2007 Percentages**

Location	Unemployment Rate
Banning	6.0%
Beaumont	5.2%
Cabazon	5.2%
Calimesa	5.2%
Aguanga	5.2%
Anza	5.2%
Hemet	6.7%
Homeland	5.2%
San Jacinto	8.2%
Winchester	5.2%
Menifee	5.2%
Lake Elsinore	5.0%
Wildomar	5.2%
Nuevo	5.2%
Perris	8.4%
Sun City	5.2%
Murrieta	3.4%
Temecula	3.5%
California	5.3%

Source: Western Riverside Council of Governments

Although it is likely to change if the recession develops, the current unemployment rate in California is 5.3 percent. Most economists agree that this figure represents practically full employment. The unemployment rates in the cities in the MSJCCD vary considerably (see **Table 10**). The rate in Banning is 6 percent, in Hemet 6.7 percent, in San Jacinto 8.2 percent, and in Perris 8.4 percent. These locations have not profited from the growth in commercial and industrial jobs. In Murrieta, however, the unemployment rate is 3.4 percent, and in Temecula it is 3.5 percent. Both cities have experienced significant increases in commercial and industrial employment.

**Table 11**  
**Cities Employment / Jobs Projection**

Cities	2005	2010	% Growth	2015	% Growth	2020	% Growth
Banning	7,475	10,108	34.0%	12,871	28.5%	15,810	22.8%
Beaumont	4,647	7,793	67.7%	11,480	47.3%	15,224	32.6%
Canyon Lake	1,919	2,278	18.7%	2,556	12.2%	2,844	11.3%
Hemet	24,248	30,289	25.3%	37,107	22.1%	44,071	18.8%
Lake Elsinore	10,508	12,152	15.6%	13,525	11.3%	15,006	11.0%
Perris	14,750	18,045	22.3%	19,300	7.0%	20,315	5.3%
San Jacinto	5,456	11,663	113.8%	16,284	39.6%	20,195	24.0%
Temecula	47,284	53,738	13.6%	60,098	11.8%	66,929	11.4%
Unincorporated Area	89,249	121,804	36.5%	155,519	27.7%	189,732	22.0%
<b>Total</b>	<b>205,536</b>	<b>267,880</b>		<b>328,740</b>		<b>390,126</b>	

Source: Western Riverside Council of Governments

**Table 11**, produced by the Western Riverside Council of Governments, projects the growth of jobs in several cities within the District. This table indicates that the highest growth from 2005 to 2010, and from 2010 to 2015, will occur in San Jacinto and Beaumont. The lowest growth will occur in Temecula and Lake Elsinore. These figures are based on continued economic activity and do not take into account the possibility of a recession.

**Table 12** shows median household income for the main population centers in the District. There is a broad range of household incomes represented from Homeland (\$25,086) to Murrieta (\$74,142). The average for the District (\$45,319) remains below California's average (\$49,894) and Riverside County's average as a whole (\$46,885). The underserved communities of Banning (\$39,052) and Beaumont (\$36,174) on the northern edge of the District are considerably below the average for the District and the State.

**Table 12**  
**Median Household Income (2007 Estimates)**

Community	Median Household Income
Banning	\$ 39,052
Beaumont	36,174
Hemet	32,664
Homeland	25,086
Lake Elsinore	50,983
Menifee	53,190
Murrieta	74,142
Perris	35,552
San Jacinto	37,277
Temecula	72,438
Winchester	53,785
Romoland	33,523
<b>Average</b>	<b>\$ 45,319</b>

*Sources: City Reports*

### **Educational Attainment**

**Table 13** represents the educational attainment for the 25-and-over population living in the District's main population centers. It shows by percentage those who have not earned a high school diploma, those who are high school graduates, and those who hold at least a college bachelor's degree.

Beaumont, Perris and San Jacinto have the highest percentages of population without high school diplomas. Banning, Beaumont, Hemet, Lake Elsinore, Perris and San Jacinto all show the percentage of the population with baccalaureate degrees to be 10.8 percent or less.

For all of Riverside County in the same time period, baccalaureate degree attainment is 16.6 percent. Compared with baccalaureate degree attainment in California as a whole (26.6 percent), only Murrieta (23 percent) and Temecula (25 percent) come close to the State average.

Overall, the average of District population centers for baccalaureate degree attainment was just 11.9 percent. There is evidently a great need for opportunities to enroll in postsecondary education in several parts of the District.

Page 17 of the Mt. San Jacinto College Master Plan 2004-2009 contains a list of those occupations for which there will be jobs available. It also contains a list of the educational or vocational requirements necessary for each occupation. The list reflects a growing service economy, and an economy in which information technology is an important component. Although several years old, this list is still current and reflects the situation well into the future. It is an excellent guide as the District prepares to offer courses leading to retraining and upgrading in a recessionary period. Partnerships with commercial and industrial firms and with many social agencies also will undoubtedly assist the College in serving the community.

**Table 13**  
**Educational Attainment (Percentages)**

City	Less than High School Diploma	High School Diploma	Baccalaureate Degree
Banning	24.0%	76.0%	7.0%
Beaumont	29.4%	69.6%	5.2%
Hemet	26.5%	73.5%	10.8%
Lake Elsinore	28.7%	71.3%	9.0%
Murrieta	10.0%	90.0%	23.0%
Perris	30.0%	61.0%	6.6%
San Jacinto	31.4%	38.6%	8.8%
Temecula	9.9%	90.1%	25.0%

Sources: City Reports

### Participation Rates

The participation rate is an accurate measure of how well a District is meeting the needs of the citizens of the District. It indicates the number of students registered at the college per each 1,000 adult population.

**Table 14** is a complete list of the participation rates of locations within the MSJCCD. The table shows location, zip code, adult population and enrollment from that location in one of the campuses or centers in the District. The adult population is persons 18 years of age or older residing in the District.

The participation rates shown are slightly higher than the actual rates, because they include students enrolled from outside the District. The difference, in most cases, amounts to less than 5 percent. The participation rates should be calculated using only the enrollment of in-district students, but this proved difficult to determine. Rates shown are for fall 2005.

Participation rates in the District have been fairly consistent over the years. The rates for Banning (10) and Beaumont (15) are very low, and indicate that many potential adult students are not attending one of the College's campuses or centers. This suggests that the District has not had the resources necessary to provide adequate facilities in this area. At this time, the District is holding classes at the local high school, and land has been purchased for a permanent site in the area. Funds are not available to develop the site, but there are plans under consideration to develop and place temporary buildings on the site to provide additional educational opportunities for that area.

Participation rates will undoubtedly increase rapidly when facilities become available. Until permanent facilities are provided, students from The Pass will continue to enroll in colleges from the surrounding community college districts.

**Table 14**  
**District Participation Rates 2005**

City	Zip Code	Adult Population	Enrollment	Participation Rate (per thousand)
Banning	92220	20,816	204	10
Cherry Valley (Included in Beaumont)	92223			
Beaumont	92223	15,425	224	15
Cabazon	92230	1,675	4	2
Cabazon	92282			
Whitewater (Included in Cabazon)	92282			
Calimesa	92320	8,356		
Lake Elsinore	92530	25,508	641	25
Lake Elsinore	92531			
Lake Elsinore	92532			
Aguanga	92536	1,538	43	28
Anza	92539			
Hemet	92543	61,477	710	44
Hemet	92544		1,215	
Hemet	92545		71	
Hemet	92546		33	
Homeland	92548	2,813	81	29
Idyllwild/Pine Cove	92549	2,886	47	16
Mountain Center	92561			
Murrieta/Murrieta Hot Springs	92562	55,836	1,965	35
Murrieta/Murrieta Hot Springs	92563			
Murrieta/Murrieta Hot Springs	92564			
Lakeview	92567	1,262	1	1
Nuevo	92567	3,304		
Perris	92570	27,943	404	14
Perris	92571			
Perris	92572			
San Jacinto	92581	23,196	46	53
San Jacinto	92582		201	
San Jacinto	92583		970	
Gilman Hot Springs (Included in San Jacinto)	92583		973	
Menifee	92584	11,743	754	64
Sun City	92584	18,003	806	45
Romoland	92585			
Sun City	92585			
Sun City	92586			
Canyon Lake	92587	7,934		
Quail Valley	92587			
Sun City	92587			
Temecula	92589	60,325	1,795	30
Temecula	92590			
Temecula	92591			
Temecula	92592			
Temecula	92593			
Wildomar	92595	13,600	497	37
Winchester	92596	1,721	270	157
Perris	92599		1	1
Sedco Hills		4,548		
Lakeland Village		2,357		
<b>TOTALS</b>		<b>372,366</b>	<b>11,684</b>	<b>31</b>

Source: MSJCCD

The District includes some rural areas with very small urban areas within them. Although Aguanga is some distance from any of the District's campuses or centers, it maintains a participation rate of 28. Other centers show a higher percentage rate, and the rates in San Jacinto, Hemet and Menifee seem to prove that proximity is a powerful determinant of college enrollment. If this Plan's proposed Service Areas are used to

manage enrollment, Menifee is included with the cities in a fourth Service Area, which would increase the participation rate in the Menifee Area to approximately 74.

In the I-15 Corridor area, the participation rate for Lake Elsinore is 25. In a recent interview a resident of the area stated that students in the area did not wish to go “over the hill” to Menifee, indicating the need for a center in that area. The participation rate of 37 for Wildomar again shows the unwillingness or inability of students from that area to go “over the hill.” The very low participation rate of Perris indicates that students from that area would find it more convenient to attend colleges just to the north (see Free Flow” section below).

## Free Flow

California law allows a student to attend any of the more than 100 community colleges in the State, irrespective of the student’s district of residence. Students, then, are provided with a very wide selection of locations and educational programs.

The size of the inflow of students may become a financial burden on a receiving district. The number of out-of-district students attending a California Community College varies widely from approximately 5 percent to more than 30 percent. Students will deliberately drive by a less attractive campus to attend a more attractive campus even though the distance is greater. Many students prefer a college with an athletic program, a comprehensive educational program, a student center, a cafeteria, and a full range of student services. High school counselors will sometimes encourage a student to attend a more well-developed college.

**Table 15** shows the number of students from selected out-of-district cities attending one of the MSJCCD educational centers. This number has remained relatively stable from 2000 to 2007. This means that the District is attracting a diminishing portion of out-of-district students each year. The table shows the location of cities from which the District receives 10 or more students annually.

**Table 15**  
**2001-2007 Out-of-District Enrollment**

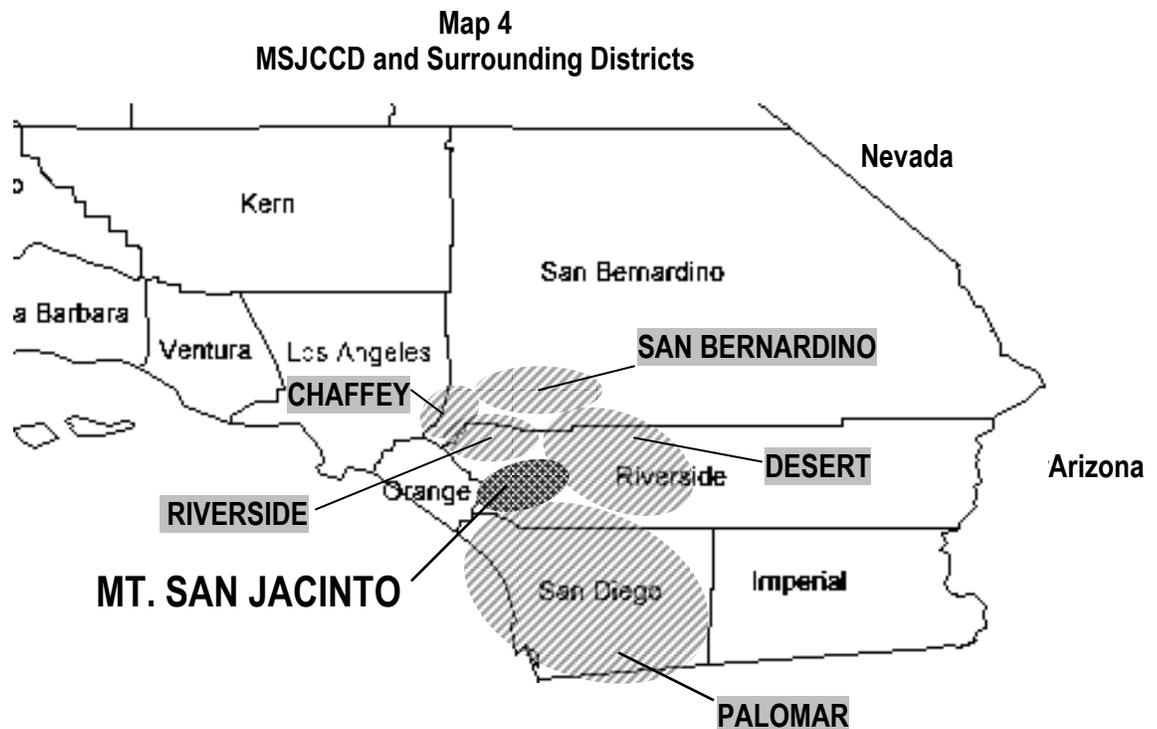
Selected Cities	Out of District Students						
	2001	2002	2003	2004	2005	2006	2007
Highgrove					21		
Riverside					33		
Moreno Valley					98		
Fallbrook					36		
Cabazon					14		
Yucaipa					22		
Corona					21		
Other					460		
<b>Total</b>	<b>631</b>	<b>712</b>	<b>704</b>	<b>755</b>	<b>705</b>	<b>751</b>	<b>721</b>

Source: MSJCCD Fact Book 2006 and MSJCCD Research

MSJCCD is surrounded by many community college districts that have very attractive campuses, including Palomar, Desert, Riverside, Chaffey, and San Bernardino (see **Map 4**). Relatively easy access is available to most of these districts.

A factor in the outflow of students is the nature of transportation routes in an area. For example, students from The Pass may find it more convenient to take Highway 10 to Crafton Hills College than to travel a shorter distance down the canyon to Mt. San Jacinto College. The canyon is a good example of a psychological barrier that becomes even more effective as students establish college-going patterns. Both physical and psychological barriers operate in the outflow of students from the I-15 Corridor area and in the Perris area.

These factors will continue to affect student outflow until permanent, attractive, and well-developed facilities are constructed in the I-15 Corridor Service Area and in The Pass Service Area.



*Source: MSJCCD and Surrounding Districts*

**Table 16** shows the outflow of students from MSJCCD to the surrounding districts. The District is losing nearly 10,000 students to other community colleges. Of all the residents in the District who are attending a community college, 40 percent are attending colleges in another district. More than 6,000 are attending classes at a Riverside Community College District college, more than 900 are attending classes in the San Bernardino District, and more than 2,200 are attending classes in the Palomar District.

The greatest loss of students is from the areas of the District that are not well-served by permanent educational facilities. Even in areas with facilities, such as Hemet, students are attending one of the Riverside colleges. This loss constitutes a very serious problem for the MSJCCD and clearly indicates that an important priority for the District is the provision of adequate and attractive permanent facilities in The Pass and the I-15 Corridor Service Areas.

Projections in the next section will indicate the number of students the District should plan to accommodate.

**Table 16**  
**Fall 2007 District Residents Enrolled Outside the District**

City	Zip Code	Chaffey	College of the Desert	Palomar	San Bernardino	Riverside	Total
Banning	92220	6		7	163	203	379
Cherry Valley (Included in Beaumont)	92223						
Beaumont	92223	17		2	312	392	723
Cabazon	92230					8	8
Cabazon	92282				10		10
Whitewater (Included in Cabazon)	92282			1	141		
Calimesa	92320	2		1		16	160
Lake Elsinore	92530	5		32	6		38
Lake Elsinore	92531						
Lake Elsinore	92532	6		16	3	785	804
Aguanga	92536			13			13
Anza	92539			7			8
Hemet	92543	1		19	11		31
Hemet	92544	6		15	22		43
Hemet	92545	2		23	6		31
Hemet	92546		23	1	8	563	595
Homeland	92548			1		81	82
Idyllwild/Pine Cove	92549		5	1	3	11	20
Mountain Center	92561			3			3
Murrieta/Murrieta Hot Springs	92562	10		315	39		354
Murrieta/Murrieta Hot Springs	92563	2		299	28		327
Murrieta/Murrieta Hot Springs	92564			2	1	691	694
Lakeview	92567			3	14		17
Nuevo	92567				14	440	454
Perris	92570	9		12	23		35
Perris	92571	9		11	21		32
Perris	92572				2		2
San Jacinto	92581						
San Jacinto	92582	1		2	4		7
San Jacinto	92583						
Gilman Hot Springs (Included in San Jacinto)	92583	3	7	10	11	256	287
Menifee	92584	10		48	14	278	350
Sun City	92584				14		14
Romoland	92585			16	6		22
Sun City	92585				6		6
Sun City	92586	3		17	5		22
Canyon Lake	92587				3		3
Quail Valley	92587						
Sun City	92587	1		20	3	373	396
Temecula	92589			2	1		3
Temecula	92590			25	2		27
Temecula	92591	3		366	16		382
Temecula	92592	1		772	20		792
Temecula	92593		2	5	1	424	432
Wildomar	92595	5		79	5	211	295
Winchester	92596			91	2	89	182
Perris	92599					1,377	1,377
<b>TOTALS</b>		<b>102</b>	<b>37</b>	<b>2,237</b>	<b>940</b>	<b>6,199</b>	<b>9,461</b>

Source: Community College District Reports

## PROJECTIONS

For the purpose of predicting enrollments at the four centers within the District, it was necessary to develop unduplicated headcounts for each of the centers. The District supplied the figures in **Table 17**. The figures for San Jacinto, Menifee, and Temecula (the I-15 Corridor Service Area) represent the number of students taking courses only in each of those centers. Some 3,300 students were taking classes in more than one

center. To develop individual headcounts it was necessary to apportion the 3,300 students among the three centers. This was accomplished by apportioning those students on the basis of campus size.

The Demographics Unit of the State Department of Finance suggests that a more accurate way might be to assign students to a particular service area on the basis of their zip code. This was not possible at this time, but might be considered as a method for the District to follow in the future.

**Table 17**  
**Summary of Enrollments, WSCH, and FTES**  
**2000-2020 Projections: District and Service Areas**

Year	Enrollment	% Increase Enrollment	WSCH	% Increase WSCH	FTES	% Increase FTES
<b>San Jacinto Service Area</b>						
2000	3,717		34,828		1,160	
2005	4,676	26%	43,814	26%	1,460	26%
2010	6,384	37%	63,840	46%	2,128	46%
2015	8,836	38%	92,768	45%	3,092	45%
2020	10,620	20%	116,820	26%	3,894	26%
<b>Menifee Service Area</b>						
2000	5,939		55,648		1,855	
2005	7,307	23%	68,465	23%	2,282	23%
2010	9,044	24%	87,726	28%	2,924	28%
2015	11,020	22%	110,200	26%	3,673	26%
2020	13,025	18%	136,773	24%	4,559	24%
<b>I-15 Corridor Service Area</b>						
2000						
2005	317		1,920		64	
2010	2,500	689%	23,425	1120%	781	1120%
2015	6,965	179%	69,650	197%	2,322	197%
2020	8,920	28%	93,660	34%	3,122	34%
<b>The Pass Service Area</b>						
2000	505		4,141		138	
2005	443	-12%	3,774	-9%	126	-9%
2010	2,532	472%	23,725	529%	791	529%
2015	3,555	40%	35,550	50%	1,185	50%
2020	5,442	53%	59,862	68%	1,995	68%
<b>Mt. San Jacinto Community College District</b>						
2000	10,161		94,617		3,153	
2005	12,743	25%	117,973	25%	3,932	25%
2010	20,460	61%	198,716	68%	6,624	68%
2015	30,376	48%	308,168	55%	10,272	55%
2020	37,620	24%	407,115	32%	13,571	32%
2000 to 2020 District Increase in Enrollment						270%
2000 to 2020 District Increase in FTES						330%
2000 to 2020 District Increase in WSCH						330%

Source: MSJCCD

### San Jacinto Service Area

**Table 18** indicates that the enrollment will increase three-fold between the years 2000 and 2020. This of course is based upon the increase in population shown on the table.

The Weekly Student Contact Hours (WSCH) per enrolled student reflects the Chancellor's Office estimate of what it would be in 2005. It is shown to increase conservatively over the next years because as campuses mature, students are likely to take higher loads, which would raise that figure eventually to 11 units per student.

The figures for the percentage increases in enrollment, WSCH and FTES are shown on the table. Note that these percentages increase in general up to the year 2015 and then decline between 2015 and 2020.

A study of the demographics of the San Jacinto Service Area indicate there are a large number of college-age students in the Service Area who are not attending any form of postsecondary education.

The Service Area also is experiencing an outflow to surrounding community college districts. For example, 800 students from the San Jacinto area attend other colleges. The San Jacinto Campus has much to offer in the form of a very comprehensive educational program and an excellent faculty. Plans for refurbishing the campus will increase its attractiveness to students. A concerted effort should be made to ascertain residents' needs and to provide programs that will motivate these students to enter the College.

**Table 18**  
**San Jacinto Service Area**  
**2000-2020 Projections: Enrollment, WSCH, and FTES**

Year	Adult Population	Enrollment	Participation Rate	WSCH per Enrollment	WSCH	FTES	% Growth Enrollment	% Growth WSCH	% Growth FTES
2000	68,998	3,717	54.0	9.37	34,828	1,160			
2005	82,274	4,676	57.0	9.37	43,814	1,460	26%	26%	26%
2010	111,548	6,384	57.0	10.00	63,840	2,128	37%	46%	46%
2015	154,797	8,836	52.0	10.50	92,768	3,092	38%	45%	45%
2020	176,724	10,620	53.0	11.00	116,820	3,894	20%	26%	26%

Source: MSJCCD

### Menifee Service Area

The Menifee Valley Campus is a beautiful campus with attractive and functional buildings that seem to be very well planned for instructional purposes.

**Table 19** shows that the adult population in the Menifee Service Area more than doubles between 2000 and 2020. The campus appears to be well-located within the Service Area except for the urban area of Perris. Given the proximity of campuses in other districts, it is likely that the Menifee Valley Campus will continue to draw only part of the students from that area. Indeed, Riverside College research staff members believe that Perris is part of their district.

Participation rates in the Menifee Service Area are the highest of all four Service Areas. Because the rates are already quite high, they have been increased conservatively. If the participation rate were raised to 80, this would add another 400 students to the enrollment; however, given that many of the students from the Perris area will attend colleges in other districts, it seems unlikely the campus will reach an enrollment of 15,000 students.

Earlier estimates of enrollment growth at Menifee probably included the enrollment of students from the I-15 Corridor area. If those students were included, the District would continue to experience a huge outflow of students and would receive only modest increases in enrollment from the I-15 Corridor.

**Table 19**  
**Menifee Service Area**  
**2000-2020 Projections: Enrollment, WSCH, and FTES**

Year	Adult Population	Enrollment	Participation Rate	WSCH per Enrollment	WSCH	FTES	% Growth Enrollment	% Growth WSCH	% Growth FTES
2000	78,585	5,939	76.0	9.37	55,648	1,855			
2005	96,462	7,307	76.0	9.37	68,465	2,282	23%	23%	23%
2010	119,119	9,044	76.0	9.70	87,726	2,924	24%	28%	28%
2015	145,421	11,020	76.0	10.00	110,200	3,673	22%	26%	26%
2020	166,788	13,025	78.0	10.50	136,773	4,559	18%	24%	24%

Source: MSJCCD

Enrollment figures for the Menifee Valley Campus should be studied carefully to prevent the possibility of over-building in this Service Area. It has been shown previously that students at the Menifee Valley Campus are both younger and less diverse than those at the San Jacinto Campus.

### I-15 Corridor Service Area

The adult population in the I-15 Corridor Service Area is actually larger than in either the Menifee or San Jacinto Service Areas (see **Table 20**), while the rate of population growth is much less. From 2010 to 2020, the population growth is 24 percent, which averages approximately 2.4 percent per year. This is much slower than the other three Service Areas.

**Table 20**  
**I-15 Corridor Service Area**  
**2000-2020 Projections: Enrollment, WSCH and FTES**

Year	Adult Population	Enrollment	Participation Rate	WSCH per Enrollment	WSCH	FTES	% Growth Enrollment	% Growth WSCH	% Growth FTES
2000									
2005	161,179	317	2.0	9.37	1,920	64	47%	47%	47%
2010	185,583	2,500	13.5	9.37	23,425	781	681%	1120%	1120%
2015	199,574	6,965	35.0	10.00	69,650	2,322	179%	197%	197%
2020	223,520	8,920	40.0	10.50	93,660	3,122	28%	34%	34%

Source: MSJCCD

A participation rate of 25, which is quite low, indicates that the potential enrollment in 2010 would be more than 4,000. It has been suggested that the actual enrollment in the new leased facility will be approximately 2,000 in 2008. By the year 2010 that number should reach 2,500. These estimates are in many respects dependent on whether the District is able to provide some kind of laboratory facilities that would enable the leased facility to offer a comprehensive general education program.

The participation rates are increased conservatively and are much lower than the state average of 70. These conservative values are caused by the huge outflow of students from the I-15 Corridor to other

districts. It will take a special effort to change the college-going patterns of the students in that area. Even with low participation rates, the enrollment in this area could easily reach almost 9,000. With a participation rate of 70, the enrollment would be almost 15,000. Since the District plans to continue leasing classroom space in one high school, there should be no difficulty by 2008 in reaching the required 1000 FTES before applying for center approval.

### The Pass Service Area

The Pass Service Area has been underserved since the formation of the District. This lack of service was not by design or plan but rather due to an invalid assumption. The history of the District indicates that some thought was given when the District was formed to placing the College in this area. However, when land became available in the San Jacinto area, the College was placed there. It was assumed that the 13-mile distance between San Jacinto and The Pass would not deter students from enrolling at the San Jacinto Campus.

Experience has shown that this is not the case. The road between The Pass and the San Jacinto Campus has proven to be both a physical and a psychological barrier. Students would prefer to travel a greater distance to Crafton Hills College and other campuses. This will prove to be the case until the District is able to provide permanent facilities on its site in the Banning area (see **Table 21.**) To attract students from The Pass, the permanent facility must be both functional and attractive. Studies have shown that the attractiveness of a campus is a very powerful determinant of college enrollment.

**Table 21**  
**The Pass Service Area**  
**2000-2020 Projections: Enrollment, WSCH and FTES**

Year	Adult Population	Enrollment	Participation Rate	WSCH per Enrollment	WSCH	FTES	% Growth Enrollment	% Growth WSCH	% Growth FTES
2000	32,414	505	15.6	8.52	4,141	138			
2005	46,279	443	9.6	8.52	3,774	126	-12%	-9%	-9%
2010	63,378	2,532	40.0	9.37	23,725	791	472%	529%	529%
2015	78,792	3,555	45.1	10.00	35,550	1,185	40%	50%	50%
2020	90,738	5,442	60.0	10.50	59,862	1,995	53%	68%	68%

Source: MSJCCD

### CONCLUSIONS AND RECOMMENDATIONS

In order to improve service to the residents of its District, MSJCCD should undertake initiatives to address the following:

- ◆ The high number of residents attending surrounding district colleges
- ◆ The barriers caused by topography, transportation routes, and locations of facilities
- ◆ The needs of age groups currently underserved based on the numbers of students enrolled compared with the numbers in the population

- ◆ The role of the College as the center of economic development for the residents of the District through the provision of higher education in general and training/retraining for specific economic conditions
- ◆ The changing diversity in the four Service Areas in order to determine and meet local educational needs
- ◆ The opportunity to provide intellectual and cultural activities in the District
- ◆ The need for increased public information so that residents in underserved areas are informed of the plans for additional or new facilities in their Service Areas
- ◆ The fact that new facilities must compete with surrounding colleges in terms of access, appearance, and educational program
- ◆ The need for an initial market analysis to assess employer needs in the area, with ongoing regular assessments

### Facilities

- ◆ Establish priorities through the development of a new Facilities Master Plan based on the data included in this Educational Master Plan
- ◆ File an objection with the Chancellor's Office concerning the building of a Palomar center close to the boundary of the District
- ◆ Recognize four Service Areas with separate facilities in each area:
  - 1) **San Jacinto Service Area:** Continue as a high priority the upgrade of the San Jacinto Campus
  - 2) **Menifee Service Area:** Complete the Menifee Valley Campus to a point that is compatible with an enrollment management plan that includes the four Service Areas
  - 3) **I-15 Corridor Service Area:**
    - a) Develop a centralized full-service center, developing the currently owned land or searching for land for this purpose
    - b) Undertake an initiative to assess the possibility of a campus in the Wildomar area
  - 4) **The Pass Service Area:** Develop and provide facilities on the currently owned site as soon as possible
- ◆ Prepare necessary needs assessments for new centers as soon as feasible in order to obtain State approval for their development
- ◆ Research and pursue bonds to complete the facilities necessary to serve the residents of the District
- ◆ Continue to use the concept of four Service Areas for enrollment management

# ***CHAPTER III***

# ***PROGRAMS AND SERVICES***

## PROGRAMS AND SERVICES: INTRODUCTION

Chapter III includes a study of the current programs and services of the Mt. San Jacinto Community College District's two campuses – the Menifee Valley Campus and the San Jacinto Campus – as well as courses and services provided at other centers and locations in the District. The Chapter employs both statistical methods and professional judgment in projecting the future of the District's programs and services.

Using the information and projections developed in Chapter II, the goal of this Chapter is to serve as the foundation for the development of more specific, defensible plans for refurbishing current facilities and for the establishment of new facilities to serve the College's current and future students.

## METHODOLOGY

Each program and service area within the College was the subject of the consultant team's inquiries. First, information about current programs and services was gathered from the Information Technology Department of the College. These data included enrollment, weekly student contact hours (WSCH), number of sections offered, and the average number of students in sections from prior years.

In addition, basic numbers of employees – faculty, staff and managers – were compiled. In the case of faculty, the numbers are translated into Full-Time Equivalent Faculty (FTEF); this measure is used as the basis for office allocation by the Community College Chancellor's Office.

The importance of planning based on measures such as WSCH and FTEF is related to the fact that qualification for building dollars from the State of California is based on need and State standards using measures such as these. These numbers are part of the information displayed for each department in this Chapter. As important as the numbers are the professional opinions and projections of the managers of services and the leaders who are responsible for academic departments. Over one hundred interviews were conducted using standardized questionnaires to gather this information. Following that process, a draft of the narrative and tables was reviewed by the Deans and Vice Presidents for accuracy and for any needed corrections or additions.

Each interview included questions regarding the department's needs for space, technology and personnel. They were also asked to describe how their program or service area would change in the 13-year period (to the year 2020) covered by the study: in the case of services, how services would be delivered, and in the case of academic departments, whether there would be new programs or changes in teaching methodology.

The interviewees were also asked to describe their current program or service, the future of the field or area of expertise, and to predict how fast the program would grow given the amount of growth expected for the College. These projections were given weight in the projections for future growth in academic programs, side by side with the projected growth for the District.

In Chapter III, then, each department or area is described separately and includes projections for enrollment out to the year 2020 as well as needs for future personnel, both staff and faculty. It should be noted that individual program and service descriptions and tables are arranged as follows: first, administrative areas (Superintendent/President's Office, Business Services and Student Services); then Districtwide academic programs; then academic programs alphabetically by campus: San Jacinto and Menifee Valley.

## COMBINED SERVICE AREAS – PROJECTIONS

The data used as a basis for individual department projections are shown in the two tables below. Note that in order to project future enrollments at each campus and in their respective departments, **two service areas were combined in each case.**

The reason for combining Service Areas is simple. Since there is currently very low enrollment in two of the District's four service areas, the I-15 Corridor and The Pass, there is no realistic enrollment base to use to project enrollment growth for the future. In order to include accurate numbers of potential students from the projected population growth in all four service areas, it was necessary to combine a current campus Service Area, (e.g. San Jacinto) with a neighboring underserved Service Area (e.g. The Pass) that would most affect the campus enrollment as new appropriate facilities are provided for the underserved District residents.

In the case of San Jacinto, as mentioned earlier in Chapter II, students in The Pass Service Area who find it difficult to attend the San Jacinto Campus now go outside the District for their community college education. By combining the projected growth in the two Service Areas, it is possible to forecast the enrollment for both areas more accurately.

The same method was used for Menifee Valley Campus projections. Projections for the Menifee and I-15 Corridor Service Area were combined to provide more accurate projections of future student enrollments for both areas. The projections will depend, as they do in the San Jacinto example, on the District's providing adequate and well-located facilities to serve the residents of the I-15 Corridor Service Area.

When reviewing the individual department projections in the tables in Chapter III, keep in mind that the projections are based on combined service areas and include projected enrollment for the entire area. **As the new campuses are added** in the underserved areas, **the enrollment will divide** between the current campus and the new location. See "Conclusions and Recommendations" at the end of this Chapter for further clarification.

**Table 22**  
**San Jacinto / The Pass Combined Enrollment Growth Projections**

YEAR	ENROLLMENT	GROWTH %	WSCH	WSCH GROWTH %
2000	4,222			
2005	5,119	21%	47,588	
2010	8,916	74%	87,565	84%
2015	12,391	39%	128,318	47%
2020	16,062	30%	176,682	38%

**Table 23**  
**Menifee / I-15 Corridor Combined Enrollment Growth Projections**

YEAR	ENROLLMENT	GROWTH %	WSCH	WSCH GROWTH %
2000	5,939			
2005	7,624	28%	70,385	
2010	11,544	51%	111,151	58%
2015	17,985	56%	179,850	62%
2020	21,945	22%	230,433	28%



**CHAPTER III: PROGRAMS AND SERVICES**  
***SUPERINTENDENT/PRESIDENT'S OFFICE***

## FOUNDATION

### Mt. San Jacinto Community College District

*Chris Klein, Executive Director*

*Diane Boss, Administrative Associate*

## CURRENT PROGRAM

The Foundation oversees fundraising activities such as a planned giving program, the President's Club and the Annual Giving Club, in addition to special projects such as scholarships, the Donor Wall in the Learning Resource Center, and the marquee sponsors. Subsidiary programs include the Art Gallery, Child Care, Golden Eagles Band, Symphony and Theater Arts. Revolving scholarships are received in the Foundation and awarded to students as designated by donors.

## FACILITIES

On the San Jacinto Campus, Foundation facilities include two offices and part of a workroom. A part-time accounting assistant is housed in Business Services. The Foundation has no office space on the Meniffee Valley Campus at this time.

## PERSONNEL

The Foundation employs an Executive Director and the College employs a full-time classified staff employee and a half-time classified staff employee to support the Foundation's efforts.

## FUTURE PLANS

As the District grows, more resources for student scholarships and general fundraising as well as targeting fundraising will be needed, especially for the outlying areas.

## FACILITIES

Additional office space will be needed to house additional Foundation staff members, and this space should be located near the offices for Grants, Research and Planning, and Public Information and Marketing. Plans are being implemented for a new modular building to house Foundation offices. Additionally the Foundation will be provided office space in the newly leased Temecula Education complex due to open in March 2008.

## PERSONNEL

More staff will be needed as the College grows.

FOUNDATION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	0	0	1
Supervisors	0	0	0	0	0
Classified Staff (full-time)	1	0	0	0	1
Classified Staff (part-time)	1	1	0	0	2
Total	3	1	0	0	4

## GRANTS DEVELOPMENT OFFICE

### Mt. San Jacinto Community College District

*Rebecca Teague, Director of Grant Development*

#### CURRENT PROGRAM

The Grants Development Office researches grants, writes grant proposals, and manages the budgeting and reporting of funded grants for the District. Between 2004 and 2007, 21 of 34 grants totaling \$5.1 million, mostly State and Federal dollars, were awarded to the District.

#### FACILITIES

At this time the Grants Department shares an office with Public Information and Marketing; the office will be moving to a modular on the San Jacinto Campus.

#### PERSONNEL

At this time the Department has one manager.

#### FUTURE PLANS

If the two campuses become separate colleges, then a Grants program should be established for each college.

#### FACILITIES

Space will be needed for two classified staff members by 2010 and two additional staff members by 2015. Additional storage space needs to be found for required record-keeping and for audit purposes. The Grants offices on each campus should be located near the President's Office, Business Services, Human Resources, the Foundation and Research offices.

#### PERSONNEL

Plans call for adding two full-time classified staff members by 2010, including an administrative assistant and a grant writer. By 2015, two more full-time classified staff members will be needed, one to handle grants management and the other to be housed at the Menifee Valley Campus (which by that time is likely to be a separate college and separate grants could be pursued for each college).

GRANTS DEVELOPMENT OFFICE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	0	0	1
Supervisors	0	0	0	0	0
Classified Staff (full-time)	0	2	2	0	4
Classified Staff (part-time)	0	0	0	0	0
Total	1	2	2	0	5

## HUMAN RESOURCES

### Mt. San Jacinto Community College District

*Irma Ramos, Vice President of Human Resources, District Safety and Security*

#### CURRENT PROGRAM

The primary function of the Human Resources Department is to recruit, hire and retain a qualified staff of faculty, classified, and administrative personnel that support the educational needs of students. Services include recruitment and retention, job analysis/design and compensation, management of records, mandated reporting, contract management/labor relations, benefits administration, initiation and implementation of personnel rules, policies and procedures, staff development and training, workers compensation administration and personnel-related statutory and regulatory compliance. District Safety and Security management functions, including responsibility for disaster preparedness and response, also fall under the administrative oversight of the Department.

#### FACILITIES

The Department is located on the San Jacinto Campus. Office space is utilized at full capacity, with a reception area, conference room, supply/file room and workspace for eight staff and the vice president.

#### PERSONNEL

The Human Resources Department currently has a staff of nine employees consisting of one vice president, one executive assistant, one supervisor, five analysts, and one technician.

#### FUTURE PLANS

The department will require additional personnel and office space in order to effectively accommodate the growth demands of the District and continue to actively support a wide variety of District activities.

#### FACILITIES

The Department will need additional office space to adequately provide services and support to the students, faculty, staff and the communities the District serves. It would benefit the District to continue housing payroll and human resources in the same vicinity in order to provide optimal services.

#### PERSONNEL

There is an immediate need for a full-time clerical position and with the District's anticipated growth, the following staff have been identified as a high priority to effectively support the many and varied human resources management functions: In 2008, one clerk; in 2010, one Analyst and one Systems Analyst; in 2012, one Director\*; in 2015, one Analyst; in 2016, one Supervisor\*\*; and in 2020, one Analyst.

HUMAN RESOURCES PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	1*	0	2
Supervisors	1	0	1**	0	2
Classified Staff (full-time)	7	3	1	1	12
Classified Staff (part-time)	0	0	0	0	0
Total	9	3	3	1	16

## POLICE

### Mt. San Jacinto Community College District

*Kevin Segawa, Chief of Police*

#### CURRENT PROGRAM

Since 2003 the Mt. San Jacinto Community College District Police Department has been responsible for all law enforcement for the District. Agreements with local police departments allow campus police to function as law enforcement agents in the surrounding communities. The department's POST-certified police officers handle criminal investigations, parking enforcement, traffic control, building security, disaster planning and more. The department serves approximately 24,000 students and visitors annually. Officers average two to three felony arrests every day.

#### FACILITIES

The Police Department has offices on both the San Jacinto Campus (300 sq. ft.) and the Menifee Valley Campus (550 sq. ft. shared with faculty), but the department has outgrown both facilities.

#### PERSONNEL

The Police Department employs 14, including two administrative staff employees and five POST-certified police officers. The ratio in 2003 was 1 officer for every 10,000 students; now it is 1 officer for every 6,000 students. Normally, this ratio should be kept at no less than 1 officer per 1000 students/residents. The department operates from 7 a.m. to 10:30 p.m., meaning the campuses are not patrolled 24/7 and therefore are susceptible to theft and vandalism.

#### FUTURE PLANS

The primary need of the department in the future is personnel to adequately provide the safety of people and facilities.

#### FACILITIES

Ideally the department should be easy to find and highly visible, near Student Services and Instructional Office at all sites. An additional 1300-sq.-ft. of space is needed at the Menifee Valley Campus, and an additional 1600-sq.-ft. of space is needed at the San Jacinto Campus. A 500 sq. ft. office is needed in the I-15 Corridor Service Area by 2010 (1000 sq. ft. by 2015), and a 1500-2000 sq. ft. office will be needed in The Pass Service Area by 2015.

#### PERSONNEL

Each campus needs a supervisor both day and night along with sufficient officers. The maintenance of the officer/student ratio at 1:1000 is ideal.

POLICE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	0	0	1
Supervisors	0	1	1	2	4
Classified Staff (full-time)	13	4	4	3	24

Classified Staff (part-time)	0	0	0	0	0
Total	14	5	5	5	29

## PUBLIC INFORMATION AND MARKETING

### Mt. San Jacinto Community College District

*Bill Marchese, Director*

#### CURRENT PROGRAM

Public Information and Marketing is a one-stop public relations and marketing program that serves the students, public and press in the District. With college enrollment almost doubling in the last ten years, there has been an increasing demand for marketing and public information services throughout the District.

#### FACILITIES

The department has an office and secretarial space on the San Jacinto Campus. The department has no office space on the Menifee Valley Campus at this time.

#### PERSONNEL

The department has one manager and one full-time administrative assistant. The District also has a part-time sports information writer who is not part of this department at this time but may be added at a later date.

#### FUTURE PLANS

There is a critical need for increased presence and representation in various communities throughout the District through personal connections, faculty and staff participation in service and civic organizations, and increased visibility in print, on television and on radio. The College is in the process of adopting a new logo and a graphics standards program.

#### FACILITIES

It would be best if the department could maintain part-time office hours at different campus sites. Plans call for Public Information and Marketing to be co-located with the Foundation, Research and Planning and Grants in one modular building.

#### PERSONNEL

It is expected that in the future, two managers will be needed in place of the one – one for public information and one for marketing.

PUBLIC INFORMATION AND MARKETING PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	1	0	0	2
Supervisors	0	0	0	0	0
Classified Staff (full-time)	1	0	0	0	1
Classified Staff (part-time)	0	1	0	0	1
Total	2	2	0	0	4

## RESEARCH AND PLANNING

### Mt. San Jacinto Community College District

*Charles Hawkins, Associate Dean of Research and Planning*

#### CURRENT PROGRAM

The primary responsibility of the Research and Planning Department is to provide accurate, consistent and timely information to the District that can be used to make fact base decisions. The department coordinates strategic planning and research efforts, program review, external and internal environmental scanning activities, and assessment of institutional effectiveness. The department develops and disseminates planning information, enrollment trends and required internal and external reports, and provides assistance in analysis and interpretation of academic and administrative data in support of decision making and policy formation. Research and Planning directly serves staff and faculty, and indirectly serves all students and the community.

#### FACILITIES

The department will soon join the Foundation, Grants, and Public Information and Marketing in a new 34x40 ft. modular, Building 750.

#### PERSONNEL

The department employs one manager at this time.

#### FUTURE PLANS

Ideally, the department should have a presence on each campus, with a centralized main office.

#### FACILITIES

The department will have two office spaces and a shared meeting room in the new modular building. The department should be in close proximity to the Information Technology Department, as staff in the two areas interact daily. In the near future, there will be a need for archival storage space, especially as staff is increased.

#### PERSONNEL

A full-time 12-month research analyst will be needed by 2009, given the anticipated demand for data analysis. By 2010 an additional full-time employee, an administrative associate shared with the Foundation and Grants Offices, will be required.

RESEARCH AND PLANNING PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	0	0	1
Supervisors	0	0	0	0	0
Classified Staff (full-time)	0	1	0	0	1
Classified Staff (part-time)	0	1	0	0	1
Total	1	2	0	0	3

## **SUPERINTENDENT/PRESIDENT'S OFFICE**

### **Mt. San Jacinto Community College District**

*Kathy Donnell, Executive Assistant*

*Kristen Grimes, Administrative Assistant*

#### **CURRENT PROGRAM**

The Superintendent/President's Office provides support to the Superintendent/President, the Board of Trustees, and administration and public information activities in all aspects of District business. The office serves faculty, staff, students and the community at large on a daily basis. The Superintendent/President and other members of the administration must travel from one campus to the other or use teleconferencing, e-mail or LINK between meeting rooms in order to attend meetings and share information.

#### **FACILITIES**

Located on the San Jacinto Campus, the ample office space includes a reception area, conference room, work room, Board room, and offices for the President and the Executive Assistant.

#### **PERSONNEL**

An Executive Assistant (supervisor) and an Administrative Assistant, in addition to the Superintendent/President, work full-time in the office.

#### **FUTURE PLANS**

There is a possibility that a Chancellor will be hired in the future. This organizational restructuring, with a centralized Chancellor and Board of Trustees and two President's Offices (one on each campus) would require additional personnel, space and equipment on the Menifee Valley Campus, and would provide additional support services to faculty, staff, students and the community.

#### **FACILITIES**

By 2010, the Menifee Valley Campus may need office space and meeting rooms. A Chancellor's Office and another President's Office would require a new Board room and additional meeting rooms at the Menifee Valley Campus by 2015. By 2010, the San Jacinto Campus will need a larger Board room and additional meeting rooms, with more office space added by 2015. District services that should be in close proximity to the President's Offices include Public Information, Business Services, Institutional Planning (Research/Grants/Foundation), Human Resources and the Police Department. Information Technology, however, could be moved away from the administration area.

#### **PERSONNEL**

If the decision is made to hire a Chancellor (who will need an assistant), an additional President, Executive Assistant and Administrative Assistant also will need to be hired.

SUPERINTENDENT/ PRESIDENT'S OFFICE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	2	0	3
Supervisors	1	0	1	0	2
Classified Staff (full-time)	1	0	1	0	2
Classified Staff (part-time)	0	0	0	0	0
Total	3	0	4	0	7



**CHAPTER III: PROGRAMS AND SERVICES**  
***BUSINESS SERVICES***

## BOOKSTORE

### Mt. San Jacinto Community College District

*Ron Gugliemana, Director*

*Dennis Hogan, Interim Business Services Vice President*

### CURRENT SERVICES

The Bookstore's two locations – one at the San Jacinto Campus and one at the Menifee Valley Campus – serve more than 18,000 students annually by providing necessary books and supplies to students, faculty and staff. Students in The Pass and I-15 Corridor Service Areas must order textbooks online or purchase them from instructors in the classroom. The Bookstore has its own online website. Both bookstores are only a short drive for these students to come on campus. The District is looking at a temporary bookstore for the I-15 Corridor Service Area during the start of each semester, and a vending machine for scantrons and supplies will be placed there.

### FACILITIES

Both locations are at full capacity, with receiving and storage areas lacking. Students are asking for an even greater variety of merchandise from the Bookstore (sweatshirts, office supplies, etc.).

### PERSONNEL

Current Bookstore personnel include two supervisors, two full-time classified employees and five part-time classified employees.

### FUTURE PLANS

Management is looking at possibly contracting with an outside company for Bookstore services. If this is not done, then the Bookstore should continue with a point-of-sale computer system and upgrade to this system; alternative ways to serve student needs (such as e-commerce, mobile book sales, vending machines) will be explored.

### FACILITIES

Students need access to Bookstore services at all campuses and centers. If contracting with an outside vendor for Bookstore services does not occur, the San Jacinto Campus store needs to be remodeled. The Menifee Valley Campus store needs additional space as well. Modular buildings or permanent store space will be needed in The Pass and I-15 Corridor Service Areas by 2015.

### PERSONNEL

Increases in student enrollment and additional locations will require additional staff.

BOOKSTORE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	0	0	1	0	1
Supervisors	2	0	1	0	3
Classified Staff (full-time)	2	1	1	2	6
Classified Staff (part-time)	5	2	2	2	11
Total	9	3	5	4	21

## **FACILITIES SERVICES**

### **Mt. San Jacinto Community College District**

*Dennis Hogan, Interim Vice President of Business Services*

*Brian Twitty, Senior Facilities Supervisor*

*Jeanne O'Dell, Facilities Planner*

*Scott Kasper, Menifee Valley Campus Facilities Supervisor*

## **CURRENT SERVICES**

Facilities Services includes Facilities Management and Facilities Planning.

- ◆ Facilities Management provides routine maintenance, preventative maintenance, predictive maintenance, scheduled maintenance, and emergency facilities repairs for all District buildings, including but not limited to grounds maintenance, vehicle maintenance/transportation coordination, custodial services, safety programs related to facilities and support for District-sponsored events.
- ◆ Facilities Planning develops short-term and long-range plans for capital outlay and special repair/scheduled maintenance programs including coordination of space inventories, facilities condition analysis, building code compliance and other related items. In addition, Facilities Planning assists with the evaluation of space utilization and the assignment of space to ensure compliance with the California Community Colleges mandated standards.

## **FACILITIES**

Facilities include offices, storage spaces for custodial equipment/supplies and relatively undeveloped equipment yards for the storage of grounds equipment and supplies. In addition, facilities staff use conex boxes as maintenance shops in the absence of permanent facilities.

## **PERSONNEL**

Facilities Management employs four supervisors and 26 classified staff employees throughout the District. Compared with other colleges of similar size (outside gross square footage and FTE), the department is understaffed. Facilities Planning employs one administrator and one classified staff employee.

## **FUTURE PLANS**

As the District continues to grow, the need for Facilities Services to expand both its staff and its functions will grow as well. Facilities Services will continue to provide services at the relatively stable San Jacinto Campus as well as at the rapidly expanding Menifee Valley Campus; in addition, the department will also be called upon to coordinate services for two additional service centers, one in The Pass Service Area and one in the I-15 Corridor Service Area.

- ◆ In the near future, three additional buildings (Classroom 1, Classroom 2 and Student Services Center) will be constructed at the Menifee Valley Campus requiring additional staff and equipment to support the facilities needs.
- ◆ At the San Jacinto Campus, a modernization project will be completed which will consist of the demolition of two existing buildings, construction of two buildings to replace them and a major renovation of another building. While the square footage of the San Jacinto Campus will not increase upon completion of this project, the need for specialized facilities staff will be created.
- ◆ In the far future, as the campuses continue to grow, new buildings are constructed, existing facilities are renovated and service centers continue to expand or relocate, Facilities Services will need to expand

and grow, not only in the need for staff and equipment but in the need to understand the technologies used to support the facilities. Staff and equipment will need to be more specialized in order to support specific functions such as new energy management systems/energy conservation measures, green buildings, integrated waste management programs and the like.

## FACILITIES

In order to support the expanding Facilities Services staff as well as address the need for space for similar support functions such as Shipping/Receiving, Central Warehouse/Campus Store, Mailroom, Print Shop, Procurement and other services, a Corporation Yard will be needed at both the San Jacinto Campus and the Menifee Valley Campus. The Corporation Yard should consist of offices, storage areas, warehouses, a shipping/receiving loading dock, equipment maintenance/repair shops such as metalworking, carpentry, electrical, plumbing, grounds (mowers, etc), automotive and HVAC. In addition, bulk storage areas are needed for items such as mulch and gravel. A service area with a solar charging station will be needed for District vehicles. A Central Plant facility will also be needed at each campus. Both the energy management and fire alarm/security alarm systems would reside in the Central Plant.

## PERSONNEL

- ◆ By 2010 Facilities Management will need four additional classified staff positions (one HVAC mechanic, two custodians and one grounds worker).
- ◆ By 2015, Facilities Management will need one additional supervisor (Supervising Custodian) and two additional classified staff positions (HVAC/Fire Alarm controls specialist and Locksmith). Facilities Planning will need two additional classified staff positions (Construction Inspector and Project Lead).
- ◆ By 2020, Facilities Management will need one additional supervisor (Supervising Groundskeeper) and four additional classified staff positions (Custodian, Irrigation Specialist, HVAC Specialist and Electrician).
- ◆ By 2020, Facilities Planning will need two additional classified staff positions (Project Lead and Space Utilization specialist).

FACILITIES SERVICES PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	0	0	1
Supervisors	4	0	1	1	6
Classified Staff (full-time)	27	4	4	6	41
Classified Staff (part-time)	0	0	0	0	0
Total	32	4	5	7	48

## **FISCAL SERVICES**

### **Mt. San Jacinto Community College District**

*Carol Montez, Accounting Supervisor*

## **CURRENT SERVICES**

Fiscal Services offers a full range of accounting services for auxiliary operations including the Bookstore, Cafe, Foundation, student fees, Financial Aid, and student government. The department also handles Districtwide cash collections, student aid disbursements, and College banking.

## **FACILITIES**

On the San Jacinto Campus, the Business Office (Auxiliary) is located in Building 200, Room 200. The Cashier's Office is located in Building 1100. The Bookstore Accounting Office is located in Building 1450. On the Menifee Valley Campus, the Cashier's Office is located in Building 100, Room 127.

## **PERSONNEL**

Fiscal Services currently has one supervisor and seven full-time classified staff.

## **FUTURE PLANS**

Current and future campuses and growth in enrollment will have a direct impact on all auxiliary areas, including increased collections, scholarships, Financial Aid, Student Grants, student government activities, billing, and reporting activities. There will also be an increase in online banking, electronic document submission, EFT disbursements, online access, and alternate payment methods. A campus cashier's office will be necessary at each campus, with a centralized accounting environment. The cashier's offices will be decentralized with one office at each campus location. Subsidiary accounting would be in a centralized environment, which could be at either campus or the district office.

## **FACILITIES**

It is helpful for the Fiscal Services area to be in close proximity to all Student Services. It would be beneficial to be close to Enrollment Services and Financial Aid.

- ◆ At the Menifee Valley Campus, the immediate need is to expand or remodel the cashier's offices. Three additional stations/office modules are needed by 2010. By 2015, three more additional office modules will be needed. By 2020, six additional office modules will be needed.
- ◆ At the San Jacinto Campus, the immediate need is to expand or remodel the cashier's offices. Three additional stations/office modules are needed by 2010. By 2015, three more additional office modules will be needed. By 2020, six additional office modules are needed. The Enrollment Services area requires adequate space and equipment to serve the students. As new off-campus sites evolve in both the I-15 Corridor and The Pass Service Areas, a cashier's presence will be a requirement at each location, necessitating office modules, equipment and staffing.

## **PERSONNEL**

By the year 2010, personnel needs will include one additional supervisor and two full-time classified employees. By 2015, three full-time classified staff members will be needed. By 2020, one manager will be required as well as five more full-time classified employees, for a total of 20.

<b>FISCAL SERVICES PERSONNEL</b>	<b>CURRENT</b>	<b>Additional by 2010</b>	<b>Additional by 2015</b>	<b>Additional by 2020</b>	<b>TOTAL as of 2020</b>
Managers	0	0	0	1	1
Supervisors	1	1	0	0	2
Classified Staff (full-time)	7	2	3	5	17
Classified Staff (part-time)	0	0	0	0	0
Total	8	3	3	6	20

## FOOD SERVICES / CAFETERIA

### Mt. San Jacinto Community College District

*Ron Guglielmana, Food Service Supervisor*

### CURRENT SERVICES

Department services include coordinating the food service cafeteria at the San Jacinto and Menifee Valley campuses, and supervising all catering services and all vending services on both campuses.

### FACILITIES

On the San Jacinto Campus, facilities include a convenience store and space to prepare for catering events. On the Menifee Valley Campus, facilities include a cafeteria.

### PERSONNEL

The Food Services area presently has one supervisor, one full-time classified employee, and seven part-time classified staff members.

### FUTURE PLANS

As the college continues to grow, additional cafeteria services and personnel will be needed.

### FACILITIES

A kitchen is needed at the Menifee Valley Campus. The Pass and I-15 Corridor Service Areas will need cafeteria/food services. Outside vendors, coffee carts, food carts, and new convenience stores will be used to provide food services to campuses. A new student center at Menifee Valley Campus will also add food services.

### PERSONNEL

By the year 2010, the department should add three full-time classified employees. By 2015, one additional supervisor and three part-time classified staff will be needed. By 2020, one additional supervisor, three full-time classified staff, and 3 part-time classified staff will be required.

FOOD SERVICES / CAFETERIA PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	0	0	0	0	0
Supervisors	1	0	1	1	3
Classified Staff (full-time)	1	3	0	3	7
Classified Staff (part-time)	7	0	3	3	13
Total	9	3	4	7	23

## **INFORMATION TECHNOLOGY**

### **Mt. San Jacinto Community College District**

*Susan Guarino, Dean, Information Technology*

#### **CURRENT PROGRAM**

The Information Technology Department oversees three sectors for both campuses: 1) Applications, including DATATEL ERP and third party products, XAP, SARS, Hershey, mandated reporting, HP-UX, system access, and security; 2) Network and Infrastructure, including LAN/WAN, desktop computing and applications support, licensing, infrastructure, telephony, helpdesk, system access and security, e-mail, disk quota and management; and 3) Institutional Web presence: [www.msjc.edu](http://www.msjc.edu).

#### **FACILITIES**

On the San Jacinto Campus, facilities are located in two different areas, including administrative offices, workrooms, and computer rooms. Space is limited, with no area for staging new or obsolete equipment and no storage. In addition, the older buildings do not have the capacity to power the current technology. At the Menifee Valley Campus, the services are also provided from two areas. Currently, there is not enough space for current personnel to serve the operating system; storage is lacking; and there is no space for staging new equipment or processing obsolete equipment. These buildings also lack sufficient power to support current technology.

#### **PERSONNEL**

The Information Technology Department currently has 16 full-time people, with one manager and three supervisors (one currently being added). Current needs for additional personnel include four staff members: a department trainer, helpdesk staff person, network administrator and a user liaison.

#### **FUTURE PLANS**

Current and future campuses and growth in enrollment will bring an increased load on all systems. There will be a greater demand for online services as well as greater demand for infrastructure, security, system access, more training, storage, better diagnostic tools, etc. With the addition of more faculty and staff, new buildings with new infrastructure will be needed. There will also be a need to separate the infrastructure on the separate campuses. Applications functions can be centralized, but infrastructure and networking should be developed on each campus. Decentralized functions will require specialists, not generalists, to manage the systems and provide services. A presence on each campus will be necessary.

#### **FACILITIES**

It is helpful for the Information Technology area to be in close proximity to Support Services (financial aid, Enrollment Services, Cashier) to help support their network needs and applications. It is also important for Information Technology to be near Instructional Technology functions; many colleges put both functions under one department. Planning for new or remodeled buildings at the current campuses, as well as in planning any new centers, must take these needs into account. Technology is fundamental to supporting campus services and instructional programs and requires adequate space and support to conduct these activities.

- ◆ At the Menifee Valley Campus, immediate needs include more workroom, a staging area, more storage, and offices to accommodate current and future planned staff.

- ◆ At the San Jacinto Campus, there is also a need for more work space for network staff, and for more storage and offices for current and future staff.
- ◆ In addition, a Training Room is important for both campuses. Infrastructure needs (power) should be reviewed and updated to support the department at present and in its future expansion.

### PERSONNEL

By the year 2010, personnel requirements (current needs) are listed, including a helpdesk person, a trainer, a network administrator and a user liaison. By 2015, needs include a security administrator, two technicians, a second user liaison and a Web applications technician. By 2020, additional staff should include another helpdesk person, a telecom technician, an asset manager/trainer, and two additional user liaisons. Total staff at that point would be 30.

INFORMATION TECHNOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	0	0	1
Supervisors	3	0	0	0	3
Classified Staff (full-time)	12	4	5	5	26
Classified Staff (part-time)	0	0	0	0	0
Total	16	4	5	5	30

## PAYROLL SERVICES AND ACCOUNTS PAYABLE

### Mt. San Jacinto Community College District

*Teri Jerabek, Payroll Supervisor*

*Gale Ward, Accounts Payable Supervisor*

### CURRENT SERVICES

Payroll Services handles the payroll of all classified employees, certificated employees, temporary employees and student workers. Accounts Payable pays accounts and handles Business Services reception and the switchboards.

### FACILITIES

On the San Jacinto Campus, Payroll Services is located in the Business Services area. There are two work stations with a workroom. At the present time, all timesheets are faxed to one centralized campus site. The Accounts Payable office is located in Room 201. It includes a 10x15 office with three cubicles. The switchboard office is located in Room 223.

### PERSONNEL

Payroll Services currently has one supervisor and two full-time classified employees. Accounts Payable currently has one supervisor, three full-time classified employees, and two part-time classified employees.

### FUTURE PLANS

Current and future campuses and growth in enrollment will require more classified and certificated employees to serve throughout the District. New software programming will be necessary to handle all employee needs and payroll. Accounts Payable services will increase and will require more managers to handle the ongoing requirements of accounts payable and the switchboards.

### FACILITIES

It is helpful for the Payroll Services area to be in close proximity to the Human Resources Department. As the District grows, Payroll Services will continue to be located on the San Jacinto Campus with another department at the Menifee Valley Campus, a department in The Pass Service Area, and another in the I-15 Corridor Service Area. At the San Jacinto Campus, there is a desperate need for a workroom and file cabinets. More storage will be needed to hold personnel files. At the Menifee Valley Campus, more filing cabinets are needed and more storage.

### PERSONNEL

By the year 2010, Payroll Services will need two part-time classified employees. By 2015, an additional supervisor will be needed with two more full-time and one part-time classified employees.

PAYROLL SERVICES AND ACCOUNTS PAYABLE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	0	0	0	0	0
Supervisors	2	0	1	0	3
Classified Staff (full-time)	5	0	2	0	7
Classified Staff (part-time)	2	2	1	0	5
Total	9	2	4	0	15

## **PURCHASING AND PRINT SHOP**

### **Mt. San Jacinto Community College District**

*Teri Sisco, Purchasing Supervisor*

#### **CURRENT PROGRAM**

The Department provides a centralized Purchasing warehouse for shipping, receiving, mail, courier services, fixed asset tagging, records management, surplus property, contracts, printing and support and general services.

#### **FACILITIES**

The Purchasing Department has office space located in the 700 building on the San Jacinto Campus. The office is currently adequate, but provides no extra space for expansion if needed. Receiving is located with the Purchasing Office and is a small space to receive/ship/delivery on a daily basis. There is no storage area in Receiving, and large ticket items must be house in the Warehouse located in building 900 at the San Jacinto Campus. The warehouse also provides space used for records management storage (permanent and short term), surplus property storage, temporary storage of large ticket deliveries, and storage of printed materials. The Print Shop is located in building 800. It houses its own receiving and storage areas. While the physical space at the San Jacinto Campus is adequate, it leaves no room for expansion at this time. The facility at the Menifee Valley Campus is a single 48'x40' modular building which houses Shipping/Receiving, Copy Shop and the campus mailroom. Currently there is no additional storage space at the Menifee Valley Campus. The recent purchase of a truck box allows for the holding of big ticket items prior to delivery, but is inadequate for the storage of longer term items such as paper or printed materials.

#### **PERSONNEL**

One supervisor and eight full-time classified staff employees work in the department. The supervisor is the Purchasing Agent and is primarily assigned to the San Jacinto Campus. Purchasing also has one Senior Buyer and one Purchasing Assistant (who also heads the receiving area). The San Jacinto Campus has one warehouse assistant. The Print Shop has one lead, one Support Services Tech and one graphic artist. The Menifee Valley Campus Central Distribution has one Warehouse lead (Support Services Tech) and one Copy Shop tech (Support Services Tech).

#### **FUTURE PLANS**

Increases in enrollment or the addition of new programs and areas will continue to increase the demands on the department. The addition of new sites in the I-15 and The Pass Service Areas has increased the courier's workload so that what once took less than 2.5 hours to complete now can take up to 5 hours. Increases in mail and deliveries affect staffing, and increases in purchasing activities from the addition of new programs and departments increase the need for additional storage and holding spaces as well as personnel.

#### **FACILITIES**

As off-campus sites are developed, the department will be required to provide services at satellite offices and receiving areas at those locations. A warehouse and print shop are needed by 2010 at the Menifee Valley Campus, and an expanded, centralized Purchasing office is needed at the District level by 2015.

**PERSONNEL**

A manager and two full-time classified staff members should be added by 2010. One additional supervisor and three additional full-time classified employees will be needed by 2020.

<b>PURCHASING AND PRINT SHOP PERSONNEL</b>	<b>CURRENT</b>	<b>Additional by 2010</b>	<b>Additional by 2015</b>	<b>Additional by 2020</b>	<b>TOTAL as of 2020</b>
Managers	0	1	0	0	1
Supervisors	1	0	1	0	2
Classified Staff (full-time)	8	2	1	2	13
Classified Staff (part-time)	0	0	0	0	0
Total	9	3	2	2	16

**CHAPTER III: PROGRAMS AND SERVICES**  
***STUDENT SERVICES***

## **ATHLETICS**

### **Mt. San Jacinto Community College District**

*Patrick Springer, Dean of Student Services/Athletics*

*Chris Mozga, Interim Sports Information Officer*

*Dennis Hogan, Interim Business Services Vice President*

## **CURRENT SERVICES**

The Athletics program offers ten sports (five for men, five for women) for the education and enjoyment of District students.

## **FACILITIES**

Facilities on the San Jacinto Campus are outdated. For example, the gym is 25 years old and the locker rooms were built 40 years ago as temporary facilities. A major windstorm destroyed the football and baseball fields, as well as both scoreboards and much of the fencing. The Menifee Valley Campus has a soccer field and a temporary modular locker room.

## **PERSONNEL**

Current personnel include a manager, three full-time and two part-time classified employees, and four full-time and 19 part-time faculty.

## **FUTURE PLANS**

Construction and reconstruction of facilities are a priority, with the top two priorities being a softball field at the Menifee Valley Campus and a new track at the San Jacinto Campus. Athletics should be centralized due in part to needing to be located near common facilities and services (training and equipment).

## **FACILITIES**

A new gymnasium with appropriate locker rooms for men and women; an area for PE and indoors events such as basketball, volleyball, and weight and aerobics areas are needed at the San Jacinto Campus. Until the new gymnasium is built; the old gym needs a complete resurfacing of its floor. Football and baseball fields need to be reconstructed, and a new all-purpose track along with a concessions area and restrooms should be installed by 2010. The Menifee Valley Campus needs a softball field by 2010, and a permanent locker room, a gymnasium and a comprehensive athletic complex by 2015. Department facilities should be near the Physical Education department, Maintenance and Operations and Enrollment Services.

## **PERSONNEL**

Temporary coordinators need to be replaced with permanent, full-time staff. A full-time grounds/custodian should be assigned to the athletic department at both campuses to assist in keeping the fields up to standards, as well as the facilities.

ATHLETICS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	1	1	0	3
Supervisors	0	0	0	0	0
Classified Staff (full-time)	3	1	3	4	11
Classified Staff (part-time)	2	1	3	5	11
Total	6	3	7	9	25
Faculty (full-time)	4	1	2	4	11
Associate Faculty (part-time)	19	4	8	12	43

## **COUNSELING AND CAREER/TRANSFER**

### **Mt. San Jacinto Community College District**

*Tom Spillman, Interim Dean of Student Support Services: Counseling*

*Janet McCurdy, Articulation Coordinator*

*Martha Crawford, Administrative Associate*

### **CURRENT SERVICES**

Counseling provides many avenues that students can explore to seek support services: General Counseling and Honors, Athletics, Puente Program, Financial Aid, ESL, Career, Transfer, International Students or Study Abroad Program Counseling. Counseling and Career/Transfer services are provided at the San Jacinto and Menifee Valley campuses and Counseling services at the Temecula Valley Center. More than 10,000 unduplicated students are served at the Menifee Valley Campus, more than 6,000 are served at the San Jacinto Campus, and more than 1,000 are served at the Temecula Valley Center.

### **FACILITIES**

Facilities at the San Jacinto Campus (approximately 2,000 sq. ft.) are adequate, but will be outgrown shortly. More than 3,000 sq. ft. of space is set aside for the General Counseling program at the Menifee Valley Campus. Counseling and Enrollment share space in The Pass Area Service (approximately 1,400 sq. ft.) and at the Temecula Valley Center (approximately 1,000 sq. ft.).

### **PERSONNEL**

There are 18 employees at the Menifee Valley Campus including one districtwide Dean, one Student Success Coordinator, two part-time counselors, six full-time counselors, five part-time Title V Peers, two full-time classified employees and one 2/3-time classified employee. There are 16 employees at the San Jacinto Campus including one districtwide Dean, one Student Success Coordinator, one Transfer and Articulation Coordinator, three full-time counselors, two part-time counselors, four Title V Peers, and four classified employees. There are three employees at The Pass Service Area including one full-time classified employee, a part-time ESL Counselor, and a full-time Counselor with a split assignment. The Temecula Valley Center has one full-time counselor and one full-time classified employee. Career/Transfer Services is not staffed at this time, particularly in the evening hours.

### **FUTURE PLANS**

The current program is growing rapidly. The department expects to provide more online counseling, group sessions, advising in classrooms, and “express counseling” (overload approvals, prerequisite checks, student petitions and waivers). All four sites will need facilities to serve students.

### **FACILITIES**

At the current student enrollment growth rate, current facilities will likely be adequate for only the next two years. Additional computers, desks and furniture to accommodate new staff will be needed. The department should be located near Enrollment Services, Financial Aid, EOPS, Athletics, Honors, and Matriculation. Banning will have a campus built out, with complete services offered.

**PERSONNEL**

The ideal counselor/student ratio is 400/1. With that in mind, Counseling will likely triple the size of its staff in the next 15-20 years. With current student enrollment growth, one new counselor per year for 10 years would be best, but six would be adequate in that time period. Counselors would work throughout the District.

COUNSELING AND CAREER/TRANSFER PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	1	1	3
Supervisors	1	0	0	1	2
Classified Staff (full-time)	8	0	1	1	10
Classified Staff (part-time)	9	0	2	2	13
Total	19	0	4	5	28
Faculty (full-time)	12	2	2	2	18
Associate Faculty (part-time)	5	0	2	2	9
Total FTEF	14	2.0	3.0	3.5	22.5

## DISABLED STUDENT PROGRAMS AND SERVICES

### Mt. San Jacinto Community College District

*Eric Borin, Coordinator/Counselor*

#### CURRENT SERVICES

Disabled Student Programs and Services (DSPS) provides academic, career, and short-term emergency personal counseling. Students served in this program have a variety of disabling conditions such as hearing impairment, acquired brain injury, developmental delays, learning disabilities, mobility impairment, psychological disabilities, speech and language impairment, and visual impairment. In addition to counseling services, the department provides access to the High Tech Center where students can be trained and use the computers that have been set up with adaptive hardware and software. Students who qualify to have their reading materials in an alternate format (e-text, Braille, or enlargement) work with the Alternate Media Specialist. For students with hearing impairments or who communicate using sign language, interpreting is provided. For the same population of students, the department provides closed-captioning for videos or DVDs used in the classroom. The current infrastructure is running at maximum capacity, with all testing rooms scheduled for test facilitation or high tech training; counseling services are strained and scheduled over a month into the future.

#### FACILITIES

- ◆ On the San Jacinto Campus, the facilities are located in Room 1112. The reception and lobby area consists of 152 sq. ft. with the office manager area at 39 sq. ft. The reception work area has 96 sq. ft. The back office work area and storage is 221.4 sq. ft. The Program Coordinator's office is 147.7 sq. ft. and the Counselor's office is 66 sq. ft. The High Tech Center is 151 sq. ft. with a 36 sq. ft. corridor. There are three testing rooms: #1 has 66 sq. ft., #2 has 63.25 sq. ft. and #3 has 59.4 sq. ft. An alternate media office has 195.75 sq. ft. In Room 1255C, there is a Closed Captioning Center of 137 sq. ft.
- ◆ At the Menifee Valley Campus, the facilities include an 80 sq. ft. Counselor's office in Room 1019. The front desk has an area of 67.5 sq. ft., and the High Tech Center has 154 sq. ft. (96 sq. ft. corridor). There are three testing rooms: #1 has 60 sq. ft., #2 has 62.5 sq. ft. and #3 has 60 sq. ft. The Learning Skills Office has 63.25 sq. ft. with the Learning Skills Lab having 141 sq. ft.

#### PERSONNEL

The department currently has one supervisor and includes three full-time and five part-time classified staff, one full-time faculty member and one part-time associate faculty.

#### FUTURE PLANS

Program growth will increase faster than overall college growth, and the current staff and resources will be pushed beyond the current limits. With the current standard of growth and the anticipated level of growth, the Disabled Students Programs and Services department will have to expand its staffing and work space in order to meet the demand for reasonable accommodations for students in the future. Facilities are tight and there is a safety risk. There is no room for the staff to work. To meet the increased demands, the department plans to organize and implement a peer-support mentor level of service; the student file system will be updated and streamlined; a series of educational workshops focused on developing self-advocacy skills will be offered; and disability support groups will be organized in conjunction with the anticipated student health center with a mental health service component. There will also be a need to update software

and hardware in the High Tech Centers. It is recommended that all services in the future be centrally located at each site, in equal measure. The current staff will need to be expanded and the size of the current facilities will need to be larger, and the links with the community service providers will need to be stronger. Media should be developed to support outreach. The website should show what is available to students.

## FACILITIES

It is necessary that the DSPS centers be accessible for all students, and all services need to remain centrally located. There is also a need to provide services at the new Temecula Education Complex and other centers that may emerge, such as in The Pass Service Area.

- ◆ At the Menifee Valley Campus, there is an immediate need for a Counselor's office, a High-Tech Center, an Alternate Media Office, a Closed Captioning Center, and a Peer Advising Office.
- ◆ At the San Jacinto Campus, the need is similar. There is also an immediate need for a Counselor's office, a High-Tech Center, an Alternate Media Office, a Closed Captioning Center, and a Peer Advising Office.

## PERSONNEL

By the year 2010, the department will need two additional supervisors, four full-time classified staff, and two part-time classified staff. Additional personnel may be necessary to staff the growing web service to students and community. By 2015, two additional supervisors will be needed with two more full-time classified staff, and two more part-time classified staff. By 2020, two more full-time classified staff and two more part-time classified staff will be necessary, for a total of 27.

DSPS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	0	0	0	0	0
Supervisors	1	2	2	0	5
Classified Staff (full-time)	3	4	2	2	11
Classified Staff (part-time)	5	2	2	2	11
Total	9	8	6	4	27
Faculty (full-time)	1	1	1	0	3
Associate Faculty (part-time)	1	1	1	0	3

## ENROLLMENT SERVICES

### Mt. San Jacinto Community College District

*Robin Armour, Director, Enrollment Services, SJC*

*Susan Loomis, Director, Enrollment Services, MVC*

## CURRENT SERVICES

The Enrollment Services Department provides numerous services for students and members of the community: general information and college outreach; applications for admissions; student, staff, faculty, and administrator I.D. cards are initiated and processed; registration; add and drop credit classes through this office and via my.msjc.edu; receipt of petitions to enter classes late; requests for cross enrollment; audit classes; credit—no credit classes; concurrent enrollment, and transcripts. Also initiated and processed in this office are: credit by examination, applications for graduation, applications for certificates of achievement, enrollment verifications (in person or through National Student Clearinghouse), prerequisite challenge requests, and student academic appeals. Other college transcripts are scanned, transcripts are evaluated, and general education certifications for CSU and IGETC are processed. Student academic records, courses taken, units attempted, units earned, grades, grade points, graduation and various other services and data are maintained in this office. This office also handles international students and staffs the Eagle Access Centers.

## FACILITIES

- ◆ On the San Jacinto Campus, facilities are located in the computer center at the Eagle Access Center (20' X 28'). The Director has an area (10' X 17') and the Evaluators have an area (11' X 12'). There is a Front Counter Area (19' X 27').
- ◆ At the Menifee Valley Campus, the facilities are located in the computer center at the Eagle Access Center (23' X 28'5"). The Director has an area (7'5" X 13'5") and the Evaluators have an area (11'2" X 11'10"). The Front Counter Area is 15'7" X 14'8" with an office (shared with Interim Financial Aid Director) office for the Administrative Associate (5' X 8'5").

## PERSONNEL

Enrollment Services currently has 12 full-time classified staff, with two managers. There are also 7 part-time classified staff members.

## FUTURE PLANS

Current and future campuses and growth in enrollment will bring an increased load for all personnel. Increased staffing and spacing will be required in order to service the needs of the students. There will be a greater demand for transcript scanning, which will require a full-time scanner. Full staffing at the counter will be necessary. Each Enrollment Services Departments will need space in order to serve the needs of the students and ergonomic work stations for all Enrollment Services staff. Web services need to be enhanced to allow students access to personal records online and perform a degree audit to monitor academic progress. The hiring of a person to staff the "peak phone bank system" during enrollment periods will be necessary. There will be a need for a supervisor on each campus. It is recommended that all services in the future be decentralized to allow for access in the under-represented areas.

## FACILITIES

It is helpful for the Enrollment Services area to be in close proximity to Financial Aid, Counseling, and the Cashier's Office to help support their network needs and applications. At both campuses, the front counter should be constructed so that students will be able to have open access to these services. All workstations and computer stations should be located nearby, and there should be sufficient computer stations for the students to access. These important functions should be considered in the planning for new or remodeled buildings at the current campuses, as well as in planning any new centers. Service to the students and community will continue to be an integral part of the community college. The Enrollment Services area requires adequate space and equipment to serve the students. At the Menifee Valley Campus, the immediate needs are a Director's Office, an Eagle Access Center (computer center), an open area for line management, office space for supervisors, an office space for an administrative assistant, storage space (there is inadequate storage space for forms and documents), front counter area, and a workroom. The Administrative Associate currently shares an office with the Interim Financial Aid Director. There are three enrollment specialists in a 10 X 11 office. A concern also exists for safety and health issues. At the San Jacinto Campus, there is a need for an open area for line management, office space for supervisors, office space for an administrative assistant, an office for International Students, storage space, front counter area, and a workroom. The area needs to be remodeled and new computer workstations and chairs need to be purchased. There needs to be a separate bathroom for the staff, and a lock system to adequately secure the building.

## PERSONNEL

- ◆ By the year 2010, personnel needs will include two additional supervisors, four full-time classified staff, and two part-time classified staff. Additional personnel may be necessary to staff the growing Web service to students and community.
- ◆ By 2015, two additional supervisors will be needed with two more full-time classified staff, and two more part-time classified staff.
- ◆ By 2020, two more full-time classified staff and two more part-time classified staff will be necessary, for a total of 39.

ENROLLMENT SERVICES PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	2	0	0	0	2
Supervisors	0	2	2	0	4
Classified Staff (full-time)	12	4	2	2	20
Classified Staff (part-time)	7	2	2	2	13
Total	21	8	6	4	39

## **EXTENDED OPPORTUNITY PROGRAMS AND SERVICES / CARE**

### **Mt. San Jacinto Community College District**

*Mary Gocke, EOPS/CARE Associate Counselor/CARE Coordinator*

*Bertha Barraza, EOPS/CARE Counselor*

### **CURRENT SERVICES**

Extended Opportunity Programs and Services/CARE serves low income, educationally disadvantaged students with “over and above” services including academic and personal counseling, textbook purchases, priority registration, ASB cards for student discounts, University fee waivers for transfer admissions applications, CARE program services for single parents receiving public assistance with children under 14 years of age, the annual Region 9 CARE Student Conference, the annual CARE Giving Tree Celebration, and EOPS/CARE educational success workshops. During the 2006-2007 academic year, EOPS was funded to serve 598 students. A 3% increase was received this year to serve a capacity of 617 students.

### **FACILITIES**

- ◆ On the San Jacinto Campus, the facilities are located Room 1113, Building 1100. The office reception area, Clerk II work station and Conference table is 26x15, 390 sq. ft.; a private office with door for the Special Programs Assistant II is 10x10, 100 sq. ft.; a private office with door for CARE Counselors and Coordinating work station and File cabinets is 10x10, 100 sq. ft; EOPS student work stations with three computers is 10x6, 60 sq. ft; Private office with door EOPS/CARE Director work station and file cabinets is 10X 16, 160 square feet; a private office with door EOPS/CARE Counselor work station; a private office with door EOPS/CARE Counselor work station; Student workers office is 8x10, 80 sq. ft; Adjunct Counselors Office is 9x8, 72 sq. ft; CARE Coordinator Office is 10x9, 90 sq. ft. Total square footage is 1052 sq. ft.
- ◆ At the Menifee Valley Campus, the facilities are located in Room 103, Building 100. The private office with door for EOPS/CARE Counselor work station and file cabinets is 17.5x10, 175 sq. ft; an office reception area, Clerk IV work station, Director/Coordinator/Student work station with file cabinets is 12x10, 120 sq. ft. Total square footage is 295 sq. ft.

### **PERSONNEL**

The EOPS/CARE program currently has one manager and one supervisor and includes three full-time classified staff and one part-time classified staff, and two full-time faculty members with one part-time associate faculty.

### **FUTURE PLANS**

As the District grows, so does the need for “over and above” services to eligible EOPS and CARE students that are focused on improving EOPS/CARE student outcomes. These “over and above” EOPS/CARE services include transfer and career preparation, basic skills and ESL instruction, guidance and personal development instruction, establishment of an EOPS/CARE student association, establishment of an EOPS/CARE Alumni Association and “Booster” Organization, and the development of EOPS/CARE Outreach programs and materials. This growth in EOPS/CARE program capacity generates the need for increasing the capacity of the EOPS/CARE Department by increasing current staffing levels including full-time certificated (administrative/technical staff, counseling, and other teaching faculty) and clerical staffing, expanding internal staff expertise in data analysis and utilization of technology, training of staff, the

utilization of part-time staff, counseling interns, faculty interns, and EOPS/CARE student staff. The increase in staffing should take into account the ethnic and linguistic diversity and reflect the demographic composition of the low-income population within District boundaries. The services and staff of EOPS/CARE should be established in the future at three campuses – San Jacinto, Menifee Valley and The Pass Service Area – and at the I-15 Corridor Service Area. EOPS/CARE outreach services should be provided to local high schools, local adult education programs, local Riverside County schools, local continuation schools, social service agencies, community-based organizations, the six Indian Reservations within the District, and by the utilization of district distance learning technology and the development of an EOPS/CARE interactive web site.

## FACILITIES

EOPS/CARE should be in close proximity to other service areas including Financial Aid, Enrollment Services, Learning Skills, Child Care, Bookstore, DSPS, Upward Bound, Talent Search, Transfer Centers, Library Services, and District and/or public transportation. Budget services, program management, program technology development, and the main database will be centralized. EOPS/CARE Counseling, EOPS/CARE Orientation, CARE Intakes, and EOPS/CARE Tutoring Services would be decentralized. At the Menifee Valley Campus, there is an immediate need for storage and workrooms.

- ◆ By 2015, meeting and class space needs to be enlarged. At the San Jacinto Campus, the need is similar. There is also an immediate need for storage and workrooms.
- ◆ By 2015, meeting and class space needs to be enlarged. By 2015, An EOPS/CARE Office and three workstations should be added to Banning Pass.
- ◆ By 2020, another EOPS/CARE Office and three workstations should be added to the San Jacinto Campus as well as at the Menifee Valley Campus.
- ◆ By 2020, and EOPS/CARE Office and three workstations should also be added at the Temecula Center, the Lake Elsinore Area, and the local Indian Reservations. Storage and workrooms and meeting and class space all should to be added to the Banning Pass and Temecula Center.
- ◆ By 2025, another EOPS/CARE Office and three workstations should to be added to the San Jacinto Campus and the Menifee Valley Campus.
- ◆ Also by 2025, storage and workrooms as well as meeting and class space should to be added to the Lake Elsinore area.

## PERSONNEL

By 2020, a total of 20 people will be needed to staff the department.

EOPS / CARE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	1	0	2
Supervisors	1	1	0	0	2
Classified Staff (full-time)	3	1	1	2	7
Classified Staff (part-time)	1	0	1	0	2
Total	6	2	3	2	13
Faculty (full-time)	2	0	1	1	4
Associate Faculty (part-time)	1	1	1	0	3

## **FINANCIAL AID SERVICES**

### **Mt. San Jacinto Community College District**

*Lesia Navarro, Interim Director*

*Shanae Williams, Interim Director*

#### **CURRENT PROGRAM**

Financial Aid Services receive and review financial information and applications for various programs, including grants, student loans, scholarships, work study, and veterans benefits. Currently, all loans are processed at the San Jacinto Campus; however, students may receive information and services from offices located at either campus. The department also conducts outreach activities and collaborates with five or six high schools in the communities surrounding each campus. Athletics, Counseling, and Career Transfer Centers also do outreach. Financial Aid, through the two campuses together, makes more than 6,000 awards a year. At peak times, the offices may serve from 300 to 500 student a day; during regular sessions, 80 to 100 students daily are served through visits or telephone service.

#### **FACILITIES**

The facilities at the Menifee Valley Campus include a Director's office (10x10), space for a Technical Support Person (6x9), two technician stations (6x 4), two front counters (6x 5), and one scanning station (8x5). On the San Jacinto Campus, offices include a Director's office (10x10), a counselor office (10x8), two technician stations (5x6), 2 technician stations (8x7), and four front counter areas (6x 4).

#### **PERSONNEL**

Current personnel include two directors (one on each campus), four technicians (including one IT person), one permanent part-time classified employee, and one counselor (an associate faculty member).

#### **FUTURE PLANS**

If the two current campuses become separate colleges and grow as projected, more online services will be required. It will be important to implement an Electronic Funds Transfer (EFT) process. Currently, the offices are unable to use the system due to the lack of staff to set up the equipment. A new IT person would be the key to this service. Processing will continue to be centralized while forms, applications and services will be available at all campuses.

#### **FACILITIES**

At the San Jacinto Campus, the space will need to be larger to house additional staff. It should be located in a separate building or area, if possible. If housed in the same building, it should provide more privacy both for financial aid personnel and for veterans' service personnel, as both engage in confidential work with students. The space at the Menifee Valley Campus should be twice as large, and each staff member who deals with students on a confidential basis should have a separate office or private area. Storage should be physically located in proximity to the area, in addition to a workroom, mail room, work place for students, and computers for student use.

#### **PERSONNEL**

As the two current campuses grow in the short term (to 2010), staff must be added to cover the needs of additional students. In addition, services to students enrolled at new outreach centers or campuses will

need to be met by placing personnel on site. Online services can be provided but will not replace necessary face-to-face service. Personnel needs assume the addition of two centers at some distance from the current campuses, and include a Director at the Menifee Valley Campus and the San Jacinto Campus, and a Supervisor at each Center. Personnel requirements will vary depending on the availability of technological support.

FINANCIAL AID SERVICES PERSONNEL	CURRENT SJC / MVC	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1 / 1	0 / 0	1 / 0	0 / 0	2 / 1
Supervisors	0 / 0	0 / 0	1*	1*	2*
Classified Staff (full-time)	2 / 2	2 / 2	1*	1*	4 / 4 / 2*
Classified Staff (part-time)	1 / 0	1*	1*	1*	1 / 3*
Total	4 / 3	2 / 2 / 1*	1 / 0 / 3*	0 / 0 / 3*	7 / 5 / 7*
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	1	1	1	1	4

\* New campuses

## **MATRICULATION AND OUTREACH**

### **Mt. San Jacinto Community College District**

*Joanna Quejada, Dean of Matriculation and Outreach*

*Bob Ruth, Assessment Technician*

### **CURRENT SERVICES**

- ◆ Matriculation encompasses the College's application, orientation, assessment and counseling/advisement processes, all major components of the matriculation process. All new students enrolling in credit classes are required to participate in each of these services. Matriculation services are provided on the Menifee Valley and San Jacinto Campuses in addition to on-site services (with the exception of counseling/advisement) offered in all the District's local high schools.
- ◆ Outreach, which provides services to feeder high schools and local communities, includes in-class presentations, matriculation workshops (application/assessment/ orientation), information tables, career/college days, Parent Nights and open houses in addition to many other activities. Outreach coordinates services and collaborates with other departments to offer a comprehensive program of informational services to local high schools. The mentor program is a subset of Outreach services that assists with high school recruitment and provides "in-reach" services to students through the Eagle Access Center (EAC), a space with 15-20 computers that provides assistance with the College's online applications including the financial aid application. Student event planning and student discipline also are administered within the Department of Matriculation and Outreach.

### **FACILITIES**

Matriculation is a decentralized process, with each service offered through several different departments; however, students primarily use online services. The department's administrative office is on the Menifee Valley Campus; assessment is administered in a modular building and outreach personnel occupy several offices with the Associated Student Body in a modular building. On the San Jacinto Campus, Outreach personnel share office space with the Associated Student Body in a permanent building.

### **PERSONNEL**

The department employs an administrator, three full-time classified employees, four part-time classified temporary employees and 15-25 student workers.

### **FUTURE PLANS**

Growth in enrollment indicates a growing demand for services in all areas of the department.

### **FACILITIES**

Space is needed on both campuses for offices, the department's mentor program, training rooms, storage and workrooms. If staffing increases as expected, the department will require twice as many offices for staff and double the amount of space by 2010. Assessment facilities at the Menifee Valley Campus need to be increased from 16 to 32 stations, and from 15 to 32 stations at the San Jacinto Campus. Department facilities should be in close proximity to all Student Services. If OCR software is utilized, the need for storage space will be reduced.

**PERSONNEL**

As enrollment increases, the staff will need to at least double in size. To keep pace with regulatory requirements, District needs and technological advances, new positions should include a supervisor, outreach personnel and a significantly upgraded assessment technician position. The need for associate faculty is also appropriate given the demand for counseling services in the high schools.

<b>MATRICULATION AND OUTREACH PERSONNEL</b>	<b>CURRENT</b>	<b>Additional by 2010</b>	<b>Additional by 2015</b>	<b>Additional by 2020</b>	<b>TOTAL as of 2020</b>
Managers	1	0	0	0	1
Supervisors	0	1	0	0	1
Classified Staff (full-time)	3	1	1	1	6
Classified Staff (part-time)	4	2	5	4	15
Total	8	4	6	5	23
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	1	1	1	0	3

## STUDENT GOVERNMENT

### Mt. San Jacinto Community College District

*Camille Kraft, Dean of Student Services*

*Roger Schultz, Vice President of Student Services*

*Joanna Quejada, Dean of Student Life and Student Development*

## CURRENT SERVICES

Current services are hampered by inadequate space on both campuses.

## FACILITIES

There are just three office spaces at the San Jacinto Campus. The Menifee Valley Campus has no Student Center.

## PERSONNEL

There is one student employee at this time.

## FUTURE PLANS

Plans include having a dedicated multi-purpose facility that can be used for student activities, speakers, meetings, and events at both campuses, with two separate student governments – one per campus. The program needs a service learning component with leadership courses and experiential learning.

## FACILITIES

A multi-purpose facility would include Student Government offices, advisor offices, space for club activities, mail boxes, student lounge, etc. There is a need for quality, full-access Health Centers at both campuses. Student activity centers should be close to food services.

## PERSONNEL

Plans call for a manager for Student Life on one campus, then another manager for the other campus.

STUDENT GOVERNMENT PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	0	2	0	2	4
Supervisors	0	0	0	0	0
Classified Staff (full-time)	0	1	1	0	2
Classified Staff (part-time)	0	0	0	2	2
Total	0	3	1	4	8

**CHAPTER III: PROGRAMS AND SERVICES**  
***DISTRICTWIDE PROGRAMS***

## COMMUNITY EDUCATION

### Mt. San Jacinto Community College District

*Rhonda Dixon, Coordinator, Community Education*

#### CURRENT PROGRAM

Community Education includes both non-credit (Continuing) and fee-based (Community) classes that serve the entire District. The department handles 16 separate budgets totaling approximately \$2,000,000 annually, including grant funding such as a WIA Title II grant for non-credit English as a Second Language (ESL) and GED classes. Current enrollment is approximately 5,600 students – 1,900 in non-credit classes and 3,700 in fee-based classes – and students range in age from 6 to 96.

- ◆ Non-credit classes include approximately 22 sections of ESL, four sections of ABE/GED, citizenship classes, short-term vocational classes and older adult classes. All instructors are on part-time, semester-to-semester contracts, and most classes are held in off-campus locations such as community centers, schools and houses of worship. In 2006-07 the non-credit program generated 118.18 enhanced funding FTE and approximately 75.21 non-enhanced FTE.
- ◆ The fee-based Community program includes short-term and seminar-style classes for the entire family such as dance, language, personal development, communication, CPR, computer software training, College for Kids and Traffic School. For each of the last few years, these classes have generated an average of \$350,000 in revenue annually. Recently the Community program has been building a short-term (six-month) Career Training Certificate program to fill the need for job training that is not offered for credit. The Certificate programs include Pharmacy Technician, Medical Billing, Advanced Medical Coding, Optical Assistant and Massage Technician.

#### FACILITIES

The department serves the entire District at this time through the San Jacinto Campus, where the department's office space includes cubicles for clerical staff, a storeroom, and some assessment space. Classrooms used for Community Education are booked after credit classes are scheduled, and almost all non-credit classes are offered off-campus.

#### PERSONNEL

At this time department personnel include a supervisor, two full-time classified employees, and 4 part-time classified staff members. Of 32 non-credit part-time instructors, 20 teach ESL. Up to 80 instructors are hired each semester to teach for the department.

#### FUTURE PLANS

In future fee-based community class registration will become web-based. The area of greatest growth, however, will likely be non-credit classes such as Basic Skills and short-term vocational courses to meet community need. The non-credit ESL program, which has more than doubled in size in the last two years, is expected to continue its growth. For fee-based classes, the department will need to acquire dedicated facilities. There has been a suggestion that the Community Education department should include Contract Education, which is currently part of the academic program.

#### FACILITIES

Larger offices, including space for records storage and a faculty workroom, will be needed at the San Jacinto Campus by 2010. Eventually there will be a need to house some staff members at the Menifee Valley Campus to handle questions and class registration. A faculty workroom will be needed at Menifee as well by 2015. As fee-based classes increase in number, increasing revenue as well, the department has a long-term goal of acquiring a modular classroom for each campus, assuring at least one or two dedicated Community Education classrooms at each site. This would allow room to have a non-credit ESL class on each campus, and extra room for credit classes as needed.

### **PERSONNEL**

Even with web-based registration, the number of staff will most likely increase to accommodate the increased need for room booking, schedule development and payments.

## **DISTANCE EDUCATION**

### **Mt. San Jacinto Community College District**

*Patricia James, Dean*

*Mark Dumas, Supervisor*

*Nick Abbondanza, Distance Education Coordinator*

*Amrik Randhawa, Distance Educational Coordinator*

## **CURRENT PROGRAM**

The Distance Education (DE) program hosts over 350 sections of classes via the Blackboard server. The program has a 92 percent fill rate and continues to grow exponentially. In 2000 there were two online courses, and as of Spring 2008 there were 350 sections of over 90 distinct courses. The Instructional Technology Services department (see "Instructional Technology Services" in this section) currently repairs, configures and maintains instructional technology that directly supports student learning and activities in DE. The DE program will require its own departmental status by 2010 to allow for a focused approach to infrastructure identification, purchase and implementation, training for staff and faculty, and for Helpdesk solutions. In addition, the ITS department facilitates the portal in Blackboard that is the access point for all web-based business at the college. The program will also provide courses to off-site programs as needed to complete degree and certificate patterns.

## **FACILITIES**

The Helpdesk office is located in Room 157. The Distance Education office is located in Building 200, along with a 20-30 part integrated enterprise data solution network. Two technicians share the one-person office in borrowed space from the Information Services department.

## **PERSONNEL**

At this time the manager is the Dean of Library and Technology and the Distance Education (DE) area is supervised by the Instructional Technology Services Supervisor. There are two DE Network Coordinators who are often called in for emergencies although no on-call provision is included in their job descriptions. There is also a part-time Helpdesk technician who serves as support for both the DE and the ITS faculty and student requests. A grant-funded (Title V) part-time faculty resources person assists faculty with course development. In addition, there is a stipend offered to a full-time faculty member who serves as the liaison for the 250 part-time and full-time Distance Education faculty and who assists with helping faculty plan online course development.

## **FUTURE PLANS**

Distance learning is a rapidly growing area, which will require space, funding and virtual servers, as well as some type of 24/7 support and response via phone, network or web presence. The goal is to create a Distance Education department with a supervisor and staff and its own infrastructure and support budgets. It is anticipated that the number of courses offered via distance will grow to 500 by the year by 2010.

## **FACILITIES**

Centralized office space for all staff and a server room that is sufficiently equipped with air conditioning and generators to cover during electrical "incidents" is necessary for the support of a program that continues to grow. Additional servers, switches, and electrical needs are anticipated to match the growth.

## **PERSONNEL**

A supervisor is needed for the DE area by 2010. One additional technician should be added by 2010 and another by 2015. A full-time Helpdesk person should be added by 2010 and another by 2015. The current Helpdesk person should move to full-time immediately. A full-time District-wide instructional designer should be added by 2010, with another added by 2020 (for a total of one on each campus). One Clerical III should be added to serve both the ITS and DE programs.

DISTANCE EDUCATION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	0	0	1
Supervisors	0	1	0	0	1
Classified Staff (full-time)	2.5	2.5	4	0	9
Classified Staff (part-time)	0	0	0	0	0
Total	3.5	3.5	4	0	11

## FIRE SCIENCE

### Mt. San Jacinto Community College District

*Donna Greene, Interim Associate Dean of Career Education*

## CURRENT PROGRAM

The Fire Science program serves the continuing education and occupational needs of students.

## ENROLLMENT

Between 2000 and 2005, the department experienced a 100% increase in enrollment. Currently there are waiting lists of 5 or more students per class. The average class size is 30, with class sizes ranging from 25 to 40 students.

## FACILITIES

At this time the department's classes meet off-campus.

## TEACHING METHODOLOGIES

Classes are 90% lecture and 10% lab, with no online classes offered at this time.

## PERSONNEL

A coordinator works 25% to 40% for the department.

## FUTURE PLANS

The department plans to enter into a partnership with the City of San Jacinto for a Fire Science Academy. The College's Emergency Medical Technician program, now offered as part of the Nursing program, will be moved into this department and combined into the Academy.

## ENROLLMENT

See Table attached.

## FACILITIES

Future facility needs will depend on the requirements identified by the research for the new Academy. The city plans to build a tower on a portion of a campus easement that will be used for the Academy.

## TEACHING METHODOLOGIES

In future, more lab time will be offered for students.

## PERSONNEL

Additional part-time faculty will be needed by 2020.

FIRE SCIENCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	1.6	0.4	1.2	1.0	4.2
Total FTEF	1.6	0.4	1.2	1.0	4.2

<b>FIRE SCIENCE ENROLLMENT</b>	<b>Actual 2005</b>	<b>Projected 2010</b>	<b>Projected 2015</b>	<b>Projected 2020</b>
District Enrollment	12,746	20,460	29,634	36,747
District WSCH	117,973	198,716	305,773	393,255
Program Enrollment	164	333	516	681
Program WSCH	486	987	1529	2019
WSCH % Lecture	90%	90%	90%	90%
WSCH % Lab	10%	10%	10%	10%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	437.4	887.9	1376.3	1816.7
WSCH Lab	48.6	98.7	152.9	201.9
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	5	10	16	21
Average Number of Students per Section	33	33	32	32

## HONORS ENRICHMENT PROGRAM

### Mt. San Jacinto Community College District

*Christopher Sleeper, Honors Enrichment Program Coordinator*

#### CURRENT PROGRAM

The Honors Enrichment Program serves 250 students each year, aiming to empower them with the academic skills necessary for achieving transfer success at four-year universities. Enrollment in the Honors Enrichment Program increased 19% between 2000 and 2005. Honors sections of classes are typically embedded within traditional class sections, with enrollment ranging from one to five students per section. Classes are 100% lecture, with almost one-third (30%) offered online (16 of 50 classes).

#### FACILITIES

Honors courses are offered at both the San Jacinto Campus and the Menifee Valley Campus, as well as the two satellite centers of the College.

#### PERSONNEL

There is an Honors Coordinator located at the Menifee Valley Campus and designated Honors counseling faculty (mostly at the Menifee Valley Campus), who receive stipends to work with Honors students.

#### FUTURE PLANS

The Honors Enrichment Program will likely grow at the same rate as overall College enrollment through 2020.

#### FACILITIES

Future needs include an office and a seminar room, probably within the Learning Resource Center space.

#### PERSONNEL

Two part-time classified staff employees are needed to provide clerical support for the Honors Coordinators. An additional Honors Coordinator is needed to cover the San Jacinto Campus.

HONORS ENRICHMENT PROGRAM PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	1	0	0	2
Supervisors	0	0	0	0	0
Classified Staff (full-time)	0	0	0	0	0
Classified Staff (part-time)	0	2	0	0	2
Total	1	1	0	0	2

## **INSTRUCTIONAL TECHNOLOGY SERVICES**

### **Mt. San Jacinto Community College District**

*Pat James, Dean of Library and Technology*

*Mark Dumas, Supervisor, ITS*

*Cindy A. Rozo, Helpdesk Technician*

*Andre Uckert, Network Coordinator*

*Bob Vilums, Network Coordinator*

*Milton Reyes, Interim Instructional Network Coordinator*

## **CURRENT PROGRAM**

Instructional Technology Services (ITS) provides, repairs, configures and maintains instructional technology that directly supports student learning and activities, and to collaborate with, train and guide faculty and staff to enhance learning outcomes using instructional technology. More than 20,000 students, faculty and staff members benefit from department services every semester. Services include Distance Education (see "Distance Education" in this section), infrastructure, 75 smart classrooms throughout the District, and a Helpdesk. The Helpdesk responds to student, faculty and staff inquiries, tracks department schedules and meetings, and works with users to access and maximize the benefits of using Blackboard. Distance Education provides a portal to online services available in the online learning environment. At this time there is a strain on the District infrastructure, with a lack of adequate ongoing infrastructure budget and Distance Education course development.

## **FACILITIES**

Department services are both centralized and decentralized, owing to specific demands required by certain areas of support and the lack of adequate office space. All infrastructure is centralized. At the San Jacinto Campus, the following areas of the department are housed in the Library and in Building 100: two offices, two office/work areas, three storage areas and a server closet. The Helpdesk office is located in Room 157. The Distance Education office is located in Building 200, along with two racks of services. At the Menifee Valley Campus, the department includes two offices, two workrooms, a storage area and a server closet in two separate buildings on the campus (Building 800 and Building 900).

## **PERSONNEL**

At this time the department has an administrator and a supervisor, with two staffs, one at each campus. At this time staffing levels have not kept pace with enrollment and facilities growth within the District (more than 250 computers have been added). There are three network technicians at the San Jacinto Campus, six technicians at the Menifee Valley Campus, two Distance Education Coordinators, two Distance Education technicians and a Helpdesk Technician.

## **FUTURE PLANS**

Increasing enrollment will place increasing demands on the department to provide appropriate and timely services to students, faculty and staff. The department should probably move toward a more centralized model for the Helpdesk, system administration and network (virtualization) administration, depending on the availability of space and the desire of instructors. The department will increase its reliance on technological solutions for remote deployment, administration and Helpdesk services, and will build upon the infrastructure to deliver services through the use of virtualization technologies. The implementation of a SANS hosting a VMWare solution will provide a more robust and flexible work environment for students in a

Distance Education setting as well as in the classroom. Distance learning is a rapidly growing area, which will require space, funding and virtual servers, as well as some type of 24/7 support and response via phone, network or web presence. The goal for the Distance Education portion of the program should be to break it out into its own department with a supervisor and staff and its own infrastructure and support budgets.

## FACILITIES

Department facilities should be in close proximity to Information Technology, the Library, the Learning Resource Center and Computer Science/Information Systems. The network infrastructure must be redesigned to accommodate diverse classroom environments, locations and job functions. Segmentation could allow easier extension of the network, reduction in congestion, and isolation of network problems and improve security. A Data Center is needed on each campus by the year 2010.

- ◆ At the San Jacinto Campus, the department needs additional office, work, and equipment storage areas, as well as a server room. The Helpdesk office needs to increase its size to accommodate additional staff support. Distance Education needs several more offices, storage areas, rack spaces and power source spaces by 2020.
- ◆ At the Menifee Valley Campus, the department needs two additional offices by 2010 and one additional office by 2020; two additional workrooms by 2010 and one additional workroom by 2020; two additional labs by 2010; a conference room by 2010, and four additional storage areas by 2020.

## PERSONNEL

Staffing levels are currently less than needed to serve increasing enrollment and expanding facilities, and this will continue to be a problem unless investments are made in training, technology and infrastructure as well as additional staff. For growth in Distance Education, more personnel will be needed. The department's organization hierarchy will need to be restructured and new technology administration positions created. With the Learning Resource Center and a Technology Building added at the Menifee Campus total student uses of computers have risen to over 300 without additional staff. A planned addition in the I-15 Corridor Service Area will add 13 smart classrooms and student library and tutoring access computers. A planned Humanities building will add additional classrooms and labs, as well. Staff support should be provided for these additional facilities. One clerical III should be added to serve both the ITS and DE programs.

INSTRUCTIONAL TECHNOLOGY SERVICES PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	1	0	2
Supervisors	1	1	1	0	3
Classified Staff (full-time)	14	7	0	3	24
Classified Staff (part-time)	0	0	0	0	0
Total	16	8	2	3	29

## **MULTIMEDIA**

### **Mt. San Jacinto Community College District**

*Don Smith, Chair*

#### **CURRENT PROGRAM**

The Multimedia Department serves the community's occupational needs as the game and entertainment industry's need for qualified animators and modelers continues to grow. The College is the only one in the region offering six semester-long courses in Multimedia, and with needed changes being made in the College's Video Production and Digital Photography offerings, high school video students are poised to enter the department's second-level courses directly.

#### **ENROLLMENT**

Between 2000 and 2005, the department's enrollment decreased by 40%. The department forged a new vision during this time, focusing the curriculum on areas with good job prospects and how to prepare students for those careers, and the tide is turning so that enrollment will most likely begin to increase. There are now waiting lists of approximately 10 students for first-level, online classes in the department. The average class size is 15, with the range of class sizes from 10 to 30 students.

#### **FACILITIES**

With the new Technology Building, the department has two offices, a multimedia computer room, a multi-disciplinary computer room and a digital research library room including archives and a tutoring lab.

#### **TEACHING METHODOLOGIES**

Teaching methodologies include lecture, lab and online.

#### **PERSONNEL**

Instructors have become more specialized; there are two full-time instructors and 10 part-time instructors. A part-time classified staff member is also employed in the department.

#### **FUTURE PLANS**

The department plans to offer a true production floor environment (hands-on) and a seminar-for-credit series featuring experts in the field. Courses in Game Design, Digital Video, Writing for Entertainment and Multimedia in Performance (concerts, conventions, theater) may be offered.

#### **ENROLLMENT**

See Table attached.

#### **FACILITIES**

Additional facilities needed by 2010 include a video production studio/classroom with CYC, light equipment and grid, control/editing room, sound equipment, recording room and dressing room. By 2015 an additional multimedia "smart" classroom will be needed and by 2020 an additional multimedia classroom (PC or MAC) will be needed.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned.

### PERSONNEL

Three additional full-time instructors, including one specializing in video and two in technology, will be needed by 2020. Additional part-time faculty with appropriate specializations will be needed as well.

MULTIMEDIA PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2.0	0	1.0	1.0	4.0
Associate Faculty (part-time)	4.4(10)	0.4	2.8	2.4	10.0
Total FTEF	6.4	0.4	3.8	3.4	14.0
Classified Staff (full-time)	0	1	0	1	2
Classified Staff (part-time)	.5	.5	.5	0	1.5
Total	.5	1.5	.5	1	3.55

MULTIMEDIA ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
District Enrollment	12,746	20,460	29,634	36,747
District WSCH	117,973	198,716	305,773	393,255
Program Enrollment	437	660	1023	1350
Program WSCH	873	1318	2043	2697
WSCH % Lecture	67%	66%	66%	66%
WSCH % Lab	5%	12%	12%	12%
WSCH % Other	28%	24%	24%	24%
WSCH Lecture	584.9	870.0	1348.5	1780.1
WSCH Lab	43.7	158.2	245.2	323.7
WSCH Other	244.4	316.4	490.4	647.3
Number of Sections	25	38	59	78
Average Number of Students per Section	17	17	17	17

## OFF-SITE PROGRAMS

### Mt. San Jacinto Community College District

Laurie McLaughlin, Dean of Off-Site Programs

#### CURRENT PROGRAM

The department oversees off-campus classes, currently in five different school districts, connecting the College to the community through partnerships with the K-12 school districts, local chambers of commerce, Economic Development Corporations other community agencies and off-site class locations at Lakeside High School in the Lake Elsinore School District, Chaparral and Temecula Valley High School in the Temecula Unified School District, two high school locations within the Hemet Unified School District and at Beaumont High School, in the Beaumont Unified School District and in Banning Unified at Banning High School. Linking local career opportunities with College programs is an important aspect of the department's work. The Off-Site Programs department is currently assigned to facilitate the establishment of the new Temecula Education Complex due to open in Spring 2008.

#### FACILITIES

At this time the department's offices, located at the Menifee Valley Campus, will be relocated to the Temecula Education Complex in April 2008.

#### PERSONNEL

Personnel include an administrator and a clerical assistant working temporarily on special assignment.

#### FUTURE PLANS

Early College Programs are key to marketing the College throughout the District, and each site should have the facilities, technology and personnel to coordinate.

#### FACILITIES

By 2010 the Temecula Education Complex will require space for an office, conference room, permanent administrative assistant support and workspace, and by 2015 the Complex will need space for a High School Early College Program. The San Jacinto Campus needs a facility for the Early College Program by 2010, The Menifee Valley Campus needs one by 2015, and The Pass Service Area needs one by 2020.

#### PERSONNEL

A full-time classified staff position currently filled by a reassigned employee needs to be filled permanently as soon as possible. With the new Temecula Education Complex, an instructional marketing person will need to work on developing program brochures, schedules, and other materials for that service area.

OFF-SITE PROGRAMS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	0	0	1
Supervisors	0	0	0	0	0
Classified Staff (full-time)	1*	1	0	0	2
Classified Staff (part-time)	0	0	0	0	0
Total	2	1	0	0	3

\* This position (currently filled by a reassigned employee) should be filled permanently as soon as possible.



**CHAPTER III: PROGRAMS AND SERVICES**  
**SAN JACINTO CAMPUS**

## **ADMINISTRATION OF JUSTICE**

### **San Jacinto Campus (see also Menifee Valley Campus)**

*Richard LeGarra, Chair*

*Joyce Johnson, Dean, Career and Technical Education*

### **CURRENT PROGRAM**

Administration of Justice fulfills student occupational, transfer and general interest needs. Students are attracted to the strong emphasis classes place on Crime Scene Investigation, and coursework helps students improve their chances to enter the Academy. The program has an active advisory board.

### **ENROLLMENT**

Enrollment in the program increased 78% on the San Jacinto Campus between 2000 and 2005; during that time enrollment at the Menifee Valley Campus increased 39%. Criminal Justice 101 and 102 classes have strong waiting lists each semester of between 10 and 15 students. Class sizes range from 20 to 30 students, with the average number of students in lecture classes 25, and the average number of students in lab classes 30.

### **FACILITIES**

The Department has little classroom space at this time, with no dedicated classrooms.

### **TEACHING METHODOLOGIES**

Teaching is almost 100% lecture; however there is a miniscule lab portion that is contracted out to the Sheriff's Department. Sections of Administration of Justice 101, 102 and 103 classes are offered online as well as in the traditional classroom mode.

### **PERSONNEL**

At this time the Department has one full-time faculty instructor and one FTEF part-time faculty located on the San Jacinto Campus.

### **FUTURE PLANS**

Additional classes, such as Introduction to Forensics, are planned, as well as additional sections of online courses. There is a shortage of police officers and correctional officers, making this field an appealing one to enter at the moment. The District would like to see the department's curriculum, which leads to more students for the Academy, grow.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

Dedicated classroom and lab spaces are needed to accommodate more sections of classes at both the San Jacinto and Menifee Valley campuses. There is a need for a vehicle for students to take field trips, and facilities to develop a photography/forensics class.

### **TEACHING METHODOLOGIES**

Teaching methodologies may change depending on new technology.

**PERSONNEL**

Additional full-time and part-time instructors will be needed as department enrollment grows.

ADMINISTRATION OF JUSTICE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	1.0	4.0
Associate Faculty (part-time)	1.0	0.2	0.4	0.8	2.4
Total FTEF	2.0	1.2	1.4	1.8	6.4

ADMINISTRATION OF JUSTICE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	225	414	607	835
Program WSCH	573	1054	1545	2127
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	573.0	1054.3	1544.6	2126.9
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	9	16	23	32
Average Number of Students per Section	25	26	26	26

## **AMERICAN SIGN LANGUAGE**

### **San Jacinto Campus (see also Meniffee Valley Campus)**

*Leslie Greer, Chair*

#### **CURRENT PROGRAM**

The department serves the transfer and occupational needs of students. Most of the students taking American Sign Language (ASL) are interested in becoming interpreters. Some Nursing students are interested in being about to communicate with their patients.

#### **ENROLLMENT**

Enrollment in the program is strong, with sections of classes being cancelled because of a lack of faculty to teach them. Typically there are waiting lists of 10 or more students for the two beginning classes, ASL 100 and ASL 101. Class sizes range from 8 to 30 students, with the ideal class size being 12-16, which allows partnering but is not too big for classroom activities.

#### **FACILITIES**

The current office space in Building 600 is inadequate.

#### **TEACHING METHODOLOGIES**

Classes are 100% lecture.

#### **PERSONNEL**

At this time there is one full-time faculty member and 10 part-time instructors. More faculty members are needed at this time to teach all sections at both campuses.

#### **FUTURE PLANS**

An associate degree in Interpreting – planned for 2008 – will prepare interpreters to graduate from the College and find work. No other California community college offers a program in Deaf Studies, which would be an area of growth for the department.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The department needs office space for faculty and an interpreter/assistant, as well as additional space for interpreters. Classrooms are needed that are the correct size and shape, as well as “smart.” By 2010, an ASL classroom and a lab could be included with Languages in a new building.

#### **TEACHING METHODOLOGIES**

In the future, the department could consider using other teaching methodologies.

#### **PERSONNEL**

The department needs an interpreter/assistant.

AMERICAN SIGN LANGUAGE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	1.0	0	0.267	0.534	1.801
Total FTEF	1.0	0	0.267	0.534	1.801

AMERICAN SIGN LANGUAGE ENROLLMENT – SJC	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	26	84	132	195
Program WSCH	104	308	488	717
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	104.0	308.3	487.7	717.4
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	1	4	5	7
Average Number of Students per Section	26	21	26	28

## **ANATOMY AND PHYSIOLOGY**

### **San Jacinto Campus**

*Sterling Roulette, Department Chair*

#### **CURRENT PROGRAM**

The Anatomy and Physiology program serves the transfer needs of students and those interested in enrolling in the Registered Nursing program.

#### **ENROLLMENT**

Enrollment in Anatomy and Physiology courses increased 62% between 2000 and 2005. The demand remains high; typically there are 60-90 students on waiting lists for classes.

#### **FACILITIES**

Current facilities are adequate for sections offered

#### **TEACHING METHODOLOGIES**

Classes use lecture and lab methodologies.

#### **PERSONNEL**

See Table attached.

#### **FUTURE PLANS**

No new programs are planned at this time. With the projected increase in the area's population, however (50,000+) the program should continue steady growth. A factor that may affect the future growth of the department is the opening of more nursing seat availability, grants and/or schools that may increase the need for more sections to be offered.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Additional students require additional lab space, and there is no lab room to grow on the San Jacinto Campus. Equipment repair and replacement should happen on a regular funding cycle so pieces are maintained and updated as needed.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned.

#### **PERSONNEL**

The addition of a full-time faculty member is needed to help maintain consistency in courses. Additional part-time faculty are needed as departmental offerings are increased.

ANATOMY AND PHYSIOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	0.9	2.1	4.0
Associate Faculty (part-time)	2.0	0.6	1.2	0.6	4.4
Total FTEF	3.0	0.6	2.1	2.7	8.4
Classified Staff (full-time)	1	0	1	0	2
Classified Staff (part-time)	.5	.5	.5	.5	2(4)
Total	1.5	.5	1.5	.5	4(6)

ANATOMY AND PHYSIOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	189	387	612	900
Program WSCH	1601	3282	5186	7623
WSCH % Lecture	33%	33%	33%	33%
WSCH % Lab	67%	67%	67%	67%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	533.7	1094.0	1728.5	2541.0
WSCH Lab	1067.3	2188.0	3457.1	5081.9
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	6	12	19	28
Average Number of Students per Section	32	32	32	32

## **ANTHROPOLOGY**

### **San Jacinto Campus**

*Pamela Ford, Department Chair*

#### **CURRENT PROGRAM**

Anthropology serves the general interest, general education and transfer needs of students as well as providing professional training in archaeology. Students can access all anthropology coursework necessary to transfer to UCR and CSUSB as anthropology majors.

#### **ENROLLMENT**

Typically there are no waiting lists for classes, which range in size from 4 to 45.

#### **FACILITIES**

Current classroom space is adequate, although Room 1202 needs new chairs. Sections taught at the San Jacinto Campus are taught in room 1202 because it contains a display case, mounted maps, and storage cabinets. When the new physical anthropology lab course is introduced, lab space will be needed at the San Jacinto Campus. Archaeology classes are taught at the Western Center for Archaeology and Paleontology where there is a laboratory classroom and regular classrooms, and where there will be a simulated archaeological site for excavation classes by 2008-09.

#### **TEACHING METHODOLOGIES**

Staff reports that more than 70% of classes are lecture, with 12% lab and 17% online.

#### **PERSONNEL**

The program employs a full-time instructor and part-time instructors.

#### **FUTURE PLANS**

Newly approved course outlines allow the department to offer additional courses in linguistics and religion. Recruitment is underway for the 200-level professional courses offered at the Western Center for Archaeology and Paleontology.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The physical anthropology lab will move in with the Geography lab. By 2015, the department will need an additional office.

#### **TEACHING METHODOLOGIES**

The ratio of lecture to lab will likely change, with the use of lab time increasing from about 12% to 25% because of the physical anthropology lab and because of the 200-level archaeology courses.

#### **PERSONNEL**

Additional faculty will be needed to reflect enrollment growth.

ANTHROPOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	1.0	2.0
Associate Faculty (part-time)	0.8	0.4	0	0.2	1.4
Total FTEF	1.8	0.4	1.0	1.2	4.4

ANTHROPOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	147	270	398	549
Program WSCH	360	662	974	1344
WSCH % Lecture	71%	58%	58%	58%
WSCH % Lab	12%	25%	25%	25%
WSCH % Other	17%	17%	17%	17%
WSCH Lecture	255.6	384.2	564.8	779.4
WSCH Lab	43.2	165.6	243.4	335.9
WSCH Other	61.2	112.6	165.5	228.4
Number of Sections	6	11	16	22
Average Number of Students per Section	25	25	25	25

## **ART**

### **San Jacinto Campus**

*Sandra Robinson, Department Chair*

#### **CURRENT PROGRAM**

The Art program meets general interest, general education requirements and transfer needs of students.

#### **ENROLLMENT**

Enrollment in Art at the San Jacinto Campus declined after the Menifee Valley Campus began offering Art Appreciation online classes. The average class size is 25 students, with class sizes ranging from 15 to 32. Enrollment has declined marginally in courses taken primarily for Humanities transfer credit, such as Drawing (fills but no longer has wait lists) and Art History. Enrollment has declined in Ceramics which no longer is accepted as Humanities transfer credits.

#### **FACILITIES**

Current facilities include a 2D studio space, a 3D studio space, a ceramics studio, an AV equipment room, and an office space.

#### **TEACHING METHODOLOGIES**

Teaching methodologies are 40% lecture and 60% lab.

#### **PERSONNEL**

Current staffing includes one full-time faculty member and several part-time instructors, with 0.75 FTE classified staff. In order to manage facilities more effectively, the classified position should be made full-time as soon as possible.

#### **FUTURE PLANS**

The department would like to diversify offerings by holding individual classes that touch on the commercial side of art, perhaps a graphic design program, and other classes that would lead to art gallery employment. Art Department curriculum includes a full Graphic Design program which offers a transfer degree and certificate. Currently these classes are only available at the Menifee Valley Campus. Future growth will support the need and ability to offer this program on the San Jacinto Campus. The Art Gallery Director intends to write curriculum which will be offered through the Art Department.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The department needs "smart" room technology in all three studio spaces, including connectivity. A Graphic Design program requires a computer lab furnished with the requisite software, as well as an additional 2-D classroom. Additional office space will be needed for new faculty.

#### **TEACHING METHODOLOGIES**

No new teaching methodologies are expected. See "Facilities" above.

**PERSONNEL**

Additional full-time and part-time faculty are needed by 2020. The existing part-time staff member needs to be augmented to full-time in order to manage facilities as soon as possible.

ART PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	2.0	1.0	4.0
Associate Faculty (part-time)	4.3	1.1	0.4	1.2	7.0
Total FTEF	5.3	1.1	2.4	2.2	11.0
Classified Staff (full-time)	.75	.25	0	0	1.0
Classified Staff (part-time)	.2	0	0	0	.2
Total	.95	.25	0	0	1.2

ART ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	397	647	873	1120
Program WSCH	1591	2593	3498	4488
WSCH % Lecture	40%	40%	40%	40%
WSCH % Lab	60%	60%	60%	60%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	636.4	1037.3	1399.4	1795.4
WSCH Lab	954.6	1556.0	2099.0	2693.1
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	24	32	44	55
Average Number of Students per Section	17	20	20	20

## ART GALLERY

### San Jacinto Campus

Amy Szantos, Coordinator

### CURRENT PROGRAM

The Art Gallery holds several exhibitions during the year, serving the interests of faculty, staff, students and the community. Several hundred visitors a month view the work of artists of all levels, and exhibits are meant to inspire, entertain, educate and promote cultural diversity and individualism.

### FACILITIES

The current gallery is outdated, and has no handicapped facilities. The door is too small.

### PERSONNEL

The Art Gallery Coordinator works part-time, 30 hours per week.

### FUTURE PLANS

With increased enrollment and more students in the department, additional gallery exhibitions and more community outreach could be offered. Hours could be increased as well. Staff would like to offer a "Gallery Methods and Operations" class for interested students.

### FACILITIES

The Art Gallery needs to be remodeled, with plain white walls, handicapped facilities and a larger door. The gallery should be located near the Art Department. A gallery at the Menifee Valley Campus would be a welcome addition to the program.

### PERSONNEL

A full-time Art Gallery Coordinator is needed.

ART GALLERY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	0	0	0	0	0
Supervisors	0	0	0	0	0
Classified Staff (full-time)	0	0	0	0	0
Classified Staff (part-time)	2	0	0	0	2
Total	2	0	0	0	2
Faculty (full-time)	0	1	0	0	1
Associate Faculty (part-time)	1	-1	0	0	0
Total FTEF	0.75	.25	0	0	1

## **ASTRONOMY**

### **San Jacinto Campus**

*Sterling Roulette, Department Chair*

#### **CURRENT PROGRAM**

The current Astronomy program fulfills general interest needs of students and the community.

#### **ENROLLMENT**

Class sizes range from 10 to 35 students, with the average class size being 15.

#### **FACILITIES**

Current facilities are adequate.

#### **TEACHING METHODOLOGIES**

Classes are 100% lecture.

#### **PERSONNEL**

At this time, classes are taught by 0.20 FTEF instructors.

#### **FUTURE PLANS**

This program, along with Physics, is expected to grow as the College grows.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

No additional facilities will be needed.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are expected.

#### **PERSONNEL**

Additional part-time instructors and, by 2020, a half-time lab assistant will be needed in the department.

ASTRONOMY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	0.2	0.2	0.2	0.2	0.8
Total FTEF	0.2	0.2	0.2	0.2	0.8
Classified Staff (full-time)	0	0	0	0	0
Classified Staff (part-time)	0	0	0	.5	.5
Total	0	0	0	.5	.5

ASTRONOMY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	20	37	58	86
Program WSCH	60	110	175	257
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	60.0	110.4	174.7	256.9
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	1	2	3	4
Average Number of Students per Section	20	18	19	21

## **AUDIO AND VIDEO TECHNOLOGY**

### **San Jacinto Campus**

*Phillip Morrione, Instructor*

*Dennis Anderson, Interim Vice President of Instruction*

### **CURRENT PROGRAM**

The Audio and Video Technology Department serves business, occupational and general interest needs of students.

### **ENROLLMENT**

The average class size is 20, with class sizes ranging from 12 to 40 students. There is great demand for the program, with more than 70 students typically on wait lists for classes.

### **FACILITIES**

Facilities are not adequate for the video portion of the program.

### **TEACHING METHODOLOGIES**

Classes are 100% lecture, with no online courses offered at this time.

### **PERSONNEL**

A full-time instructor teaches half-time in the program, and there are five part-time instructors. The department employs a full-time classified staff member.

### **FUTURE PLANS**

As the department increases its video offerings, large growth is expected. Audio and Video Technology is a growth area in the industry. Plans call for the department to integrate the Music program with Audio and Video Technology.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

With growth in the program, at least one classroom, three large labs, additional practice rooms, a supply room and meeting room are needed.

### **TEACHING METHODOLOGIES**

Classes will change to incorporate new technologies, with teaching methods adapting to 65% lecture, 25% lab and 10% online.

### **PERSONNEL**

Additional instructors and classified staff are needed.

AUDIO AND VIDEO TECHNOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.5	1.0	1.0	1.0	3.5
Associate Faculty (part-time)	2.5	0	0.4	0.8	3.7
Total FTEF	3.0	1.0	1.4	1.8	7.2
Classified Staff (full-time)	1	1	.5	.5	3
Classified Staff (part-time)	0	0	0	0	0
Total	1	1	.5	.5	3

AUDIO AND VIDEO TECHNOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	115	236	373	549
Program WSCH	433	888	1404	2066
WSCH % Lecture	100%	65%	65%	65%
WSCH % Lab	0%	25%	25%	25%
WSCH % Other	0%	10%	10%	10%
WSCH Lecture	433.0	577.0	912.8	1342.7
WSCH Lab	0.0	221.9	351.1	516.4
WSCH Other	0.0	88.8	140.4	206.6
Number of Sections	11	20	27	36
Average Number of Students per Section	10	12	14	15

## **AUTOMOTIVE TECHNOLOGY**

### **San Jacinto Campus**

*Roddy Rampersad, Instructor*

*Dennis Anderson, Interim Vice President of Instruction*

### **CURRENT PROGRAM**

The Automotive Department serves the general interest, business and occupation needs of the student population. The department features a Honda Pact Fast Track Program, a corporate training program with Honda that includes training, an articulated program with local high schools and about \$1,000,000 worth of cars.

### **ENROLLMENT**

Enrollment in the department increased 26% between 2000 and 2005, mainly due to the increase in population in the area and the stability of the department. Class sizes range from 10 to 25 students, with the average class lecture size 15 and the average lab size 20.

### **FACILITIES**

Current facilities limit the size of the program. Equipment is adequate at this time. The department has two “smart” classrooms, labs with nine bays, and two offices.

### **TEACHING METHODOLOGIES**

Classes are 50% lecture and 50% lab. The department also uses Honda Online University.

### **PERSONNEL**

The department has one full-time instructor, several part-time instructors and a full-time classified staff position.

### **FUTURE PLANS**

The program will continue to meet increased employment demand brought about by more and more automotive technicians retiring without adequate numbers of new technicians coming along to take their place. A new VATEA program for hybrid electric vehicles is being considered.

### **ENROLLMENT**

See Table below. The Honda program could more than double the size of the current program.

### **FACILITIES**

In future, with the growth of the Honda program, the department will need at least two more “smart” classrooms, and equipment will need to be upgraded and/or replaced.

### **TEACHING METHODOLOGIES**

The Honda Pact Fast Track Program will require lecture classes be taken online.

### **PERSONNEL**

By 2010, the department needs an additional full-time instructor.

AUTOMOTIVE TECHNOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	2.0	2.0	6.0
Associate Faculty (part-time)	2.0(5)	0.75	0.5	1.0	4.25
Total FTEF	3.0	1.75	2.5	3.0	10.25
Classified Staff (full-time)	1	0	1	0	2
Classified Staff (part-time)	.3	0	0	0	.3
Total	1.3	0	1	0	2.3

AUTOMOTIVE TECHNOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	175	359	568	835
Program WSCH	486	996	1576	2319
WSCH % Lecture	50%	50%	50%	50%
WSCH % Lab	50%	50%	50%	50%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	243.0	498.2	788.1	1159.3
WSCH Lab	243.0	498.2	788.1	1159.3
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	9	19	29	41
Average Number of Students per Section	19	19	20	20

## **BIOLOGY**

### **San Jacinto Campus**

*Sterling Roulette, Instructor*

*Dennis Anderson, Interim Vice President of Instruction*

*Carlos Lopez, Academic Programs Associate Dean*

## **CURRENT PROGRAM**

Biology serves the general interest, general education requirements and transfer needs of students.

## **ENROLLMENT**

Enrollment in Biology classes increased 64% between 2000 and 2005. There are waiting lists of 10 to 40 students for each class, especially online, and classes are full to their maximum limits of 32 students each.

## **FACILITIES**

Lecture and laboratory classroom space is limited, especially for Microbiology. In addition, there is currently not enough office or prep/stockroom space.

## **TEACHING METHODOLOGIES**

Classes are typically 50% lecture and 50% lab; some, such as Marine Biology, are 75% lecture and 25% lab.

## **PERSONNEL**

There is a full-time instructor and there are several part-time instructors in the department, and two full-time and two part-time classified staff members.

## **FUTURE PLANS**

The college is considering a Biotechnology program in response to the influx of biotechnology firms into the surrounding communities. The department may investigate the feasibility of offering courses in natural history and environmental science, as well as ornithology, animal and plant taxonomy, ethnobotany and natural heritage.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

Additional teaching faculty would require additional office and classroom space. A Biotechnology program would require specialized equipment, the conversion of the existing AV room into a "clean room," and a dedicated lab prep room as well as an additional class room for Biotechnology and Microbiology courses.

## **TEACHING METHODOLOGIES**

With increasing access to technology, the department could move toward more hybrid sections and fully online courses excluding lab courses.

**PERSONNEL**

Additional full-time instructors will be needed by 2020. Additional part-time instructors also will be needed. The exact number of part-time faculty will be determined by the space available for them. A Biotechnology program would require hiring a full-time cell biologist, as well as a half-time support person. Within the next five years two full-time instructional assistants would be required as well.

BIOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0.9	0.9	0.9	3.7
Associate Faculty (part-time)	0.5	0.6	0.9	1.2	3.2
Total FTEF	1.5	1.5	1.8	2.1	6.9
Classified Staff (full-time)	2	2	0	0	4
Classified Staff (part-time)	2	2	1	0	5
Total	4	4	1	0	9

BIOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	184	300	474	698
Program WSCH	1233	2010	3179	4677
WSCH % Lecture	45%	32%	32%	32%
WSCH % Lab	55%	38%	38%	38%
WSCH % Other	0%	30%	30%	30%
WSCH Lecture	554.9	643.1	1017.4	1496.6
WSCH Lab	678.2	763.7	1208.2	1777.3
WSCH Other	0.0	602.9	953.8	1403.1
Number of Sections	6	10	16	23
Average Number of Students per Section	31	30	30	30

## **BUSINESS AND MANAGEMENT**

### **San Jacinto Campus**

*Dewey Heinsma and Belinda Heiden Scott, Department Co-Chairs*

#### **CURRENT PROGRAM**

The Business and Management programs serve the transfer, occupational, business and general interest needs of students.

#### **ENROLLMENT**

In 2007, 40 sections were offered. Class sizes range from 4 to 45 students, with the average class size being 22 to 32 students. On average, there can be wait lists of up to 10 Learners for face-to-face and online courses.

#### **CURRENT FACILITIES**

Facilities are not adequate for office and teaching areas. Full-time faculty offices are scattered and clustered with unrelated academic disciplines. Classroom capacity ranges from 25 to 40.

#### **TEACHING METHODOLOGIES**

Classes are 100% supported by technologically mediated instruction. Technology is used to support face-to-face mentoring and student learning outcomes.

#### **PERSONNEL**

The department has one full-time faculty instructor and 2.6 FTEF part-time instructors. An additional full-time faculty member is needed now. One classified staff employee works 11 months.

#### **FUTURE PLANS**

Plans call for offering new courses, develop and revising curriculum, introducing new technologies for face-to-face and online courses, and maintain currency with developing technologies.

#### **ENROLLMENT**

See Table attached.

#### **FUTURE FACILITIES**

Facilities for business and management areas will need to be expanded and be updated with emerging technologies as enrollment and faculty grow.

#### **TEACHING METHODOLOGIES**

Classes will continue to be taught with technologically mediated instruction for the face-to-face and online courses.

#### **PERSONNEL**

By 2020, the department will need four full-time instructors for the face-to-face and online environments in order to match enrollment growth.

BUSINESS AND MANAGEMENT PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	1.0	4.0
Associate Faculty (part-time)	2.6	0	0.4	1.4	4.4
Total FTEF	3.6	1.0	1.4	2.4	8.4
Classified Staff (full-time)	0.92	0	0	0	0.92
Classified Staff (part-time)	0	0	0	0	0
Total	0.92	0	0	0	0.92

BUSINESS AND MANAGEMENT ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	282	519	760	1047
Program WSCH	990	1822	2669	3675
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	990.0	1821.6	2668.6	3674.7
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	13	23	30	42
Average Number of Students per Section	22	23	25	25

## **CHEMISTRY**

### **San Jacinto Campus**

*Sterling Roulette, Department Chair*

#### **CURRENT PROGRAM**

The Chemistry department primarily serves student transfer needs.

#### **ENROLLMENT**

The enrollment in Chemistry increased 42% between 2000 and 2005. The average class size is 30, with classes ranging in size from 10 to 32. Typically there are wait lists for the introductory class and initial core class, with 5-10 students per class on the lists.

#### **FACILITIES**

Conditions of current facilities are an issue. The floor in the chemistry lab is uneven and back room spaces do not have proper drainage, so that floors have been replaced in certain areas twice in the last five years. Output from fume hoods needs to be reduced for safety reasons.

#### **TEACHING METHODOLOGIES**

Chemistry 100 is typically 75% lecture and 25% lab. Higher level classes, such as 112, 113, 101, and 102 are usually 50% lecture and 50% lab.

#### **PERSONNEL**

At this time there is one full-time instructor and four part-time instructors, as well as a full-time classified staff member and a part-time classified staff member. The number of support staff has decreased in the last five years; additional courses will require at least two full-time instructional assistants.

#### **FUTURE PLANS**

The department should investigate the offering of the complete core chemistry courses of 101 and 102 each semester to facilitate students entering the program throughout the academic year. It is possible that the department could develop other programs, such as an Analytical Chemistry series, Water Studies or Forensics.

#### **ENROLLMENT**

See Table attached.

#### **FACILITIES**

The flooring in labs and prep areas needs to be replaced. New lab areas need to be found, and the current lab space should be converted solely into a dedicated chemistry lab. Additional electric service will be needed in the current building, which is at maximum voltage capacity now. Also, chemical storage needs a dedicated air conditioner with an emergency back-up.

#### **TEACHING METHODOLOGIES**

No changes in teaching methods are planned, although there has been discussion about introducing hybrid courses to the department.

**PERSONNEL**

If additional core classes are added to the curriculum, another full-time instructor will become necessary by 2010. If new programs are added, qualified additional faculty will be needed to teach them.

CHEMISTRY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	0.9	1.8	4.7
Associate Faculty (part-time)	1.2(4)	0.7	1.2	0.9	4.0
Total FTEF	2.2	1.7	2.1	2.7	8.7
Classified Staff (full-time)	1	0	1	0	2
Classified Staff (part-time)	1	1	1	1	4
Total	2	1	2	1	6

CHEMISTRY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	168	309	489	719
Program WSCH	1206	2219	3511	5164
WSCH % Lecture	75%	75%	75%	75%
WSCH % Lab	25%	25%	25%	25%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	904.5	1664.3	2632.9	3873.0
WSCH Lab	301.5	554.8	877.6	1291.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	7	13	20	29
Average Number of Students per Section	24	24	24	25

## **CHILD DEVELOPMENT AND EDUCATION**

### **San Jacinto Campus (see also Menifee Valley Campus)**

*Kathy Turner, Chair*

#### **CURRENT PROGRAM**

The Child Development and Education Department serves the occupational and transfer needs of students, as there are increasing needs in the community for trained childcare providers and pre-school teachers. After taking 12 units, most students can find employment in the field; with an Associate Degree they can find work in public agencies. Greater numbers of students are transferring to work on a Bachelor's Degree to work as pre-school teachers in the Head Start program.

#### **ENROLLMENT**

Department enrollment at the Menifee Valley Campus increased 39% between 2000 and 2005, likely due to the demographics of the area, where housing construction has increased, parents need childcare and schools need teachers. During the same period, however, department enrollment at the San Jacinto Campus decreased 17%, but the numbers as of 2007 are once again increasing. At this time classes range in size from 30 to 50 students. There are wait lists for some sections of five to ten students, and online classes can have as many as 30 to 40 students on a wait list.

#### **FACILITIES**

The building on the San Jacinto Campus needs to be renovated and/or remodeled. Current toddler play areas at both campuses are not safe or appropriate models for students, nor do they provide an optimum environment for the children.

#### **TEACHING METHODOLOGIES**

Classes at the San Jacinto Campus are 90% lecture, 5% lab and 5% online or hybrid. Classes at the Menifee Valley Campus are 85% lecture, 10% and 5% online or hybrid.

#### **PERSONNEL**

The department has 12 part-time instructors teaching 21.75 sections. There are 14 full-time and 6 part-time classified employees at the San Jacinto Campus, and 15 full-time and 3 part-time classified employees at the Menifee Valley Campus.

#### **FUTURE PLANS**

Child Development and Education is developing a new certificate program and associate degree program in Early Intervention Assistant. The department would also like to collaborate with the Nursing Department on a separate "mildly ill care" program, which would require an additional portable building at the Menifee Valley Campus and the renovation of some space at the San Jacinto Campus.

#### **ENROLLMENT**

See Table below.

**FACILITIES**

Renovation of the existing facility on the San Jacinto Campus is needed. At the Menifee Valley Campus, heating equipment is needed for the facility that opened in 2003-04. The department needs toddler play areas at both campuses renovated.

**TEACHING METHODOLOGIES**

New programs, such as an Early Intervention Assistant certificate, may require that the department provide a practicum experience.

**PERSONNEL**

Additional faculty and staff will be needed.

CHILD DEVELOPMENT AND EDUCATION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.2	1.0	1.0	2.0	5.2
Associate Faculty (part-time)	3.6	0.8	2.8	2.6	9.8
Total FTEF	4.8	1.8	3.8	4.6	15.0
Classified Staff (full-time)	14	1	2	2	19
Classified Staff (part-time)	6	1	1	0	8
Total	20	2	3	2	27

CHILD DEVELOPMENT AND EDUCATION ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	320	656	1038	1527
Program WSCH	778	1594	2522	3709
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	777.5	1593.9	2521.5	3709.1
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	17	33	52	75
Average Number of Students per Section	19	20	20	20

## **CHILD DEVELOPMENT AND EDUCATION CENTERS**

### **San Jacinto Campus (see also Menifee Valley Campus)**

*Linda Middleton, Program Director*

#### **CURRENT SERVICES**

The Child Development and Education Centers (CDECs) serve as a lab program for Child Development Education (CDE) practicum students, interns, Nursing students and other adult students, and as an observation site for students from the CDE classes. The Centers serve pre-school children from 12 months to kindergarten. Child care is provided to 125 families and 140 children at the Menifee Valley Campus and 105 families and 110 children at the San Jacinto Campus. Of these families, 120 are student parents, two are faculty members and 10 are classified employees of MSJC. Through funding from the California Department of Education many parents are able to receive these child care services at a free or reduced cost. A half-day State Preschool program for children of income eligible families and an Early Literacy program are offered. A partnership with RCOE provides services to infants and children with special needs through the Infant Circle and GRASP programs. Parenting classes are offered to all parents and to community members. Other services include Americorps and TANF CDC programs, which assist students, many entering the workforce for the first time, with training in child care careers, home visits and community service projects.

#### **FACILITIES**

- ◆ At the San Jacinto Campus, the 2100 Building includes a CDEC, an adult classroom and two smaller facilities on the grounds that include child development classrooms and an office/meeting room for the TANF and Americorps programs. All classrooms also serve as lab classrooms for the CDE Department. Currently the lab programs at both campuses are only available during daytime hours. Practicum students, interns and other adult students are placed in the CDECs on both campuses. Next to the CDEC on the San Jacinto Campus, RCOE is opening a new building to serve infants and toddlers with special needs. This building will share playground space with toddler classrooms. RCOE is collaborating with CDE to renovate the current playground space, designing the playground and purchasing new equipment that will support the outdoor classroom for children from all of the infant and toddler classrooms that access that playground space. The playground is scheduled to be completed by Summer 2008. Finding available space for parenting classes and support meetings is often a challenge.
- ◆ At the Menifee Valley Campus, the 700 Building includes a CDEC and an adult classroom.

#### **PERSONNEL**

At this time there are 16 employees at the San Jacinto Campus and 19 employees at the Menifee Valley Campus. There are 25 interns/student workers between the two sites. The Centers are critically understaffed for the 2007/2008 school year.

#### **FUTURE PLANS**

CDE is expanding its offerings to meet the growing need for training early childhood educators per Riverside County Labor projections, and is developing an Early Intervention Assistant (EIA) Certificate and AS Degree program to train those interested in early childhood special education. Once this program is in place, a high quality lab setting for students who enroll in EIA will be required. There are plans to convert an existing infant classroom (not currently in use) into a sensory-motor playroom and lab space with room

to provide occupational therapy (OT) services as needed, perhaps through a partnership with Inland Regional Center. There is the possibility of opening a drop-in child care center in the new Temecula Education Center, which would serve as a lab setting for students in the Temecula Area and also would meet the needs of students needing to complete their lab hours in the evenings. This drop in center would also meet the needs of students attending evening classes. The CDE Advisory Committee and community partners have recommended the addition of a building (which could be a portable) to serve as a resource center for the community, to house parent and family support services, to provide classroom space for parenting classes and parent meetings, and to provide care for mildly ill children through a possible partnership with the nursing department.

## FACILITIES

Needed facilities include the new resource building at Menifee and the conversion of the existing infant rooms into sensory-motor playrooms. All playgrounds need improvements, but especially the toddler and preschool playgrounds at the Menifee Valley Campus, which lack the appropriate components needed to support a high quality outdoor learning environment.

## PERSONNEL

The need for personnel will depend on the number of classrooms and the expansion of services into new Education Centers. Currently the program needs one master teacher, one teacher and one associate teacher in each early childhood classroom. To provide a quality lab program, the current classrooms need 12 master teachers, 13 teachers, and 13 associate teachers. Each site has a site supervisor and an assistant site supervisor. An interim program director is 80% reassigned as program director and 20% faculty. Additional classrooms off site would require at least a site supervisor/master teacher and a teacher for each classroom. The program director would be the administrator for all additional offsite classrooms. All CDE programs also require a strong clerical and administrative support team. Each center requires a full-time receptionist to ensure that all families are welcomed in a professional and secure manner. Each center also requires at least one full time staff member to enroll and recertify families who are receiving subsidized child care services. Every new program would require additional staff in each five-year period.

CHILD DEVELOPMENT AND EDUCATION CENTERS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1 <sup>a</sup>	0	0	0	1
Supervisors	2	1*	0	0	3
Classified Staff (full-time)	26	25	0	0	51
Classified Staff (part-time)	8	0	0	0	8
Total	37	26	0	0	63

<sup>a</sup> One director serves both sites

\* Temecula Education Center

## **COMMUNICATIONS**

### **San Jacinto Campus**

*Richard Rowley, Interim Dean of Math and Science*

#### **CURRENT PROGRAM**

The Communications program serves the transfer, occupational, business and general interest needs of students. Before 2000, the department taught essentially one transfer-level course, providing a survey of communication skills. This course was replaced with courses in public speaking and interpersonal communication. Inactive courses in oral interpretation and media were up-dated. Other courses in argument (critical thinking), voice and diction, small group communication, intercultural communication, and advanced public speaking were added.

#### **ENROLLMENT**

Communications experienced an enrollment increase of 76% between 2000 and 2005, growing from 8 to 14 sections. Classes average 30 students per section, and there is often a wait list for the online Interpersonal Communication course.

#### **FACILITIES**

The department utilizes one office space and one classroom exclusively for Communications

#### **TEACHING METHODOLOGIES**

Classes are 100% lecture, with 36% offered online, including four sections of Interpersonal Communication and a hybrid class in Public Speaking.

#### **PERSONNEL**

One full-time and five part-time instructors teach Communications at this time.

#### **FUTURE PLANS**

An Associate of Arts degree in Communication is in development, with four new courses added in 2007 focusing on persuasion, public relations, and organizational communications. These new classes are expected to meet the needs of local business and the health care industry.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Additional office spaces will be needed for additional faculty. In addition, general classroom space will be needed for growth in course offerings and sections.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are expected

**PERSONNEL**

Enrollment will most likely require the addition of full-time faculty through the year 2020. Additional part-time faculty will be needed as well.

COMMUNICATIONS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	2.0	2.0	6.0
Associate Faculty (part-time)	3.4	0.4	1.2	2.2	7.2
Total FTEF	4.4	1.4	3.2	4.2	13.2

COMMUNICATIONS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	350	718	1135	1670
Program WSCH	840	1722	2724	4007
WSCH % Lecture	86%	64%	64%	64%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	14%	36%	36%	36%
WSCH Lecture	722.4	1102.1	1743.5	2564.7
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	117.6	619.9	980.7	1442.6
Number of Sections	14	29	45	66
Average Number of Students per Section	25	25	25	25

## COMPUTER INFORMATION SYSTEMS

### San Jacinto Campus

*Bil Bergin, Department Chair*

#### CURRENT PROGRAM

The Computer Information Systems Department serves the transfer, general interest, business, and occupational needs of students. The department's name reflects the 'dual nature' of its focus as being aligned with both the Computer Science and Information Systems disciplines. Academic programs are structured in a 'stepping-stone' fashion, with local certificates providing the foundation, and developing from there through to state-approved certificates and on up to degree programs. Almost all coursework has been integrated into these certificate patterns, with the general exception of the "under 100-numbered" courses. Many of these programs are available on both campuses, but each campus site has distinguished itself with its own locally developed *signature* Information Technology (IT) programs. These signature IT programs have helped to better allocate faculty and computing resources between the two sites.

#### ENROLLMENT

The enrollment in the department decreased 20% between 2000 and 2005, mostly due to the industry decline that occurred during that time. Since 2005, however, numbers have been increasing due to overall enrollment growth and renewed interest in the field. Student interest tends to reflect marketplace demand. Generally there are no waiting lists for classes because the department manages course offerings to include online and hybrid courses to meet demand. Class sizes range from 5 to 35.

#### FACILITIES

Demand for computer rooms is very high in the evenings; the program could grow even more with more computer labs and "smart" rooms available. The department has two faculty offices, and some of the department's server technology occupies a shared technology server closet. All of the campus part-time faculty share three offices that adjoin the associate faculty mail room and these few rooms are inadequate for the campus demand.

#### TEACHING METHODOLOGIES

Classes generally fit into the lecture/discussion mode, but a significant number have been adapted to the lecture / guided practice / hands-on mode. Many class offerings extend beyond the traditional face-to-face setting, and are offered in a hybrid or online manner.

#### PERSONNEL

A full-time (11-month) classified staff member is shared among CIS, Business and Real Estate. There are two full-time faculty and 6.40 FTEF part-time faculty.

#### FUTURE PLANS

Plans are to grow the program to meet the needs of the community, with an eye towards the Beaumont / Banning areas and distance learning opportunities. Towards that the department will continue to meet with community representatives (advisory councils) to identify emerging technologies and employment trends in the community, and to gather as a department and meet with campus colleagues and other interested community members in the development and refinement of course-level, department-level, and institutional-level learning outcomes.

**ENROLLMENT**

See Table below.

**FACILITIES**

The department infrastructure needs to be updated, with more servers and backup capabilities. Within 10 years, faculty offices and classrooms could be rendered obsolete by advanced technologies that allow reaching students in their homes and offices. In this scenario, faculty offices would more likely take the form of studios that are outfitted with advanced presentation software and communications technologies that would enable these kinds of outreach programs.

**TEACHING METHODOLOGIES**

Classes will continue to take advantage of the lecture/discussion mode; however, more and more classes will be offered online as more and more of the population is equipped with technology. The intention is to offer a version of all classes online.

**PERSONNEL**

By 2020 additional full-time and part-time instructors will be needed.

COMPUTER INFORMATION SYSTEMS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2.0	0	2.0	3.0	7.0
Associate Faculty (part-time)	6.4	0.6	2.0	3.4	12.4
Total FTEF	8.4	0.6	4.0	6.4	19.4
Classified Staff (full-time)	.25*	0	0	0	.25
Classified Staff (part-time)	0	0	0	0	0
Total	.25*	0	0	0	.25

\* Shared with three other departments

COMPUTER INFORMATION SYSTEMS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	492	905	1326	1951
Program WSCH	1044	1921	2814	4140
WSCH % Lecture	100%	50%	50%	50%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	50%	50%	50%
WSCH Lecture	1044.0	960.5	1407.1	2069.8
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	960.5	1407.1	2069.8
Number of Sections	27	45	65	97
Average Number of Students per Section	18	20	20	20

## **DANCE AND THEATER ARTS**

### **San Jacinto Campus**

*Gail Hoak, Dance Department Chair*

*Lorney O'Connor, Theater Arts Department Chair*

*Dennis Hogan, Interim Vice President Business Services*

### **CURRENT PROGRAM**

The Dance and Theater Arts programs serve general interest, transfer and occupation needs of students.

### **ENROLLMENT**

Between 2000 and 2005, enrollment in Theater Arts declined 26% while enrollment in Dance increased 47%. The average class size in Dance is 35 lecture, 13-15 lab, with classes ranging in size from 8 to 45. The average class size in Theater Arts is 18 lecture, 8 lab, with classes ranging in size from 6 to 22.

### **FACILITIES**

Current dance studios are adequate. Teaching spaces are adequate as long as smart classrooms remain available to the dance history classes. The theatre building is deteriorating, with walls needing to be replastered, poor sound, lighting, and seating, inadequate makeup labs, there is no design studio, no storage space, a poorly ventilated scene shop, inadequate handicapped access, and no on-site restrooms for audiences. Storage facilities for theater and dance are inadequate, especially for costumes, set pieces, and stage properties.

### **TEACHING METHODOLOGIES**

Dance classes are 40% lecture, 60% lab; Theater Arts classes are 60% lecture, 40% lab.

### **PERSONNEL**

Part-time classified staff members each handle technical and box office support for the program (marketing is handled by a full-time classified staff member who handles marketing for the entire College community). Theater faculty includes a full-time instructor and associate instructors. Dance faculty consists of one full-time instructor, associate faculty and one 19-hour teaching assistant.

### **FUTURE PLANS**

The opportunities in the entertainment industry are expanding at a rapid rate in the area. This expansion will provide employment opportunities for actors and technicians alike. Theater Arts will need to expand its current facilities and academic programs in order to stay abreast of the rapid changes in stage technologies to meet the demand. Dance acknowledges the incredible interest in popular dance in today's culture, via reality television shows (*So You Think You Can Dance* and *Dancing With the Stars*) and the continued appearance of dance of all genres in film, on stage, and television. The Dance program will continue to evolve and grow not only as a reflection of popular culture, but in keeping up with the myriad dancing cultures of the world—in theatre, religion, and society. As part of this growth, the Dance department would like to implement a commercial dance program that would teach students how to teach dance, and to introduce video choreography/videography as it relates to dance and interdisciplinary fields of study.

### **ENROLLMENT**

See Table below.

## FACILITIES

The Performing Arts area needs a new theatre complex to serve the new area demographic. The new facility should include more audience seating, a large storage area for set pieces and stage properties, a scene shop, a green room, a sound room, a costume studio with ample storage, a fabric dying room, box office, lobby and restrooms, a fly system, a trap room, a lighting booth, modern theatrical lighting equipment and circuitry, and sprung floors; a studio theater with sprung floors, adjustable seating areas and all necessary sound and lighting equipment; two rehearsal studios for dance with sprung floors; a rehearsal studio for music, acting and dance; and six offices for additional staff. This theatre complex should provide space as well for the integration of the Communication Department with Theater Arts and Dance in order to better serve student needs.

## TEACHING METHODOLOGIES

Teaching methods in Dance are not expected to change. With the use of a computer lab for graphic design, classes in Theater Arts are expected to become 50% lecture and 50% lab.

## PERSONNEL

The following personnel are needed for the Theater Department: one full-time instructor, associate faculty, a full-time costume technician, an additional part-time stage technician, and a marketing person dedicated to the Performing and Fine Arts areas. The current part-time Box Office position should be raised to full-time, in order to fulfill a Box Office/Production Manager position. The Dance Department needs full-time instructors, associate faculty and a full-time teaching assistant.

DANCE AND THEATER ARTS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2.0	0	1.0	1.0	4.0
Associate Faculty (part-time)	2.15(5)	0.55	1.2	1.5	5.4
Total FTEF	4.15	0.55	2.2	2.5	9.4
Classified Staff (full-time)	0	1	0	0	1
Classified Staff (part-time)	.5	.5	0	0	1
Total	.5	1.5	0	0	2

DANCE AND THEATER ARTS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	201	370	542	746
Program WSCH	750	1381	2023	2785
WSCH % Lecture	40%	45%	45%	45%
WSCH % Lab	60%	55%	55%	55%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	300.2	621.3	910.2	1253.4
WSCH Lab	450.2	759.4	1112.5	1531.9
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	14	26	38	52
Average Number of Students per Section	14	14	14	14

## **EARTH SCIENCE**

### **San Jacinto Campus**

*Marlon Nance, Instructor*

*Sterling Roulette, Department Chair*

### **CURRENT PROGRAM**

The Earth Science program serves the transfer and general education requirements of students.

### **ENROLLMENT**

The program offers one course at this time, which ranges in class size from 20 to 30 students (averaging 27 students).

### **FACILITIES**

Teaching in Room 156 is difficult, as it is a lab room set up for Physics and Astronomy classes.

### **TEACHING METHODOLOGIES**

Classes are 100% lecture.

### **PERSONNEL**

The program's one course is taught by a full-time instructor.

### **FUTURE PLANS**

Classes in meteorology and climate change are planned, especially as the awareness of global change increases among members of the community.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

Lab space dedicated exclusively to Earth Science and other areas such as Geography and Geology would be helpful. Over the next 10-15 years, the program needs two office spaces, space for a lab assistant, and storage for and access to large items such as field equipment and vehicles. A weather station is needed on campus with continuous recording capabilities.

### **TEACHING METHODOLOGIES**

The department may consider offering classes online in future.

### **PERSONNEL**

By 2020, the program will require additional faculty.

EARTH SCIENCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.2	0	0	0.2	0.4
Associate Faculty (part-time)	0	0	0	0	0
Total FTEF	0.2	0	0	0.2	0.4

EARTH SCIENCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	9	17	26	39
Program WSCH	27	50	79	116
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	27.0	49.7	78.6	115.6
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	1	1	1	2
Average Number of Students per Section	9	17	26	19

## **ECONOMICS**

### **San Jacinto Campus (see also Menifee Valley Campus)**

*Parwinder Kaur, Menifee Valley Campus Chair*

*Dewey Heinsma, San Jacinto Campus Chair*

### **CURRENT PROGRAM**

Economics serves the transfer, business and general interest needs of students on both campuses. Social science and business students often enroll in department courses to fulfill requirements or electives for those degrees.

### **ENROLLMENT**

Enrollment in Economics at the Menifee Valley Campus increased 51% between 2000 and 2005, while enrollment at the San Jacinto Campus decreased 24%. Classes range in size from 25 to 40 students, with 32 being the average class size. Online courses are in demand, often having up to 8 students on waiting lists for each section.

### **FACILITIES**

At the Menifee Valley Campus, there is one “smart” classroom that is designated for Economics classes.

### **TEACHING METHODOLOGIES**

Classes are 100% lecture, with one-third of the sections offered online.

### **PERSONNEL**

The department has one full-time instructor at each campus, and two part-time instructors at the Menifee Valley Campus.

## **FUTURE PLANS**

### **ENROLLMENT**

See Table below. Growth in the community’s financial sector is likely to spur additional enrollment, and additional online sections will most likely attract students as well.

### **FACILITIES**

At the San Jacinto Campus, the department needs an additional “smart” classroom. A computer classroom is needed. At the Menifee Valley Campus, more media equipment and some additional classroom space are needed.

### **TEACHING METHODOLOGIES**

The department plans to make use of developing technologies and interactive media as it becomes available, which would mean a lab component may be added to courses.

### **PERSONNEL**

Additional full-time and part-time instructors will be needed to meet enrollment growth.

ECONOMICS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	0	2.0
Associate Faculty (part-time)	0.2	0.8	-0.2	1.0	1.8
Total FTEF	1.2	0.8	0.8	1.0	3.8

ECONOMICS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	92	189	276	380
Program WSCH	168	344	505	695
WSCH % Lecture	67%	67%	67%	67%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	33%	33%	33%	33%
WSCH Lecture	112.6	230.7	338.0	465.5
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	55.4	113.7	166.5	229.3
Number of Sections	5	10	14	19
Average Number of Students per Section	18	19	20	20

## ENGINEERING

### San Jacinto Campus

ENGINEERING ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	68			
Program WSCH	365	672	984	1355
WSCH % Lecture	45%	45%	45%	45%
WSCH % Lab	55%	55%	55%	55%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	162.5	299.0	438.0	603.2
WSCH Lab	202.5	372.6	545.9	751.6
WSCH Other	0	0	0	0
Number of Sections	5			
Average Number of Students per Section	14			

*Additional information was not available at the time of this study.*

## ENGLISH

### San Jacinto Campus

*Cathy Brostrand, Department Chair*

*Marcia Krull, Instructor*

### CURRENT PROGRAM

The English Department serves basic skills, general interest, general education requirements, transfer, business and occupational needs of students.

### ENROLLMENT

The enrollment increase of 41% between 2000 and 2005 can be attributed to the demand for more basic skills classes and an increase in mandatory lab time for some classes. There are typically wait lists of 10-15 students for basic skills classes and wait lists of approximately 5 students for reading classes. Class sizes range from 20 to 35, with the average class size being 30 students.

### FACILITIES

Currently, lab space is shared and is insufficient to handle demand from English, ESL and Reading students. There are ten faculty offices on campus.

### TEACHING METHODOLOGIES

English classes are 90% lecture, 5% lab and 5% online and hybrid.

### PERSONNEL

There are nine full-time instructors and 32 part-time instructors.

### FUTURE PLANS

Because of the increasing population of the Valley and the fact that many students are the first in their extended families to attend college, there will be an ever-increasing need for classes in basic skills and remedial composition classes, especially because the UC and CSU systems are no longer offering them. In addition, basic skills and pre-collegiate English courses are to be revised in keeping with the effective practices compiled by the statewide Basic Skills Initiative. Other new programs being discussed include courses for career needs, such as communication, critical thinking, job/college applications and letters; expansion of composition and higher-level English and literature classes; more developmental classes.

### ENROLLMENT

See Table below.

### FACILITIES

An expanded, dedicated Writing Center is needed by 2010, and a dedicated Basic Skills Center that includes an ESL lab is needed by 2015.

### TEACHING METHODOLOGIES

Teaching methods in English classes are shifting to 70% lecture, 20% lab and 10% online/hybrid.

**PERSONNEL**

Additional full-time instructors will be needed every five years until 2020 to meet demand.

ENGLISH PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	9.0	6.0	10.0	15.0	40.0
Associate Faculty (part-time)	17.0(32)	3.0	8.25	10.0	38.25
Total FTEF	26.0	9.0	18.25	25.0	78.25

ENGLISH ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	1668	3419	5409	7957
Program WSCH	6340	12997	20561	30246
WSCH % Lecture	90%	70%	70%	70%
WSCH % Lab	5%	20%	20%	20%
WSCH % Other	5%	10%	10%	10%
WSCH Lecture	5706.0	9097.9	14392.9	21171.9
WSCH Lab	317.0	2599.4	4112.3	6049.1
WSCH Other	317.0	1299.7	2056.1	3024.6
Number of Sections	72	140	213	313
Average Number of Students per Section	23	24	25	25

## **ENGLISH AS A SECOND LANGUAGE**

### **San Jacinto Campus**

*Cathy Brostrand, Instructor*

*Marcia Krull, Instructor*

*Dennis Anderson, Interim Vice President of Instruction*

### **CURRENT PROGRAM**

The English as a Second Language (ESL) program serves basic skills and college-level course needs of students.

### **ENROLLMENT**

Enrollment has increased since 2000, and the College should offer additional courses to meet community needs.

### **FACILITIES**

While there are no dedicated ESL classrooms at this time, facilities are adequate for the size of the program.

### **TEACHING METHODOLOGIES**

Teaching methodologies include lecture and lab.

### **PERSONNEL**

The department employs one full-time instructor and three part-time instructors.

### **FUTURE PLANS**

In 2008, all ESL classes will require a lab component.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

With the addition of a lab component to all ESL classes, the program will require dedicated lab space, and as the program grows additional office space will be necessary.

### **TEACHING METHODOLOGIES**

No new teaching methodologies are planned.

### **PERSONNEL**

The number of instructors will increase if outreach to the community produces program growth.

ENGLISH AS A SECOND LANGUAGE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.5	0	1.0	1.0	2.5
Associate Faculty (part-time)	1.1	0.4	0	0	1.5
Total FTEF	1.6	0.4	1.0	1.0	4.0

ENGLISH AS A SECOND LANGUAGE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	25	130	206	303
Program WSCH	75	390	617	908
WSCH % Lecture	90%	70%	70%	70%
WSCH % Lab	5%	20%	20%	20%
WSCH % Other	5%	10%	10%	10%
WSCH Lecture	67.5	273.0	431.9	635.3
WSCH Lab	3.8	78.0	123.4	181.5
WSCH Other	3.8	39.0	61.7	90.8
Number of Sections	2	10	15	20
Average Number of Students per Section	13	13	14	15

## **ENVIRONMENTAL STUDIES**

### **San Jacinto Campus**

*Sterling Roulette, Department Chair*

#### **CURRENT PROGRAM**

The Environmental Studies program serves the general interest and transfer needs of students.

#### **ENROLLMENT**

Classes range in size from 10 to 30 students, with an average of 25 students enrolled in each class. Enrollment in the program decreased dramatically between 2000 and 2005; the lack of a full-time instructor who could promote the program and the discipline has had an impact.

#### **FACILITIES**

Current facilities are adequate.

#### **TEACHING METHODOLOGIES**

Teaching is 100% lecture.

#### **PERSONNEL**

A full-time instructor teaches part-time in the department.

#### **FUTURE PLANS**

The department could offer an Environmental Health certificate.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

No additional facilities needs are anticipated at this time.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned.

#### **PERSONNEL**

By 2020, a full-time instructor teaching 100% plus part-time instructors will be needed to meet the needs of the department.

ENVIRONMENTAL STUDIES PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.4	0.2	0.4	0	1.0
Associate Faculty (part-time)	0	0	0	0.4	0.4
Total FTEF	0.4	0.2	0.4	0.4	1.4
Classified Staff (full-time)	0	0	1.0	0	1.0
Classified Staff (part-time)	0	0.5	-0.5	0	0
Total	0	0.5	0.5	0	1.0

ENVIRONMENTAL STUDIES ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	33	61	96	141
Program WSCH	99	182	288	424
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	99.0	182.2	288.2	423.9
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	2	3	5	7
Average Number of Students per Section	17	20	19	20

**FRENCH**  
**San Jacinto Campus**

*See World Languages.*

## **GEOGRAPHY**

### **San Jacinto Campus**

*Pamela Ford, Department Chair*

*Marlon Nance, Instructor*

### **CURRENT PROGRAM**

The Geography program serves the general education and transfer needs of the student population.

### **ENROLLMENT**

Classes vary in size. There is typically a waiting list of approximately 12 students for Physical Geography 101 at the San Jacinto Campus.

### **FACILITIES**

Current classroom space is adequate. The faculty office could be better located adjacent to lab space.

### **TEACHING METHODOLOGIES**

Two-thirds (67%) of the classes are lecture, with one-third (33%) lab.

### **PERSONNEL**

See Table attached.

### **FUTURE PLANS**

A class in cultural geography (GEOG 102, 108 or 111) might attract additional enrollment in the discipline, and this could be offered as an online course.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

Before 2010, a lab shared only with other Earth Sciences (Geology, Oceanography) will be needed, and by 2015 a separate Geography lab will be required. A weather station is needed on campus for Geography, Meteorology and Earth Science 101.

### **TEACHING METHODOLOGIES**

No changes in teaching methodology are expected.

### **PERSONNEL**

By 2015, additional full-time faculty will be needed in the department. If there were a lab tech, that position could be shared with Geology to service all courses in Earth Sciences.

GEOGRAPHY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.4	0	1.0	1.0	3.4
Associate Faculty (part-time)	0	0.8	0	0.6	1.4
Total FTEF	1.4	0.8	1.0	1.6	4.8

GEOGRAPHY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	29	165	261	384
Program WSCH	90	512	810	1192
WSCH % Lecture	66%	66%	66%	66%
WSCH % Lab	33%	33%	33%	33%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	59.4	338.0	534.7	786.5
WSCH Lab	29.7	169.0	267.3	393.2
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	2	11	16	24
Average Number of Students per Section	15	15	16	16

## **GEOLOGY**

### **San Jacinto Campus**

*Sterling Roulette, Department Chair*

#### **CURRENT PROGRAM**

The Geology program serves the general interest and transfer needs of students.

#### **ENROLLMENT**

There are no wait lists for classes. The average size of both lecture and lab classes is 10, with classes ranging in size from 5 to 20.

#### **FACILITIES**

Current facilities are adequate.

#### **TEACHING METHODOLOGIES**

Lecture represents approximately 75% of classes, with lab representing 25% of classes.

#### **PERSONNEL**

A full-time faculty member devotes part of a teaching load to the department.

#### **FUTURE PLANS**

No new programs are planned at this time. The department may offer some sections of Historical Geography or Geographic Information Systems. One-unit field trips might attract students.

#### **ENROLLMENT**

See Table below. The desire of the department is to increase the fill rate of current sections rather than offer additional sections.

#### **FACILITIES**

The department needs additional map storage, as well as a classroom dedicated for Geology/Earth Science.

#### **TEACHING METHODOLOGIES**

No new teaching methodologies are planned at this time.

#### **PERSONNEL**

Plans call for adding part-time faculty as needed. The program needs a classified staff position to care for map, rock and mineral collections. This position would archive, acquire and display collections in support of the labs.

GEOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.267	0.267	0	0.267	0.8
Associate Faculty (part-time)	0	0	0.267	0	0.267
Total FTEF	0.267	0.267	0.267	0.267	1.067
Classified Staff (full-time)	0	0	0	0	0
Classified Staff (part-time)	0	1	1	0	2
Total	0	1	1	0	2

GEOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	26	42	67	99
Program WSCH	39	64	101	148
WSCH % Lecture	75%	75%	75%	75%
WSCH % Lab	25%	25%	25%	25%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	29.3	47.7	75.4	111.0
WSCH Lab	9.8	15.9	25.1	37.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	2	2	3	4
Average Number of Students per Section	13	21	22	25

## **GUIDANCE**

### **San Jacinto Campus (see also Menifee Valley Campus)**

*Karen Cranney, Chair*

## **CURRENT PROGRAM**

Guidance classes serve the general interest and transfer needs of students.

## **ENROLLMENT**

Enrollment in Guidance classes has increased 35% at the San Jacinto Campus and more than 225% at the Menifee Valley Campus. A large part of this increase is due to the addition of online sections. Classes range in size from 12 to 30 students, with an average class size of 25. Typically there are waiting lists of as many as 13 students for Guidance 116.

## **FACILITIES**

The department has one dedicated classroom, which is working well for the program, as well as an office in the Learning Resource Center.

## **TEACHING METHODOLOGIES**

Classes are lecture, and one-third of the sections are online or hybrid courses.

## **PERSONNEL**

The department includes one full-time instructor and 11 part-time instructors.

## **FUTURE PLANS**

The department is experimenting with open entry/open exit classes, and more classes are being designed as one-unit courses. These are useful in addressing the needs of bilingual and re-entry students.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

Additional classroom spaces are needed as enrollment grows – perhaps including a modular building at the San Jacinto Campus.

## **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned.

## **PERSONNEL**

Additional full-time and part-time instructors will be needed by 2020.

GUIDANCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	1.0	3.0
Associate Faculty (part-time)	0.34	0.86	0.2	0.7	2.1
Total FTEF	1.34	0.86	1.2	1.7	5.1

GUIDANCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	153	282	445	655
Program WSCH	319	587	929	1366
WSCH % Lecture	78%	78%	78%	78%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	22%	22%	22%	22%
WSCH Lecture	248.8	457.8	724.3	1065.4
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	70.2	129.1	204.3	300.5
Number of Sections	7	13	20	30
Average Number of Students per Section	22	22	22	22

## HEALTH SCIENCE

### San Jacinto Campus

*John Norman, Instructor*

#### CURRENT PROGRAM

The Health Science program serves the general interest and transfer needs of students.

#### ENROLLMENT

Enrollment has grown approximately 14% since 2000. The program is impacted enough that additional sections of classes could be offered at this time. Online classes typically have waiting lists of 15 or more students. The average class size is 28, with class sizes ranging from 15 to 45.

#### FACILITIES

Classroom and office space is adequate for the department at this time.

#### TEACHING METHODOLOGIES

Classes are lecture, and almost 75% of classes are offered online or as hybrid classes.

#### PERSONNEL

The department has one full-time instructor and several part-time instructors. The program cannot grow without additional instruction staff.

#### FUTURE PLANS

A demographic analysis and/or needs survey of the community would help the program determine community needs. The University of California is changing its transfer requirements related to Health Science, and changes in transfer needs may have a significant impact on the department.

#### ENROLLMENT

See Table below.

#### FACILITIES

If additional personnel are added, office space and classroom space will be needed.

#### TEACHING METHODOLOGIES

Teaching methodologies may change depending on technology.

#### PERSONNEL

The ratio of instructors at each campus should be reviewed, as more instructional time is needed at the San Jacinto Campus.

HEALTH SCIENCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	1.0	3.0
Associate Faculty (part-time)	1.2	0.4	0	0	1.6
Total FTEF	2.2	0.4	1.0	1.0	4.6

HEALTH SCIENCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	222	408	598	824
Program WSCH	375	690	1011	1392
WSCH % Lecture	25%	25%	25%	25%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	75%	75%	75%	75%
WSCH Lecture	93.8	172.5	252.7	348.0
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	281.3	517.5	758.1	1044.0
Number of Sections	8	13	18	23
Average Number of Students per Section	28	31	33	36

## **HISTORY**

### **San Jacinto Campus**

*Bob Rockwell, Department Chair*

## **CURRENT PROGRAM**

The History Department serves the transfer and general education requirement needs of students.

## **ENROLLMENT**

Enrollment in History increased 10% between 2000 and 2005, primarily due to the opening of the new campus. The average class size is 30, with class size ranging from 12 to 45. There are waiting lists for some select sections.

## **FACILITIES**

Current facilities are adequate.

## **TEACHING METHODOLOGIES**

Classes are lecture, with 20% being offered wholly online.

## **PERSONNEL**

Two full-time and up to eight part-time instructors teach courses in the department. There are no classified staff members.

## **FUTURE PLANS**

An idea for a Community Development program at the college is in early discussion stages, and will require some time to explore and develop. A combination of Sociology, Public Administration, and other fields, even possibly including Museum Operations, the program would serve as a conduit to entry-level public agency employment. The idea of a "Learning Community" in conjunction with the English Department also has been proposed, possibly for as early as 2008. The fact is that the community is changing, with dramatic shifts in demographics, and these changes will affect the programs offered by the department and by the college.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

Current facilities are adequate.

## **TEACHING METHODOLOGIES**

More courses could be offered online, and more hybrid courses are likely to be developed.

## **PERSONNEL**

With continued growth, the department could easily accommodate an additional full-time instructor by 2010. Additional full-time and part-time instructors will be needed by 2020.

HISTORY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2.0	1.0	2.0	3.0	8.0
Associate Faculty (part-time)	2.6	0.4	1.4	1.4	5.8
Total FTEF	4.6	1.4	3.4	4.4	13.8

HISTORY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	485	892	1412	2077
Program WSCH	1389	2556	4043	5948
WSCH % Lecture	80%	80%	80%	80%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	20%	20%	20%	20%
WSCH Lecture	1111.2	2044.6	3234.6	4758.1
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	277.8	511.2	808.6	1189.5
Number of Sections	17	30	47	69
Average Number of Students per Section	29	30	30	30

**HORTICULTURE****San Jacinto Campus**

*Donna Greene, Interim Associate Dean, Career Education*

**CURRENT PROGRAM**

The Horticulture program serves student occupational needs, specifically turf management.

**ENROLLMENT**

Sections typically average 10-11 students each.

**FACILITIES**

Facilities are adequate at this time.

**TEACHING METHODOLOGIES**

Classes are 100% lecture.

**PERSONNEL**

One part-time instructor teaches in the program

**FUTURE PLANS**

The College intends to phase out the Horticulture program. It is no longer offered at the San Jacinto Campus.

HORTICULTURE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	0.2	-0.2	0	0	0
Total FTEF	0.2	-0.2	0	0	0

HORTICULTURE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	33	0	0	0
Program WSCH	117	0	0	0
WSCH % Lecture	100%	n/a	n/a	n/a
WSCH % Lab	0%	n/a	n/a	n/a
WSCH % Other	0%	n/a	n/a	n/a
WSCH Lecture	117.0	n/a	n/a	n/a
WSCH Lab	0.0	n/a	n/a	n/a
WSCH Other	0.0	n/a	n/a	n/a
Number of Sections	3	0	0	0
Average Number of Students per Section	11	n/a	n/a	n/a

## **LEARNING RESOURCE CENTER**

### **Writing Center and Math Center**

### **San Jacinto Campus**

*Laura Lord, Learning Resource Center Coordinator*

*Evelyn Menz, Writing Center Coordinator*

*Sandra Darnell, Tutorial Services*

*Colin MacLaughlin, Math Center Coordinator*

*Pat James, Dean of Library and Technology*

## **CURRENT PROGRAM**

The general Learning Resource Center (LRC) receives 1,000 student visits per week for tutoring, with the Math Center seeing 40-50 students a day and the Writing Center 30-40 students per day in addition. The LRC provides one-on-one walk-in tutoring support for students in all disciplines and a study area. It is estimated that more than 4,000 unduplicated students take advantage of Center services each year. The Writing Center provides one-on-one walk-in tutoring support for writing and English skills for students in all disciplines, as well as workshops, software resources, guides and handouts.

## **FACILITIES**

Current facilities are inadequate. The LRC was carved out of the Library, and needs more space of its own for tutoring and testing. Eleven office spaces are currently used for faculty. The Writing Center has a 20-foot by 20-foot workroom area and an office. The Writing Center is developing a website to offer a variety of online resources for students and faculty, including online tutoring. Group tutoring and Supplemental Instruction meeting rooms do not exist and are desperately needed.

## **PERSONNEL**

The LRC employs three full-time classified staff members, a part-time classified staff member, one full-time instructor and two part-time instructors.

## **FUTURE PLANS**

The LRC is planning to establish an Advisory Committee made up of faculty members and the Dean of Library and Technology. The Writing Center will be creating a five-hour course for students enrolled in lower-level English classes to complete Directed Learning Activities (DLAs).

## **FACILITIES**

The current space in the Library is inadequate; the LRC should be a separate, stand-alone facility that includes a Foreign Language lab as well as Writing and Math centers. The Learning Resource Center should remain in close proximity to the Library, however. Current space could easily be doubled in size to accommodate the demand for services. Office spaces currently used for faculty could be used for Center activities instead; however, at least four office spaces will be needed for additional permanent faculty and a full-time Writing Center coordinator. The Writing Center will further develop its website to offer more resources, including more online tutoring. There is a need for a classroom to conduct workshops and group study activities.

**PERSONNEL**

The LRC, including the learning centers and the Library, needs a classified supervisor who is in residence in the building to bring it to parity with the Menifee Valley Campus LRC staffing situation. The dean, who has multiple Districtwide assignments and has a main office on the Menifee Valley Campus, is not able to monitor the building, in person, on a daily basis. A clerical supervisor could assist with the type of monitoring and assistance from which the classified staff could benefit. Eventually, the Dean of Library and Technology position that is now districtwide should be split into to separate positions, one for the Menifee Valley Campus and another for the San Jacinto Campus. In addition, six more full-time classified staff and two additional full-time faculty will be needed as the Learning LRC, the Writing Center and the Math Center grow through the year 2020.

LEARNING RESOURCE CENTER PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1	2	0	0	3
Associate Faculty (part-time)	2	0	1	2	5
Total FTEF	3	2	1	2	8
Managers	0	0	1	0	1
Supervisors	0	1	0	0	1
Classified Staff (full-time)	3	2	2	2	9
Classified Staff (part-time)	1	0	1	0	2
Total	4	3	4	2	13

## **LEARNING SKILLS**

### **San Jacinto Campus (see also Menifee Valley Campus)**

*Marlene Cvetko, San Jacinto Campus Coordinator*

*James Decker, Menifee Valley Campus Coordinator*

## **CURRENT PROGRAM**

Learning Skills provides services to approximately 175 students per year, or approximately 1% of the student population. The national average is 2-7%, indicating that the College is under-identifying and/or under-serving the student population. The department offers specialized courses, assessment, specialized tutoring, test proctoring and special topics workshops. The department has seen tremendous growth in demand for services over the last five years. Learning Skills records are currently centralized, while classes and services are decentralized to where students need them.

## **FACILITIES**

The Learning Skills space at the Menifee Valley Campus is very limited, and it should be located closer to the Learning Center. Private study rooms are needed as well as labs and testing areas. The Learning Skills space at the San Jacinto Campus, which includes three testing rooms, is adequate.

## **PERSONNEL**

There is space but not enough staff at the San Jacinto Campus. With more space at the Menifee Valley Campus, staff could be expanded to provide services. The department needs at least one part-time instructor at this time.

## **FUTURE PLANS**

As the student population grows, it is expected that the identified population and the demand for classes and specialized tutoring will continue to outpace overall College enrollment growth at least through 2010. Learning Skills services should be available to all students on all campuses and at all centers.

## **FACILITIES**

Facilities should be in close proximity to the Learning Resources Center, Math Center, Writing Center and Reading Lab. The Menifee Valley Campus needs approximately 1,000 sq. ft. of space for a tutoring and study lab by the year 2015, with a minimum of 12 computer stations and three testing rooms. No new facilities are needed at the San Jacinto Campus. Approximately 1,000 sq. ft. of space will be needed at both Temecula and Banning by the year 2015.

## **PERSONNEL**

To serve increased enrollment, the department needs one full-time instructor at the San Jacinto Campus by 2020, one part-time instructor at the Menifee Valley Campus by 2010, a full-time instructor at the Temecula Education Complex and a full-time instructor at Banning.

LEARNING SKILLS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	0	1.0	2.0
Associate Faculty (part-time)	0	0.8	0.6	0	1.4
Total FTEF	1.0	0.8	0.6	1.0	3.4
Classified Staff (full-time)	0	0	0	0	0
Classified Staff (part-time)	1.3(2)	.8	0	0	2.1
Total	1.3(2)	.8	0	0	2.1

LEARNING SKILLS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	91	187	273	376
Program WSCH	237	486	712	980
WSCH % Lecture	42%	42%	42%	42%
WSCH % Lab	58%	58%	58%	58%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	99.5	204.1	298.9	411.6
WSCH Lab	137.5	281.8	412.8	568.5
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	5	11	15	21
Average Number of Students per Section	18	17	18	18

## **LIBRARY**

### **San Jacinto Campus**

*Pat James, Dean of Library and Technology*

*David King, Department Chair and Librarian*

*Elisabeth Anghel, Librarian*

### **CURRENT PROGRAM**

The Library offers a collection of materials in diverse formats (print, microforms, audio-video, on-line digital) reflecting subjects across the curriculum, provides one-on-one reference assistance, library instruction sessions to a variety of classes in different disciplines, librarian instruction on library resources offered in the smart classrooms, an extensive reserve collection to help students' access to textbooks, and a quiet study-inducing environment for visitors. The Library on the San Jacinto campus shares electronic databases, electronic books and a common catalog with the Library on the Menifee Valley Campus. By providing a multitude of resources online, the Library is well-prepared to offer assistance to distance education centers as well.

### **FACILITIES**

Library facilities include two faculty offices, a workroom, a Reference Desk and Circulation/Reserves Desk, a computer network area with room for 29 computers with one print station and copy card validator, a study area with 19 tables and 114 seats, a periodicals storage area, an AV storage area, reserve materials storage area, four audio/video viewing stations, and stacks for periodicals, reference books and circulating books. At this time the Library building also houses the Faculty Resource and Development Lab, and the Learning Resource Center with Writing Center and the Math Center. All these entities are using space that could be used by the Library. There are not enough workstations or computers and no library instruction classroom as yet. There are no teaching amenities such as overhead projection or white boards. The whole library building floor is open spaced and only short height partitions are used to separate the different areas of activities. As a consequence at this time, noise in the building is often a problem. At the present time the Reference and the Circulation desks share one telephone.

### **PERSONNEL**

The Library is currently understaffed, with students filling positions that normally would be filled by classified staff. According to Title V recommendations, the Library, which serves 6,000 FTES, should have four full-time professional librarians and six full-time classified staff.

### **FUTURE PLANS**

In addition to continue to provide resources such as printed books, audiovisual materials and hard-copy journals, the Library will increase its electronic resources available online 24/7, to better respond to the needs of distance education students and faculty, as well as to extend services for "in-campus" students and faculty. Library faculty plan to develop online self-paced tutorials on how to use local and online library resources; increase efforts to encourage faculty to bring classes in for library instruction and offer input in collection development; continue to promote the Introduction to Library Research and Information Literacy class to help students elevate their information literacy levels; and develop and promote a phone answering reference questions service and/or a virtual "Reference Desk."

## FACILITIES

There is a need for additional space, including office and work areas for faculty and staff, a meeting room, a library instruction classroom, at least two group study rooms, and additional computer stations for faculty, library staff and students. A telephone should be installed at the Reference Desk. More appropriate distribution of resources and study areas is needed on the Library floor. To mitigate noise, workstations and study areas should be remodeled with partitions to minimize interruptions and disturbances. Ideally, the Learning Resource Center should be housed in its own facility, although it should continue to be in close proximity to the Library. Other services that would benefit from being close to the Library include Enrollment Services, DSPS, Counseling, a print/copy shop and a coffee shop. A drink/snack area with vending machines would be a convenient attachment for patrons.

## PERSONNEL

The Reference Desk needs two full-time professional librarians to respond to online and in-person requests. Each area of library operations, including acquisitions and collection development, cataloging and technical services, public services and library instruction and electronic and serials resources, should have a professional librarian supervisor. Additional classified staff members are needed to provide support for increased operations and meet Title V recommendations.

LIBRARY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2	1	1	1	5
Associate Faculty (part-time)	2	2	1	1	6
Total FTEF	7	6	4	4	21
Managers	0	0	0	0	0
Supervisors	0	0	0	0	0
Classified Staff (full-time)	2	1	1	1	5
Classified Staff (part-time)	1	2	1	1	5
Total	3	3	2	2	10

## **LIBRARY SCIENCE**

### **San Jacinto Campus**

*Pat James, Dean of Library and Technology*

*David King, Librarian*

*Elisabeth Anghel, Librarian*

### **CURRENT PROGRAM**

The Library has offered an Introduction to Library Research and Information Competency course since 2005.

### **ENROLLMENT**

Enrollment in the Introductory course averages 15 students per class, with classes ranging in size from 10 to 20.

### **FACILITIES**

There is no library instruction room in the Library. The Introductory course is offered in a “smart” classroom in the 100 Building. There are no overhead projection capabilities and no writing boards.

### **TEACHING METHODOLOGIES**

The Introductory course is 100% lecture.

### **PERSONNEL**

The Library staff provides instruction services for Library Science.

### **FUTURE PLANS**

There are increasing needs in the community and demands from employers for employees skilled in research, so continued offering of the Introductory course, in classrooms or online, is warranted.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

It would be useful to move the Introductory course to a dedicated/shared classroom in the Library. More computers for students and research are needed.

### **TEACHING METHODOLOGIES**

It is expected that the Introductory course will move to an online modality soon. Non-credit online tutorials as well as a computer literacy could also be offered.

### **PERSONNEL**

No additional teaching staff will be required.

LIBRARY SCIENCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	0.2	0	0	0	0.2
Total FTEF	0.2	0	0	0	0.2

LIBRARY SCIENCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	8	13	18	23
Program WSCH	24	39	53	68
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	24.0	39.1	52.8	67.7
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	1	1	1	1
Average Number of Students per Section	8	13	18	23

## **MATHEMATICS**

### **San Jacinto Campus**

*Jorge Alvarez, Instructor*

*Carlos Lopez, Associate Dean*

### **CURRENT PROGRAM**

The Mathematics Department serves the transfer, business, occupational and general interest needs of students.

### **ENROLLMENT**

Enrollment in Math classes increased 39% between 2000 and 2005. Typically there are wait lists of between 6 and 10 students per class for basic skills and pre-collegiate classes. Classes range in size from 10 to more than 40, with an average class size of 30-32 students.

### **FACILITIES**

Only one classroom out of five is currently properly equipped for teaching using current digital technology. At the present time there are no dedicated Math teaching spaces on the San Jacinto Campus.

### **TEACHING METHODOLOGIES**

Classes are 94% lecture and 6% online.

### **PERSONNEL**

The department employs nine full-time instructors and 15 part-time instructors.

### **FUTURE PLANS**

The Basic Skills Initiative has led to changes in teaching Math at the community college level, and the Math department expects to participate in these changes to its curriculum and teaching methodologies. Growth also could come from the future requirement of Math 96 for an associate degree. One consequence of this change is the possibility of developing new courses that will serve as alternatives to Math 96 that students can take to satisfy their general education graduation requirement. Additional courses could be added to the program such as "Math for Teachers."

### **ENROLLMENT**

See Table below.

### **FACILITIES**

The department will need additional dedicated classroom space to match the intended growth. Continued development of the Math Center would be helpful to students. The department will need additional office space for new faculty.

### **TEACHING METHODOLOGIES**

Teaching methods are not expected to change in the near future. As course delivery technology improves, more online courses may be offered.

**PERSONNEL**

With increasing enrollments, the department expects to add full-time and part-time instructors in each of the next five-year periods.

MATHEMATICS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	9.3	4.0	7.0	8.0	27.3
Associate Faculty (part-time)	8.0(15)	3.2	4.4	5.6	21.2
Total FTEF	17.3	7.2	11.4	13.6	49.5

MATHEMATICS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	1858	3029	4437	6109
Program WSCH	7267	11846	17354	23896
WSCH % Lecture	94%	94%	94%	94%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	6%	6%	6%	6%
WSCH Lecture	6831.3	11135.0	16312.8	22462.7
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	436.0	710.7	1041.2	1433.8
Number of Sections	66	103	151	208
Average Number of Students per Section	28	29	29	29

## **MUSIC**

### **San Jacinto Campus**

*Phillip Morrione, Instructor*

#### **CURRENT PROGRAM**

The Music Department serves the occupational, transfer and general interest needs of students.

#### **ENROLLMENT**

The average Music class size is 25 students in lectures and 20 in labs, with classes ranging in size from 18 to 40.

#### **FACILITIES**

Current facilities are adequate.

#### **TEACHING METHODOLOGIES**

Teaching methodologies include 55% lecture, 25% lab and 20% online.

#### **PERSONNEL**

There are nine part-time instructors and one full-time instructor at 50%. The department also employs a full-time classified staff member.

#### **FUTURE PLANS**

The department would like to increase its emphasis on commercial music and the integration of the program with Audio Technology. Integration with Theater Arts helps provide internship and employment opportunities.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

To continue meeting the needs of its students, the department needs an additional classroom, two TV studios, a supply room and a meeting room.

#### **TEACHING METHODOLOGIES**

New technology and computer access suggests that teaching methodologies will change to 40% lecture, 25% lab and 35% online.

#### **PERSONNEL**

Two part-time classified staff positions will be needed, as well as three full-time and several part-time instructors by 2020.

MUSIC PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.5	1.0	1.0	1.0	3.5
Associate Faculty (part-time)	3.8	1.2	1.2	1.3	7.5
Total FTEF	4.3	2.2	2.2	2.3	11.0
Classified Staff (full-time)	1	.5	.5	0	2
Classified Staff (part-time)	0	0	0	0	0
Total	1	.5	.5	0	2

MUSIC ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	357	582	785	1007
Program WSCH	1152	1878	2533	3250
WSCH % Lecture	55%	40%	40%	40%
WSCH % Lab	25%	25%	25%	25%
WSCH % Other	20%	35%	35%	35%
WSCH Lecture	633.6	751.1	1013.2	1300.0
WSCH Lab	288.0	469.4	633.3	812.5
WSCH Other	230.4	657.2	886.6	1137.5
Number of Sections	27	44	59	75
Average Number of Students per Section	13	13	13	13

## **NUTRITION**

### **San Jacinto Campus**

*John Norman, Instructor*

#### **CURRENT PROGRAM**

Nutrition serves general interest, general education and transfer needs of students.

#### **ENROLLMENT**

Enrollment in Nutrition classes has increased 50% since 2000. Classes in the program often have waiting lists of 10 students, with online classes sometimes having as many as 25 students on a wait list. Average class size is 40 students (35 online). Classes typically range in size from 25 to 45 students.

#### **FACILITIES**

Current facilities are adequate.

#### **TEACHING METHODOLOGIES**

Classes are lecture-style, with 60% of classes offered online.

#### **PERSONNEL**

A full-time instructor teaches 60% in the department, and two part-time faculty members (a total of 0.80 FTEF) also teach Nutrition classes.

#### **FUTURE PLANS**

The public's interest in healthy eating and nutrition and employment opportunities for students will spur interest in Nutrition classes. In cooperation with the Menifee Valley Campus, plans include offering coursework for dietetic technicians and dietary aides. This program would require a clinical component as well as a full-time instructor.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

As enrollment grows, the program will need additional classroom and office space. Use of science labs will be needed, as well.

#### **TEACHING METHODOLOGIES**

Technology, including online courses, will continue to be used to deliver instruction to students.

#### **PERSONNEL**

Three additional full-time instructors and four additional part-time instructors will be needed by 2020 for a total of 7.00 FTEF.

NUTRITION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.6	1.0	1.0	1.0	3.6
Associate Faculty (part-time)	0.8(2)	1.2	0.6	0.8	3.4
Total FTEF	1.4	2.2	1.6	1.8	7.0

NUTRITION ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	333	543	795	1095
Program WSCH	738	1203	1762	2427
WSCH % Lecture	40%	40%	40%	40%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	60%	60%	60%	60%
WSCH Lecture	295.2	481.2	704.9	970.7
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	442.8	721.8	1057.4	1456.0
Number of Sections	11	18	26	35
Average Number of Students per Section	30	30	31	31

## **PHILOSOPHY**

### **San Jacinto Campus**

*Dennis Anderson, Dean of Instruction*

*James Koobatian, Instructor*

## **CURRENT PROGRAM**

Philosophy serves the general education and transfer requirements of students. A World Religions course serves the desire of some students for general interest classes.

## **ENROLLMENT**

The Menifee Valley Campus has had an impact on enrollment. Typically there are no waiting lists for classes, which range in size from 15 to 30 students.

## **FACILITIES**

Because of the small number of classes, the department's impact on the use of space is minimal.

## **TEACHING METHODOLOGIES**

Classes are 100% lecture, with two out of seven classes offered online (29%).

## **PERSONNEL**

Faculty include one full-time instructor and 1.15 FTEF part-time instructors..

## **FUTURE PLANS**

No new programs are planned.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

Additional classroom space will be needed to serve enrollment growth.

## **TEACHING METHODOLOGIES**

No changes in teaching methodologies are expected.

## **PERSONNEL**

Additional full-time and part-time faculty members will be needed in future.

PHILOSOPHY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	1.0	4.0
Associate Faculty (part-time)	1.15	1.45	1.0	1.2	4.8
Total FTEF	2.15	2.45	2.0	2.2	8.8

PHILOSOPHY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	146	514	753	1037
Program WSCH	395	1390	2037	2805
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	395.0	1390.4	2036.9	2804.9
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	7	23	33	44
Average Number of Students per Section	21	22	23	24

## **PHOTOGRAPHY**

### **San Jacinto Campus (see also Menifee Valley Campus)**

*Keith Hanz, Chair*

#### **CURRENT PROGRAM**

The Photography program has transitioned from the traditional paradigm to digital technology. Operating mainly at the Menifee Valley Campus, the department serves the general interest, occupational, and transfer needs of students. The program also operates in close association with the Multimedia, Art and Visual Communication departments.

#### **ENROLLMENT**

Classes range in size from 18 to 39, with an average of 24 students in lecture classes and 6 students in lab classes. Typically there are waiting lists of up to 15 students for sections of introductory courses such as Photography 125.

#### **FACILITIES**

Facilities include an office space, a classroom with 24 stations, storage space, and a classroom and darkroom lab that are no longer needed. The department has a digital imaging studio and lightroom in the new Technology Building.

#### **TEACHING METHODOLOGIES**

Distance education courses have been approved.

#### **PERSONNEL**

The department employs part-time instructors at the San Jacinto Campus

#### **FUTURE PLANS**

Most of the department's enrollment will be at the Menifee Valley Campus in future. Faculty development is equally crucial to keeping the curriculum current. The program would be enhanced with a dedicated digital video program. The College should consider merging the Photography and Multimedia departments into a new department called Digital Media. The department hopes to develop a "Pixel River Project" digital imaging festival.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

In addition to the new space in the Technology Building, the department needs a workroom for set building and storage and an outdoor studio area by 2010. The new digital imaging studio and lightroom now need essential hardware, software, lighting, props, support equipment, tools and other resources to remain up-to-date.

#### **TEACHING METHODOLOGIES**

No changes are planned.

**PERSONNEL**

The department does not plan to expand offerings at the San Jacinto Campus, so no additional faculty will be needed..

PHOTOGRAPHY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	0.6	0	0	0	0.6
Total FTEF	0.6	0	0	0	0.6

PHOTOGRAPHY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	49	30	30	30
Program WSCH	294	180	180	180
WSCH % Lecture	25%	25%	25%	25%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	75%	75%	75%	75%
WSCH Lecture	73.5	45.0	45.0	45.0
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	220.5	135.0	135.0	135.0
Number of Sections	5	3	3	3
Average Number of Students per Section	10	10	10	10

## PHYSICAL EDUCATION

### San Jacinto Campus

*Kathy Charles, Department Chair*

#### CURRENT PROGRAM

The Physical Education Department serves the transfer, general interest, and fitness needs of students. The program trains coaches as well.

#### ENROLLMENT

Enrollment has increased since 2000 because the department has increased its offerings and because a wellness center was added in 2004. Typically there are wait lists of between 5 and 10 students for classes such as First Aid and CPR. The average lecture class size is 15, and the average lab class size is 60. Class sizes range from 15 to 60.

#### FACILITIES

Department facilities include three offices, two 40-seat classrooms, a weight room with a capacity of 60, a dance studio with a capacity of 30, a gymnasium, equipment storage, six full-size tennis courts, and football and baseball fields. The wellness center/weight room features new machines, free weights and a computer swipe card system.

#### TEACHING METHODOLOGIES

Classes are 17% lecture and 83% lab, with a one-unit body conditioning class and a CPR class offered as hybrid classes. Hybrid classes represent approximately 5% of the whole at this time.

#### PERSONNEL

There are three full-time faculty and 10 part-time faculty serving the department.

#### FUTURE PLANS

Plans call for more online interaction with students, and more emphasis on wellness issues with additional wellness activities, including individual activities such as yoga, spin, hiking and rock climbing. To meet the needs of the community, the program will begin to address nutrition, weight management, and psychological aspects relating to fitness and stress reduction. New programs being discussed include martial arts, personal trainer certification (linked to a national certification program), and adaptive physical education. An intramural program is under consideration.

#### ENROLLMENT

See Table below.

#### FACILITIES

Facilities and equipment to cover new programs will be needed. The wellness center/weight room should be expanded to reflect the broadened scope of programming, including space for assessment, adaptive PE and an office. Additional equipment storage spaces will be needed, as well as a weight training room specifically for heavy and free weight lifting located near the football field, and an exclusive aerobic exercise/martial arts room with two additional office spaces located near the existing modular building housing Physical Education offices and a classroom.

**TEACHING METHODOLOGIES**

The department may increase online and/or hybrid classes.

**PERSONNEL**

Four additional full-time faculty and additional part-time faculty are needed. Also a full-time classified staff position and a half-time classified staff position should be added.

PHYSICAL EDUCATION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	3.0	0	2.0	2.0	7.0
Associate Faculty (part-time)	3.0(10)	0.875	0.625	1.5	6.0
Total FTEF	6.0	0.875	2.625	3.5	13.0
Classified Staff (full-time)	0	1	0	0	1
Classified Staff (part-time)	0	.5	0	0	.5
Total	0	1.5	0	0	1.5

PHYSICAL EDUCATION ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	641	1314	1925	2651
Program WSCH	2943	6033	8839	12171
WSCH % Lecture	17%	17%	17%	17%
WSCH % Lab	83%	83%	83%	83%
WSCH % Other	5%	5%	5%	5%
WSCH Lecture	500.3	1025.6	1502.6	2069.0
WSCH Lab	2442.7	5007.5	7336.0	10101.7
WSCH Other	147.2	301.7	441.9	608.5
Number of Sections	28	55	76	104
Average Number of Students per Section	23	24	25	25

## **PHYSICS**

### **San Jacinto Campus**

*Sterling Roulette, Department Chair*

#### **CURRENT PROGRAM**

The Physics program serves the general education requirements and transfer needs of students.

#### **ENROLLMENT**

The average class size is 20 students, with classes ranging in size from 17 to 30.

#### **FACILITIES**

Current facilities are adequate.

#### **TEACHING METHODOLOGIES**

Teaching methodologies include lecture and lab.

#### **PERSONNEL**

The department has a full-time instructor who devotes part of his time to the program; there is some part-time instructional support.

#### **FUTURE PLANS**

At this time, no new programs are planned.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

No additional facilities are needed.

#### **TEACHING METHODOLOGIES**

Teaching methodologies in future will include lecture 75%, lab 25%.

#### **PERSONNEL**

By 2015, and again by 2020, the program will need additional instructional support. The department also needs a half-time classified staff person assisting with labs by 2010, with the addition of another 0.50 FTE by 2015 for a total of 1.00 FTE.

PHYSICS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.35	0	0.5	0.5	1.35
Associate Faculty (part-time)	0.65	0.25	0.25	0.25	1.4
Total FTEF	1.0	0.25	0.75	0.75	2.75
Classified Staff (full-time)	0	0	0	0	0
Classified Staff (part-time)	0	.5	.5	0	1
Total	0	.5	.5	0	1

PHYSICS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	19	100	158	233
Program WSCH	114	600	949	1396
WSCH % Lecture	50%	75%	75%	75%
WSCH % Lab	50%	25%	25%	25%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	57.0	450.0	711.9	1047.2
WSCH Lab	57.0	150.0	237.3	349.1
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	1	5	8	11
Average Number of Students per Section	19	20	20	21

## **POLITICAL SCIENCE**

### **San Jacinto Campus**

*Bob Rockwell, Department Chair*

#### **CURRENT PROGRAM**

The Political Science department serves the general interest, general education requirements and transfer needs of students.

#### **ENROLLMENT**

Enrollment in the department declined 14% between 2000 and 2005; however, enrollment has increased since then as more classes have been offered online. Typically, there is a wait list for online classes of 20 students or more. The average class size is 30, with class sizes ranging from 18 to 42.

#### **FACILITIES**

Current facilities are adequate.

#### **TEACHING METHODOLOGIES**

Classes are lecture-style, with 40% now offered online.

#### **PERSONNEL**

The department has one full-time faculty member and uses approximately 0.8 FTEF faculty teaching overload schedules.

#### **FUTURE PLANS**

The department will be working with the History department on a Community Development program.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Facilities will be adequate into the future.

#### **TEACHING METHODOLOGIES**

Use of online classes will raise the percentage of courses offered online to 50%.

#### **PERSONNEL**

By 2020, three additional full-time faculty (one shared with History) will be needed, as well as at least six additional part-time instructors.

POLITICAL SCIENCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	1.0	4.0
Associate Faculty (part-time)	0.8	0.4	1.0	1.4	3.6
Total FTEF	1.8	1.4	2.0	2.4	7.6

POLITICAL SCIENCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	195	359	568	835
Program WSCH	576	1060	1677	2466
WSCH % Lecture	60%	50%	50%	50%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	40%	50%	50%	50%
WSCH Lecture	345.6	529.9	838.3	1233.2
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	230.4	529.9	838.3	1233.2
Number of Sections	9	16	26	38
Average Number of Students per Section	22	22	22	22

## **PSYCHOLOGY**

### **San Jacinto Campus**

*Bob Rockwell, Department Chair*

*Maria Lopez, Instructor*

### **CURRENT PROGRAM**

Psychology serves the general education requirements and transfer needs of students.

### **ENROLLMENT**

The average class size is 30, and class sizes range from 10 to 45. Typically there are wait lists of 5 to 10 students for smaller classes, and for online classes.

### **FACILITIES**

The department now uses a “smart” classroom.

### **TEACHING METHODOLOGIES**

Classes are 100% lecture, with 25% percent offered online. One-third of the introductory Psychology classes are offered online at this time.

### **PERSONNEL**

The department has one full-time and several part-time instructors.

### **FUTURE PLANS**

The department would like to expand the curriculum to include a course in Industrial Organizational Psychology in collaboration with other disciplines such as Sociology, and course in Sports Psychology in collaboration with the Physical Education department. The department would also like to incorporate the use of a psychology lab, which would afford the opportunity to offer a complete program and to develop a modern interactive 3-D virtual classroom with lectures and labs for all courses.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

A psychology lab with modern technology is needed, and Room 1211 needs to be refurbished.

### **TEACHING METHODOLOGIES**

Plans call for revising online classes into hybrid classes, enabling the department to offer a complete psychology program. Furthermore, the department is searching for interactive 3-D virtual lectures and lab activities to complement traditional teaching methods and move into the future teaching mediums.

### **PERSONNEL**

By 2020, additional full-time and part-time instructors will be needed.

PSYCHOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	2.0	5.0
Associate Faculty (part-time)	3.4	1.0	1.6	1.0	7.0
Total FTEF	4.4	2.0	2.6	3.0	12.0

PSYCHOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	465	856	1253	1726
Program WSCH	1173	2158	3162	4354
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	1173.0	2158.3	3161.9	4354.0
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	18	32	45	60
Average Number of Students per Section	26	27	28	29

**READING****San Jacinto Campus**

*Cathy Brostrand, Instructor*

*Marcia Krull, Instructor*

**CURRENT PROGRAM**

The Reading program serves basic skills needs of students.

**ENROLLMENT**

Enrollment has increased in the program with the addition of more developmental and intermediate Reading classes. Class sizes range from 20 to 35, with an average of 30 students in each class. There can be wait lists of five or more students for some courses.

**FACILITIES**

The current shared Reading Lab space is not large enough to accommodate the materials and computers.

**TEACHING METHODOLOGIES**

Classes are 50% lecture and 50% lab.

**PERSONNEL**

Staffing comes from the English Department.

**FUTURE PLANS**

The department plans to offer hybrid/online classes, increase the availability of online Reading lab options, and create a college-level transfer Reading class.

**ENROLLMENT**

See Table below.

**FACILITIES**

The shared Reading Lab space needs to be enlarged.

**TEACHING METHODOLOGIES**

The department plans to offer a hybrid Reading class.

**PERSONNEL**

Additional full-time and part-time instructors will be needed.

READING PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	1.0	1.0	1.0	3.0
Associate Faculty (part-time)	1.9	0	0.7	1.3	3.9
Total FTEF	1.9	1.0	1.7	2.3	6.9

READING ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	12	530	838	1233
Program WSCH	36	1590	2515	3700
WSCH % Lecture	50%	50%	50%	50%
WSCH % Lab	50%	50%	50%	50%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	18.0	795.0	1257.7	1850.1
WSCH Lab	18.0	795.0	1257.7	1850.1
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	2	21	33	49
Average Number of Students per Section	6	25	25	25

## **REAL ESTATE**

### **San Jacinto Campus (see also Menifee Valley Campus)**

*Ron Bowman, Instructor*

*Caren Hennessy, Co-Chair, Menifee Valley Campus*

*David Candelaria, Co-Chair, Menifee Valley Campus*

## **CURRENT PROGRAM**

The Real Estate Department serves the business, occupational, general interest and transfer needs of students.

## **ENROLLMENT**

Until 2007, when the spike in real estate prices leveled off, enrollment was increasing due to the booming economy in the local area. Class sizes range from 10 to 20 students (with a maximum of 30). Average class size is 15.

## **FACILITIES**

Classrooms are adequate at this time.

## **TEACHING METHODOLOGIES**

Classes are 100% lecture.

## **PERSONNEL**

Classes are taught by part-time instructors.

## **FUTURE PLANS**

The department is looking at creating a "fast track" program so students may complete the courses in a more timely manner. Classes may be offered at a future time in The Pass and the I-15 Corridor Service Areas.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

If classes are offered in The Pass and the I-15 Corridor Service Areas, the department will need classroom space there.

## **TEACHING METHODOLOGIES**

In future, it is expected that 25% of sections may be taught online.

## **PERSONNEL**

Additional part-time instructors are needed.

REAL ESTATE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	1.4	0.8	1.0	1.2	4.4
Total FTEF	1.4	0.8	1.0	1.2	4.4

REAL ESTATE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	213	392	574	791
Program WSCH	639	1176	1722	2372
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	639.0	1175.8	1722.5	2371.9
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	6	11	16	22
Average Number of Students per Section	36	36	36	36

## **SOCIOLOGY**

### **San Jacinto Campus**

*Bob Rockwell, Department Chair*

#### **CURRENT PROGRAM**

The Sociology department serves the general interest, general education requirements and transfer needs of students.

#### **ENROLLMENT**

Enrollment in the department has increased 26% since 2000. Online sections of the “Principles of Sociology” class often have waiting lists of 30 or more. The average class size in the program is 25, with class sizes ranging from 10 to 40.

#### **FACILITIES**

Current facilities are adequate.

#### **TEACHING METHODOLOGIES**

Classes are lecture, with almost 60% offered online.

#### **PERSONNEL**

One full-time and five part-time instructors teach classes in the department.

#### **FUTURE PLANS**

An Applied Sociology program is being considered, as is an Ethnic Studies program.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Additional classroom and office space will be needed to accommodate the increased numbers of students and faculty.

#### **TEACHING METHODOLOGIES**

More hybrid classes may be offered in the future.

#### **PERSONNEL**

By 2020, the department will need four additional full-time instructors and several more part-time instructors.

SOCIOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	2.0	5.0
Associate Faculty (part-time)	3.2	1.2	1.8	1.4	7.6
Total FTEF	4.2	2.2	2.8	3.4	12.6

SOCIOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	380	699	1024	1410
Program WSCH	846	1557	2280	3140
WSCH % Lecture	43%	40%	40%	40%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	57%	60%	60%	60%
WSCH Lecture	363.8	622.7	912.2	1256.1
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	482.2	934.0	1368.3	1884.1
Number of Sections	18	32	46	63
Average Number of Students per Section	21	22	22	22

**SPANISH**  
**San Jacinto Campus**

*See World Languages.*

## **WATER TECHNOLOGY**

### **San Jacinto Campus**

*Michael Conner, Dean of Instruction, Career Education*

#### **CURRENT PROGRAM**

The Water Technology program serves the occupational needs of the students.

#### **ENROLLMENT**

In 2007, 16 sections were offered. Class sizes range from 9 to 45 students, with the average class size being 30 students. There can be wait lists of up to 15 students for some classes.

#### **FACILITIES**

Facilities are adequate at this time. A partnership with Eastern Municipal Water District has provided an adequate classroom at the EMWD Perris site for use in the evenings, Monday through Friday.

#### **TEACHING METHODOLOGIES**

Classes are mostly lecture, with the exception of one lecture/lab class.

#### **PERSONNEL**

The department has no full-time faculty instructors and several part-time instructors.

#### **FUTURE PLANS**

Plans are underway to offer Water Technology classes in partnership with Western Municipal Water District at their site in Riverside.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Although many classes are offered off-site, additional on campus facilities will become necessary as enrollment and faculty grows.

#### **TEACHING METHODOLOGIES**

Classes will continue to be taught lecture-style; however, offering online classes might be explored.

#### **PERSONNEL**

A full-time faculty member is needed by 2020.

WATER TECHNOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	1.0	1.0
Associate Faculty (part-time)	1.2	0.2	0.6	-0.2	1.8
Total FTEF	1.2	0.2	0.6	0.8	2.8

WATER TECHNOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	146	269	394	542
Program WSCH	379	697	1022	1407
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	0.0	697.4	1021.6	1406.8
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	4	7	10	14
Average Number of Students per Section	37	38	39	39

## **WORLD LANGUAGES**

### **San Jacinto Campus**

*Elizabeth Correia-Jordan, Associate Professor*

#### **CURRENT PROGRAM**

Courses in French and Spanish serve the transfer, general interest, business and occupational needs of students.

#### **ENROLLMENT**

Classes range in size from 20 to 40, with an average class size of 35. There can be as many as 25 or more students on wait lists for introductory first- and second-semester classes. Online enrollment figures continue to rise significantly each semester. The increasing cultural diversity of the community as well as the growth in population has fueled the growth in number of classes offered by this department.

#### **FACILITIES**

The department has two offices and a general classroom area. The foreign language tutoring space in the Learning Resource Center is inadequate.

#### **TEACHING METHODOLOGIES**

All classes are lecture, and some of the introductory sections are offered fully online.

#### **PERSONNEL**

Two full-time instructors and 2.8 FTEF part-time instructors teach French and Spanish.

#### **FUTURE PLANS**

Future plans call for adding a "Translation and Interpretation" specialty to the program, as well as revitalizing the "Language for Professions" program. In addition, a study of the region and the surrounding four-year institutions, community colleges and high schools may help determine which other languages such as Luiseno (American Indian) the College may want to incorporate into the curricula.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The program needs a dedicated language classroom, a World Languages lab, and a foreign language tutoring center and office in the Learning Resource Center. Future preparation of this much needed dedicated space must include equipment with Internet access and software design for language learning.

#### **TEACHING METHODOLOGIES**

The department intends to add a foreign language lab and offer additional online/hybrid courses. Consideration must be given to the need to incorporate new technologies to aid students in the classroom and to improve the effectiveness of course delivery. This will require more opportunities for Associate Faculty training, along with proper compensation. Flex activities may open the door for such opportunities.

**PERSONNEL**

Additional full-time and part-time instructors will be needed by 2020.

WORLD LANGUAGES PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2.0	2.0	2.0	3.0	9.0
Associate Faculty (part-time)	2.8(4)	1.3	2.8	3.0	9.9
Total FTEF	4.8	3.3	4.8	6.0	18.9
Classified Staff (full-time)	0	0	0	0	0
Classified Staff (part-time)	0	0	1	0	1
Total	0	0	1	0	1

WORLD LANGUAGES ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	5,119	8,916	12,391	16,062
Service Area WSCH	47,588	87,565	128,318	176,682
Program Enrollment	335	687	1086	1598
Program WSCH	1402	2874	4547	6688
WSCH % Lecture	75%	75%	75%	75%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	25%	25%	25%	25%
WSCH Lecture	1051.5	2155.6	3410.1	5016.3
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	350.5	718.5	1136.7	1672.1
Number of Sections	16	27	43	63
Average Number of Students per Section	21	25	25	25

**CHAPTER III: PROGRAMS AND SERVICES**  
***MENIFEE VALLEY CAMPUS***

## **ADMINISTRATION OF JUSTICE**

### **Menifee Valley Campus (see also San Jacinto Campus)**

*Richard LeGarra, Chair*

*Joyce Johnson, Dean, Career and Technical Education*

### **CURRENT PROGRAM**

Administration of Justice fulfills student occupational, transfer and general interest needs. Students are attracted to the strong emphasis classes place on Crime Scene Investigation, and coursework helps students improve their chances to enter the Academy. The program has an active advisory board.

### **ENROLLMENT**

Enrollment in the program increased 78% on the San Jacinto Campus between 2000 and 2005; during that time enrollment at the Menifee Valley Campus increased 39%. Criminal Justice 101 and 102 classes have strong waiting lists each semester of between 10 and 15 students. Class sizes range from 20 to 30 students, with the average number of students in lecture classes 25, and the average number of students in lab classes 30.

### **FACILITIES**

The Department has little classroom space at this time, with no dedicated classrooms.

### **TEACHING METHODOLOGIES**

Teaching is almost 100% lecture; however there is a miniscule lab portion that is contracted out to the Sheriff's Department. Sections of Administration of Justice 101, 102 and 103 classes are offered online as well as in the traditional classroom mode.

### **PERSONNEL**

See Table below.

### **FUTURE PLANS**

Additional classes, such as Introduction to Forensics, are planned, as well as additional sections of online courses. There is a shortage of police officers and correctional officers, making this field an appealing one to enter at the moment. The District would like to see the department's curriculum, which leads to more students for the Academy, grow.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

Dedicated classroom and lab spaces are needed to accommodate more sections of classes at both the San Jacinto and Menifee Valley campuses. There is a need for a vehicle for students to take field trips, and facilities to develop a photography/forensics class.

### **TEACHING METHODOLOGIES**

Teaching methodologies may change depending on new technology.

**PERSONNEL**

Additional full-time and part-time instructors will be needed as department enrollment grows.

ADMINISTRATION OF JUSTICE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	0	2.0
Associate Faculty (part-time)	1.0	0.8	0.6	1.2	3.6
Total FTEF	2.0	0.8	1.6	1.2	5.6

ADMINISTRATION OF JUSTICE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	194	306	496	635
Program WSCH	601	949	1535	1967
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	601.0	949.0	1535.4	1966.9
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	9	14	22	28
Average Number of Students per Section	22	22	23	23

## **ALLIED HEALTH**

### **Menifee Valley Campus**

*Sharon Myers Durbin, Nursing Chair*

*Joyce Johnson, Dean, Career and Technical Education*

### **CURRENT PROGRAM**

The Allied Health Department serves student occupational needs in the District, offering programs in Diagnostic Medical Sonography (DMS), Alcohol and Drug Studies (ADS), Emergency Medical Technician (EMT), and Medical Assistant, as well as the College's Nursing programs including Certified Nursing Assistant (CNA), Registered Nursing (RN) and Licensed Vocational Nursing (LVN).

### **ENROLLMENT**

Enrollment between 2000 and 2005 increased 12%. Typically there are waiting lists for all courses in the department, with between 60 and 100 students in line. Classes range in size from 10 to 40 students, with an average of 20 students in lecture classes and 12 students in lab classes.

### **FACILITIES**

At this time the department does not have enough room for storage and there is not enough skills lab space. Some classes are taught on weekends to help with space issues.

### **TEACHING METHODOLOGIES**

Classes are approximately 70% lecture and 30% lab.

### **PERSONNEL**

See Table below.

### **FUTURE PLANS**

The department is interested in adding Dental Assistant and Pharmacy Tech programs to the curriculum, but need personnel to develop these programs.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

More space for the skills lab and storage is needed. More clinical sites also are needed.

### **TEACHING METHODOLOGIES**

Online classes may be a possibility for transition classes.

### **PERSONNEL**

Additional instructors as well as classified staff will need to be added as the program grows.

ALLIED HEALTH PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	3.0	2.0	4.0	4.0	13.0
Associate Faculty (part-time)	1.0	1.5	2.9	2.0	7.4
Total FTEF	4.0	3.5	6.9	6.0	20.4

ALLIED HEALTH ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	285	533	1026	1460
Program WSCH	1108	2071	3991	5675
WSCH % Lecture	74%	74%	74%	74%
WSCH % Lab	26%	26%	26%	26%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	815.5	1524.1	2937.0	4176.5
WSCH Lab	292.5	546.7	1053.5	1498.1
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	13	24	46	65
Average Number of Students per Section	22	22	22	22

## **AMERICAN SIGN LANGUAGE**

### **Menifee Valley Campus (see also San Jacinto Campus)**

*Leslie Greer, Chair*

#### **CURRENT PROGRAM**

The department serves the transfer and occupational needs of students. Most of the students taking American Sign Language (ASL) are interested in becoming interpreters. Some Nursing students are interested in being able to communicate with their patients.

#### **ENROLLMENT**

Enrollment in the program is strong, with sections of classes being cancelled because of a lack of faculty to teach them. Typically there are waiting lists of 10 or more students for the two beginning classes, ASL 100 and ASL 101. Class sizes range from 8 to 30 students, with the ideal class size being 12-16, which allows partnering but is not too big for classroom activities.

#### **FACILITIES**

The current office space in Building 600 is inadequate.

#### **TEACHING METHODOLOGIES**

Classes are 100% lecture.

#### **PERSONNEL**

At this time there is one full-time faculty member and 10 part-time instructors. More faculty members are needed at this time to teach all the sections.

#### **FUTURE PLANS**

An associate degree in Interpreting – planned for 2008 – will prepare interpreters to graduate from the College and find work. No other California community college offers a program in Deaf Studies, which would be an area of growth for the department.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The department needs office space for faculty and an interpreter/assistant, as well as additional space for interpreters. Classrooms are needed that are the correct size and shape, as well as “smart.” By 2010, an ASL classroom and a lab could be included with Languages in a new building.

#### **TEACHING METHODOLOGIES**

In future, the teaching should be 80% lecture, 15% lab and 5% online

#### **PERSONNEL**

The department needs an interpreter/assistant. By 2020, three new full-time faculty and additional part-time faculty are needed.

AMERICAN SIGN LANGUAGE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	1.0	4.0
Associate Faculty (part-time)	1.8	0.9	2.6	2.0	7.3
Total FTEF	2.8	1.9	3.6	3.0	11.3
Classified Staff (full-time)	0	1	0	0	1
Classified Staff (part-time)	0	0	0	0	0
Total	0	1	0	0	1

AMERICAN SIGN LANGUAGE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	308	576	1021	1380
Program WSCH	1208	2258	4003	5412
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	1208.0	2257.8	4003.0	5412.0
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	12	22	39	53
Average Number of Students per Section	26	26	26	26

## **ANATOMY AND PHYSIOLOGY**

### **Menifee Valley Campus**

*Jeff Slepski, Chair*

*Joyce Johnson, Dean, Career and Technical Education*

### **CURRENT PROGRAM**

The Anatomy and Physiology Department meets the occupational, general interest and transfer needs of students, particularly in the Nursing and Allied Health fields for which department courses serve as entry points. Though entering the Nursing program at the College is the goal of 35% of the department's students, 25% of students taking courses in the department plan to transfer to Nursing programs at other institutions, and 40% plan on transferring to other colleges in the areas of Physician Assistant, Pharmacology, Physical Therapy, Dental Hygiene, Kinesiology, Paramedic, Medicine and other four-year programs.

### **ENROLLMENT**

Enrollment in Anatomy and Physiology increased 36% between 2000 and 2005, and department courses continue to be in demand, with students on waiting lists for all classes. The average class size is 36 in lecture and lab classes that have a maximum seating capacity of 32, and typically there are more than 100 students on wait lists each semester for sections of the introductory courses.

### **FACILITIES**

Current facilities are shared with Nursing and Allied Health in Building 500. With additional personnel, the department could hold Friday and Saturday classes again in that area.

### **TEACHING METHODOLOGIES**

Classes are one-third lecture and two-thirds lab.

### **PERSONNEL**

The department employs one full-time instructor, four part-time instructors, and one full-time and two part-time classified employees.

### **FUTURE PLANS**

There is a severe shortage of trained employees in the Allied Health field with tremendous potential for employment with which the department is not keeping up. The department could add more sections of introductory classes now if there were space and personnel to teach the classes. Additional curriculum, such as exercise physiology, advanced dissection techniques, pathophysiology and physiology could be added to the program based on interest from students and needs in other fields (such as physical education for exercise physiology classes).

### **ENROLLMENT**

See Table below.

### **FACILITIES**

With additional personnel the department could expand its offerings within its current space by offering Friday and Saturday classes again. An additional lecture room, an additional prep room and an additional

lab space are needed by 2010. By 2015, a second lecture room, a second prep room and a second lab space would be needed, and that would be satisfactory through 2020.

### TEACHING METHODOLOGIES

Some online or hybrid courses could be added with the implementation of new curriculum that would offer specific topics such as exercise physiology.

### PERSONNEL

Additional instructors are needed, so that by the year 2020, the department would have four full-time instructors and 12 part-time instructors.

ANATOMY AND PHYSIOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	2.0	1.0	4.0
Associate Faculty (part-time)	2.5 (4)	0.3	0.7	0.5	4.0 (12)
Total FTEF	3.5	0.3	2.7	1.5	8.0 (16)
Classified Staff (full-time)	1	0	1	0	2
Classified Staff (part-time)	2	0	2	0	4
Total	3	0	3	0	6

ANATOMY AND PHYSIOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	264	493	875	1183
Program WSCH	771	1441	2555	3454
WSCH % Lecture	33%	33%	33%	33%
WSCH % Lab	67%	67%	67%	67%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	254.4	475.5	843.1	1139.9
WSCH Lab	516.6	965.5	1711.8	2314.3
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	7	12	21	26
Average Number of Students per Section	38	41	42	45

## **ANTHROPOLOGY**

### **Menifee Valley Campus**

*Erik Ozolins, Chair*

#### **CURRENT PROGRAM**

Anthropology meets the general interest and transfer needs of students.

#### **ENROLLMENT**

Enrollment in Anthropology courses increased 56% between 2000 and 2005. In 2007, two courses were cancelled because of a lack of instructors, but the program is increasing due to high demand from students. Classes range in size from 15 to 40, with an average of 25 students per class. Online Cultural and Physical Anthropology classes will typically fill and have a waiting list of up to four students.

#### **FACILITIES**

The department has a “smart” classroom that is used primarily for department classes. There is not enough storage space at this time, and the department office is shared.

#### **TEACHING METHODOLOGIES**

Classes are 100% lecture, with two of 18 courses offered online (about 12%).

#### **PERSONNEL**

At this time the department has one full-time instructor and 8 part-time instructors.

#### **FUTURE PLANS**

Archeology classes are taught at the San Jacinto Campus, and that could be expanded to offering classes at the Western Center in Hemet. The department offers a Physical Anthropology course with a Physical Anthropology Lab course as a separate (but associated) class.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

In future, when the department offers a lab course, a Physical Anthropology lab will be needed, along with expanded storage space. The department needs its own office space.

#### **TEACHING METHODOLOGIES**

In future, 10% of classes will be lab classes. The number of online sections will likely increase.

#### **PERSONNEL**

The department will need an instructional aide by 2010, which could be shared with another department. One additional full-time instructor is needed now, with two additional by the year 2020 for a total of four full-time instructors.

ANTHROPOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	1.0	4.0
Associate Faculty (part-time)	2.0	0.2	1.4	0.8	4.4
Total FTEF	3.0	1.2	2.4	1.8	8.4
Classified Staff (full-time)	0	1	0	0	1
Classified Staff (part-time)	0	0	0	0	0
Total	0	1	0	0	1

ANTHROPOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	357	615	996	1276
Program WSCH	966	1665	2695	3452
WSCH % Lecture	100%	75%	75%	75%
WSCH % Lab	0%	10%	10%	10%
WSCH % Other	0%	15%	15%	15%
WSCH Lecture	966.0	1249.0	2020.9	2588.8
WSCH Lab	0.0	166.5	269.5	345.2
WSCH Other	0.0	249.8	404.2	517.8
Number of Sections	12	21	33	42
Average Number of Students per Section	30	29	30	30

## **ART AND VISUAL COMMUNICATION**

### **Menifee Valley Campus**

*John Seed, Co-Chair*

*Jason Bader, Co-Chair*

### **CURRENT PROGRAM**

Art and Visual Communication classes meet the transfer, occupational, and general interest needs of students-

### **ENROLLMENT**

Classes range in size from 18 to 45, and in general there are no waiting lists. However, online classes in Art Appreciation and various studio classes like Drawing and Digital Art do have waiting lists. Average class size is 24 in labs and 45 in lecture.

### **FACILITIES**

The department has had a history of sharing space with other departments, including Multimedia, Music and various other disciplines, in Building 600.

### **TEACHING METHODOLOGIES**

Studio classes are 40% lecture and 60% lab. On-campus Art History and Art Appreciation are 100% lecture with sections of Art Appreciation and History of Graphic Design offered online.

### **PERSONNEL**

The department employs two full-time instructors, 14 part-time instructors and a three-quarter-time classified employee.

### **FUTURE PLANS**

The department has discussed adding classes in 3-D media (Sculpture, Glass, Wood).

### **ENROLLMENT**

See Table below.

### **FACILITIES**

The current facility is adequate if it could be retrofitted to make the space more useful and to include equipment for 3-D classes.

### **TEACHING METHODOLOGIES**

It is possible that some hybrid classes could be designed to accommodate studio courses that utilize both lecture and lab.

### **PERSONNEL**

By 2020, additional full-time and part-time instructors are needed.

ART AND VISUAL COMMUNICATION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2.0	2.0	4.0	2.0	10.0
Associate Faculty (part-time)	7.4	1.0	3.2	3.4	15.0
Total FTEF	9.4	3.0	7.2	5.4	25.0
Classified Staff (full-time)	.75	0	0	0	.75
Classified Staff (part-time)	0	0	0	0	0
Total	.75	0	0	0	.75

ART AND VISUAL COMMUNICATION ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	705	1113	1801	2307
Program WSCH	2407	3801	6149	7877
WSCH % Lecture	53%	53%	53%	53%
WSCH % Lab	47%	47%	47%	47%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	1275.7	2014.3	3259.2	4175.1
WSCH Lab	1131.3	1786.3	2890.2	3702.4
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	29	45	71	91
Average Number of Students per Section	24	25	25	25

**ASTRONOMY****Menifee Valley Campus**

*Patrick Smith, Chair*

**CURRENT PROGRAM**

Astronomy courses serve student transfer needs.

**ENROLLMENT**

Enrollment in Astronomy grew 169% between 2000 and 2005, and there are typically waiting lists of 10 to 15 students. The average class size is 35 in both lecture and labs.

**FACILITIES**

Current facilities are not adequate.

**TEACHING METHODOLOGIES**

Classes are 50% lecture and 50% lab.

**PERSONNEL**

The department has one full-time instructor who is shared with Physics. A full-time classified employee is also shared.

**FUTURE PLANS**

Growth in the department will depend on the availability of faculty and facilities. A new team-taught class in Planetary Astronomy will be offered in 2008.

**ENROLLMENT**

See Table below.

**FACILITIES**

Facilities needs will depend on the addition of faculty and classes.

**TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned, although it is possible that a hybrid lab class could be offered.

**PERSONNEL**

An additional full-time instructor and an additional part-time instructor will be needed by 2020.

ASTRONOMY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.534	0.267	0	0	0.801
Associate Faculty (part-time)	0	0	0.534	0.534	1.068
Total FTEF	0.534	0.267	0.534	0.534	1.869
Classified Staff (full-time)	.33	0	0	0	.33
Classified Staff (part-time)	0	0	0	0	0
Total	.33	0	0	0	.33

ASTRONOMY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	78	123	218	295
Program WSCH	468	739	1310	1771
WSCH % Lecture	50%	50%	50%	50%
WSCH % Lab	50%	50%	50%	50%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	234.0	369.5	655.1	885.7
WSCH Lab	234.0	369.5	655.1	885.7
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	2	3	5	7
Average Number of Students per Section	39	41	44	42

## **BIOLOGY**

### **Menifee Valley Campus**

*Shelley Aguilar, Chair*

#### **CURRENT PROGRAM**

Biology serves the occupational and transfer needs of students.

#### **ENROLLMENT**

Enrollment in Biology courses increased 61% between 2000 and 2005 because the department offered more sections, including new online courses. Additional Microbiology sections and new Biology curriculum developed to meet the requirements of the new Environmental Studies program were also added. Class sizes range from 20 to 40 students, with an average of 30 students in both lecture and labs. There are typically wait lists of up to 50 students for most courses with some course waitlists exceeding 75 students. Online enrollments have also significantly increased with waitlists in all sections.

#### **FACILITIES**

A new microbiology lab was added a few years ago, which also serves Biology and Marine Biology. Current lecture and lab facilities limit the number of classes that can be offered at this time, and in most cases lecture classes must be held in labs due to lack of classroom space. The department does not have enough lecture, lab, prep or stockroom area at this time, and office space is needed.

#### **TEACHING METHODOLOGIES**

Biology classes for majors are approximately 60% lecture and 40% lab, while classes for non-majors are about 75% lecture and 25% lab. Seven out of 27 sections are offered online, such as Human Genetics and a four-unit laboratory class for non-majors that satisfies general education requirements..

#### **PERSONNEL**

Biology employs three full-time instructors. Additionally, there is one full-time Environmental Studies instructor who teaches a number of Biology classes, and seven part-time instructors. There are also two full-time and two half-time classified staff members.

#### **FUTURE PLANS**

With increased demand, the department plans to offer more sections of classes as facilities and personnel become available. Health care will continue to drive growth in the department, especially regarding microbiology courses which are a requirement for Allied Health majors and in the two-semester major Biology course. Additionally, a new hospital is planned in the Temecula area and the University of California at Riverside, the nearest university, is planning to open a Medical School in the near future. This will increase the number of pre-med students and spark interest in medicine. There also continues to be a strong interest in creating a Biotechnology certificate among students and natural science faculty.

#### **ENROLLMENT**

See Table below.

## FACILITIES

The department needs classroom, lab, and office space immediately. Additional prep areas and stockroom space are also needed immediately because the lack of space is rapidly approaching a safety issue. There is a critical need for proper and adequate storage for potentially hazardous materials. Lab carts often block walkways and entrances. Biology shares storage space with Chemistry and Environmental Studies, which also require dedicated prep and stockroom space.

## TEACHING METHODOLOGIES

As the number of courses offered increases, additional laboratories will be needed. Molecular biology equipment will be required for all courses, particularly Biotechnology courses, including year-to-year costs for molecular biology consumables. Computers, located in the labs and designated for student use, are needed.

## PERSONNEL

Six additional full-time instructors and five additional part-time instructors will be needed by the year 2020 to accommodate increases in department enrollment. Four additional support staff will also be required. The one existing full-time Environmental Studies instructor shared by the Biology department should be dedicated entirely to Environmental Studies, especially as the department grows and course offerings are expanded. This should happen by 2010. This would entail the need for an ecology/evolution specialist in the Biology Department, to cover curriculum currently taught by the shared instructor.

BIOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	3.3	1.0	3.0	2.0	9.3
Associate Faculty (part-time)	3.1	0.8	2.0	1.9	7.8
Total FTEF	6.4	1.8	5.0	3.9	17.1
Classified Staff (full-time)	2	1	1	2	5
Classified Staff (part-time)	2 (1.0)	0	0	0	2(1.0)
Total	4	0	0	0	7

BIOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	449	839	1358	1739
Program WSCH	2783	5201	8416	10781
WSCH % Lecture	35%	35%	35%	35%
WSCH % Lab	53%	53%	53%	53%
WSCH % Other	12%	12%	12%	12%
WSCH Lecture	974.1	1820.5	2945.6	3773.3
WSCH Lab	1475.0	2756.8	4460.4	5713.8
WSCH Other	334.0	624.2	1009.9	1293.7
Number of Sections	17	30	48	62
Average Number of Students per Section	26	28	28	28

## **BUSINESS**

### **Menifee Valley Campus**

*Caren Hennessy, Instructor*

*David Candelaria, Instructor*

## **CURRENT PROGRAM**

The Business Department includes classes in Accounting, Business Administration, Computer Applications and Office Technology.

## **ENROLLMENT**

Class sizes range from 10 to 45, with an average class size of 30 students.

## **FACILITIES**

Facilities are adequate at this time.

## **TEACHING METHODOLOGIES**

Classes are 100% lecture. Of 16 Accounting classes, seven are online; of four Business Administration classes, two are online; of 18 Computer Applications classes, nine are online; and of seven Office Technology classes, four are online.

## **PERSONNEL**

The department has two full-time and seven part-time instructors.

## **FUTURE PLANS**

Future plans call for more online instruction and greater use of technology. By collaborating with community businesses and recognizing the growth in the community, the department is developing a records management program and a virtual assistant program, and discussing the addition of an e-commerce program. There will be a large demand for graduates in Accounting.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

Facilities need to keep pace with additional classes and with the increase in numbers of instructors.

## **TEACHING METHODOLOGIES**

Teaching will continue to be lecture, with more classes going online every year.

## **PERSONNEL**

By 2020, the department will need three additional full-time instructors and six additional part-time instructors.

BUSINESS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.6(2)	1.0	1.0	1.0	4.6
Associate Faculty (part-time)	1.6	0.2	1.6	1.0	4.4
Total FTEF	3.2	1.2	2.6	2.0	9.0
Classified Staff (full-time)	1	0	0	0	1
Classified Staff (part-time)	0	0	0	0	0
Total	1	0	0	0	1

BUSINESS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	343	542	876	1123
Program WSCH	828	1307	2115	2710
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	828.0	1307.4	2115.4	2709.8
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	14	22	35	45
Average Number of Students per Section	25	25	25	25

## **CHEMISTRY**

### **Menifee Valley Campus**

*Richard Rowley, Interim Dean, Math and Science*

*John Schuler, Instructor*

### **CURRENT PROGRAM**

The Chemistry Department at the Menifee Valley Campus offers classes to meet the needs of transfer and occupational students who take the classes to meet general education and major requirements.

### **ENROLLMENT**

From 2000 to 2005, the enrollment in Chemistry grew by nearly 35%, with the increase in interest in the Nursing Program assumed to be the major reason for that change. One class section was added by 2005. Class size is 32 in lab sections, 34 in class sections, and waiting lists have begun to develop since 2007.

### **FACILITIES**

The current program is limited by the lack of facilities.

### **TEACHING METHODOLOGIES**

Approximately 60% of class offerings are lab sections and 40% are lecture; no classes are offered online at this time.

### **PERSONNEL**

See Table below.

### **FUTURE PLANS**

Program growth depends on the addition of facilities, and some discussion has occurred about the addition of a biotechnology program.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

The Department is looking forward to the remodel of the 300 Building when technology staff moves to new facilities. The addition of a biochemistry lab would allow the addition of Organic Chemistry to the curriculum.

### **TEACHING METHODOLOGIES**

It is possible that hybrid classes will be developed in the future.

### **PERSONNEL**

The Department will need one full-time and one part-time classified staff member by the year 2020 in order to cover additional sections of classes and laboratories. In addition, more full-time and part-time faculty members will be required.

CHEMISTRY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	0.9	0.9	2.8
Associate Faculty (part-time)	2.0	0.3	0.9	0.6	3.8
Total FTEF	3.0	0.3	1.8	1.5	6.6
Classified Staff (full-time)	1	1	0	0	2
Classified Staff (part-time)	1	0	1	0	2
Total	2	1	1	0	4

CHEMISTRY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	198	341	552	708
Program WSCH	1461	2519	4075	5221
WSCH % Lecture	40%	40%	40%	40%
WSCH % Lab	60%	60%	60%	60%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	584.4	1007.5	1630.1	2088.2
WSCH Lab	876.6	1511.3	2445.2	3132.3
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	6	11	17	22
Average Number of Students per Section	33	31	32	32

## **CHILD DEVELOPMENT AND EDUCATION**

### **Menifee Valley Campus (see also San Jacinto Campus)**

*Kathy Turner, Chair*

#### **CURRENT PROGRAM**

The Child Development and Education Department serves the occupational and transfer needs of students, as there are increasing needs in the community for trained childcare providers and pre-school teachers. After taking 12 units, most students can find employment in the field; with an Associate Degree they can find work in public agencies. Greater numbers of students are transferring to work on a Bachelor's Degree to work as pre-school teachers in the Head Start program.

#### **ENROLLMENT**

Department enrollment at the Menifee Valley Campus increased 39% between 2000 and 2005, likely due to the demographics of the area, where housing construction has increased, parents need childcare and schools need teachers. During the same period, however, department enrollment at the San Jacinto Campus decreased 17%, but the numbers as of 2007 are once again increasing. At this time classes range in size from 30 to 50 students. There are wait lists for some sections of five to ten students, and online classes can have as many as 30 to 40 students on a wait list.

#### **FACILITIES**

The building on the San Jacinto Campus needs to be renovated and/or remodeled. Current toddler play areas at both campuses are not safe or appropriate models for students, nor do they provide an optimum environment for the children.

#### **TEACHING METHODOLOGIES**

Classes at the San Jacinto Campus are 90% lecture, 5% lab and 5% online or hybrid. Classes at the Menifee Valley Campus are 85% lecture, 10% and 5% online or hybrid.

#### **PERSONNEL**

The department has 12 part-time instructors teaching 21.75 sections. There are 14 full-time and 6 part-time classified employees at the San Jacinto Campus, and 15 full-time and 3 part-time classified employees at the Menifee Valley Campus.

#### **FUTURE PLANS**

Child Development and Education is developing a new certificate program and associate degree program in Early Intervention Assistant. The department would also like to collaborate with the Nursing Department on a separate "mildly ill care" program, which would require an additional portable building at the Menifee Valley Campus and the renovation of some space at the San Jacinto Campus.

#### **ENROLLMENT**

See Table below.

**FACILITIES**

Renovation of the existing facility on the San Jacinto Campus is needed. At the Menifee Valley Campus, heating equipment is needed for the facility that opened in 2003-04. The department needs toddler play areas at both campuses renovated.

**TEACHING METHODOLOGIES**

New programs, such as an Early Intervention Assistant certificate, may require that the department provide a practicum experience.

**PERSONNEL**

Additional faculty and staff will be needed.

CHILD DEVELOPMENT AND EDUCATION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.8	1.0	2.0	1.0	5.8
Associate Faculty (part-time)	2.6	0.6	1.9	1.8	6.9
Total FTEF	4.4	1.6	3.9	2.8	12.7
Classified Staff (full-time)	15	1	1	1	18
Classified Staff (part-time)	3	-1	0	0	2
Total	18	0	1	1	20

CHILD DEVELOPMENT AND EDUCATION ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	575	908	1469	1882
Program WSCH	1527	2410	3900	4996
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	1526.5	2410.3	3899.9	4995.8
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	21	32	52	67
Average Number of Students per Section	27	28	28	28

## **CHILD DEVELOPMENT AND EDUCATION CENTERS**

### **Menifee Valley Campus (see also San Jacinto Campus)**

*Linda Middleton, Program Director*

### **CURRENT SERVICES**

The Child Development and Education Centers (CDECs) serve as a lab program for Child Development Education (CDE) practicum students, interns, Nursing students and other adult students, and as an observation site for students from the CDE classes. The Centers serve pre-school children from 12 months to kindergarten. Child care is provided to 125 families and 140 children at the Menifee Valley Campus and 105 families and 110 children at the San Jacinto Campus. Of these families, 120 are student parents, two are faculty members and 10 are classified employees of MSJC. Through funding from the California Department of Education many parents are able to receive these child care services at a free or reduced cost. A half-day State Preschool program for children of income eligible families and an Early Literacy program are offered. A partnership with RCOE provides services to infants and children with special needs through the Infant Circle and GRASP programs. Parenting classes are offered to all parents and to community members. Other services include Americorps and TANF CDC programs, which assist students, many entering the workforce for the first time, with training in child care careers, home visits and community service projects.

### **FACILITIES**

At the San Jacinto Campus, the 2100 Building includes a CDEC, an adult classroom and two smaller facilities on the grounds that include child development classrooms and an office/meeting room for the TANF and Americorps programs. All classrooms also serve as lab classrooms for the CDE Department. Currently the lab programs at both campuses are only available during daytime hours. Practicum students, interns and other adult students are placed in the CDECs on both campuses. Next to the CDEC on the San Jacinto Campus, RCOE is opening a new building to serve infants and toddlers with special needs. This building will share playground space with toddler classrooms. RCOE is collaborating with CDE to renovate the current playground space, designing the playground and purchasing new equipment that will support the outdoor classroom for children from all of the infant and toddler classrooms that access that playground space. The playground is scheduled to be completed by Summer 2008. Finding available space for parenting classes and support meetings is often a challenge. At the Menifee Valley Campus, the 700 Building includes a CDEC and an adult classroom.

### **PERSONNEL**

At this time there are 16 employees at the San Jacinto Campus and 19 employees at the Menifee Valley Campus. There are 25 interns/student workers between the two sites. The Centers are critically understaffed for the 2007/2008 school year.

### **FUTURE PLANS**

CDE is expanding its offerings to meet the growing need for training early childhood educators per Riverside County Labor projections, and is developing an Early Intervention Assistant (EIA) Certificate and AS Degree program to train those interested in early childhood special education. Once this program is in place, a high quality lab setting for students who enroll in EIA will be required. There are plans to convert an existing infant classroom (not currently in use) into a sensory-motor playroom and lab space with room

to provide occupational therapy (OT) services as needed, perhaps through a partnership with Inland Regional Center.

There is the possibility of opening a drop-in child care center in the new Temecula Education Center, which would serve as a lab setting for students in the Temecula Area and also would meet the needs of students needing to complete their lab hours in the evenings. This drop in center would also meet the needs of students attending evening classes. The CDE Advisory Committee and community partners have recommended the addition of a building (which could be a portable) to serve as a resource center for the community, to house parent and family support services, to provide classroom space for parenting classes and parent meetings, and to provide care for mildly ill children through a possible partnership with the nursing department.

## FACILITIES

Needed facilities include the new resource building at Menifee and the conversion of the existing infant rooms into sensory-motor playrooms. All playgrounds need improvements, but especially the toddler and preschool playgrounds at the Menifee Valley Campus, which lack the appropriate components needed to support a high quality outdoor learning environment.

## PERSONNEL

The need for personnel will depend on the number of classrooms and the expansion of services into new Education Centers. Currently the program needs one master teacher, one teacher and one associate teacher in each early childhood classroom. To provide a quality lab program, the current classrooms need 12 master teachers, 13 teachers, and 13 associate teachers. Each site has a site supervisor and an assistant site supervisor. An interim program director is 80% reassigned as program director and 20% faculty. Additional classrooms off site would require at least a site supervisor/master teacher and a teacher for each classroom. The program director would be the administrator for all additional offsite classrooms. All CDE programs also require a strong clerical and administrative support team. Each center requires a full-time receptionist to ensure that all families are welcomed in a professional and secure manner. Each center also requires at least one full time staff member to enroll and recertify families who are receiving subsidized child care services. Every new program would require additional staff in each five-year period.

CHILD DEVELOPMENT AND EDUCATION CENTERS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1 <sup>a</sup>	0	0	0	1
Supervisors	1 / 1	1*	0	0	1 / 1/1*
Classified Staff (full-time)	11 / 15	14 / 8 / 3*	0	0	25 / 23/ 3*
Classified Staff (part-time)	5 / 3	0	0	0	5/ 3
Total	1 / 32 / 29	14 / 8 / 4 *	0	0	(1) 46 / 41/4*

<sup>a</sup> One director serves both sites

\* Temecula Education Center

## **COMMUNICATION**

### **Menifee Valley Campus**

*Suzanne Uhl, Chair*

#### **CURRENT PROGRAM**

The Communication Department serves the general interest, transfer, occupational and business needs of students. Additionally, courses support other College programs, such as Nursing, and support the job readiness and career advancement needs of employees in the community.

#### **ENROLLMENT**

Enrollment in Communication courses increased 204% between 2000 and 2004 due to increasing population in the area and demand for trained workers. Classes range in size from 10 to 30 students with an average class size of 24. Courses meeting general education requirements (Communication 100, 103, 104) typically have wait lists of 10 to 15 students.

#### **FACILITIES**

Currently department faculty are located in a modular building and Communication courses are dispersed throughout the campus area. It is expected that the department will move into the Humanities Building in 2009. The move will provide offices for the two existing full-time instructors, but will not provide enough space for additional full-time instructors. Many courses within the department will also be held within that building as well.

#### **TEACHING METHODOLOGIES**

Communication classes are 100% lecture based; however, most Communication courses are very participatory. Beyond face to face courses, currently 13% of sections offered online. Of 39 sections offered in Fall 2007, five classes, including interpersonal communication, media and intercultural communication, were online.

#### **PERSONNEL**

The department has two full-time instructors and 16 part-time instructors at this time.

#### **FUTURE PLANS**

An Associate in Arts degree will be offered in 2008, with possible certificate programs.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The department is planning to provide a Communication Lab in the new Humanities Building.

#### **TEACHING METHODOLOGIES**

In addition to current methodologies, the department expects to begin offering a hybrid (partially online) Communication 100 course that will likely be in high demand.

**PERSONNEL**

The department needs an additional full-time instructor by 2010 and five more by 2020, bringing the total full-time faculty to eight. The current part-time instructors will need to increase by 2020 as well. A communication lab technician will be needed by 2009 for the new Communication Lab.

COMMUNICATION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2.0	1.0	3.0	2.0	8.0
Associate Faculty (part-time)	5.6	2.2	3.6	2.8	14.2
Total FTEF	7.6	3.2	6.6	4.8	22.2
Classified Staff (full-time)	0	1	0	0	1
Classified Staff (part-time)	0	0	0	0	0
Total	0	1	0	0	1

COMMUNICATION ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	788	1359	2198	2816
Program WSCH	2236	3855	6237	7990
WSCH % Lecture	87%	87%	87%	87%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	13%	13%	13%	13%
WSCH Lecture	1945.3	3353.7	5426.3	6951.1
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	290.7	501.1	810.8	1038.7
Number of Sections	31	54	87	111
Average Number of Students per Section	25	25	25	25

## **COMPUTER INFORMATION SYSTEMS**

### **Menifee Valley Campus**

*Dwight Duffie, Co-Chair*

*Glen Stevenson, Co-Chair*

### **CURRENT PROGRAM**

The Computer Information Systems Department at the Menifee Valley Campus currently offers courses in Accounting, Business Administration and Management, Computer Applications (CAPP), Computer Science and Information Systems (CSIS), Networking (NET) and Office Technology. The program serves a variety of students: transfer, occupational, retirees enrolling for general interest, individuals training or retraining for the job market, and students fulfilling general education requirements.

### **ENROLLMENT**

The program changes constantly due to the rapid developments in the industry it serves. Over the years since 2000, there was some decrease in the enrollment, but recent semesters have seen a new interest and increase in the number of students enrolling. In 2007, for example, the department offered 45 class sections of CAPP and CSIS/NET classes at the Menifee Valley Campus, compared with 31 sections in the year 2000. Class sizes range from 15 to 36 on campus depending on the difficulty level. Online class enrollment has grown to approximately 600 students in 20 sections, representing nearly 40% of total enrollment.

### **FACILITIES**

The Department is moving to the new 700 Building in January and will increase its space by one classroom. At that time, office space will be adequate. At present the College is not prepared to replace instructional equipment fast enough to keep up with changes in the industry.

### **TEACHING METHODOLOGIES**

A current concern for the department is providing the infrastructure needed to support the increase in distance education offerings.

### **PERSONNEL**

The department has four full-time faculty and the equivalent of 2.8 FTE part-time faculty, and one full-time classified staff member

### **FUTURE PLANS**

It is probable that as enrollment increases and other campuses are added to the District, new programs will be developed to cover both the basics and newly developed areas of expertise. The Department anticipates a continued increase in interest in technology based courses. Online courses will become an increasing part of the offerings. As the economy and technology change, changes in the curriculum will be necessary. At this time, the Department has discussed the possibility of adding courses in the areas of Internet Authoring and E-Commerce.

### **ENROLLMENT**

See Table below.

**FACILITIES**

Once the department has moved to the 700 Building, office space will be adequate for the next few years. There is a need for a three-year replacement cycle for IT instructional equipment, as new technology is necessary in short time frames and the College is not prepared for these major changes. Another important need for faculty and staff is “scalable Internet connectivity.”

**TEACHING METHODOLOGIES**

A future concern for the department is providing the infrastructure needed to support the increase in distance education offerings. Two other related needs are providing sufficient technical support staff for faculty involved and adequate training for those interested in developing online classes.

**PERSONNEL**

There is an urgent need for an additional full-time faculty member in the area of Computer Applications.

COMPUTER INFORMATION SYSTEMS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	4.0	1.0	3.0	2.0	10.0
Associate Faculty (part-time)	2.8	1.0	2.6	2.0	8.4
Total FTEF	6.8	2.0	5.6	4.0	18.4
Classified Staff (full-time)	1	1	0	0	2
Classified Staff (part-time)	0	2	0	0	2
Total	1	3	0	0	4

COMPUTER INFORMATION SYSTEMS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	626	988	1599	2049
Program WSCH	1418	2239	3623	4641
WSCH % Lecture	67%	50%	50%	50%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	33%	50%	50%	50%
WSCH Lecture	950.1	1119.5	1811.4	2320.4
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	467.9	1119.5	1811.4	2320.4
Number of Sections	32	44	72	92
Average Number of Students per Section	20	22	22	22

## **DANCE**

### **Menifee Valley Campus**

*Paula Naggi, Chair, Dance*

*Lori Torok, Chair, Theater*

*Richard Rowley, Dean of Humanities and Social Science*

## **CURRENT PROGRAM**

The Dance Department serves the general interest, occupational and transfer needs of students.

## **ENROLLMENT**

Enrollment in Dance increased 2% between 2000 and 2005. Class sizes range from 10 to 40 students.

There is typically a wait list of more than 15 students for Dance 100 (History and Appreciation), which fulfills a Humanities requirement. Class offerings have been adjusted to facilitate the development of Theater Arts, which now shares the space in both classes and performances.

## **FACILITIES**

Current facilities are inadequate, with one room serving as a dance studio, gym, music room and theater.

## **TEACHING METHODOLOGIES**

Classes are 50% lecture and 50% lab reflecting the fact that dance pedagogy requires terminology and theory to be taught concurrently with movement styles.

## **PERSONNEL**

There are two full-time instructors (who teach partial loads) and five part-time instructors. There is one full-time classified employee who is shared with Theater Arts and Music.

## **FUTURE PLANS**

In response to the strong dance community within local high schools and the growing popularity of dance on television and in video games, faculty want to develop a high school dance festival and expand the performance possibilities for the Menifee Dance Company, which tours in repertory and interacts with area schools. A certificate program could be developed for local students who want to open dance studios and be private studio teachers. The department would like to offer a Dance History class online, especially as the interest in ethnic dance has increased.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

A Dance studio is needed by 2010, along with additional classroom space and offices for four additional instructors. A Theater Building with studios, classrooms, practice rooms, a 500-seat theater and offices would be ideal.

## **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned at this time.

**PERSONNEL**

Two additional full-time instructors are needed by the year 2020, and more part-time instructors will be needed as more classes and facilities are provided.

DANCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.5	0	1.0	1.0	2.5
Associate Faculty (part-time)	0.7	0.8	0.4	0.2	2.1
Total FTEF	1.2	0.8	1.4	1.2	4.6
Classified Staff (full-time)	1	1	0	0	2
Classified Staff (part-time)	0	1	0	0	1
Total	1	2	0	0	3

DANCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	213	336	596	806
Program WSCH	749	1183	2097	2835
WSCH % Lecture	50%	50%	50%	50%
WSCH % Lab	50%	50%	50%	50%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	374.5	591.3	1048.4	1417.5
WSCH Lab	374.5	591.3	1048.4	1417.5
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	11	18	31	42
Average Number of Students per Section	19	19	19	19

## **ECONOMICS**

### **Menifee Valley Campus (see also San Jacinto Campus)**

*Parwinder Kaur, Menifee Valley Campus Chair*

*Dewey Heinsma, San Jacinto Campus Chair*

### **CURRENT PROGRAM**

Economics serves the transfer, business and general interest needs of students on both campuses. Social science and business students often enroll in department courses to fulfill requirements or electives for those degrees.

### **ENROLLMENT**

Enrollment in Economics at the Menifee Valley Campus increased 51% between 2000 and 2005, while enrollment at the San Jacinto Campus decreased 24%. Classes range in size from 25 to 40 students, with 32 being the average class size. Online courses are in demand, often having up to 8 students on waiting lists for each section.

### **FACILITIES**

At the Menifee Valley Campus, there is one “smart” classroom that is designated for Economics classes.

### **TEACHING METHODOLOGIES**

Classes are 100% lecture, with one-third of the sections offered online.

### **PERSONNEL**

The department has one full-time instructor at each campus, and two part-time instructors at the Menifee Valley Campus.

## **FUTURE PLANS**

### **ENROLLMENT**

See Table below. Growth in the community’s financial sector is likely to spur additional enrollment, and additional online sections will most likely attract students as well.

### **FACILITIES**

At the San Jacinto Campus, the department needs an additional “smart” classroom. A computer classroom is needed. At the Menifee Valley Campus, more media equipment and some additional classroom space are needed.

### **TEACHING METHODOLOGIES**

The department plans to make use of developing technologies and interactive media as it becomes available, which would mean a lab component may be added to courses.

### **PERSONNEL**

Additional full-time and part-time instructors will be needed to meet enrollment growth.

ECONOMICS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	1.0	3.0
Associate Faculty (part-time)	1.2(2)	0.8	0.8	0.4	3.2
Total FTEF	2.2	0.8	1.8	1.4	6.2

ECONOMICS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	265	495	801	1027
Program WSCH	795	1486	2404	3080
WSCH % Lecture	67%	67%	67%	67%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	33%	33%	33%	33%
WSCH Lecture	532.7	995.5	1610.8	2063.4
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	262.4	490.3	793.4	1016.3
Number of Sections	8	15	24	31
Average Number of Students per Section	33	33	33	33

## **ENGLISH**

### **Menifee Valley Campus**

*Bea Ganim, Chair*

#### **CURRENT PROGRAM**

The English Department serves the general interest, general education, occupational, business and transfer needs and requirements of students.

#### **ENROLLMENT**

Enrollment in English classes increased 34% between 2000 and 2005. Class sizes range from 11 to 35 students, with an average class size of 30. Certain basic grammar classes, such as English 61, 62 and 98, typically have waiting lists of 35 or more students.

#### **FACILITIES**

Space is limited for full-time instructors, but classroom space is adequate at this time. Air conditioning needs repair in most classrooms.

#### **TEACHING METHODOLOGIES**

Classes are lecture style. Ten out of 100 sections are offered online, and every level of class is represented online.

#### **PERSONNEL**

There are seven full-time instructors and 47 part-time instructors.

#### **FUTURE PLANS**

An increase in area population, a continuing lack of preparation of students going on to college, and changes in the economy and workforce all dictate an increase in demand for department courses. When English 101 becomes a graduation requirement in 2009, more sections will be needed as well.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

More offices are needed as additional faculty members are added, and enrollment growth will mean more classroom space will be required. Instructors would like to have LCDs in all classrooms.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned at this time.

#### **PERSONNEL**

Additional full-time and part-time instructors will be needed as department enrollment increases.

ENGLISH PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	7.0	5.0	8.0	5.0	25.0
Associate Faculty (part-time)	11.0(47)	7.25	10.75	8.5	27.5
Total FTEF	18.0	12.25	18.75	13.5	62.5

ENGLISH ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	2176	3436	5559	7121
Program WSCH	7632	12051	19498	24977
WSCH % Lecture	98%	98%	98%	98%
WSCH % Lab	2%	2%	2%	2%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	7479.4	11809.9	19108.4	24477.9
WSCH Lab	152.6	241.0	390.0	499.5
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	78	121	196	250
Average Number of Students per Section	28	28	28	28

## **ENGLISH AS A SECOND LANGUAGE**

### **Menifee Valley Campus**

*Bea Ganim, Chair*

#### **CURRENT PROGRAM**

English as a Second Language (ESL) classes serve the needs of students who need to acquire language skills.

#### **ENROLLMENT**

Enrollment in ESL classes grew 55% between 2000 and 2005. Classes range in size from seven to 20 with an average of 15 students per class. Typically there are no waiting lists for classes.

#### **FACILITIES**

Many of the sections are taught at area high schools in the evening as half-semester courses.

#### **TEACHING METHODOLOGIES**

Classes are 100% lecture.

#### **PERSONNEL**

There is one full-time interim instructor who teaches ESL 50% of the time, and there are four part-time instructors.

#### **FUTURE PLANS**

Classes will continue to reflect the demands of the local population, which is mostly Hispanic.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

An ESL lab would provide a broader learning base for students.

#### **TEACHING METHODOLOGIES**

There are plans to create an ESL lab, which would change some courses to include lab work.

#### **PERSONNEL**

Plans call to add a full-time and additional part-time instructors by 2020.

ENGLISH AS A SECOND LANGUAGE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	.5(1)	0	1.0	0	1.5
Associate Faculty (part-time)	1.7(4)	0.2	0.4	1.2	3.5
Total FTEF	2.2	0.2	1.4	1.2	5.0

ENGLISH AS A SECOND LANGUAGE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	48	192	311	398
Program WSCH	144	576	932	1194
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	144.0	576.0	932.0	1193.9
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	3	12	19	25
Average Number of Students per Section	16	16	16	16

## **ENVIRONMENTAL STUDIES**

### **Menifee Valley Campus**

*Shelley Aguilar, Chair*

#### **CURRENT PROGRAM**

Environmental Studies serves student transfer needs.

#### **ENROLLMENT**

Enrollment in Environmental Studies classes increased 61% between 2000 and 2005. Classes range in size from 12 to 40, with an average class size of 30 students. Of the three most recent offerings of Environmental Studies 101, wait lists consisted of 23, 18, and 18 students respectively.

#### **FACILITIES**

The department does not have enough lecture, lab, prep or stockroom area at this time, and no office space exists adjacent to lecture or lab space or even in the same building where most of the classes are taught. Current lecture and lab facilities limit the number of classes that can be offered at this time, and in most cases lecture classes must be held in labs due to lack of classroom space. The department must share its laboratory and preparation space with both chemistry and physical science faculty, which makes it very difficult for the exchange of information and teaching methodologies with other members of the Natural Science department, something that is particularly crucial in this interdisciplinary course environment.

#### **TEACHING METHODOLOGIES**

Classes use lecture, lab and field methodologies. The department also offers online and hybrid courses.

#### **PERSONNEL**

The department has one full-time faculty member shared with Biology and six part-time instructors. There are a number of existing courses that cannot be offered because of lack of faculty to teach them.

#### **FUTURE PLANS**

With increased demand, the department plans to offer more sections of existing classes as facilities and personnel become available. Additionally, the department plans to develop new curriculum and expand course offerings. These offerings would be directed at satisfying requirements for the Environmental Studies degree as well as satisfying a need for occupational/vocational education in the local area. Specialized courses in rapidly growing fields such as natural resources, bioremediation, and horticulture will be added to allow for career development and advancement.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The department needs classroom, lab and office space immediately. Additional prep areas and stockroom space are also needed immediately because the lack of space is rapidly approaching a safety issue. There is a critical need for proper and adequate storage for potentially hazardous materials. Lab carts often block walkways and entrances. Environmental Studies shares storage space with Chemistry and Biology, which

also require dedicated prep and stockroom space. Additionally, the department would benefit from outdoor teaching facilities, such as a greenhouse and a demonstration garden. .

### TEACHING METHODOLOGIES

The percentage of courses using a lab is likely to increase. The percentage of courses incorporating field components will also increase, and the number of distance learning opportunities (online and hybrid) will increase.

### PERSONNEL

The number of instructors should increase as more sections are added. The one existing full-time instructor shared by the Biology department should be dedicated entirely to Environmental Studies, especially as the department grows and course offerings are expanded. This should happen by 2010. This would entail the need for an ecology/evolution specialist in Biology to cover curriculum currently taught by the shared instructor. Two additional full-time faculty, preferably one with an environmental technology emphasis, and several part-time instructors, should be added by 2020. Additional support staff will be required.

ENVIRONMENTAL STUDIES PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	1.0	4.0
Associate Faculty (part-time)	3.3	0.1	2.4	2.0	7.8
Total FTEF	4.3	1.1	3.4	3.0	11.8
Classified Staff (full-time)	0	0	1.0	0	1
Classified Staff (part-time)	0	.5	-.5	0	0
Total	0	.5	.5	0	1

ENVIRONMENTAL STUDIES ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	278	520	841	1137
Program WSCH	834	1559	2522	3410
WSCH % Lecture	67%	67%	67%	67%
WSCH % Lab	4%	4%	4%	4%
WSCH % Other	28%	28%	28%	28%
WSCH Lecture	560.9	1048.4	1696.3	2293.4
WSCH Lab	35.9	67.0	108.4	146.6
WSCH Other	236.9	442.7	716.3	968.4
Number of Sections	15	27	44	59
Average Number of Students per Section	19	19	19	19

**FRENCH****Menifee Valley Campus**

*Lisette Castro, Chair*

**CURRENT PROGRAM**

French, included in World Languages, serves the general interest and transfer needs of students.

**ENROLLMENT**

Enrollment in French classes decreased 32% between 2000 and 2005; all classes are taught by part-time instructors. Classes range in size from 10 to 35 students, with an average of 25 students per class.

**FACILITIES**

The department has no dedicated classrooms and little office space. The department is moving to the new Humanities Building in 2009, which will include a Language Lab.

**TEACHING METHODOLOGIES**

Classes are 100% lecture at this time; however, once a Language Lab is available, classes will be 20% lab.

**PERSONNEL**

There are four part-time instructors.

**FUTURE PLANS**

Moving to the new Humanities Building will allow the department to accommodate student interest and demand. Additional courses in other languages, including Portuguese, Italian and Chinese, are being added to the curriculum in World Languages, each with a two-year sequence of classes.

**ENROLLMENT**

See Table below.

**FACILITIES**

Appropriate office space for instructors is needed, and dedicated classrooms would be helpful.

**TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned except using the new Language Lab when it opens.

**PERSONNEL**

By 2015, the department would like to have at least one full-time French instructor.

FRENCH PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	1.0	0	1.0
Associate Faculty (part-time)	1.6	0.6	0.3	1.0	3.5
Total FTEF	1.6	0.6	1.3	1.0	4.5

FRENCH ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	34	201	325	417
Program WSCH	170	1005	1626	2083
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	170.0	1005.0	1626.1	2083.0
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	1	7	11	14
Average Number of Students per Section	34	29	30	30

## **GEOGRAPHY AND GEOGRAPHIC INFORMATION SYSTEMS**

### **Menifee Valley Campus**

*Cindy Nancy, Chair*

#### **CURRENT PROGRAM**

The department serves the transfer, occupational, business, general interest and general education needs of students.

#### **ENROLLMENT**

Enrollment in the department increased 600% between 2000 and 2005. Classes range in size from 12 to 24 students, with an average of 24 students in lecture classes and 12 students in labs. Typically there are no wait lists for classes.

#### **FACILITIES**

The department is moving to the new Technology Building in 2008.

#### **TEACHING METHODOLOGIES**

Classes are 50% lecture and 50% lab. One-quarter of classes are online or hybrid courses. The introductory class is online, and in hybrid classes students come into the lab to do that portion of the work.

#### **PERSONNEL**

There is one full-time instructor who teaches 50% in the department, and two part-time instructors.

#### **FUTURE PLANS**

The department would like to offer classes in Virtual Reality and Holograms.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Facilities in the new Technology Building should be adequate.

#### **TEACHING METHODOLOGIES**

Teaching methodologies may change as improvements in technology – tools such as virtual reality and holograms – come into use in the industry.

#### **PERSONNEL**

By 2020, the department will need two additional full-time instructors and nine additional part-time instructors.

GEOGRAPHY AND GIS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	1.0	3.0
Associate Faculty (part-time)	1.5	0.5	0.2	0	2.2
Total FTEF	2.5	0.5	1.2	1.0	5.2

GEOGRAPHY AND GIS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	202	378	611	783
Program WSCH	582	1088	1760	2255
WSCH % Lecture	50%	50%	50%	50%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	50%	50%	50%	50%
WSCH Lecture	291.0	543.9	880.0	1127.3
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	291.0	543.9	880.0	1127.3
Number of Sections	13	18	25	31
Average Number of Students per Section	16	21	24	25

## **GEOLOGY**

### **Menifee Valley Campus**

*Patrick Smith, Chair*

#### **CURRENT PROGRAM**

Geology serves the general interest, general education and transfer needs of students.

#### **ENROLLMENT**

Enrollment in Geology classes decreased 59% between 2000 and 2005. Classes range in size from 17 to more than 40, with an average of 35 students per class. Typically there are no waiting lists for classes, with the exception of Geology 107, Field Trips, which has as many as 10 students on a wait list each semester.

#### **FACILITIES**

Current space is shared with Physics and Astronomy.

#### **TEACHING METHODOLOGIES**

Classes are 50% lecture and 50% lab.

#### **PERSONNEL**

The department has one full-time faculty member and a full-time classified employee who is shared with Physics and Astronomy.

#### **FUTURE PLANS**

The department could add another Field Trip (Geology 107) class, as it is popular with students each semester. A summer field class also could be offered.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The department expects to continue sharing space with Physics and Astronomy. The addition of teaching personnel would require the addition of some office space.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned.

#### **PERSONNEL**

By 2020, the department needs additional full-time and part-time instructors.

GEOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.6	0.4	0.8	0.2	2.0
Associate Faculty (part-time)	0	0.2	0	0.6	0.8
Total FTEF	0.6	0.6	0.8	0.8	2.8
Classified Staff (full-time)	.33	0	0	0	.33
Classified Staff (part-time)	0	0	0	0	0
Total	.33	0	0	0	.33

GEOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	117	168	297	402
Program WSCH	183	262	465	629
WSCH % Lecture	50%	50%	50%	50%
WSCH % Lab	50%	50%	50%	50%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	91.5	131.2	232.6	314.5
WSCH Lab	91.5	131.2	232.6	314.5
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	6	6	10	14
Average Number of Students per Section	20	28	30	29

## **GUIDANCE**

### **Menifee Valley Campus (see also San Jacinto Campus)**

*Karen Cranney, Chair*

## **CURRENT PROGRAM**

Guidance classes serve the general interest and transfer needs of students.

## **ENROLLMENT**

Enrollment in Guidance classes has increased 35% at the San Jacinto Campus and more than 225% at the Menifee Valley Campus. A large part of this increase is due to the addition of online sections. Classes range in size from 12 to 30 students, with an average class size of 25. Typically there are waiting lists of as many as 13 students for Guidance 116.

## **FACILITIES**

The department has one dedicated classroom, which is working well for the program, as well as an office in the Learning Resource Center.

## **TEACHING METHODOLOGIES**

Classes are 100% lecture, and one-third of the sections are online or hybrid courses.

## **PERSONNEL**

The department includes one full-time instructor and 11 part-time instructors.

## **FUTURE PLANS**

The department is experimenting with open entry/open exit classes, and more classes are being designed as one-unit courses. These are useful in addressing the needs of bilingual and re-entry students.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

Additional classroom spaces are needed as enrollment grows – perhaps including a modular building at the San Jacinto Campus.

## **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned.

## **PERSONNEL**

One additional full-time instructor will be needed by 2015 and another by 2020.

GUIDANCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	1.0	3.0
Associate Faculty (part-time)	0.9	0.5	0.4	0	1.8
Total FTEF	1.9	0.5	1.4	1.0	4.8

GUIDANCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	247	462	747	957
Program WSCH	622	1163	1881	2410
WSCH % Lecture	80%	75%	75%	75%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	20%	25%	25%	25%
WSCH Lecture	497.6	871.9	1410.7	1807.1
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	124.4	290.6	470.2	602.4
Number of Sections	10	19	30	38
Average Number of Students per Section	25	24	25	25

## **HEALTH SCIENCE**

### **Menifee Valley Campus**

*Gina Oliver, Instructor*

#### **CURRENT PROGRAM**

Health Science serves the general interest, general education and transfer needs of students.

#### **ENROLLMENT**

Health Science enrollment increased 10% between 2000 and 2005. Classes range in size from 10 to 40, with an average of 25 students in each class. Health Science 121, offered online, typically has a waiting list of 15 students each semester.

#### **FACILITIES**

The department has two faculty offices on the campus.

#### **TEACHING METHODOLOGIES**

Classes are 60% lecture, with one course, Health Science 121, offered online and representing 40% of department enrollment.

#### **PERSONNEL**

There are two full-time and five part-time instructors in the department at this time.

#### **FUTURE PLANS**

The department is planning to offer a Wellness Program with a certificate program to accompany it in response to increased interest in healthcare and overall health consciousness among the general public.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

An additional faculty office and a meeting room are needed by the department by 2010.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned.

#### **PERSONNEL**

Additional full-time and part-time instructors will be needed by 2020.

HEALTH SCIENCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.2(2)	1.0	1.0	1.0	4.2
Associate Faculty (part-time)	1.4	0.2	1.0	0.2	2.8
Total FTEF	2.6	1.2	2.0	1.2	7.0

HEALTH SCIENCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	292	503	815	1043
Program WSCH	615	1060	1716	2198
WSCH % Lecture	60%	40%	40%	40%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	40%	60%	60%	60%
WSCH Lecture	369.0	424.1	686.2	879.0
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	246.0	636.2	1029.3	1318.5
Number of Sections	13	19	29	35
Average Number of Students per Section	22	26	28	30

## **HISTORY**

### **Menifee Valley Campus**

*Christopher Sleeper, Chair*

## **CURRENT PROGRAM**

The History Department serves student transfer needs, with most all students transferring to the USC or CSU systems.

## **ENROLLMENT**

Enrollment in History courses increased by 50% between 2000 and 2005. Classes range in size from 10 to 45 students, with an average of 35 in each class. There can be waiting lists for some classes.

## **FACILITIES**

Teaching facilities could be improved. The off-campus centers need “smart” classrooms, and some classrooms do not even have podiums.

## **TEACHING METHODOLOGIES**

Classes are 100% lecture. More than 30% of classes – 16 out of 50 classes – are offered online.

## **PERSONNEL**

The department has two full-time instructors and nineteen part-time instructors.

## **FUTURE PLANS**

The department is planning to add a transfer associate degree program, and discussion is also underway about developing a multi-disciplinary Native American Studies program.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

Facilities will need to accommodate future growth in personnel and classes.

## **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned at this time.

## **PERSONNEL**

Additional full-time and part-time instructors will be needed to accommodate growth.

HISTORY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.5(2)	3.0	2.0	2.0	8.5
Associate Faculty (part-time)	8.2(19)	3.7	4.6	3.6	20.1
Total FTEF	9.7	6.7	6.6	5.6	28.6

HISTORY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	992	2716	4395	5630
Program WSCH	2785	7625	12338	15805
WSCH % Lecture	70%	70%	70%	70%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	30%	30%	30%	30%
WSCH Lecture	1949.5	5337.7	8636.4	11063.3
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	835.5	2287.6	3701.3	4741.4
Number of Sections	32	82	115	143
Average Number of Students per Section	31	33	38	39

**HORTICULTURE****Menifee Valley Campus (see also San Jacinto Campus)**

*Donna Greene, Interim Associate Dean, Career Education*

**CURRENT PROGRAM**

The Horticulture program serves student occupational needs, specifically Turf Management.

**ENROLLMENT**

Sections typically average 10-11 students each.

**FACILITIES**

Facilities are adequate at this time.

**TEACHING METHODOLOGIES**

Classes are 100% lecture.

**PERSONNEL**

One part-time instructor teaches in the program

**FUTURE PLANS**

Turf Management will continue.

HORTICULTURE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	0.8	0	0.44	0.22	1.46
Total FTEF	0.8	0	0.44	0.22	1.46

HORTICULTURE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	31	53	86	111
Program WSCH	93	160	259	332
WSCH % Lecture	100%	75%	75%	75%
WSCH % Lab	0%	25%	25%	25%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	93.0	120.2	194.6	249.2
WSCH Lab	0.0	40.1	64.9	83.1
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	2	3	5	6
Average Number of Students per Section	16	18	17	18

**HUMANITIES****Menifee Valley Campus**

*Jim Davis, Instructor*

**CURRENT PROGRAM**

Humanities courses are a recent addition to the College's curriculum. They primarily fulfill general education requirements and serve student transfer needs.

**ENROLLMENT**

Classes range in size from 20 to 40 students, with an average of 30 students in each class. Typically there are no waiting lists for classes.

**FACILITIES**

The Humanities instructor has an office on campus.

**TEACHING METHODOLOGIES**

Classes are 100% lecture.

**PERSONNEL**

There is one full-time instructor who teaches 40% in the Humanities Department and 60% in the History Department.

**FUTURE PLANS**

Plans call to continue the program as it is currently offered.

**ENROLLMENT**

See Table below.

**FACILITIES**

No additional facilities will be required.

**TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned at this time.

**PERSONNEL**

By 2020, it is expected that the full-time instructor will be teaching 60% in the department.

HUMANITIES PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.4*	0	0.2	0	0.6
Associate Faculty (part-time)	0	0	0	0	0
Total FTEF	0.4	0	0.2	0	0.6

\* Shared with the History Department.

HUMANITIES ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	42	60	97	125
Program WSCH	126	181	292	374
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	126.0	180.7	292.3	374.5
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	1	2	3	3
Average Number of Students per Section	42	30	32	42

## **LEARNING RESOURCE CENTER**

### **Writing Center and Math Center**

### **Menifee Valley Campus**

*Ted Blake, LRC Coordinator*

*Charles Hawkins, LRC*

*Albert Jimenez, Tutorial Services Specialist, LRC*

*Janice Levasseur, Math Center Coordinator*

*Lorrie Ross, Writing Center Coordinator*

## **CURRENT PROGRAM**

The Learning Resource Center (LRC) includes a Math Center and a Writing Center. Services provided to students in the Math and Writing Centers include tutoring by professional tutors, some peer tutors and faculty, workshops, resources, computer usage, group study, workshops, online tutoring, and supplemental instruction related to instruction. These services are offered to any student who needs assistance in writing or mathematics. General tutoring is also offered to other students in all subjects except math and writing in the Learning Resource Center. In order to determine how many students use the Centers each semester, log-ins are tallied. In a recent semester, the count was 32,500 log-ins overall, of which 4,200 were in the Math Center and 1,530 in the Writing Center.

## **FACILITIES**

There are a total of 132 seats in the LRC, 20 in the Writing Center and the remainder in the LRC and Math Center combined. A total of 50 computers are available, only two of those in the Writing Center. Although current space is adequate, it is anticipated that increasing numbers of students requiring developmental instruction, the demand on the LRC will require an increase in available spaces. Currently, offices being used for faculty from other departments, if vacated, could be used for group study, tutoring or supplemental instruction areas. An additional classroom has just been dedicated to the use of the Learning Resource Center to facilitate the various group activities offered by the Center. Additional group study rooms would be beneficial for group tutoring activities.

## **PERSONNEL**

The LRC is staffed by a full-time non-teaching faculty member who is the Center Coordinator. The Math Center Coordinator is a part-time faculty member working with stipend; the Writing Center Coordinator is a full-time faculty member with stipend. There are three full-time and one part-time classified staff person in the LRC who assist at the front desk and coordinate the peer tutors. In addition, there are varying numbers of professional and student tutors.

## **FUTURE PLANS**

As the demand increases for services, it will be necessary to staff the Centers for longer hours that match the hours the College is open (including Saturdays), increase the number of tutors available, and develop sites at off-campus centers. Services must be adapted to the student needs at each campus or center. Centralized management of services will be more efficient, with decentralized services. New methodologies should include more use of workshops, online tutorials, and supplemental instruction. Uses of technology should be further explored and implemented.

## FACILITIES

Currently, there is a need for a Writing Center Coordinator' office, for more tutoring space, and a classroom (see note above about the addition of a classroom.) Learning Resource Center space should be planned for other Centers as they are developed with the assistance of LRC and Center staff.

## PERSONNEL

By 2010, the LRC will need two clerical employees, a full-time faculty member in the Writing Center and one in the Math Center, a Clerical I for the Temecula Complex, and a full-time faculty member for the Temecula Complex. By 2015 there should be one dean for each campus. By 2020, the LRC will need a full-time Faculty Reading Center Coordinator and two more full-time Clerical I employees, and one classified supervisor, for a total of one Clerical III, three Clerical I employees, three full-time faculty, and one classified supervisor.

LEARNING RESOURCE CENTER PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	1	0	0	0	1
Supervisors	0	0	1	0	2
Classified Staff (full-time)	3	2	1	0	5
Classified Staff (part-time)	1	0	1	0	3
<b>Total</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>11</b>
Faculty (full-time)	1.0	2.0	1.0	0	4.0
Associate Faculty (part-time)	0.6	0	0.6	0.6	1.8
	1.6	2.0	1.6	0.6	5.8

## LEARNING SKILLS

### Menifee Valley Campus (see also San Jacinto Campus)

*Marlene Cvetko, San Jacinto Campus Coordinator*

*James Decker, Menifee Valley Campus Coordinator*

## CURRENT PROGRAM

Learning Skills provides services to approximately 175 students per year, or approximately 1% of the student population. The national average is 2-7%, indicating that the College is under-identifying and/or under-serving the student population. The department offers specialized courses, assessment, specialized tutoring, test proctoring and special topics workshops. The department has seen tremendous growth in demand for services over the last five years. Learning Skills records are currently centralized, while classes and services are decentralized to where students need them.

## FACILITIES

The Learning Skills space at the Menifee Valley Campus is very limited, and it should be located closer to the Learning Center. Private study rooms are needed as well as labs and testing areas. The Learning Skills space at the San Jacinto Campus, which includes three testing rooms, is adequate.

## PERSONNEL

There is space but not enough staff at the San Jacinto Campus. With more space at the Menifee Valley Campus, staff could be expanded to provide services. The department needs at least one part-time instructor at this time.

## FUTURE PLANS

As the student population grows, it is expected that the identified population and the demand for classes and specialized tutoring will continue to outpace overall College enrollment growth at least through 2010. Learning Skills services should be available to all students on all campuses and at all centers.

## FACILITIES

Facilities should be in close proximity to the Learning Resources Center, Math Center, Writing Center and Reading Lab. The Menifee Valley Campus needs approximately 1,000 sq. ft. of space for a tutoring and study lab by the year 2015, with a minimum of 12 computer stations and three testing rooms. No new facilities are needed at the San Jacinto Campus. Approximately 1,000 sq. ft. of space will be needed at both Temecula and Banning by the year 2015.

## PERSONNEL

To serve increased enrollment, the department needs one full-time instructor at the San Jacinto Campus by 2010, one part-time instructor at the Menifee Valley Campus by 2010, a full-time instructor at the Temecula Education Complex and a full-time instructor at Banning.

LEARNING SKILLS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.6(1)	0	0	0.96	1.56
Associate Faculty (part-time)	0	0.36	0.48	-0.48	0.36
Total FTEF	0.6	0.36	0.48	0.48	1.92
Classified Staff (full-time)	0	0	0	0	0
Classified Staff (part-time)	.5	.8	0	0	1.3
Total	.5	.8	0	0	1.3

LEARNING SKILLS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	58	92	148	190
Program WSCH	146	230	372	476
WSCH % Lecture	45%	45%	45%	45%
WSCH % Lab	55%	55%	55%	55%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	65.5	103.4	167.3	214.3
WSCH Lab	80.0	126.4	204.4	261.9
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	5	8	12	16
Average Number of Students per Section	12	11	12	12

**LEGAL ASSISTANT****Menifee Valley Campus**

*Donna Green, Interim Associate Dean of Career Education*

**CURRENT PROGRAM**

The Legal Assistant program serves business and occupational needs of students. The coursework prepares students to sit for the Legal Assistant exam.

**ENROLLMENT**

The average class size is 20, with most classes not filled.

**FACILITIES**

Current facilities are adequate for the program.

**TEACHING METHODOLOGIES**

Classes are 100% lecture.

**PERSONNEL**

Classes are taught by 0.40 FTEF faculty.

**FUTURE PLANS**

The program's Advisory Committee is suggesting that the program needs to be restructured. One idea is to place the program into the Business Department, integrating it with the Office Assistant program but including some legal coursework. See Table below.

LEGAL ASSISTANT PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	1.0	0	1.0	2.0
Associate Faculty (part-time)	0.4	0.4	1.2	0	2.0
Total FTEF	0.4	1.4	1.2	1.0	4.0

LEGAL ASSISTANT ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	89	244	394	505
Program WSCH	261	715	1156	1481
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	261.0	714.6	1156.3	1481.2
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	4	9	15	20
Average Number of Students per Section	22	27	26	25

## LIBRARY

### Menifee Valley Campus

*Sherri Moore, Department Chair*

*Monica Flores, Librarian*

*Pat James, Dean of Library and Technology*

### CURRENT PROGRAM

The Library on the Menifee Valley Campus, which serves more than 125,000 visitors per year, recently moved into a new building housing both the Library and the Learning Center.

### FACILITIES

Lighting in the main reading room is a problem as the building construction did not include adequate lighting for night time use of the facility. Otherwise, facilities are adequate for everything except student study rooms, for which there is an immediate need.

### PERSONNEL

Library personnel include five classified staff members, two full-time faculty and two part-time faculty.

### FUTURE PLANS

With new technology, more electronic resources are becoming available and the Library plans to take advantage of these. Additional Library Science courses, in online and hybrid form, are projected for the future.

### FACILITIES

By 2010, a 500 sq. ft study room will be needed; by 2015 another 500 sq. ft. study room will likely be required. In addition, by 2015 the new building will need 2,000 sq. ft. of space for general storage/archives. Lighting will also need to be added as soon as possible.

### PERSONNEL

Library personnel needs will increase with enrollment and program growth.

LIBRARY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Managers	.5	.5	0	0	1
Supervisors	1	0	0	0	1
Classified Staff (full-time)	2	3	1	1	7
Classified Staff (part-time)	2	1	1	0	4
Total	5	0	0	0	13
Faculty (full-time)	2	1	1	1	5
Associate Faculty (part-time)	2	1	1	0	4
Total FTEF	2.19	1.10	1.10	1	5.4

## **LIBRARY SCIENCE**

### **Menifee Valley Campus**

*Sherri Moore, Chair*

#### **CURRENT PROGRAM**

Library Science has offered one section of Library 100 at each campus since 2003. The course serves the transfer and general interest needs of students.

#### **ENROLLMENT**

The average class size is 22 students a semester, and generally there are no waiting lists.

#### **FACILITIES**

It used to be a struggle to find a classroom for the course each semester, but the classroom currently in use for orientations is ideal – 32 seats with a computer terminal at each place.

#### **TEACHING METHODOLOGIES**

The class is 100% lecture.

#### **PERSONNEL**

The class is taught by a full-time librarian.

#### **FUTURE PLANS**

Plans call for making the class a one-unit, nine-week class offered twice a semester that will appeal to distance education students.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Another classroom may be needed if enrollment grows as predicted.

#### **TEACHING METHODOLOGIES**

The class will be offered online as well as face-to-face in 2008.

#### **PERSONNEL**

The classes will continue to be taught by librarians, perhaps alternating among them if more sections are added.

LIBRARY SCIENCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	0.2	0	0.2	0	0.4
Total FTEF	0.2	0	0.2	0	0.4

LIBRARY SCIENCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	24	34	50	61
Program WSCH	72	103	151	183
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	72.0	103.2	151.2	183.0
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	1	1	2	2
Average Number of Students per Section	24	34	25	31

**MANAGEMENT****Menifee Valley Campus***Caren Hennessy, CoChair**David Candelaria, CoChair***CURRENT PROGRAM**

The Management Department offers classes in Management and Supervision.

**ENROLLMENT**

Class sizes range from 10 to 45, with an average class size of 30 students.

**FACILITIES**

Facilities are adequate at this time.

**TEACHING METHODOLOGIES**

Classes are 100% lecture.

**PERSONNEL**

See Table below.

**FUTURE PLANS**

Future plans call for greater use of technology.

**ENROLLMENT**

See Table below.

**FACILITIES**

Facilities need to keep pace with additional classes and with the increase in numbers of instructors.

**TEACHING METHODOLOGIES**

Teaching will continue to be lecture.

**PERSONNEL**

See Table below

MANAGEMENT PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	0.8	0.2	0.6	0.4	2.0
Total FTEF	0.8	0.2	0.6	0.4	2.0
Classified Staff (full-time)	0	1	0	0	1
Classified Staff (part-time)	0	0	0	0	0
Total	0	1	0	0	1

MANAGEMENT ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	53	99	160	205
Program WSCH	159	297	481	616
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	159.0	297.2	480.8	615.9
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	3	5	8	10
Average Number of Students per Section	18	20	20	21

## **MATHEMATICS**

### **Menifee Valley Campus**

*Paul Hert, Chair*

#### **CURRENT PROGRAM**

The Mathematics Department meets transfer, general education and occupational needs and requirements of students.

#### **ENROLLMENT**

Enrollment in Math courses increased 52% between 2000 and 2005, reflecting the increasing numbers of students enrolling at the campus. Classes range in size from 8 to 50 students, with an average of 35 to 40 in each class. Generally there are waiting lists (of approximately 10 students) only for Intermediate Algebra, which currently has 22 sections.

#### **FACILITIES**

At this time, Math instructors are spread out all over campus, often sharing office space with other departments. As new buildings are constructed, such as the Humanities/Social Science Building, some faculty will be able to move into them. White boards are not big enough in classrooms to be used effectively for teaching math.

#### **TEACHING METHODOLOGIES**

Classes are 100% lecture. There are two sections of Statistics offered online.

#### **PERSONNEL**

It has been difficult to find qualified part-time instructors in the area, and the department is always looking for more. At this time there are ten full-time instructors and 30 part-time instructors.

#### **FUTURE PLANS**

Future plans are dependent on finding faculty and space to teach classes.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Classrooms with large whiteboards with grids are needed as well as cupboard space for fraction tiles, geometry boards, etc. Instructors need single-person offices. A “smart” classroom is needed, and the facilities in the Math Center should be increased.

#### **TEACHING METHODOLOGIES**

When it is feasible, the department would like to add more hybrid classes, making use of labs as well.

#### **PERSONNEL**

By the year 2020, the department will need 26 full-time instructors and almost triple the current number of part-time instructors in order to meet demand.

MATHEMATICS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	10.0	3.0	8.0	5.0	26.0
Associate Faculty (part-time)	15.0(30)	4.2	11.8	9.7	40.7
Total FTEF	25.0	7.2	19.8	14.7	66.7

MATHEMATICS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	2619	4135	6691	8571
Program WSCH	10369	16373	26491	33935
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	10369.0	16372.7	26490.9	33934.9
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	78	120	194	249
Average Number of Students per Section	34	34	34	34

## **MUSIC**

### **Menifee Valley Campus**

*Stephen Torok, Associate Professor, Chair*

*Michael Tausig, Associate Professor*

*Richard Rowley, Dean of Humanities and Social Science*

### **CURRENT PROGRAM**

The Music Department serves general interest and transfer needs of students who are interested in a wide variety of music courses including performance (guitar, piano, voice, jazz instrumental), history, general appreciation, and theory/composition. The department's goal, in addition to offering a wide variety of general education transfer courses, is to offer the first two years of a four-year degree.

### **ENROLLMENT**

From 2000 to 2005, enrollment in Music classes increased 89% as the department set about broadening its program. Classes range in size from 5 to more than 40 students. Typically there are waiting lists of up to 10 students for classes in piano and guitar, beginning voice, and online courses.

### **FACILITIES**

Facilities at this time are limiting the courses that can be offered. Adequate performing facilities do not exist on campus at this time. For example, the department's piano won't fit into the space currently used for rehearsal and performance.

### **TEACHING METHODOLOGIES**

Classes are 50% lecture, 50% lab, with 8% offered online.

### **PERSONNEL**

The department has two full-time instructors and eight part-time instructors. There is a classified support staff position but it is shared with Theater Arts.

### **FUTURE PLANS**

The department is limited by the lack of facilities. If real performance spaces were built, the program would grow, as the high school in the area have strong music programs. Short term goals include development of an instrumental jazz performance program, outreach to improve awareness of the campus choir and vocal program, development of a basic music technology course, and expansion of online offerings. Long range goals include the construction of a performing arts classroom/theater complex, the development of a jazz festival, creation of a second choir and a second jazz ensemble, and expanding the instrumental program to include orchestral strings. New general education courses recently completed or in development include Jazz History, World Music, History of Rock & Roll, Great Composers After 1800, History of Film Music (offered in conjunction with Theater Arts), and online courses in Music Appreciation and Jazz History.

### **ENROLLMENT**

See Table below.

**FACILITIES**

The campus needs rehearsal and performance space, classrooms, and a recording facility as well as practice rooms, technical space and a music / computer listening lab.

**TEACHING METHODOLOGIES**

No changes are expected in teaching methodologies, with the exception of adding more online courses as they are developed.

**PERSONNEL**

A full-time technician is needed by 2010, with an additional technician needed by 2015. Three additional full-time instructors and several more part-time instructors will be needed by 2020 to bring the total to five full-time instructors and 12 part-time instructors.

MUSIC PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2.0	0	1.0	2.0	5.0
Associate Faculty (part-time)	5.3(8)	0	2.9	1.3	9.5
Total FTEF	7.3	0	3.9	3.3	14.5
Classified Staff (full-time)	0	1	1	0	2
Classified Staff (part-time)	0	0	0	0	0
Total	0	1	1	0	2

MUSIC ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	568	897	1451	1859
Program WSCH	1512	2387	3863	4948
WSCH % Lecture	46%	41%	41%	41%
WSCH % Lab	46%	41%	41%	41%
WSCH % Other	8%	18%	18%	18%
WSCH Lecture	695.5	978.9	1583.8	2028.8
WSCH Lab	695.5	978.9	1583.8	2028.8
WSCH Other	121.0	429.7	695.3	890.7
Number of Sections	33	52	83	107
Average Number of Students per Section	17	17	17	17

## **NURSING**

### **Menifee Valley Campus**

*Sharon Myers-Durbin, Chair*

#### **CURRENT PROGRAM**

The Nursing Department serves student occupational needs, providing coursework leading to Registered Nursing (RN), Licensed Vocational Nursing (LVN), and Certified Nursing Assistant (CNA).

#### **ENROLLMENT**

Classes range in size from 10 to 40, with an average class size of 20 students for lecture classes and 12 students in lab classes. There is usually a waiting list of 60 to 100 students for the Nursing program.

#### **FACILITIES**

Skills labs are not large enough and there is not enough room for storage. More clinical sites are needed.

#### **TEACHING METHODOLOGIES**

Classes are 65% lecture and 35% lab.

#### **PERSONNEL**

Current personnel include full-time and part-time instructors in the LVN program, the RN program and the CNA program.

#### **FUTURE PLANS**

In response to community need for more employees in the health services industry, the department would like to increase the size of the programs, if possible doubling the number of students, but to do so would require more staff, more on-campus facilities and more clinical sites.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Skills labs are not large enough and there is a lack of storage. More clinical sites are needed.

#### **TEACHING METHODOLOGIES**

There are no plans to change teaching methodologies at this time; but consideration must be given to hybrid class offerings.

#### **PERSONNEL**

Additional faculty will be needed if program grows.

NURSING PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	8.0	0	0	0	8.0
Associate Faculty (part-time)	6.1(13)	0	0	0	6.1
Total FTEF	14.1	0	0	0	14.1
Classified Staff (full-time)	2 + 1*	1	1	0	4 + 0*
Classified Staff (part-time)	0	0	0	0	0
Total	2 + 1*	1	1	0	4 + 0*

\* grant funded

NURSING ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	628	628	628	628
Program WSCH	3590	3590	3590	3590
WSCH % Lecture	37%	37%	37%	37%
WSCH % Lab	63%	63%	63%	63%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	1310.4	1310.4	1310.4	1310.4
WSCH Lab	2279.3	2279.3	2279.3	2279.3
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	49	49	49	49
Average Number of Students per Section	13	13	13	13

**NUTRITION****Menifee Valley Campus**

*Gina Oliver, Instructor*

**CURRENT PROGRAM**

At this time Nutrition offers two courses to serve the general interest and transfer needs of students.

**ENROLLMENT**

Enrollment in Nutrition classes decreased 7% between 2000 and 2005. Classes range in size from 10 to 35, with an average of 25 students in each of nine sections. Typically there are no waiting lists for classes.

**FACILITIES**

There is an office for the department's full-time instructor.

**TEACHING METHODOLOGIES**

Classes are lecture in style.

**PERSONNEL**

The department employs one full-time instructor and two part-time instructors.

**FUTURE PLANS**

In response to community interest in health and well-being, the department would like to offer a Wellness Certificate program in collaboration with Physical Education and Health Science. A Diet Specialist Certificate program also is planned.

**ENROLLMENT**

See Table below.

**FACILITIES**

An additional office space is needed by 2010.

**TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned at this time.

**PERSONNEL**

Additional full-time instructors and at least one additional part-time instructor will be needed by 2020.

NUTRITION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	0	3.0
Associate Faculty (part-time)	0.4(2)	0.2	0.2	0.8	1.6
Total FTEF	1.4	1.2	1.2	0.8	4.6

NUTRITION ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	262	376	550	666
Program WSCH	786	1127	1650	1998
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	786.0	1127.1	1650.1	1998.3
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	9	13	19	23
Average Number of Students per Section	29	29	29	29

## **PHILOSOPHY**

### **Menifee Valley Campus**

*Tom Donovan, Chair*

## **CURRENT PROGRAM**

Philosophy serves general interest and transfer needs of students.

## **ENROLLMENT**

Enrollment in department courses increased 39% between 2000 and 2005. Classes range in size from 12 to 45 students, with an average of 35 in each class. More than half the classes have waiting lists of between 10 and 15 students.

## **FACILITIES**

The office of the full-time instructor is shared with an Economics instructor. Current classroom space is adequate.

## **TEACHING METHODOLOGIES**

Classes are 100% lecture, with 15% of sections offered online in conjunction with the San Jacinto Campus.

## **PERSONNEL**

The department has one full-time instructor and 11 part-time instructors.

## **FUTURE PLANS**

New curriculum is being developed to fill out the department's offerings. More online classes would help the department to grow.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

An office is needed for the current full-time instructor, and more faculty offices will be needed as other instructors are added.

## **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned.

## **PERSONNEL**

By the year 2020, the number of instructors should grow to reflect the increasing enrollment, with a total of four full-time instructors and 15 part-time instructors.

PHILOSOPHY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	1.0	1.0	4.0
Associate Faculty (part-time)	2.7	1.7	2.6	1.4	8.4
Total FTEF	3.7	2.7	3.6	2.4	12.4

PHILOSOPHY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	570	900	1456	1865
Program WSCH	1388	2192	3546	4543
WSCH % Lecture	85%	85%	85%	85%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	15%	15%	15%	15%
WSCH Lecture	1179.8	1862.9	3014.2	3861.2
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	208.2	328.7	531.9	681.4
Number of Sections	21	32	50	62
Average Number of Students per Section	27	28	29	30

## **PHOTOGRAPHY**

### **Menifee Valley Campus (see also San Jacinto Campus)**

*Keith Hanz, Chair*

#### **CURRENT PROGRAM**

The Photography program has transitioned from the traditional paradigm to digital technology. The department serves the general interest, occupational, and transfer needs of students. The program also operates in close association with the Multimedia, Art and Visual Communication departments.

#### **ENROLLMENT**

Classes range in size from 18 to 39, with an average of 24 students in lecture classes and 6 students in lab classes. Typically there are waiting lists of up to 24 students for sections of introductory courses such as Photography 125.

#### **FACILITIES**

Facilities include an office space, a classroom with 24 stations, storage space, and a classroom and darkroom lab that are no longer needed. The department has a digital imaging studio and lightroom in the new Technology Building.

#### **TEACHING METHODOLOGIES**

Teaching methodologies include lecture and lab. Distance education courses have been approved but not yet offered.

#### **PERSONNEL**

See Table below.

#### **FUTURE PLANS**

Faculty development is equally crucial to keeping the curriculum current. The program would be enhanced with a dedicated digital video program. The College should consider merging the Photography and Multimedia departments into a new department called Digital Media. The department hopes to develop a "Pixel River Project" digital imaging festival.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

In addition to the new space in the Technology Building, the department needs a workroom for set building and storage and an outdoor studio area by 2010. The new digital imaging studio and lightroom is being furnished with essential hardware, software, lighting, props, support equipment and tools. More storage and the use of a classroom are needed.

#### **TEACHING METHODOLOGIES**

Teaching methods will change with the addition of Distance Education.

**PERSONNEL**

The department will need additional full-time and part-time instructors by 2010 and 2015.

PHOTOGRAPHY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	1.0	1.0	0	2.0
Associate Faculty (part-time)	1.0	0.5	0.5	1.2	3.2
Total FTEF	1.0	1.5	1.5	1.2	5.2

PHOTOGRAPHY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	0	390	631	808
Program WSCH	0	543	879	1125
WSCH % Lecture	0%	98%	98%	98%
WSCH % Lab	0%	2%	2%	2%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	0.0	532.1	861.0	1102.9
WSCH Lab	0.0	10.9	17.6	22.5
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	0	15	24	31
Average Number of Students per Section	0	26	26	26

## **PHYSICAL EDUCATION**

### **Menifee Valley Campus**

*Gina Oliver, Instructor*

#### **CURRENT PROGRAM**

The Physical Education department serves the general interest and transfer needs of the student population.

#### **ENROLLMENT**

Enrollment in Physical Education courses increased 85% between 200 and 2005 thanks to the addition of instructional equipment and facilities such as a sand volleyball court and a basketball court. Classes range in size from 10 to 40, with an average of 15 students in lecture classes and 20 students in lab classes. Waiting lists of up to 15 students exist for the department's online class in Body Conditioning.

#### **FACILITIES**

Current facilities include two offices and two locker rooms, and a sand volleyball court and an outdoor basketball court.

#### **TEACHING METHODOLOGIES**

Classes are 70% lab, 15% lecture and 15% online. Among the online classes are two sections of Body Conditioning, two sections of a hybrid First Aid/CPR class and one section of Independent Study.

#### **PERSONNEL**

The department has one full-time instructor and 13 part-time instructors.

#### **FUTURE PLANS**

With growing public awareness of the value of health and wellness, it is desirable to change the name of the department to Exercise Science, to increase the number of lecture/theory courses, and to create certificate programs in Fitness Specialist and Athletic Training.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Needed facilities include a gym, a fitness lab, and a training room for athletic injury prevention and treatment. Also needed are a department office with a meeting room, larger locker rooms, a softball field, a track and an aquatics facility.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned at this time.

#### **PERSONNEL**

Plans call for the addition of two full-time instructors by 2020. Two full-time and one part-time classified support staff will be added by 2010.

PHYSICAL EDUCATION PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	1.0	3.0
Associate Faculty (part-time)	3.4(13)	0	1.8	1.5	6.7
Total FTEF	4.4	0	2.8	2.5	9.7
Classified Staff (full-time)	0	2	0	0	2
Classified Staff (part-time)	0	1	0	0	1
Total	0	3	0	0	3

PHYSICAL EDUCATION ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	441	824	1461	1976
Program WSCH	1503	2809	4981	6734
WSCH % Lecture	15%	15%	15%	15%
WSCH % Lab	70%	70%	70%	70%
WSCH % Other	15%	15%	15%	15%
WSCH Lecture	225.5	421.4	747.1	1010.1
WSCH Lab	1052.1	1966.4	3486.4	4713.6
WSCH Other	225.5	421.4	747.1	1010.1
Number of Sections	22	41	72	97
Average Number of Students per Section	20	20	20	20

## **PHYSICS**

### **Menifee Valley Campus**

*Patrick Smith, Chair*

*Paul Ney, Instructor*

### **CURRENT PROGRAM**

The Physics Department generally serves the transfer needs of students. One course, Physics 100, serves the occupational needs of students enrolled in the Nursing program.

### **ENROLLMENT**

Enrollment in Physics increased 83% between 2000 and 2005. Class sizes range from 20 in advanced classes to 35 in introductory classes. The average class size is 35 students and there are between five and ten students on waiting lists each semester for Physics 100.

### **FACILITIES**

Current facilities are adequate.

### **TEACHING METHODOLOGIES**

Classes are 50% lecture and 50% lab.

### **PERSONNEL**

One full-time instructor and one full-time classified employee are shared with other departments.

### **FUTURE PLANS**

New classes will depend on the availability of funding and faculty. The department is exploring the possibility of offering a hybrid class in Astronomy and Physics.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

No additional facilities are needed at this time.

### **TEACHING METHODOLOGIES**

No new teaching methodologies are planned.

### **PERSONNEL**

By 2020, a total of two full-time and three part-time instructors will be needed to accommodate enrollment growth.

PHYSICS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0.5(1)	0.5	1.0	0	2.0
Associate Faculty (part-time)	1.0	0.4	0.2	1.2	2.8
Total FTEF	1.5	0.9	1.2	1.2	4.8
Classified Staff (full-time)	.33	0	0	0	.33
Classified Staff (part-time)	0	0	0	0	0
Total	.33	0	0	0	.33

PHYSICS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	63	172	279	358
Program WSCH	378	1035	1675	2145
WSCH % Lecture	50%	50%	50%	50%
WSCH % Lab	50%	50%	50%	50%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	189.0	517.5	837.3	1072.6
WSCH Lab	189.0	517.5	837.3	1072.6
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	3	8	12	16
Average Number of Students per Section	21	22	23	22

## **POLITICAL SCIENCE**

### **Menifee Valley Campus**

*Guy Kimbrough, Instructor*

### **CURRENT PROGRAM**

Political Science serves the transfer and general education requirement needs of students.

### **ENROLLMENT**

Enrollment in department courses increased 40% between 2000 and 2005. Classes range in size from 8 (for PS 102) to 45 students, with an average of 33 in each class. There are no waiting lists for classes at this time

### **FACILITIES**

The department uses lecture rooms 303, 304, 356 and 503, but has a designated classroom (2007)..

### **TEACHING METHODOLOGIES**

Classes are 100% lecture.

### **PERSONNEL**

See Table below.

### **FUTURE PLANS**

Thanks to changing demographics and more interest in foreign affairs, new curriculum is being developed in the areas of public administration, theory and international relations.

### **ENROLLMENT**

See Table below.

### **FACILITIES**

Additional classrooms, suited for classes of 25 students, will be needed – one each in 2010, 2015 and 2020.

### **TEACHING METHODOLOGIES**

Classes will remain lecture-style, however there will be more reliance on computer technology.

### **PERSONNEL**

By the year 2020, the number of instructors should grow to reflect the increasing enrollment, to a total of four full-time instructors.

POLITICAL SCIENCE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	2.0	0	1.0	1.0	4.0
Associate Faculty (part-time)	3.8	0.2	2.6	1.6	8.2
Total FTEF	5.8	0.2	3.6	2.6	12.2

POLITICAL SCIENCE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	494	923	1494	1914
Program WSCH	1957	3658	5918	7581
WSCH % Lecture	100%	50%	50%	50%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	50%	50%	50%
WSCH Lecture	1957.0	1828.8	2959.0	3790.5
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	1828.8	2959.0	3790.5
Number of Sections	16	30	48	61
Average Number of Students per Section	31	31	31	31

## **PSYCHOLOGY**

### **Menifee Valley Campus**

*Richard Kandus, Chair*

#### **CURRENT PROGRAM**

The Psychology Department serves the general interest, general education, business, occupational and transfer needs and requirements of students.

#### **ENROLLMENT**

Enrollment in department courses increased 31% between 2000 and 2005. Classes range in size from 25 to 60, with an average of 45 students in lecture classes and 50 students in labs. There are waiting lists of up to 20 students for many courses, including all introductory courses and sections of Social and Development Psychology.

#### **FACILITIES**

At this time there is no lab space and office space is limited. When the department has access to the facilities in the new Humanities/Social Science Building, lab space will be available to incorporate into courses. Courses are limited now by lack of classroom facilities.

#### **TEACHING METHODOLOGIES**

Classes are lecture, with 17% percent offered online (four out of 24 sections).

#### **PERSONNEL**

The department employs one full-time instructor and 13 part-time instructors.

#### **FUTURE PLANS**

Department enrollment will be limited only by the facilities and faculty available.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The department needs faculty offices now, and will likely need even more lab space than will be available in the new building.

#### **TEACHING METHODOLOGIES**

Some classes will contain a lab component in the future.

#### **PERSONNEL**

By 2020, a total of five full-time and 19 part-time instructors will be needed to meet the demand for classes.

PSYCHOLOGY PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	2.0	1.0	5.0
Associate Faculty (part-time)	4.6(13)	1.2	4.0	3.8	13.6
Total FTEF	5.6	2.2	6.0	4.8	18.6

PSYCHOLOGY ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	865	1491	2644	3575
Program WSCH	2502	4313	7648	10340
WSCH % Lecture	83%	83%	83%	83%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	17%	17%	17%	17%
WSCH Lecture	2076.7	3580.2	6347.6	8582.0
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	425.3	733.3	1300.1	1757.8
Number of Sections	23	39	69	93
Average Number of Students per Section	38	38	38	38

**READING****Menifee Valley Campus**

*Bea Ganim, Chair*

**CURRENT PROGRAM**

The Reading program serves student needs for basic skills and college-level reading improvement.

**ENROLLMENT**

Enrollment in Reading courses increased 44% between 2000 and 2005. Classes range in size from 15 to 45 students, with an average of 40 students in lecture classes and 15 students in labs. Wait lists are typical only for two sections of classes.

**FACILITIES**

Facilities are adequate at this time.

**TEACHING METHODOLOGIES**

Classes are 50% lecture and 50% lab.

**PERSONNEL**

See Table below..

**FUTURE PLANS**

Classes will reflect the continuing needs of students for instruction in basic skills and college-level reading.

**ENROLLMENT**

See Table attached.

**FACILITIES**

No new facilities are required.

**TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned.

**PERSONNEL**

The department expects to add a full-time instructor and up to five part-time instructors by 2020.

READING PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	1.0	0	1.0
Associate Faculty (part-time)	1.2	0.3	-0.3	0.7	1.9
Total FTEF	1.2	0.3	0.7	0.7	2.9

READING ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	66	337	545	698
Program WSCH	198	1011	1636	2095
WSCH % Lecture	50%	50%	50%	50%
WSCH % Lab	50%	50%	50%	50%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	99.0	505.5	817.9	1047.7
WSCH Lab	99.0	505.5	817.9	1047.7
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	2	11	16	21
Average Number of Students per Section	33	31	34	33

## **REAL ESTATE**

### **Menifee Valley Campus (see also San Jacinto Campus)**

*Ron Bowman, Instructor*

*Caren Hennessy, Co-Chair, Menifee Valley Campus*

*David Candelaria, Co-Chair, Menifee Valley Campus*

## **CURRENT PROGRAM**

The Real Estate Department serves the business, occupational, general interest and transfer needs of students.

## **ENROLLMENT**

Until 2007, when the spike in real estate prices leveled off, enrollment was increasing due to the booming economy in the local area. Class sizes range from 10 to 20 students (with a maximum of 30). Average class size is 15.

## **FACILITIES**

Classrooms are adequate at this time.

## **TEACHING METHODOLOGIES**

Classes are 100% lecture.

## **PERSONNEL**

Classes are taught by part-time instructors.

## **FUTURE PLANS**

The department is looking at creating a "fast track" program so students may complete the courses in a more timely manner. Classes may be offered at a future time in The Pass and I-15 Corridor Service Areas.

## **ENROLLMENT**

See Table below.

## **FACILITIES**

If classes are offered in the The Pass and I-15 Corridor Service Areas, the department will need classroom space there.

## **TEACHING METHODOLOGIES**

In future, it is expected that 25% of sections will be taught online.

## **PERSONNEL**

Additional part-time instructors are needed.

REAL ESTATE PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	0	0	0	0	0
Associate Faculty (part-time)	1.8	0	1.0	0.8	3.6
Total FTEF	1.8	0	1.0	0.8	3.6

REAL ESTATE ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	210	301	487	624
Program WSCH	627	899	1455	1864
WSCH % Lecture	100%	100%	100%	100%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	627.0	899.1	1454.8	1863.6
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	5	9	14	18
Average Number of Students per Section	42	33	35	35

## **SOCIOLOGY AND HUMAN SERVICES**

### **Menifee Valley Campus**

*Valerie Reed, Chair*

#### **CURRENT PROGRAM**

The Sociology and Human Services Department serves the general interest, general education, occupational and transfer needs of students.

#### **ENROLLMENT**

Enrollment in Sociology and Human Services increased 45% between 2000 and 2005. Separating the department from Psychology helped establish and grow its curriculum to its present size. Classes range in size from 12 to 45 students, with an average of 25 students per section. Sometimes there is a wait list for Sociology 101, but students usually can be accommodated.

#### **FACILITIES**

The department has one office and classroom space is adequate at this time.

#### **TEACHING METHODOLOGIES**

Classes are all lecture-style, with two sections of 29 (6%) offered online at this time.

#### **PERSONNEL**

The department employs one full-time and 12 part-time instructors.

#### **FUTURE PLANS**

The department is developing a Human Services program. It might be possible to add observational lab courses with the construction of the new Humanities/Social Science Building.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

The department will need additional office space as faculty members are added. Additional classroom space and an observation lab are needed as well.

#### **TEACHING METHODOLOGIES**

No changes in teaching methodologies are planned (with the exception of potential lab space).

#### **PERSONNEL**

Additional faculty will be needed to accommodate planned growth.

SOCIOLOGY AND HUMAN SERVICES PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	1.0	2.0	1.0	5.0
Associate Faculty (part-time)	4.8(12)	2.0	3.4	3.0	13.2
Total FTEF	5.8	3.0	5.4	4.0	18.2

SOCIOLOGY AND HUMAN SERVICES ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	623	984	1592	2039
Program WSCH	1796	2836	4588	5878
WSCH % Lecture	94%	94%	94%	94%
WSCH % Lab	0%	0%	0%	0%
WSCH % Other	6%	6%	6%	6%
WSCH Lecture	1688.2	2665.7	4313.2	5525.1
WSCH Lab	0.0	0.0	0.0	0.0
WSCH Other	107.8	170.2	275.3	352.7
Number of Sections	29	44	71	91
Average Number of Students per Section	21	22	22	22

## **SPANISH**

### **Menifee Valley Campus**

*Lissette Castro, World Languages Chair*

#### **CURRENT PROGRAM**

Spanish, included in World Languages, serves general interest, general education, occupational, business and transfer needs of students. There are now approximately 15 sections of Spanish offered each semester.

#### **ENROLLMENT**

Enrollment in the program decreased 48% between 2000 and 2005. Class sizes range from 10 to 35 students, with an average of 30 in each section. There are waiting lists of between 10 and 20 students for introductory classes – Spanish 101 and 102.

#### **FACILITIES**

The department has no dedicated classrooms, and little office space. The department is moving to the new Humanities Building in 2009, which will include a Language Lab.

#### **TEACHING METHODOLOGIES**

Classes are presented lecture-style.

#### **PERSONNEL**

The department has one full-time and nine part-time instructors.

#### **FUTURE PLANS**

The department is working to develop an associate degree in Spanish, and hopes to develop a translation certificate for all languages. Business and industry moving into the area will affect enrollment as employers request occupational language courses (Spanish for Nurses, for example). Additional courses in other languages, including Portuguese, Italian and Chinese, are being added to the curriculum in World Languages, each with a two-year sequence of classes.

#### **ENROLLMENT**

See Table below.

#### **FACILITIES**

Appropriate office space for instructors is needed, and dedicated classrooms would be helpful.

#### **TEACHING METHODOLOGIES**

Classes will change to include a language lab component. No online courses are planned at this time.

#### **PERSONNEL**

A full-time classified support position is needed by 2010, and two additional full-time instructors are needed by 2020.

SPANISH PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0	0	1.0	1.0	3.0
Associate Faculty (part-time)	3.37(9)	0.73	2.9	2.0	9.0
Total FTEF	4.37	0.73	3.9	3.0	12.0
Classified Staff (full-time)	0	1	0	0	1
Classified Staff (part-time)	0	0	0	0	0
Total	0	1	0	0	1

SPANISH ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	253	473	838	1133
Program WSCH	1226	2291	4063	5493
WSCH % Lecture	100%	80%	80%	80%
WSCH % Lab	0%	20%	20%	20%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	1226.0	1833.1	3250.1	4394.2
WSCH Lab	0.0	458.3	812.5	1098.5
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	9	17	30	40
Average Number of Students per Section	28	28	28	28

## **THEATER ARTS**

### **Menifee Valley Campus**

*Lori Torok, Chair, Theater*

*Paula Naggi, Chair, Dance*

*Richard Rowley, Dean, Humanities and Social Sciences*

### **CURRENT PROGRAM**

The Theater Arts Department serves the general interest, personal development, occupational and transfer needs of students.

### **ENROLLMENT**

Enrollment in the Theater Department increased 83% between 2000 and 2005 despite a lack of performance facilities. Local high school programs are thriving and students want to continue performance education at the College. Classes range in size from 10 to 40 students, with an average of 30 students in lecture classes and 20 students in labs. There is typically a waiting list of 20 students for the online introductory classes.

### **FACILITIES**

Performing facilities do not exist at this time on the campus. In the space that is provided, students must remove sets each day and rebuild each night for performances. It is shared with Dance, Physical Education and Music.

### **TEACHING METHODOLOGIES**

Classes are 75% lecture and 25% lab. There are online classes in acting and introduction to theater, representing 30% of sections offered.

### **PERSONNEL**

There are two full-time instructors teaching 50% each, and five part-time instructors. A full-time classified employee is dedicated 33% to the department.

### **FUTURE PLANS**

The department is adding more online classes and more interdisciplinary multimedia classes with more technology involved. Within two years the department will offer a certificate in film studies. The department would like to develop additional musical theater offerings, a playwriting program and an associate degree in technical theater.

### **ENROLLMENT**

See Table below. At this time, however, without facilities, the program cannot grow at all.

### **FACILITIES**

A performing arts facility is needed, not only for students in the department and in the other performing arts, but for the benefit of the community.

### **TEACHING METHODOLOGIES**

No changes are planned in teaching methodologies at this time.

**PERSONNEL**

By 2020, there will be three full-time instructors and as many as 10 part-time instructors in the department.

THEATER ARTS PERSONNEL	CURRENT	Additional by 2010	Additional by 2015	Additional by 2020	TOTAL as of 2020
Faculty (full-time)	1.0(2)	0	1.0	1.0	3.0
Associate Faculty (part-time)	1.7(5)	0.9	1.4	0.6	4.6
Total FTEF	2.7	0.9	2.4	1.6	7.6
Classified Staff (full-time)	.33*	1	0	0	1.33
Classified Staff (part-time)	0	.5	0	0	.5
Total	.33	1.5	0	0	1.83

THEATER ARTS ENROLLMENT	Actual 2005	Projected 2010	Projected 2015	Projected 2020
Service Area Enrollment	7,627	11,544	17,985	21,945
Service Area WSCH	70,385	111,151	179,850	230,433
Program Enrollment	161	441	713	914
Program WSCH	429	1175	1901	2435
WSCH % Lecture	90%	90%	90%	90%
WSCH % Lab	10%	10%	10%	10%
WSCH % Other	0%	0%	0%	0%
WSCH Lecture	386.1	1057.1	1710.5	2191.1
WSCH Lab	42.9	117.5	190.1	243.5
WSCH Other	0.0	0.0	0.0	0.0
Number of Sections	7	18	30	38
Average Number of Students per Section	23	24	24	24

**TURF MANAGEMENT**  
**Menifee Valley Campus**

*See Horticulture in this section.*

**WORLD LANGUAGES**  
**Menifee Valley Campus**

*See French and Spanish in this section.*

**CHAPTER III: PROGRAMS AND SERVICES**  
***CONCLUSIONS AND RECOMMENDATIONS***

## CONCLUSIONS AND RECOMMENDATIONS

### DEPARTMENT PROJECTIONS – QUALIFIERS AND RECOMMENDED ACTIONS

Since the department projections displayed in Chapter III are inclusive of two Service Areas, some **qualifiers** must apply as they are analyzed for future program planning.

- ◆ First, it is clear that not every academic or career discipline or TOP Code will be duplicated at each of the new centers or campuses.
- ◆ Second, it is highly likely that new and different programs might be offered at the new center or campus in order to respond to the needs of the potential students in that part of the District.
- ◆ Third, the total projections of the combined service areas present only a general idea of the potential enrollment. In Chapter II, there are more specific projections for each individual Service Area.

It is critical, therefore, that the District take action as soon as possible to determine the “cap” or buildout capacity for each current campus. Two decisions are required by the Mt. San Jacinto Community College District in order to implement the intent of this Educational Master Plan to provide service to the underserved residents of the District:

- ◆ First, the District must decide how many students will be served (“**buildout capacity**”) at each of its current campuses and limit facilities planning accordingly.
- ◆ Second, the District should decide on a central location for a **campus** in the **I-15 Corridor Service Area** and expedite preparation for the **campus** in **The Pass Service Area** as recommended.
- ◆ Third, following decisions regarding buildout capacities for the campuses and the District, existing **plans** must be **reviewed** for the Menifee Valley and San Jacinto campuses to confirm or change their building plans.
- ◆ Fourth, **new educational master plans** should then be developed as soon as possible for the **new campuses**. Projections of available future enrollment numbers can serve as a guide for development of these facilities, but the educational plans should also include thorough assessments of Area residents’ needs as well as the necessary array of courses for general education and continuation of programs from the current campuses.

As the District grows to include two more campuses, there are a number of other **decisions** that, if made in advance, will facilitate progress toward a successful transition to a multi-campus or a multi-college district. Some of those decisions are described below:

- ◆ Will the District remain a multi-campus District or become multi-college with a Superintendent or Chancellor as the CEO and Presidents at each College?
- ◆ OR, will the District be a combination of both systems: for example, with two colleges and two related campuses?
- ◆ Should the difference in “image” be considered when considering the college vs. campus decision? (e.g. applying for grants, raising funds)
- ◆ Which functions will remain centralized and which will be decentralized and managed at each campus? (e.g. grounds, maintenance)

- ◆ Will specialized and expensive career programs be duplicated, and if so, which ones?
- ◆ Where will the District office functions be located and be performed?
- ◆ How will budgets be divided? Is the current system adequate?
- ◆ How will courses be articulated? Will students' transition from campus to campus be seamless?
- ◆ How will student government organize?
- ◆ How will recruitment be conducted?

Since the District has already added one campus, this transition should be easier than most; but as growth occurs, new challenges will face the leadership of the College. These challenges are met more easily with thoughtful pre-planning.

### PROGRAMS AND SERVICES - RECOMMENDATIONS

There are a number of general recommendations that surfaced from the review of services and programs at the two campuses and at the District level. The majority of programs seem to feel that they could improve or enlarge the **current services or offerings** they provide if more support were available. In some cases, they are short of **staff**; in some cases the size or lack of **space** is the issue; **or** in some cases **both** are the problem.

**Immediate needs** are expressed by many departments, many in the categories of improved technology, facilities changes to improve services, or additional spaces for current programs or services. Refer to individual department descriptions for specific expressed needs that can be used to assist in reviewing and/or revising existing plans for remodeling facilities. In addition, balance in capital spending between the requirements of new campuses and the improvement of current programs and services should be included in planning for technology upgrades and staffing plans.

Clearly, it is the rare community college that is able to fill every position that is deemed necessary. In this particular period, with another budget shortfall facing the colleges, some colleges will hire no staff for the coming year. What is important, however, is that the District develop **multi-year staffing plans** for the addition of both staff and faculty. This will require the adoption of a staffing plan for classified staff and a review of the staffing process currently used for filling academic positions. Of course, these plans can be reviewed each year and revised due to changing needs, but they should be driven by need using multiple criteria such as meeting the goals of the District, numbers of students served, unmet need, development of new programs, service to additional District residents, etc. These criteria should be agreed upon through a governance process that provides for faculty and staff input.

Additional, more specific recommendations include these:

- ◆ Currently, there are needs already evident in the area of **Information Technology** at the two campuses. Like staffing and facilities, technology requires a multi-layered plan that takes into account planning and funding for newer technologies for departments where it is not used as well as the upgrading in those where it is used. In addition, the planning and funding for a growing, multi-campus district must be included.
- ◆ Given the size and complexity of the District, it would be advisable to set up a **Development Office** that would include the Marketing and Public Information efforts of the College, the Grants Office and the Foundation. For a College of this size, the Foundation should be staffed and directed so that the goals for fund and friend raising are set higher than they have been. The effort would not only be beneficial to

students directly through aid, but to programs, to community relations and to capital outlay fund raising and support for facilities purposes.

- ◆ At this time, the **Public Information Office** is centralized and located at one campus. In the future, if four campuses are developed, although the service might continue to be administered centrally, the District should provide sufficient staff to see that the interests of the various Service Areas are served.
- ◆ The **Research** function has recently been staffed with one professional person. It is important that the office be of benefit to the entire District. That can be accomplished through various means, one of which will be to direct the research through a grouping of the vice presidents of instruction, student services and business services who will guide the Director in setting priorities in what will certainly be a longer list than the Director can accomplish. It would also be important for this office and the other technology functions in the District to be tied closely together, once again to assure that the whole District benefits from studies completed. The amount of research needed by the College means that a single person cannot meet all the research requirements of a college of this size and complexity.
- ◆ The **Library and Learning Resources Center** at the **San Jacinto Campus** needs attention as soon as possible in order to be of appropriate service to all students. This is a case where both space needs and lack of staff are hindering service to current students. At the **Menifee Valley Campus**, additional study rooms and additional classrooms are needed, as well as more tutoring space and a coordinator's office.
- ◆ The question of an increase in **Child Development Education** and **Child Care** should be addressed as soon as possible. A lack of service in this area constitutes a formidable barrier to returning students who make up a good portion of the District population. Additional service could serve to increase enrollment of this returning student group.
- ◆ There are a number of other departments that could flourish and be of great service to the residents of the District with the appropriate support in facilities development and staffing. All the departments related to the **Allied Health** field should be reviewed for current space and equipment needs. The District should take time now to plan for the future of this area, including any new programs, since the need for trained personnel is so great, both in nursing as well as other specialized fields. Support programs such as Biology and Chemistry should also be included in this needs assessment.
- ◆ Another area that touches the community in significant ways and has performed very well despite the barriers it faces is the **Theater, Music and Dance** group. First, the facilities at the San Jacinto Campus are in need of refurbishing, remodeling, and/or reconstructing. At the Menifee Valley Campus, no facilities exist. Despite those circumstances, the departments have made great strides in their development and the faculty are enthusiastic about the future of the performing arts at the College. The District should determine whether it will have one or more performing arts venues, several campuses offering classes in these areas, and how they will serve to support the planned programs.
- ◆ There are a variety of **new programs** being discussed or developed by departments on both campuses. They include (but not limited to): biotechnology, ethnic studies, psychology laboratory-related instruction, dietetic technician, community development/public administration and a number of others. Once again, it is important that these programs be factored into plans and budgets as they are brought together for the future benefit of the District
- ◆ The **Student Services** departments, particularly at the San Jacinto Campus, seem scattered and somewhat inaccessible to students. Because of enrollment growth and the need for more services, offices have been needed and placed where space could be found, making it difficult for services to be

centralized and convenient for students and staff. In addition, there is a great need for a central facility to serve as a gathering and meeting place for students and student functions.

- ◆ **Basic improvements** such as painting, providing new chairs, fixing floors, and upgrading electrical power are among those mentioned by many staff members from the **San Jacinto Campus**. The age of the campus necessitates this type of care; services and programs benefit from this type of support. This is another example where balancing time and budgets between the “new” and the “renew” tasks of a District is important but difficult when dollars are limited.
- ◆ Most of the faculty and staff are aware of **students’ increasing need for support** of all kinds: examples being basic skills, learning skills and second language instruction. Improvement in these curricular areas should be continual and based on research into student learning outcomes.
  - Since so many students depend on success in **mathematics** to move forward in their college studies, it is recommended that both campuses engage in research that will find ways to change student outcomes in Math.
  - **English as a Second Language** enrollments seem inordinately low considering the population of non-English speaking people in the District. In addition, there appears to be a gap between the non-credit classes and the lowest level of the credit program. This study did not include a detailed review of the non-credit program, but the District is encouraged to investigate both the curriculum and the needs in the community in order to be sure that the appropriate numbers of persons are being served.
  - The **Learning Skills** programs at both campuses serve a growing number of students each year, but fewer than the average at other colleges. It is possible that there are at least two to seven times that number of students attending classes at the College who are in need of this specialized assistance. Space, equipment and staff will have to be added to serve these students who may not be successful without this help.
  - **Long-range follow up studies** of students enrolled in the programs previously mentioned and in English classes should be conducted in order to provide a basis for improvements in curriculum or methodology. There are other successful models in community colleges that could also be studied.



**CHAPTER IV**  
**THE LINKAGE BETWEEN EDUCATIONAL**  
**AND FACILITIES MASTER PLANS**

## THE LINKAGE BETWEEN EDUCATIONAL AND FACILITIES MASTER PLANS

The *Mt. San Jacinto Community College District Educational Master Plan* has described the programs and services of the District's two campuses and projected their needs to the year 2020. This work has included describing the current space and personnel found in each of the College's Service Areas and projecting their future needs.

In addition, the current staff, program and space use of all academic areas were reviewed. Subsequently, the enrollment and personnel for each academic area were projected using the professional expertise of faculty and staff as well as enrollment projections developed by the consultant team for District Service Areas.

Following Chapter IV are two Master Tables, **Appendix A** for the **San Jacinto/The Pass Service Area** and **Appendix B** for the **Menifee Valley/I-15 Corridor Service Area**. These Tables display numerical analyses, with each discipline listed according to the State's Taxonomy of Programs (TOP) Codes and by discipline. Note that the projected results are based on the combined projected enrollment of two Service Areas as described in Chapter III.

Reading from the left side of each Table, the information provided includes enrollment in Fall 2005, detail on lecture and laboratory hours, distance education offerings, Weekly Student Contact Hours (WSCH), and the number of full-time equivalent faculty (FTEF).

The next sections of the Tables show growth and enrollment projections for the years 2010, 2015 and 2020. As noted previously, these growth rates and projections were established using the professional expertise of faculty and staff as well as analyses of population and enrollment data. Qualifications to be considered when reading and interpreting the Master Tables are explained in Chapter III.

Based on growth projections to the year 2020, the last section of the Tables will project the space needs and space qualifications for the District for each space category and for each discipline and TOP Code.

This *Educational Master Plan (EMP)* was developed as a collaborative effort between the consultant and the District and will be completed by the District Facilities Planning Office. Subsequently, a *Facilities Master Plan* for the District can be developed (see "RECOMMENDATIONS" below).

### WHY THESE MEASURES ARE USED

**TOP Codes** are used by the State for many purposes to categorize and describe academic disciplines.

**Weekly Student Contact Hours (WSCH)**, as previously described, is the means through which the *Educational Master Plan (EMP)* drives the *Facilities Master Plan*. The State uses WSCH and Full-Time Equivalent Students (FTES) to assign space to Districts, with different types of space requiring different formulas. This information is essential in order to qualify for State dollars for building both additional space on existing campuses and new centers or campuses.

**Full Time Equivalent Faculty (FTEF)** is used as a measure of the number of faculty at the College in order to qualify for any type of office space according State standards.

**Assignable Square Feet (ASF)** is the term used by the State when calculating net, usable space for any purpose. As previously mentioned, certain standards apply to each type of space. The College Facilities Office will be calculating these qualifications.

## RECOMMENDATIONS

- A. Following the completion of this **Educational Master Plan**, the next step to be taken by the District should be the development of a District **Facilities Master Plan** to include:
1. Completion of the Master Tables with space needs and qualifications;
  2. Complete description of space needs vs. current space;
  3. Development of a District policy determining the “buildout” capacity of each campus;
  4. Detailed plans for completion of the current campuses;
  5. A decision regarding the location of the campus in the I-15 Corridor Service Area, and Site and Master Plan for the development of the I-15 Corridor Campus;
  6. Complete plans for The Pass Service Area Campus.
- B. The **Facilities Master Plan** should also be **combined** with the Educational Plan (updated if necessary), to take a long-term, comprehensive view of the entire Mt. San Jacinto Community College District, including:
1. A plan for the continual upgrading of the current campuses;
  2. The organization and management of a multi-campus or multi-college district;
  3. The development of community support for building needs;
  4. A Technology Plan to support the current and future needs of all campuses;
  5. The role of online instruction in the College and its effect on enrollment and facilities.
- C. Adoption of a **Comprehensive Planning Process** should be undertaken as soon as possible. As described in Chapter I, such a process should involve all constituents, include all aspects of College planning, be communicated throughout the College community, and be clearly organized and coordinated through one office. Decision-making processes and responsibilities should be clarified, communicated and used regularly. At the core, the entire process should be driven by programs and services for *students* and guided by constantly updated long-term Educational Plans that include all aspects of the College.
- D. The District should seek, through its planning processes, to allow opportunities to balance the successful practices of the past with the new. A system of **balance** among the following should be included in the planning processes: the **past**, reviewed, researched; the **renewed**; the **new**; the **future**.
- E. An overview of the College’s structure leads to a recommendation regarding the importance of making **connections** among administration, planning, **communication** and **shared governance**. At each level of the College administration and staff, there seems to be a lack of information about decisions, how they are made, and what the outcomes are. There also seems to be less communication than there should be among the different areas of the College – instruction, student services, administrative services and the President’s Office. Efforts should be made to standardize these connections and make communication continuous, transparent and specific.
- F. College administration should conduct a **review of the organization of responsibilities** for various college activities with several purposes in mind: 1) providing sufficient personnel and financial support to programs or services; 2) providing coordination to ensure efficient use of staff time and sufficient coverage of the program’s needs; 3) assuring that the program is carrying out the agreed-upon goals of

the College; 4) assuring that the program or service is widely communicated and supported within the College community; 5) assuring that the program is meeting the needs of the residents of the District.

G. Following are some College programs which the consultant believes could be improved by using the approach described above:

1. Online instruction: strengthen through the development of a new branch or “virtual college”;
2. All outreach and recruitment programs;
3. Facilities planning work – to coordinate with all branches of the College;
4. Research initiatives – to produce results related to College goals;
5. Community Development work – to improve community relations for many purposes (friend and fund raising, economic development leadership, service to District residents);
6. Faculty and staff development and leadership program.

## CONCLUSION

It is recognized that the Board of Trustees and staff of the Mt. San Jacinto Community College District intended that the entire District be served by two campuses. The San Jacinto Campus and the Menifee Valley Campus currently serve thousands of students providing them an opportunity for higher education, whatever their goals might be.

As evidenced by the large outflow of students to neighboring colleges, however, the goal of service to the entire District has not been met due to the many physical and psychological barriers that exist. Although distances are short, students from the Perris area, from The Pass Service Area and the I-15 Corridor have not been served well for many years. It has become apparent that centers or campuses will be required in the I-15 Corridor and The Pass Service Areas.

The faculty and staff of the two Colleges are highly skilled, service-oriented individuals who understand the mission of the community college and who carry it out on a daily basis. Teaching and service to students are always uppermost on their minds.

The District has grown in size, responding to the demands of the growing population in its service areas. Because of that growth, and because the leadership of the District seeks to serve the residents of its District well, they chose to develop an Educational Master Plan at this time.

This Plan includes descriptions of the many successful programs and services of the District developed and maintained by the past and present staff of the District. In addition, it makes recommendations that are meant to suggest improvements in those programs and services.

The Plan also projects the numbers of future populations and possible future students. In doing so, its purpose is to assist the District in planning for providing effective services to District residents in the years to come. The Mt. San Jacinto Community College District has a bright future; District residents are fortunate to have this institution available.

## **APPENDIX A:**

**SAN JACINTO / THE PASS COMBINED SERVICE AREAS  
PROJECTIONS BY TOP CODE AND DISCIPLINE 2005-2020**

## **APPENDIX B:**

**MENIFEE / I-15 CORRIDOR COMBINED SERVICE AREAS  
PROJECTIONS BY TOP CODE AND DISCIPLINE 2005-2020**



