



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

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**2015 Annual Report
 Final Submission**

03/27/2015

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Rebecca Teague
3.	Phone number of person preparing report:	951-487-3072
4.	E-mail of person preparing report:	rteague@msjc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	www.msjc.edu
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.msjc.edu/InstitutionalPlanningandEffectiveness/Pages/Accreditation-and-Affiliations.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 15,850 Fall 2013: 15,618 Fall 2012: 15,368
7.	Total unduplicated headcount enrollment in	15,243

	degree applicable credit courses for fall 2014:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	3,818
9.	Number of courses offered via distance education:	Fall 2014: 115 Fall 2013: 116 Fall 2012: 118
10.	Number of programs which may be completed via distance education:	7
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 4,843 Fall 2013: 4,520 Fall 2012: 4,686
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	66%
14b.	Successful student course completion rate for the fall 2014 semester:	67.7%
	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	965																											
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	912																											
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	123																											
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:		1,115																											
16b.	Number of students who received a degree in the 2013-2014 academic year:		1,030																											
16c.	Number of students who received a certificate in the 2013-2014 academic year:		141																											
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?		394																											
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:		397																											
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?		Yes																											
18b.	If yes, please identify them:		Interpreter Prep Program; Geographic Information Science, Technical Theater																											
19a.	Number of career-technical education (CTE) certificates and degrees:		47																											
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:		47																											
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:		4																											
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:		0																											
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																													
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>ADM</td> <td>51.38</td> <td>national</td> <td>85 %</td> <td>96.49 %</td> </tr> <tr> <td>CNA</td> <td>51.39</td> <td>state</td> <td>80 %</td> <td>98 %</td> </tr> <tr> <td>DMS</td> <td>51.09</td> <td>national</td> <td>75 %</td> <td>0 %</td> </tr> <tr> <td>EMS</td> <td>51.09</td> <td>national</td> <td>80 %</td> <td>81 %</td> </tr> </tbody> </table>					Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	ADM	51.38	national	85 %	96.49 %	CNA	51.39	state	80 %	98 %	DMS	51.09	national	75 %	0 %	EMS	51.09	national	80 %	81 %
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21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:																													
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	CNA	51.39	0 %	25 %
	DMS	51.09	0 %	0 %
	EMS	51.09	0 %	45 %

22. Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
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23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

Given that the institution-set standards were recently developed during the past academic year, the college's shared governance committee structure opted to review/evaluate the standards to ensure that the college/programmatic performance levels were achieved. The college implemented a new strategy to further evaluate programmatic performance at the course level by embedding the institution-set standards and institution averages data into the comprehensive program review cycle. Faculty collaborated and provided a comparative analysis examining the differences between an academic/certificate program's student success rates in face-to-face/online courses, course withdrawal rates, and course fill rates versus the institution set-standard and institution averages for those performance indicators. This innovative process has allowed for faculty (and institution) to directly evaluate the course and program level student achievement against the standards and develop informed, data-driven, recommendations for improvements. Recommendations and promising practices developed through this process include enhanced enrollment management, course scheduling, student education plan development, and supplemental instruction and are linked to requests for resource allocation and supported through the institution's 2014-2017 Strategic Plan.

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	653
	b.	Number of college courses with ongoing assessment of learning outcomes	330
	Auto-calculated field: percentage of total:		50.5
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	88
	b.	Number of college programs with ongoing assessment of learning outcomes	79
	Auto-calculated field: percentage of total:		89.8
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	15
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	15
	Auto-calculated field: percentage of total:		100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	https://msjc.elumenapp.com
28.	Number of courses identified as part of the general education (GE) program:	426
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	67%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	426
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Mt. San Jacinto College continues to employ two innovative practices to measure core competencies (institutional learning outcomes) that include both authentic and in-direct assessments. A comprehensive Graduation Survey is distributed to all graduating students annually to determine perceptions of whether they accomplished the six institutional core competencies in their particular program of study. In 2014, the Graduate Survey deployed via email to all students graduating and/or transferring. A total of 172 students participated in the survey. Additionally, a Critical Assessment Test (essay) was provided to a cohort of students twice during the 2012/13 academic term (pre/post) to measure improvements in critical thinking skills. A team of interdisciplinary faculty scored and validated the tests. Results were used to drive changes at the programmatic level. The college intends on expanding the use of this authentic assessment of core competencies to additional courses and sequences that lead to degree and program completion. Core competencies are scheduled for assessment on an annual basis. The CAT assessment is scheduled for a three-year cycle to account for changing student demographics.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Comprehensive charting of outcomes at the course, program and core competency levels at MSJC continues to occur throughout the academic year during all-faculty and department meetings, including convocation, is reviewed and adjusted annually as necessary, and is documented and recorded in the college's learning and outcome/assessment database (eLumen). All instructional/non-instructional faculty complete Course Improvement Plans in collaboration with instructional leadership, 6-weeks at the end of each semester to support improvements to academic/student support programs/services. Alignment of courses to programs is primarily used as the foundation for discussions with institutional leadership and has positively resulted in the design of innovative instructional pathways, accelerated learning opportunities, and specific program cohort models and learning communities to</p> </div>	

	<p>reduce time-to-completion for students and improve student success. Additionally the alignment of courses has drastically improved curriculum alignment internally by providing data to correctly sequence course offerings to achieve and attain intended outcomes for students and externally improved curriculum alignment with the college's K-12 educational partners to strengthen postsecondary preparation/remediation efforts for students in the college's service area.</p>
<p>37.</p>	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Communications strategies used to share learning outcome assessment results continue to include the following: 1) institutional planning documents such as the comprehensive, annual program review and assessment reports, course improvement plans, resource allocation proposals, presentations during all faculty, department, and convocation meetings, assessment report reviews with Instructional leadership/faculty strategic planning retreats, shared governance committee meeting communications and dialog, academic senate updates, and presentations to the Board of Trustees. Each communication strategy was intentionally developed to influence and drive decision-making processes for each particular audience through the use of data. Formal documentation of the learning outcome assessment results in program review are linked to resource allocation requests and therefore when reviewed, ranked, and prioritized, the data is used to drive funding allocations. Faculty presentations are intended to foster collaboration among disciplines/programs so that duplication of efforts are reduced, usage of best practices/pedagogy, and teaching strategies are modeled, shared, and replicated. Information shared with leadership is intended to drive adjustments at an institution level impacting policy and practice to impact student behavior and achievement.</p>
<p>38.</p>	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>The college has developed a sustained model to actively engage college constituents in formal/informal dialog about institutional planning, learning, teaching, and assessment of learning outcomes. Results and dialog regarding improvements are embedded in course improvement plans (CIPS), program review, annual program assessments, and are used to prioritize resource allocations based on linkage to institutional planning, goals, and mission. The college has had full participation from all divisions including Instruction, Student Services and Administrative Services. Unit and division plans are developed to support and prioritize resource requests contained within the program review and annual program assessments. In academic year 2014-2015, MSJC completed its fourth consecutive cycle of the institutional planning and resource allocation model. Funding recommendations are cycled through the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the President/Superintendent. Given the completion of its fourth annual planning cycle, MSJC has demonstrably defined, implemented, operationalized, and evaluated its planning and resource allocation model and processes are clearly in place that coordinate financial resource planning efforts with all other institutional planning processes.</p>
<p>39.</p>	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Results of assessment are embedded in program review and are used to prioritize allocations based on linkages to institutional planning, goals and mission. An example of an improvement that impacted student achievement can also be found through the program review/assessment efforts by the Chemistry Program to provide high impact, sophisticated field-work experiences to increase success of STEM students in all STEM major level courses and to promote collaborations among physical science, life, environmental, computer sciences and engineering programs. As a result of the Chemistry department's evaluation (validated through SLO assessment): 1) students' course completion rates increased; and 2) integration of learning, engagement, access and teaching initiatives improved. An institutional practice that did not require funds but was documented in continuous quality improvement efforts involved the development of a core set of requirements specific to faculty's role in program review and assessment. The instructional leadership team worked collaboratively with</p>

Academic Senate leadership to develop Assessment Expectations. The expectations created a structure that unifies assessment efforts district-wide. The guidelines helped to create a consistent and standardized approach to assessment at the college regardless of location.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Change in sites offering 50% or more of a program, certificate, or degree Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Addition of courses that constitute 50% or more of the units in a program offered through a mode of distance education: AST Administration of Justice for Transfer; AAT Communication Studies for Transfer; AST Computer Science for Transfer; AAT English for Transfer; AAT Geography for Transfer; AAT History for Transfer; LEAD/Leadership ECC; A.S. Multimedia; Certificate in Multimedia; MUL/Video Production ECC; AAT Philosophy for Transfer; AAT Psychology for Transfer. New Programs/Degrees/ Certificates: AST Administration of Justice for Transfer; AAT Art History for Transfer; AAT Studio Arts for Transfer; Certificate in Interpreter Preparation (ASL); AAT Communication Studies for Transfer; AST Computer Science for Transfer; AAT English for Transfer; AAT Geography for Transfer; AAT History for Transfer; AAT Music for Transfer; AAT Philosophy for Transfer; AAT Psychology for Transfer.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Temecula Education Complex and The Higher Education Center
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Temecula Education Complex, Meniffee Valley Campus
43.	List all of the institutions instructional sites out of state and	Not applicable

outside the United States:	
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

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