

Mt. San Jacinto College
Master Plan 2004—2009



Mt. San Jacinto Community College District

San Jacinto Campus
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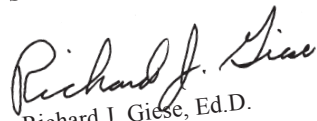
Dear Friend of the College:

Mt. San Jacinto College is pleased to provide you with a copy of its Master Plan 2004–2009. The contents of this master plan were developed through a strong collaborative effort that included community members, faculty, staff and students of the college. This plan establishes the direction for the college as it strives to serve the needs of our communities within Southwest Riverside County.

The college is a community resource that serves as a regional leader in the economic and educational development of Southwest Riverside County. This planning document establishes the direction and commitment that will assist the college as it responds to the needs of the community. The areas identified within the plan represent a progressive strategy that encourages an entrepreneurial spirit and an innovative environment to provide educational opportunities for students.

Guided by the Master Plan 2004–2009, Mt. San Jacinto College welcomes the challenges that the future offers to students, faculty, staff and the growing communities within the college district.

Sincerely,


Richard J. Giese, Ed.D.
Superintendent/President



Mt. San Jacinto Community College District Board of Trustees

Joan Sparkman, President

Eugene Kadow
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Dorothy J. McGargill
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MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT

MASTER PLAN 2004–2009



Mt. San Jacinto Community College District
1499 N. State Street, San Jacinto, California 92583 (951) 487-6752
Website Address: <http://www.msjc.edu>

CAMPUSES:

Menifee Valley
San Jacinto

COMMUNITIES SERVED:

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

As recommended by Dr. Richard J. Giese, this report was adopted by the Mt. San Jacinto Community College District Board of Trustees on May 6, 2004. The Board of Trustees is the governing body of the District.

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HISTORY

Mt. San Jacinto College enrolled its first students in the fall of 1963 and held classes in rented facilities in Banning and Beaumont. The College District was formed in 1962 by a vote of the citizens in Banning, Beaumont, Hemet and San Jacinto.

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

In response to this intensive growth, the College opened its Menifee Valley campus in October 1990. By the end of its first year, the Menifee Valley campus had enrolled 2,100 in classes. Today, the enrollment at the Menifee campus exceeds that of the San Jacinto campus.

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

The master plan for the Menifee Valley campus will ultimately provide for 15,000 to 20,000 students. Construction plans also call for the first phase of a new library facility on this campus. A vast increase in classroom space on the Menifee Valley campus occurred in 1995-1996 with the opening of the Allied Health and Fine Arts buildings. In 1997-1998 in partnership with MSJC, Azusa Pacific University added eight new classrooms, now used by MSJC.

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

ACKNOWLEDGMENTS

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

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

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MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT

MASTER PLAN 2004–2009 | PROCESS

In October 2003, more than 115 District employees and students began the difficult task of preparing a Master Plan to establish goals for the next five years. Nine task forces worked diligently to develop background material and delineate their visions for the direction of the District from 2004 through 2009. The task forces focused on the following major areas:

1. Trends and Future Vision
2. Transfer / Basic Skills / General Education
3. Student Learning: Career Education, Community Education and Special Populations Learners
4. Student Services – Core
5. Student Services – Support and Student Access
6. Financial and District Services
7. Technology
8. Future Growth, Development and Organization
9. Quality of Life

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

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

The District then held a two-day Charrette, which included approximately 100 District and community participants. Each of the nine task force topics were again reviewed and discussed; the Charrette participants then consolidated and prioritized many of the goals of each task force. The original goals can still be found in the volume prepared for the Charrette held on February 27 and 28, 2004.

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



The photos on this page, and others throughout this publication, were taken during the two-day Charrette on February 27 and 28, 2004, when faculty, staff and students worked side-by-side in committees with members of the community to develop and fine tune the master plan.



The mission of

Mt San Jacinto College

is to provide an excellent,

culturally enriching environment

of academic, career, and lifelong learning

programs, designed to meet the workforce

challenges of a changing world and

to offer equal access for diverse students

to achieve transfer and career goals.



—APPROVED BY THE MT. SAN JACINTO COLLEGE BOARD OF TRUSTEES ON OCTOBER 12, 2000

CONSOLIDATED GOALS

1. TRANSFER CURRICULUM

Increase transfer of students to four-year colleges and universities by expanding resources and programs and enhancing curriculum to improve transfer success.

When one reviews the whole process of what brings our community residents to the door of MSJC, educates them, and assists them to move to the next level of education, several pieces in the process need exploration and further development. This process involves the seamless transition of high school students into MSJC through assessment and educational advisement for appropriate course levels and effective educational goal setting. The next piece of the process is engaging the students in course work that enhances their skill levels to that of college-level work followed by general education course work designed to prepare them for post-community college course work and careers. Continuous assessment of curriculum and course patterns should be a part of department program review and institutional planning and developed with assistance of articulation and matriculation information. All of which ensures a seamless transition from MSJC to the four-year institution and advanced education.

This process, though well defined, still has areas that need fine tuning to provide students with an optimal college-level experience. Transition from high school is vastly improved as a result of increased and enhanced communication between high school counselors and MSJC counselors and administrators. There is a need to examine the articulation between the high school exit exam and the Accuplacer assessment tool, as well as existing educational high school planning and possible entry into existing programs at the college level.

In addition, other initiatives will need to be accomplished: an increase in the number of advance placement course equivalencies will improve alignment with other community colleges, CSU and the UC system; implement CLEP equivalencies; improve curriculum to serve students in their sophomore year at MSJC; increase honors course offerings on both campuses and explore on-line options; and develop 'package' transfer programs with specific transfer campuses.

2. TRANSFER COMMUNICATION AND COORDINATION

Establish the transfer center on each campus as the central location for the college which facilitates and coordinates the communication of transfer information and related activities to and between students, the articulation officer, counselors, faculty and departments. This will ensure that transfer information is correct, current, clear, and consistent.

A small central articulation and transfer location exists on both campuses. However, students and faculty don't always know where to go to get clear, undisputed, current and correct transfer information. Currently, advisement occurs in the Honors, Phi Theta Kappa, EOPS, DSPS, Counseling, and Career Transfer departments. Because most of the mentioned departments are program based and cannot accommodate everyone, efforts should be made to expand the articulation and transfer locations and to clearly communicate issues that affect student transfer.

3. CORE COMPETENCIES

To increase student retention and success across the curriculum, develop standard measurable core competencies to be utilized in a rubric of entrance and exit skills.

Research indicates there is a strong movement toward student learning outcomes, which is being fostered by funding and accrediting agencies. The focus of this accountability has been on the outcomes of student learning. Are students acquiring the knowledge that the institution is being funded to provide? Is the student with a degree able to demonstrate specific core competencies that reflect the objectives of the curriculum? Currently, there are no measurable competencies attached to course or program offerings that provide concrete evidence of curriculum competence.

Development of applicable core competencies should include: development of appropriate skills; development of integrated preparation skills into course content; appropriate and measurable assessments of skills; and district-wide communication of necessary pre-requisite skills across the curriculum.

4. CAREER LIFE PLANNING

Develop a collaborative approach between student services and instruction to expand career life planning services utilizing resources from several departments, including Career Education, Guidance, Counseling and Career/Transfer.

To better serve the needs of students and the surrounding community, the District must support efforts to promote visibility and understanding regarding career and employment services. To obtain the desired goal, MSJC must approach this broader vision utilizing Career Education, Counseling, Career/Transfer, and the Guidance Department. By providing a collaborative approach in the areas of marketing, curriculum design, job placement skills, and advisement, MSJC will meet the needs of the students and the surrounding area.

5. COLLEGE STRUCTURE

The Board of Trustees should consider the adoption of a formal action plan to move the college toward either a multi-campus or multi-college District structure. This action plan should include development and implementation of a finance and personnel plan that fully supports the college structure adopted by the Board and includes an innovative mix of both state and local funding options including bonds.

Time has been spent considering the organizational structure issue of a multi-college system versus a single-college/multi-campus system or perhaps a blend of the two structures. A vision and course of direction should be considered to allow for the most effective planning. Regardless of the overall structure, each campus and center should have a specific identity and focus that serves the needs of transfer, associate degree and career education students. One consideration is the concept of clusters of quality with different sites/campus/centers having a unique identity through specified program offerings. Examples of clusters of quality identities that could capitalize on exemplary programs include Nursing, Sciences, Technology, Fine Arts and Education. This would not mean that an academic focus such as the sciences or performing arts would be limited; but that each site would develop a unique identity or specialization that would not be duplicated at all sites across the District, and would be responsive to the needs of that specific geographical area.

6. LEARNING RESOURCES AND LIBRARY SERVICES

The College will continue its commitment to provide comprehensive district-wide learning resources and library services.

Technology will continue to be one format for delivering academic resources. Electronic information and access must be sustained and supported in our library holdings and databases and additional increased emphasis on technology mediated opportunities for learning must be available in areas of academic support. Classroom technologies and academic resources should be annually reviewed for comprehensive technology services, cost and learning effectiveness.

Staffing and maintenance of effort in both the institutional resources and services need to be evaluated to ensure consistent availability of services for all students and adequate infrastructure support.

7. PUBLIC SAFETY

The District should develop and continually review all safety and security procedures, and support the on-going development of a district-wide strategic plan for public safety. Implement a comprehensive disaster preparedness plan, identify safety and security hazards, respond appropriately and communicate to staff and students accordingly.

The District recently moved from a security campus to a law enforcement environment. Strategic planning in this area is under development. Currently, patrol and parking are the primary operational functions that require the majority of the department's resources—patrol services to the college community are the backbone of this organization.

In the transition from security to law enforcement, the College community gained a stronger image of safety—patrol cars, uniformed and armed officers. For most employees and students, the presence of a campus police department is a positive addition to support the ever-increasing numbers that frequent the campuses. To complete this transition, it is important to communicate emergency procedures and police policies to the College community in a clear and efficient manner.

8. FINANCIAL AID

Identify resources and implement a plan that will allow the college to provide expanded financial aid outreach programming and services to increase the number of students receiving financial aid at the College.

The College needs to find ways to help students, specifically special populations such as first generation college students or those that are on academic and progress probation, with the challenging issues that they face navigating the system, options and requirements of the financial aid process. Secondary goals of this effort would be to assist students with accessing and securing new and underutilized types of financial aid and maintaining their eligibility.

9. STAFF DEVELOPMENT

Develop quality staff training for all levels of employees and provide opportunities for ongoing interdepartmental collaboration on college-wide issues. Resources should be flexible and responsive to meet training and staff development needs of all employees throughout the organization and, when appropriate, provide opportunities for inter-departmental trainings.

Staff and professional development ensures that campus professionals stay current in their specialties, and have techniques in place for evaluating work processes and measuring quality. Over the past several years, the District has made improvements in the amount and quality of staff development training. Responsibility for professional development activities currently falls under several different areas. This creates a fractured approach to professional development and at times limits opportunities. With the current fiscal outlook, funding opportunities for professional development are problematic and create an increased need for organized development opportunities and pooling of resources.

In an effort to provide students with the best services and current information, develop a training plan to keep staff current in information, practices, and procedures across the college, as well as training in technology and service techniques, possibly in the form of a website with student access.

10. INTEGRATED ACADEMIC SUPPORT SERVICES

Maintain and expand the College's commitment to meet the needs of all special learners, both full- and part-time. This commitment must extend from program design to student outreach and support services and be available to all students. As part of this commitment and in cooperation with the divisions of Student Services and Instruction, align and integrate services and resources within the DSPS and Learning Skills programs to ensure access to services.

Many programs in community colleges receive specific funding for the purpose of assisting "Special Populations Learners." This term refers to students who face a number of challenges to achieving academic success. This population of learners is comprised of: individuals preparing for nontraditional training and employment; individuals from economically disadvantaged families, including foster children; single parents, including single pregnant women; displaced homemakers; individuals with disabilities; and individuals with other barriers, including limited English proficiency.

In planning for the future, the College clearly needs to continue to find creative ways to broaden services for these students as the delivery of education changes. Special attention should be made to address students who are not traditional day scheduled full time students. With continued efforts in the reform of social services and welfare-to-work, students who primarily attend part-time, evenings, or via distance education will represent an increasing number of special populations learners in the coming years. As the college increases delivery of services and instruction through technology, careful consideration should be given to compliance with state and federal mandates. Sufficient information that specifically addresses the needs and available resources of these students, who may be under prepared for college work, needs to be provided as early as possible.

11. EXPAND ACCESS THROUGH TECHNOLOGY

MSJC will develop the programmatic and curricular offerings of an online college or virtual campus. That development will include a plan for funding a program that will utilize technology. This use of technology should include associate faculty and student access to e-mail, that will allow for increased access for communication, information and services to students, faculty and staff.

A virtual college or online campus would provide

anytime, anywhere access to a wide variety of courses, certificates and degrees.

A completely online campus would piggyback the online course offerings currently available to students. The online campus could offer the full complement of student, instructional and administrative services currently available to students and faculty campuses or centers.

The move to a fully online campus would require a substantial investment of fiscal and human resources. The proposal would require a significant resource investment be incurred in the purchase of technology, i.e. web and mail servers, an upgrade in the licensing agreement for the online course management system, and extra bandwidth to accommodate increased students. Additional personnel costs will occur in establishing a structured system for professional development for faculty, staff and administration to prepare to teach online courses.

12. CAREER EDUCATION—TECHNOLOGY

Consider expansion of plans and strategies that would allow the College to adapt to changing technology in a reasonably rapid and cost efficient fashion and to implement those plans in a timely manner.

MSJC has been at the forefront in using cutting-edge technologies to support education, and for the past few years the College has been using the internet as a means for distance learning. As early as the Spring 2000 semester, our first internet-based distance learning class was offered in the Computer and Information Systems department. This hybrid offering (combination web-based format / lecture-based format) introduced students to computing and data processing technologies. Since then, there have been over 50 Career Education course offerings delivered in either a hybrid, or fully online format. Faculty are working to deliver entire programs of study over the internet.



13. MANAGEMENT TECHNOLOGY

MSJC should analyze, continuously review, and implement innovative and appropriate management systems and infrastructure support required for continued effective technology utilization.

The College could implement a comprehensive management system and plan, including an assessment and selection model that incorporates the significant elements of the Total Cost of Ownership (TCO) model. The strength of the TCO model is that it recognizes all components of a technology purchase and provides for a consistent assessment of management system needs. Additionally, a comprehensive management system and related plan should ensure timely and reliable access to information that is available to decision makers.

14. RECORDS MANAGEMENT

The District should support the development of a District-wide records management and archival policy practice, including a written procedures manual, to be implemented at the department level; provide education to departments on the proper use and proper handling of records management systems; research a District-wide networked electronic file management system that provides timely, efficient access to retrieval of all archived records to every department.

Current policies and procedures for the District's records management and records archival systems are outdated, cumbersome and inefficient. The District's current paper-based records management system results in both labor-intensive and requires a tremendous amount of physical storage space—a need that will continue to be an issue as the District grows.

At present, historical records are placed in archival storage boxes in accordance with mandates and laws governing physical storage. The current storage facilities are inadequate for the volume of records information being archived. Although there has been some progress made in the purging of old records to increase storage space for new records, the District's current records management and records archival policies and procedures, which have not been reviewed and updated in several years, need to be reviewed and new policies and procedures put into place that will continue to keep the District in compliance with applicable laws governing records management and archival, and equally important, make the District more effective with less space.

15. BUSINESS SERVICES

The District should develop and implement a long-term capital outlay plan that is in alignment with the education plan and provide financial resources to implement the MSJC 2004-2009 Master Plan.

MSJC currently provides instructional and student services to the District on the San Jacinto Campus, the Menifee Valley Campus and from a variety of off-site locations. The physical plant on both campuses combined has approximately 300,000 square feet on 210 acres. The San Jacinto Campus faces the challenge of aging structures and building infrastructure. The Menifee Valley Campus has newer structures but lacks sufficient classroom, learning resource and student activity space.

MSJC has new capital needs both to accommodate enrollment growth and for scheduled maintenance, renovation and remodeling of aging facilities. Accommodating the projected enrollment growth will require additional space both on and off existing campuses. Existing space is well maintained despite multiple years of reduced resources. Like the District as a whole, the facilities have grown during the last few years but resources have not been funded to keep pace with the demand of the growing physical plant.

16. EXPANDED COUNSELING SERVICES

Expand counseling services to increase student participation by incorporating and utilizing technology to create greater access for students.

The success of the MSJC student relies heavily upon counseling services and the ability to provide timely, accurate, and consistent information regarding academic, career, and personal information. In order to expand an already comprehensive counseling program and increase student participation, the counseling department must create greater access by utilizing technology. By implementing online services, such as student advising, student educational planning, and new student orientations, the counseling department will increase the opportunity for greater student participation, meet the needs of a growing student population, and enhance the campus-wide understanding of the counselor's role and the value to students.

17. FOUNDATIONAL SKILLS INTEGRATION

Create integrated foundational skills services on each campus, with computer-assisted learning, counseling programs and ongoing academic support evaluation of student progress and success.

The task of addressing the educational needs of under-prepared students is becoming one of the focal points for improving education in California's community colleges. Approximately 50 percent of students who enroll at MSJC arrive under-prepared to participate successfully in, and handle the rigors of, the breadth of higher-education opportunities. This problem is not unique to MSJC, as colleges both state and nationwide report similar numbers of developmental students enrolling in their institutions.

Foundational Skills Centers should have clearly delineated mission and vision statements and be designed to serve students in all disciplines and at all levels of instruction. To reach this goal, the institution could begin with short-term, achievable projects and pilot programs.

The following three recommendations would contribute most significantly to the achievement of the long-term goal:

1. Pilot a comprehensive, for-credit, mandatory orientation course for all new basic skills students pursuing a degree and/or a certificate, which should result in better prepared students with higher success rates.
2. Consider a reasonable enrollment cap on foundational skills classes.
3. Develop and pilot learning communities based on remediation levels. For example, "triple remedial" (under-prepared in reading, writing, and math) students, new foundational skills students, and first-semester non-developmental students are all potential learning communities.

18. FOUNDATIONAL SKILLS

Integrate the foundational skills curriculum in math, English, reading and ESL to reflect best practices and timely articulation into college level courses, including the use of self-paced and online offerings.

MSJC's current foundational skills offerings are limited, and should be viewed as neither wholly inadequate nor exemplary. Foundational skills students are being served by many dedicated, professional faculty and staff. However, foundational

skills could be better served in many ways. Concern grows that students who require remediation as they enter college have limited access due to the length of time required to complete foundational skills courses before entering college level work. There is also concern that career education and vocational programs are not currently able to meet the needs of students who lack basic reading, writing, and math skills to perform successfully in vocational course work. The following recommendations would contribute significantly to the integration of best practices and curriculum development:

1. Develop options for self paced curricula for developmental learning courses.
2. Integrate technology skills into the existing college level preparation competency skills.
3. Evaluate and implement the integration of foundational skills into existing vocational and career education courses and programs.
4. Continue to work directly with foundational skills students who need additional support in the areas of financial aid and academic support as part of our best practices.

19. INTEGRATED GENERAL EDUCATION

Emphasize student-centered learning models across the curriculum. Integrate quality teaching, quality interdisciplinary course development and planning, for continued breadth and depth of general education course offerings. Integrate information competency, reading, writing, critical thinking and multiculturalism throughout all general education courses.

Emphasis has also been placed on student-centered learning as evidenced by the increasing awareness of the importance of facilitating learning through the use of different learning styles and the strengths of various methods of instruction. Quality teaching may include, but not be limited to, online, collaborative, and other adult learning practices. Emphasis on development of communities of learning to include academic, career education, and the possible integration of preparation skills into general education courses.

In the curriculum area, MSJC has used the Education Code, Title V, and the Academic Senate's Best Practices as resources to make changes to the overall curriculum development processes. Themes that emerge as the processes are explored include a greater emphasis on the integration of course objectives with the course content, texts, instructional

methods, and evaluation tools. The expectation is that courses are constructed in a manner that supports student mastery of the course competencies and breadth and depth of knowledge.

20. CAREER EDUCATION—EXTERNAL PARTNERSHIPS

Build educational programs that focus on a career ladders approach to ensure alignment of programs with reported employment trends. Use partnerships with local and regional business and industry to enhance our commitment to economic and workforce development.

Ongoing, dynamic partnerships with business and industry are the heart and soul of the career ladders philosophies. A career ladders approach includes the opportunity to integrate classroom instruction and career skills with development resources, in addition to traditional career counseling, basic literacy and math, entry-level job skills and work-based learning, advanced training and general education.

The College ensures a strong connection of career education programs to the business world by pursuing such things as internships, customized training, job placement, job shadowing, and the building of effective advisory committees. In recent years the College's business advisory committees and economic development and workforce development programs have served as the foundation of partnerships with regional businesses and industry. When the College seeks input, listens and implements recommendations, MSJC is building programs that respond to industry needs and therefore respond to the needs of students.

21. CAREER EDUCATION—INTERNAL PARTNERSHIPS

Incorporate academic integration and preparation through cross-functional teams focused on development of interdisciplinary programs. Focus on student success through student advisement, foundational skills, ESL, and track progress of career education students.

A key to our overall success is to build strong internal partnerships with academic, student support, and community education programs. A primary internal partner with strong ties to many career education programs is Contract Education and Community Education programs. There are several specific areas where partnerships with academic programs, community education and career education are readily observed

and/or under development. It is clear that building on these current collaborations can enhance both programs.

22. STUDENT DEVELOPMENT AND ACTIVITIES

Implement a comprehensive District-wide student development and activities program that will engage more students and improve student retention and success, as well as create a more positive campus climate and collegiate atmosphere. Consider expansion of student lounge at the Menifee Valley Campus to include an office for the Associated Student Body.

Although participation and opportunities have improved in recent years at the Menifee Valley Campus, the majority of the activities and opportunities for student involvement are still held at the San Jacinto campus. This imbalance in opportunities for students to engage in campus activities is due to the fact that most of the ASB leadership attends class on the San Jacinto campus. Consequently there is less activity and student participation at MVC. This is a concern since research has shown that student connection to campus activities outside of the classroom is a critical component of student success and retention.

Although improvements have been made to student government facilities and its support at both sites, a plan to increase participation in District-wide extracurricular activities needs to be developed to address this challenge. Due to the challenges presented by the geographic separation of the campuses and a lack of comparable facilities, an ASB unique to the Menifee Valley site should be explored to better meet student need there.

23. INTERNAL COMMUNICATIONS

Promote improved internal communications among faculty, staff, student, and the community.

Explore options to create a frequent news publication available on both campuses and all MSJC educational sites as well as on-line. The purpose is to communicate college activities and policy, educational, social, athletic and cultural events, in an efficient, prompt and accurate manner to the College community and the general public. The publication will also give recognition to student, staff and faculty accomplishments.

24. COLLEGE ENVIRONMENT

The College should review the established maintenance plan throughout the District to insure the commitment to a clean, energy-efficient and environmentally sound learning and working environment, including the use of sustainable landscaping.

Physical environment as related to quality of life enhances and assures the aesthetic appearance, functionality, cleanliness, accessibility and safety of the current facilities, while effectively planning for future needs based on educational programs and services. The District is embarking on the acquisition of two new campuses, one in Banning and one in Wildomar; the physical environment must be considered in both the current and long-range planning as well as the future plans for the existing campuses.

Generally, the campus grounds and surroundings create a friendly, welcoming environment and are well maintained. Trees, shrubbery and flowers have been planted and are growing to help make the exterior of the two campuses feel more aesthetically inviting, along with the installation of shade structures, allowing for a bit more comfort. This trend needs to continue.

25. FOUNDATION AND GRANTS

The foundation and grants office should utilize and leverage all District resources, and networks/contacts to explore, develop and secure innovative funding opportunities and partnerships that will help meet the emerging growth needs of the District.

It is anticipated that regional growth will continue for several years, expanding the educational needs of the citizens. It is also expected that the fiscal climate in the state will not improve. Providing the educational opportunities demanded by this dynamic region will require innovative and original thinking to secure the necessary resources. The foundation and the grants office will be called upon to assist in securing collaborative partnerships and creating funding opportunities with the business community. A way of helping with the creation of this partnership could be a coordination between the goals of the Foundation and the goals of the Master Plan. Part of that coordination would provide for the development of a closer working relationship between the Foundation and the College, especially the Grants Office.

26. MARKETING

The College should develop a consistent marketing strategy and design a dynamic marketing plan that establishes the theme of having cutting edge quality programs and faculty. The purpose is to better coordinate and increase awareness of MSJC's educational resources, activities and programs.

Develop and implement a formal marketing council with representatives from all sectors of the college, business and community organizations. It is critical that all outreach/marketing components be supported by a Marketing Council with representation from every college constituency. The benefits of the council are numerous, including developing an outreach/marketing strategy with quality control through appropriate collaboration and evaluation. An important element would be development of a true master calendar and communication network. Additional benefits include pooling marketing resources to promote the "total college" and addressing dynamic social, political and economic forces that directly impact the image of the college.

All college functions require some type of outreach or marketing efforts. As a growing institution, the District cannot expect all outreach and marketing to be handled by one or two people. It is imperative to have a centralized and consistent outreach and marketing strategy to sustain awareness in the community and throughout the college of the many developing and continuing programs at Mt. San Jacinto College. For example, the promotion of career education programs to both prospective students and business. Key considerations include evaluating the effectiveness of current strategies, the resources available and the additional resources or methods that are needed to expand and improve the efforts.

27. ENROLLMENT SERVICES AND SUPPORT

To provide students better access and confidential services, the College should consider ways to assign additional permanent space for Enrollment Services, Financial Aid, Matriculation and Counseling.

Improved service is addressed in a number of areas including the need for additional space. While the implementation of an information kiosk, refresher workshops, and an e-services center will offer a myriad of essential services to students, staff, and faculty members of vital import, there is the need for

additional physical space. Privacy concerns and college adherence to FERPA regulations are at risk due to the lack of physical space provided for enrollment services. For example, students waiting in line for assistance in enrollment services are regularly within earshot of staff members discussing confidential information with other students waiting in line or on the telephone. The lack of physical space puts the students, staff and the college at risk, as the college is charged with the primary responsibility of keeping student information confidential. The rapid growth in student population has outpaced the college in its ability to augment needed space.

28. TECHNOLOGY —STUDENT SERVICES AND INSTRUCTION

The College should explore ways to provide expanded access to facilities and computers and to provide quick, yet effective, basic training to overcome the fear and/or lack of skills that may prevent students from using this resource.

To help bridge the digital divide among our students, and to facilitate use of the college's online resources, services and information to the growing number of students, the College needs to explore ways to provide expanded access to facilities and computers for this purpose. Consideration should be given to provide quick and effective basic training to overcome the fear of or lack of skills that may prevent students from using this resource. Approaches to be considered are the use of preprogrammed kiosks or establishing a dedicated student web room staffed with student mentors, and advertising the web access center locations at the beginning of the Schedule of Classes with a student step-by-step process.

29. STUDENT HEALTH

Working with local healthcare agencies, the College should explore the possibility of providing low-cost healthcare services. Create wellness activities for students and staff that address coping skills and stress-reduction.

The college recognized the need for a student health center in the 2000-2005 Master Plan goals. In 2001, a feasibility study was conducted to address the development of a Student/Wellness Center. The hypothesis of the study was to demonstrate the need for on-campus health services for all students enrolled at

Mt. San Jacinto College. However, due to fiscal realities, it was determined that a student health center was not feasible at that time.

The significance of a health center has resurfaced with strong student, staff and faculty support. Surveys and personal opinions confirm the need for affordable, convenient healthcare for students to have access to screening procedures, urgent care and health education. Creating stress-free environments and healthier food choices in the cafeteria were also among the responses.

30. EXTERNAL PARTNERSHIPS

Increase partnerships and collaborative relationships with community, public and private agencies, business and industry. Continue to explore and expand the District's partnerships and joint endeavors with inter-segmental partners in education such as secondary school districts, community, public and private agencies, business and industry. The college should serve as a clearinghouse or hub for resources and coordination to assist students to move between programs and institutions through a seamless pathway to achieve their individual education and career goals.

To provide the greatest possibility to effectively answer these needs, the College District should continue to explore multi-sector mergers, collaborations and joint partnerships. With three significant universities in close proximity (CSU-San Marcos, CSU-San Bernardino, University of California-Riverside), Mt. San Jacinto College is uniquely positioned to collaborate on a number of mutually beneficial projects similar to the Temecula Education Center currently being developed.

These collaborative opportunities and efforts will not necessarily be limited by geography. Although currently serving a region of some 1700 square miles, the College may consider the effects of increasing community college "boundaries" through expanded use of alternative delivery systems such as online education.

Opportunities to partner will also come from regional business and industry. There is a need to familiarize all faculty, students and staff to recognize industry changes and the implications for curriculum in a changing job market/labor market. The ongoing need to increase dialogue with employers and the need to focus on outcome measures in all programs feeds the workforce preparation needs of the region.

31. NEW STUDENT TRANSITIONAL SERVICES

Implement programs and services to facilitate an easier transition to the College for new students, especially non-native speakers of English. One approach to consider may include an early or pre-orientation in both English and Spanish which outlines the entire process of getting started with admissions, financial aid and placement tests.

The College entrance process can be complex and daunting for any student. When one adds the other critical start-up elements of financial aid and assessment tests, the process can appear to be overwhelming. These barriers can prevent students from not just being successful, but not beginning college at all. Students such as non-native speakers are challenged even more. However, by providing a simple pre-orientation in English and Spanish limited to these start-up issues, students are more likely to be successful from the start.

32. STUDENT LEGAL INFORMATION

Investigate the development of a student legal referral service or resource center, which would direct students to appropriate community resources.

The College will explore the possibility and feasibility of offering to students, access to a service or resource that would provide off-campus referrals available in the community for various legal issues. The referral service would be dependent upon the availability and accessibility of outside non-college agencies that are available for referral on various legal matters.

33. CAMPUS IDENTIFICATION

Implement a master signage plan for all District facilities, including easy-to-understand campus maps, which will inform and direct students, staff and visitors in a friendly, inviting manner.

Maps and signage are a significant consideration for directing students, staff and visitors on MSJC campuses. Campus maps appear at the entrances to the campuses and are included in many publications, including the Schedule of Classes. Other methods of communicating building locations may include the addition of information kiosks, clearer building identification and electronic marquees. During peak periods of operation and especially during registration, visible directions are critical to key locations such as Enrollment Services and Human Resources.

TASK FORCE 1 | Trends and Future Vision

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INTRODUCTION

Mt. San Jacinto is celebrating its 40th anniversary in 2003-04 and its future slogan could be “GROWTH”! The college will experience extensive expansion and program development in its 1,700 square mile district as the college seeks to serve more students with quality programs. The future of the college relies on the collaborative partnership between our college community and those around us. Mt. San Jacinto will continue to provide the “Gateway to the Future” for all prospective students.

The Trends and Futures team examined national, state and local data in the following five areas:

- Demographic trends
- Higher education trends
- Technology trends
- Academic/career program trends and
- Lifestyle trends.

As MSJC continues to develop its strategic plan, it will be its vision that keeps the college at the forefront of student learning and programs of excellence. The chapter concludes with a summary of evaluations based on the implications of future trends.

DEMOGRAPHIC TRENDS

Introduction

Many factors affecting the dynamic Mt. San Jacinto College (MSJC) District can be summarized by a single word: growth. Every community population group and most economic sectors within the district are growing rapidly and will continue to do so.

General Population Trends

Riverside County population grew over 100,000 from 1999-2001. With population density among the lowest in the state, and land and utility costs the lowest of any region adjacent to major urban centers, people will continue to be attracted to Riverside County. Overall, District population growth from 2003 through 2010 will probably exceed the 24% rate forecast by the Department of Finance for the Inland Empire as a whole.

At the same time, while all population groups will grow, the growth will vary from one ethnic sector to another. The Hispanic population will continue to see consistent growth, while the non-Hispanic population growth will not be as large.

The economic profile of Hispanic residents is especially important. Although the growth is assured, the economic levels will not be uniform and will tend to reflect the relative prosperity of the regions in which they live. (See below, community profiles). However, District wide, Hispanics tend to have a lower average family income and a lower per capita income than much of the rest of the community in which they live.

Community Growth/Community Profiles

Population growth, although occurring throughout the District, has specific patterns that bear examination. The projected state downturn in secondary school enrollments from 2009 onward does not appreciably affect Riverside County as a whole and is forecast not to affect the communities in the MSJC district. At the same time, it must be remembered that the Inland Empire region (Riverside and San Bernardino Counties) are second only to greater LA in the rate of poverty among residents. In addition, the poor in these areas are more likely to be married families with children or single-parent homes than elsewhere in the nation. The following community profiles serve as an example:

San Gorgonio Pass

According to the EASI Census projections, the communities of the San Gorgonio Pass will grow at a rate of approximately 7-10% between 2003 and 2008, with no sharp increase in rate within that time frame. College participation rates in the Pass have risen sharply with the improvement to the Lamb Canyon route. However, ease of travel to Crafton Hills College, a full-service college with established reputation and facilities, forms stiff competition to facility funding dictated for MSJC within a ten-year span.

San Jacinto Valley

In the San Jacinto Valley, population increases are forecast at slightly more than 10% over the same time frame as above (2003-08), but with the current structure of credit in the nation, preexisting subdivisions are being developed more rapidly than the Education Act for Secondary Institutions (Title I and IV) census model predicted. It seems likely that more units will reach market in this region sooner than predicted, with attendant population increases

beyond those forecasted, too. A possible prediction of a 13-14% population increase from 2003 to 2008 may be made based on the increased housing starts.

Perris Corridor

The Perris Valley, ranging from Perris through Sun City, is lumped with Menifee for this study, partly due to proximity and partly due to similar characteristics. This zone is served by the 215 freeway, and travel time seldom exceeds 15 minutes within the corridor. Population growth is anticipated to exceed 30% over the period 2003-2008. Moreover, the rapid development of many residential and commercial sites, plus plans for several state and federal facilities (such as the federal documents center now planned for 2010) promise to fuel growth at least to this level, as both jobs and homes grow. The nature of this region is changing rapidly, as mid- and high-range housing options expand. At the same time, residents in this corridor often work outside the community in which they live, a pattern that can affect adult enrollments at the college and a pattern which seems unlikely to change rapidly. Housing starts are currently exceeding job creation by a factor of about two.

Temecula/Murrieta

The center of most rapid growth in the past ten years, this sector is likely to slow in growth. From 2003 to 2008, growth is anticipated at slightly above 12%, roughly comparable to the Hemet/San Jacinto area. In absolute terms, growth numbers are still high, but infrastructure issues and commuting times appear to be rapidly-rising concerns for residents.

Elsinore Corridor

The region around Lake Elsinore is forecast as slowing in growth, from the 14% growth pattern in the early 2000's to slightly less than 10% in the next five years. Moreover, this zone is a "commuting community" with residents frequently commuting to Orange and LA Counties for work and for shopping in Corona/Norco. People usually attend the college close to where they live or work, reflecting perceptions of "connectedness" to those locales.

Age Profiles

The second significant factor related to the general demographics of the region is the continued "greening" of the population. The MSJC Fact book points out that senior citizens are a diminishing

percentage of MSJC students, and it is apparent from other state, regional, and local data that this trend will continue for the foreseeable future. Low land prices, recent precipitous drops in interest rates have led to sharp increases in the number of single-family dwellings in the western part of the district, currently being paralleled by sharp increases in building starts in the San Jacinto Valley. Conversion of many rental units from “senior only” to “general residential” and the construction of numerous multifamily units are trends that have affected the San Jacinto Valley in the immediate past, and will continue to play a major role for the next five years. Each of these trends has contributed to population growth in school age children and young adults, and the “modal student” for MSJC will continue to be between 18 and 25, rather than the student ages 25-40, as many other districts will experience.

Affluence and Access

Although generally younger with each passing year, the populations of the eastern and western parts of the district are diverging economically. This can be seen in the following data, drawn from 2003 API school district profiles, reflecting the percentage of students in local feeder school districts eligible for free or reduced-price lunches.

PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCHES

Banning	75%
Beaumont	63%
Hemet	53%
San Jacinto	60%
Perris UHS	45%
Lake Elsinore	41%
Menifee Union	23%
Murrieta	14%
Temecula	9%

Poverty differences are extreme, running from a high of 75% to a low of 9%. Since eligibility for publicly-supported lunch programs is a rough indicator of low socio-economic status (SES), and since low SES is a reliable aggregate predictor of educational preparation, the implications for educational program development and enrollment access, especially at the San Jacinto campus, may be profound.

Workforce Development Information

Over the past decade, the Inland Empire and Riverside County have been engines of job creation, demonstrating strong growth in many sectors in spite of fluctuations in unemployment levels. (Unemployment, currently at about 6%, was far higher in the early 1990s, but the current level is higher than at any time since 1998.)

Job growth was weak in 2002 and 2003 but should return to more characteristic rapid growth as the economy rebounds overall, since land and utility prices continue to be low in comparison to many other areas, and freeway and air transport are relatively close. Freeway travel times are a limiting factor, but regional and state plans exist to improve freeway times as revenues permit.

The most active areas for job growth are retail sales, cashiers, carpenters, management personnel, and office clerks. However, transportation, trade, utilities and manufacturing will continue to grow as a function of general population size and provide substantial opportunities for employment. Population growth profiles also demonstrate that government jobs (including education) and jobs in the health and human service sectors will employ increasing numbers of well-trained personnel.

The college program focus on health and human services, general business, robotics-based modeling and manufacturing, and transportation matches the regional growth pattern well.

Traditionally, emergent fields that depend on technology have proven far more sensitive to economic fluctuations; current industry information (and declining job placements statewide) makes it apparent that MIS, LAN, and Multi-Media fields fit this pattern. At the same time, LAN-related jobs, Multi-media professions, and telecommunications are forecast as continuing to progress over the next five years—contributing in a significant, but small, way to the overall employment picture.

According to the [Bureau of Labor Statistics](#), the national total employment is projected to increase by 15% from 2000-2010 in comparison to the 17% growth of the previous decade, 1990-2000. Areas with the fastest rate of growth will occur in the professional and related service occupations with an addition of 7.0 million and 5.1 million jobs, respectively. Half of all the total job growth is expected to be in the two previously mentioned groups noted as jobs at opposite ends of the spectrum for educational requirements and potential salary. Eight

out of 10 fastest growing occupations are in computer-related fields commonly referred to as “information technology occupations.” In the seven Education and Training categories, where a college degree or vocational certificate is required, the growth will be greater than average. The occupations in these areas accounted for 29% of all new jobs in 2000, and is expected to account for 42% of the increase in growth by 2010 (Table 1).

In contrast to the above statistics, most new jobs will require only on-the-job training from 0-12 months, or work experience. These employment areas will have much slower growth than jobs requiring at least a vocational certificate or college degree. Statistics from the Employment Development Department reflect this trend in California, as the occupations with the most openings, 2000-2010 (Table 2). The majority of jobs are in the retail sales, clerks, food preparation, and transportation industries. In 2000, occupations requiring only on-the-job training accounted for 7 out of 10 jobs.

The trends projected for Riverside County reflect those for the nation as a whole. The occupations with the greatest growth rate, 1999-2006 include those requiring either vocational training or a college degree (Table 3). Several occupations are growing faster than the national average probably due to the rapid influx of people to the Inland Empire. Example occupations are: security, correction officers, and police officers; interior designers; pest control, water treatment operators, chemists, and natural science managers; engineers, urban and regional planners; mechanics, and construction workers.

Many of the college programs at MSJC meet the demands of growth projected for Riverside County. The existing college programs focusing on health and human services, general business, computer information systems, water technology, turf management, and administration of justice are important programs that meet the growing demands specific to our area in the occupations with greatest growth. The Environmental Science Degree/Certificate program currently in the early stages of development will provide training and education for occupations in urban planning, water treatment, and natural science management.

The labor force is projected to increase by 17 million nationally within the next 10 years. This reflects a 12% increase. The labor force participation rates of women are growing more rapidly than that of men. The Asian and Hispanic labor force are projected to increase at 44% and 36% respectively. This is faster than the African American labor force at 21% or the white labor force at 9%. The white non-Hispanic labor force will decrease from 73% of the total in 2000 to 69% of the total in 2010.

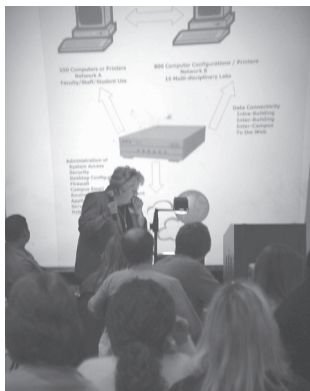


Table 1. Fastest growing occupations in the Nation, 2000-2010. Modified from: *Table 3, Fastest growing occupations, 2000-2010*, in “Occupational employment projections to 2010,” published in the November 2001 Monthly Labor Review.

Occupation	Employment 2000	Employment 2010	Percent Change	Educational level ¹
Computer support specialists	506	996	97	A
Computer software engineers, applications, systems software	697	1361	95	B
Network and computer systems administrators, data communications analysts	348	627	80	B
Desktop publishers	38	63	67	V
Database administrators	106	176	66	B
Computer systems analysts	431	689	60	B
Medical and physician assistants	387	605	56	B/OJT
Social and human service assistants	271	418	54	OJT
Personal home care and home health aides	1029	1579	53	OJT
Medical records and health information technicians	136	202	49	A
Computer and information systems managers	313	465	48	B
Physical and occupational therapist aides and assistants and fitness trainers	264	374	42	OJT/V/A
Computer and information scientists, research	28	39	40	D
Veterinary assistants, technologists and technicians, and laboratory animal caretakers	104	146	40	OJT/A
Audiologists and speech-language pathologists	101	141	40	M
Mental health and substance abuse social workers	83	116	39	M
Dental assistants and hygienists	394	540	37	OJT/A
Special education teachers, preschool, kindergarten and elementary school	234	320	37	B
Pharmacy technicians	190	259	36	OJT

¹ OJT = On the job training or work experience, V = Vocational degree, A = Associate degree, B = Bachelor’s degree, M = Master’s degree, D = Doctoral degree

Table 2. Occupations with the most openings in California, 2000-2010. Numbers are in thousands of jobs. Modified from: Module D, Tables 7 and 8, April 10 2003. Projections and Planning Information, Employment Development Department, Labor Market Information.

Occupation	Openings	Educational level ¹
Retail sales, cashiers, sales representatives, retail supervisors, counter and rental clerks	698.6	OJT
Office clerks, stock clerks, customer service, executive secretaries, receptionists, accounting, office managers, shipping and receiving, and secretaries	652.6	OJT
Food preparation and serving, waiters and waitresses, cooks, supervisors and managers of food service	635	OJT
Transportation: laborers, freight, stock, packers, truck drivers	322.2	OJT
Teachers assistants, and elementary, and secondary school teachers	250	OJT/B
Computer software engineers, applications, systems software	142.5	B
Building cleaning and maintenance	139.1	OJT
Police and security guards	128.1	OJT
General operations managers and chief executives	127.3	B
Carpenters, Construction laborers, and electricians	115.6	OJT
Registered nurses	97.5	A
Medical assistants, nursing aides, orderlies, attendants	82.8	OJT
Landscaping and grounds maintenance	74.9	OJT
Computer support specialists	70.4	A
Automotive service technicians	41.8	V
Accountants and auditors	40.9	B
Network and computer systems administrators	36.3	B
Computer systems analysts	33.9	B
Child care workers	31.4	OJT
Computer programmers	30.9	B

¹ OJT = On the job training or work experience, V = Vocational degree, A = Associate degree, B = Bachelor's degree, M = Master's degree, D = Doctoral degree

Table 3. Occupations with the greatest growth in Riverside County, 1999-2006. Summarized from Table 4 in: Projections and Planning Information, Employment Development Department, Labor Market Information.

Occupation	Employment 1999	Employment 2006	Percent Change	Educational level ¹
Systems analysts – Electronic data processing	430	740	72.1	B
Computer engineers and support specialists	960	1570	63.4	B
Police, detectives, security, correction officers, and jailers	3660	5380	47.0	OJT/V
Interior designers	150	220	46.7	B
Pest control	220	320	45.5	OJT/V
Surgical technicians, speech pathologists, audiologists, respiratory therapists	730	1050	43.8	B
Chemists, water treatment plant operators; engineering, math and natural science managers	970	1380	42.3	OJT/V/B
Human service workers	360	510	41.7	OJT/B
Manufacturing, machine operators, millwrights, assemblers, installers	1740	2460	41.4	OJT/B
Hand packers and packagers	3550	4980	40.3	OJT
Data base administrators, and management analysts	330	460	39.4	B/M
Food servers-outside	310	430	38.7	OJT
Mechanical and civil engineering technicians, locomotive and mechanical engineers	1180	1630	38.1	A/B
Physical therapy assistants, aides, and medical assistants	1820	2510	37.9	OJT/A
Medical record technicians	290	400	37.9	A
Mechanics: heating and refrigeration	1010	1390	37.6	OJT/B
Urban and regional planners	160	220	37.5	M
Sales: agents, solicitors, telemarketers, bill collectors, business services	2420	3320	37.2	OJT
Construction: carpenters, masons, helpers, supervisors	13330	18200	36.5	OJT/V
Social workers: medical, psychiatric	610	830	36.1	M

¹ OJT = On the job training or work experience, V = Vocational degree, A = Associate degree, B = Bachelor's degree, M = Master's degree, D = Doctoral degree

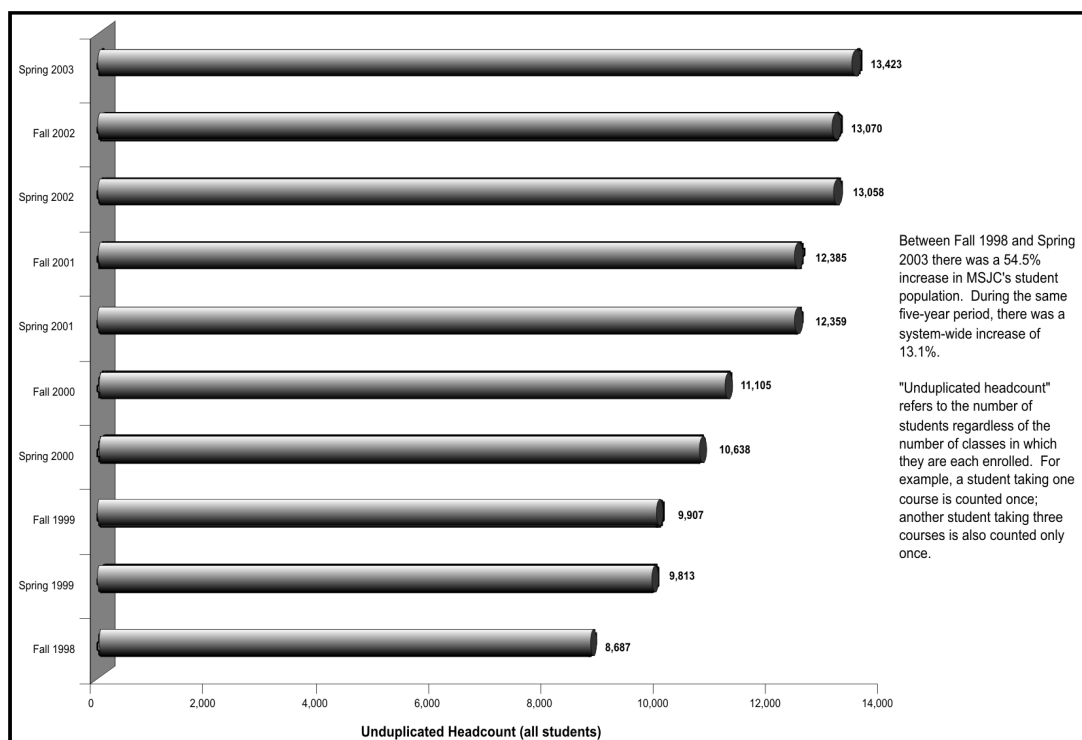
Enrollment Trends: Demand

MSJC, like community colleges throughout the state, is underserving the general population and will continue to do so. The adult population is expected to exceed the college's ability to serve them in virtually every part of the state, and community colleges, including MSJC, will fall further behind in the participation rate.

Enrollment Trends: Compaction

Enrollment from Fall '98 through Spring '03 at MSJC increased 54.5%, compared with system-wide growth of less than 14 percent (*MSJC Factbook*, p. 20). In the most recent semesters, the number of sections is level or shrinking slightly, while the number of students per section is increasing.

The enrollment increase was especially noticeable in Fall '03, where the seats filled in each class at SJC reached 80%, lagging somewhat behind at MVC. Advanced academic classes formed a smaller portion of the Fall '03 schedule than in previous years. Reductions in the numbers of advanced classes (often due to lower student enrollment) constitute a problem for some academic programs, but such reductions can be devastating for career programs, where entry-level courses traditionally enroll far more students than do higher level classes. Thus, sustained effort to force compaction in every section will damage student attainment of educational goals. Moreover, such efficiency will be increasingly difficult to improve upon or match as sections are added and "start-up" efforts at off-campus locations come under scrutiny.



Enrollment Trends: Transfer

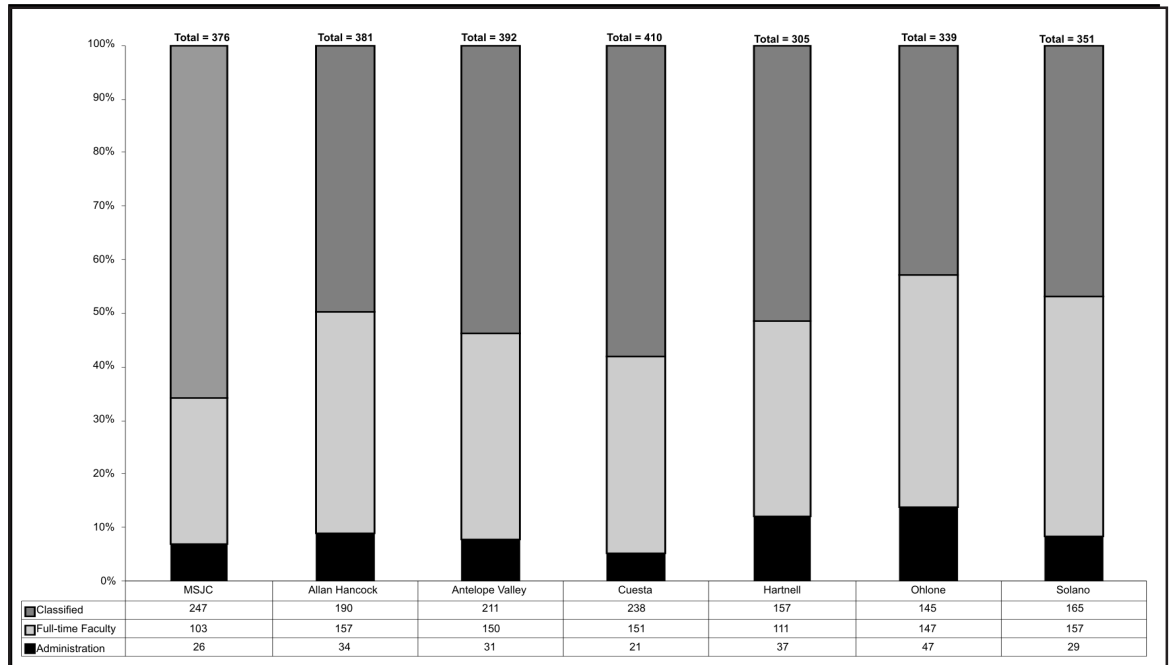
The total number of students transferring to four-year public college has grown by 55% over the same period. This trend parallels the general growth of the student body, rather than a replicable increase in transfer rate. Indeed, this has been the case for the state as a whole. Over the last 20 years community college transfer rate has proven to be largely static, although total numbers have grown as total enrollment has grown.

Staffing Patterns

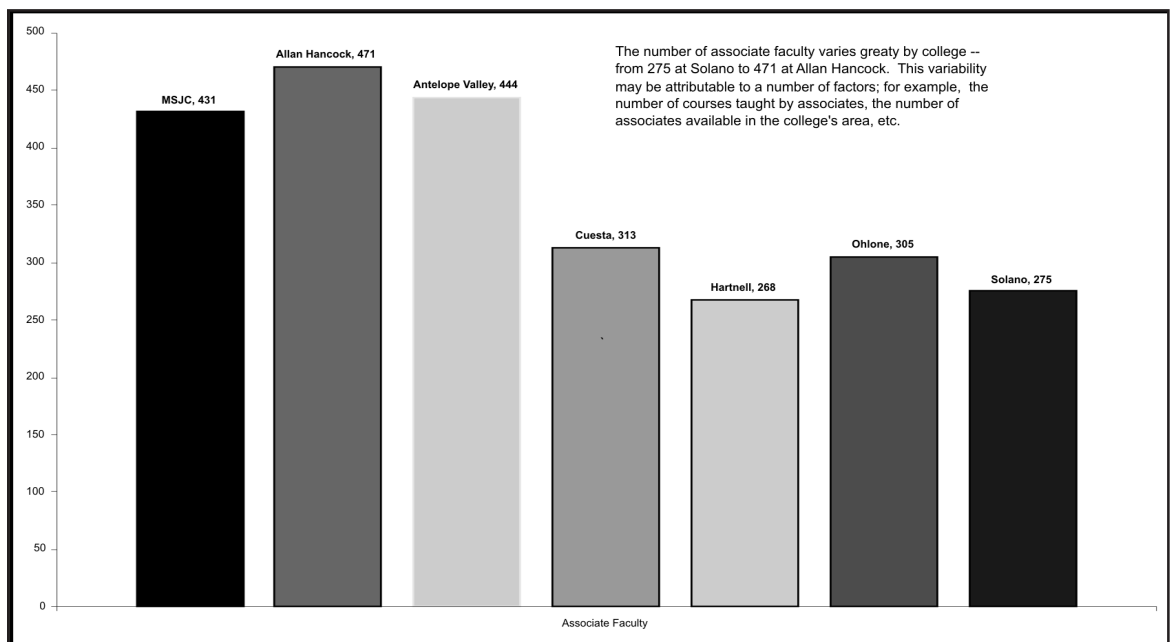
Age profiles of faculty reflects a "younger than average" 48.2 years, but this figure appears to cover an uneven distribution by site. Due to recent hiring patterns, few faculty have been added at SJC and the group at that campus is older, creating interesting challenges for program continuity and for planned transition.

When examined against some comparably-sized colleges, MSJC is in the upper tier of dependence on associate faculty. Additionally, MSJC has the lowest number of full time faculty, and the second lowest number of administrators. The college hired 16 new faculty members in 2002-03. Staff comparisons are graphed below.

2001-2002 Employment Distribution by Employment Category



2001-2002 Number of Associated Faculty at Comparison Colleges



IMPLICATIONS

1. Regardless of how aggressively the college pursues sites for expansion facilities and educational centers, it probably will not keep up with demand.
2. District-wide participation rates will remain lower than the state average for the foreseeable future.
3. The transfer rate will grow at least proportionately to student growth over the next 5 years.
4. Two regions emerge in data about the District, North (served by SJC) and South (served by MVC). The lower socio-economic profile of the Northern region will require greater investment in per pupil outcome over the life of this plan. Programs and services for the two regions may become increasingly dissimilar, since they serve populations with dissimilar profiles and should be considered in strategic planning.
5. Proposals for additional MSJC facilities on new sites within the District must be considered carefully, using information concerning commuting and normal travel patterns that tend to connect residents of the San Geronio Pass and the Elsinore Corridor to other communities with fully developed community colleges.
6. Population growth will exceed growth in college enrollment capacity for the foreseeable future, making careful prioritization of programs, services and delivery modes for educational effectiveness and cost efficiency a part of all strategic planning.
7. New programs that meet the occupational futures within the district should be explored and evaluated by cost and employer needs.

Demographic Trends Sources

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Hecker, Daniel E. 2001. Occupational Employment Projections to 2010, Monthly Labor Review On-Line, Vol. 124, No. 11.

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MSJC Fact Book 2003-2004, pgs 20, 46, 57.

HIGHER EDUCATION TRENDS

STAFFING

Faculty

California Community College faculty are an aging group. Between now and 2010 over 30,000 full and part time faculty (university and community college) nationwide will be replaced. It is estimated that an additional 15,000 additional new hires will be needed to meet the demands of an anticipated half million new students in Tidal Wave II. As a group, an estimated 40% of college and university faculty nationwide will retire over the next 10 years. Based upon the Chancellor's Office

Fall, 2002 report on staffing, 49.5% of MSJC faculty are 50 years of age or older.

As a whole, colleges are reducing the percentage of full time faculty positions. According to a 2002 report from the National Center for Education Statistics, full time faculty comprise 35% of all faculty in two-year public colleges. Growth of contract faculty and part time faculty is a national trend. However, the predominant use of part time faculty is now in the core general education and transfer related programs.

Contract and part time faculty provide for flexibility and cost savings for institutions. However, concerns abound about how increasing numbers of part time faculty will affect the mission of the college and the quality of the teaching. Part time and contract

faculty generally have less knowledge about the institution which may affect the level of service that they provide. Additionally it is generally believed that part time and contract faculty will not have the same loyalty to the institution, and in turn the institution is seen as less loyal to them. Part time and contract faculty often work other part time jobs or full time jobs in addition to their temporary assignments. This generally precludes them for taking part in professional development activities and workshops that would benefit their part time or contract teaching assignments.

TENURE

The institution of tenure has been questioned in recent years, with some institutions implementing post tenure review processes. Tenure processes are continuing to be reviewed as new state, private, and for-profit distance learning universities are created.

BENEFITS / FLEXIBILITY

Many colleges are taking cues from best practices in the corporate world and expanding employee services and programs: child care, flex-time, flex-place (telecommuting), wellness/fitness programs, and a generally family friendlier work environment.

ACCESS

There is a growing crisis of postsecondary access and enrollment at both regional and national levels. International statistics reveal U.S. colleges have far lower participation rates as compared with several other industrialized countries. In an economy based on information technology, access to higher education has never been more essential. Unfortunately, many low-income, minority or first-generation college students are finding it increasingly difficult to participate in postsecondary education.

Recent state and national budget cuts have meant decreasing financial aid (due to a decline in the purchasing power of financial aid programs like the Pell Grant), large tuition increases, declining capacity, and increasing enrollments. These factors results in making college less affordable for a greater number of working and middle-class students. Many middle-class students will be forced to leave private and public four-year institutions for more affordable community colleges. Many working-class and other marginalized

students (who are traditionally less prepared, and therefore, less competitive) will find it increasingly difficult to complete their transfer work, two-year degree, or certificate. Additionally, the common “solution” of scaling back on vocational and remedial offerings, while preserving courses that students need in order to transfer, disproportionately affects minority students. The applicants left out in the cold tend to be low-income students, many of them members of minority groups, who traditionally have fewer financial resources and are often unfamiliar with navigating the financial-aid bureaucracy.

The president of the National Center for Public Policy and Higher Education, states, “Nobody didn’t go to college because they didn’t get into Berkeley,” he says. But, he asks, “If budget cuts are closing the doors of community colleges to some students, a large portion of which will likely be minority students, where are they going to go?” According to a report sponsored by the Advisory Committee on Student Financial Assistance (2002), over four million qualified high school graduates will not be able to afford a four-year postsecondary education in the coming decade.

Nationally, at the same time as barriers to access are increasing, enrollment demand is expected to grow. Between now and 2015, a 13% increase in enrollments for 18-24 year olds is predicted. Students of color will represent 80% of that increase, creating an even more diverse student body. The non-traditional student population—those individuals seeking workforce training and retraining, continuing education, basic adult literacy and English-as-a-Second Language programs—is also expected to grow over the next 10-15 years.

LEADERSHIP

Recent leadership trends can be divided into two camps: leadership style and topical concerns. A survey of the literature reveals that many styles of leadership have been used in higher education in recent years, the common of which include empowerment, partnerships, shared values, stake holding, and diversity. All strive to improve the nature of communication and to give participants a voice in the process of operating and improving educational institutions.

Other movements in leadership, such as institutional planning/vision, management models, and partnerships, speak indirectly to the same collaborative values. Almost without exception,

modern managerial movements have encouraged participation in organizational change, planning, and institutional direction, with many managerial trends in leadership revolving around decision making processes that utilize data, consistent review and gathering of customer satisfaction needs and team building as a part of professional development.

Some community college models that have practiced alternate forms of leadership include Moorpark College, whose middle management oversees eclectic areas of operation including a mixture of career programs, academic programs and support programs for each middle manager. Others have looked at quality management models, basing their collaboration on individual and shared processes that work towards the well being of the customer (the student). Trends in alternative leadership include the use of learning “institutes” rather than divisions, interdisciplinary models that have lateral rather than hierarchical forms of management.

MSJC currently participates in a shared governance model that embodies many of the best characteristics of the trends cited above. The college supports the trend toward institutional improvement through collaboration. One challenge that MSJC faces, with respect to shared governance, is to adapt leadership styles of those participants who do not fully accept the concept of collaboration, and to ensure that the information provided by shared governance structures is shared at every level of institutional planning. Another leadership challenge, if we are to implement leadership programs, is the problem of consistency. Inherent in many community colleges is some rapid turnover in management (every 3-4 years average) leadership, which may not allow for policy implementation and leadership programs to be effective.

FINANCE

Nationwide cuts in funding of two- and four-year public colleges and universities are forcing institutions to cut programs and classes, and cap enrollments. Many institutions are eliminating faculty and staff positions as well. Colleges are being forced to redefine their missions and goals in light of such cuts.

Traditional tax based funding of community colleges has decreased by more than 10% in the past 20 years. One factor that may contribute to the lack of funding is the remedial role of the community college; it doesn't often attract high levels of funding and is

not seen as a high priority by funding agencies. As traditional funding drops, tuition is becoming a growing source of income for colleges.

Innovation in funding models: As state funding continues to decrease, colleges are increasingly seeking alternate sources of funding; foundation based funding and grant writing are becoming essential. Community college endowments are growing rapidly. In 1989 the average community college endowment was valued at \$226,171; by 1995 it had increased to \$521,748. The size of the endowment does not necessarily correlate to the size of the college. Colleges with professional staff and full time, skilled fund raisers have greater success.

Other tactics once relegated to four year colleges are now being employed in two year institutions: Annual fund raisers, planned and deferred giving, partnerships with businesses will continue to need to be explored to defray costs. Community colleges are increasingly partnering with businesses and creating agreements for programs to support corporate and business needs. Bonds should be explored now that the percentage rate for passage has been lowered.

LEARNING Technology

E-Learning: Students appreciate the course flexibility and convenience of learning via technology and many find it conducive to thoughtful analysis of class questions and commentary. Some students note that the technology learning trend can cause isolation from peers and the instructor, with a de-emphasis on the community dimensions of learning. Information Literacy: Although not sanctioned by the Department of Finance as a part of the general education requirements, information literacy is a relatively new aspect of the curriculum that needs to be developed within programs in response to the Internet and Info Technology. Specifically addressed should be the change in the nature of information, new ways of accessing information, methods of critique of electronic research sources for both validity and academic research criteria.

Learning Communities are students grouped together based on common interests, activities or goals. The following five major higher education learning community models are currently in existence:

- Linked courses, which link cohorts of students taking two courses in common, with one course typically content-based and the other application-

based. Local experiments with linked courses have demonstrated greater persistence over multiple semesters than could be found among non-participants with similar demographic profiles.

- Learning clusters where a student cohort is linked in three or four courses, which often serve as the students' entire course load.
- Freshmen interest groups (FIGs), which are linked around academic majors and include a peer-advising component that allows students to discuss course work and other adjustment issues.
- Federated learning communities where a cohort of students takes three theme-based courses in addition to a three-credit seminar.
- Coordinated Studies, in which faculty and students participate in full time active learning based on an interdisciplinary theme.

Active Learning

Research on active learning advocates the benefits and illustrates the positive outcomes of one-minute papers, debates, dialogues, and other methods of engaging students in the learning process. Collaborative and cooperative learning are the most popular techniques for engaging students in teamwork and knowledge construction. One study of collaborative learning found it predicted gains in cognitive level, affective, level, and openness to diversity across all student populations. Results suggest that collaborative learning practices can create the process and setting whereby learning is maximized, and preconceptions about diverse populations are confronted through positive, productive interactions among students of different backgrounds.

Diversity

Research on diversity and learning has established a link between a diverse student body and increased student success. This research reveals that being part of a diverse student population increases cognitive development, critical thinking, and other measures of learning.

The harmful impact of prejudice and discrimination continues to be examined. One study examined the impact of prejudice and discrimination at 18 institutions, focusing on how well 1,454 students adjusted to college life. Results indicate perceived discriminatory behavior negatively affected minority students' academic/intellectual development, social experiences, and institutional commitment.

Although differential effects were noted for minority and non-minority students, exposure to discriminatory behavior impacted the cognitive/affective development of all students. This and other research reveals the need to work on issues of diversity on college campuses since it affects learning among all students.

Service Learning

Service learning is a form of experiential learning where students and faculty collaborate with communities to address problems and issues, simultaneously gaining knowledge and skills and advancing personal development. There is an equal emphasis on helping communities and providing valid learning experiences to students. Studies have shown service-learning: improves academic achievement across a wide variety of disciplines; impacts students' personal social and cognitive outcomes; can improve the interaction between faculty members and students, and; enhances students' beliefs in their personal efficacy, which can be a predictor in future professional development.

Lifelong Learning

Business leaders have been asking higher education to instill students with the ability to learn how to learn. The research in this area suggests that teaching and learning should focus more on learning how to learn, rather than just the memorization of content. (Content knowledge tends to be emphasized in distance education.) Findings emphasize the importance of a liberal arts education, rather than, as some have predicted, a more content-based curriculum via technology as the model for future higher education.

IMPLICATIONS

1. Community college faculties are an aging population and large numbers of faculty and administrators will need to be replaced in the next decade.
2. Colleges must decide what types of programs will be relevant in the coming years.
3. Other trends including less hiring of fulltime faculty and more hiring of part time faculty, reexamination of tenure, diversity issues, and work flexibility must also be reviewed.
4. Lack of access could reach crisis proportions; the community college must actively review its

- processes and mission to continue to meet the needs of access, especially in the next several years of California's fiscal crisis.
5. Leadership will continue to be evolutionary at the community college. Shared governance must continue to be reviewed in order for it to be effective; alternate models of administrative leadership should also be reviewed for effectiveness.
 6. Funding cuts in recent and upcoming years necessitate the community college to react in proactive manners by seeking funding from other sources, e.g. foundations, grants, partnerships, and endowments.
 7. The college needs to access the advantages of several learning approaches: e-learning, information literacy, learning clusters/communities/coordinated studies, active learning, service learning, lifelong learning and the need for diversity in learning.

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TECHNOLOGY TRENDS

STUDENT ENROLLMENT

The current higher education infrastructure cannot accommodate the growing college-aged population and enrollments, making more distance education programs necessary. U.S. Department of Education, National Center for Education Statistics predicted that college enrollment will grow 16% over the next ten years. The traditional brick and mortar of our institutions will not hold the number of students who will need education.

Students are shopping for courses that meet their schedules and circumstances. The flexibility of distance learning may accommodate their additional family, work and transportation responsibilities. Distance learning trends in education provide education on demand, with 77% of all students graduating with a baccalaureate degree which included online courses from other institutions. Institutional success for a distance learning enterprise will depend on successful marketing, solid quality assurance and control systems, and effective use of the new media.

STUDENT PROFILES

Higher education learner profiles, including online, information age, and adult learners, are changing. Online students are becoming an entirely new subpopulation of higher-education learners. They are generally older, have completed more college credit hours and more degree programs and have a higher all-college GPA than their traditional counterparts. Many distance learners are tactile and experiential, and are labeled "Information Age" learners. Many are adult learners who have time, schedule and money demands, besides commitment constraints. The percentage of adult, female and minority learners is increasing. This may be attributed to the connection between economy retraining needs and the ease of online education. This is supported by the trend that more women than men now enroll in college (57% women) and is additionally supported by the fact that more women are entering the workforce.

With distance learning, however, traditional lecture style approach to teaching is being replaced by more instructional diversity using a larger variety of approaches, with an emphasis on student responsibility for their own learning. Students ill prepared for independent learning may not be as successful in online learning.

STUDENT RETENTION

Most national studies comparing online course retention rates with traditional courses are inconclusive due to the relative newness of the program. The Chronicle of Higher Education notes: "No national statistics exist yet about how many students complete distance programs or courses, but anecdotal evidence and studies by individual institutions suggest that course-completion and program-retention rates are generally lower in distance education courses than in their face-to-face counterparts". Research appears to show that many online students drop a class because of the same reasons as their traditional counterparts: work, family or lack of time.

FACULTY

With the onset of alternative learning and teaching modalities, traditional faculty roles are shifting or "unbundling". Faculty involved in distance learning courses are utilizing instructional designers, professional development opportunities and technology design packages as a normal part of their instructional activities. This may include nontraditional formats for office hours, online classroom observations and evaluations and nontraditional administrative/institutional support. Faculty involved in distance education note that there is increased demand for student interaction and that they often have to assume more administrative duties than is true in traditional learning settings.

The need for faculty development, support and training is growing, along with the demand for distance learning. A survey noted that "the role of computing and information technology in U.S. higher

education rated helping faculty integrate technology into their instruction as the single most important issue confronting IT systems over the next two or three years.”

Despite some resistance, a four-year study by McGraw-Hill showed a strong increase in overall faculty support for technology with 57% viewing it as important in 2003. Many faculty perceive that Web based technology is helping them achieve their teaching objectives even in the traditional classroom setting. As with students, some faculty noted a sense of isolation in the online classroom.

FACULTY ISSUES

Faculty members who create and teach online courses often believe that online courses demand reduced workload and increased compensation for distance courses. A National Educator’s Association (NEA) survey reported that faculty members’ top concern about distance education was that they will do more work for the same amount of pay. This is a merited concern. The NEA found that most faculty members do spend more time on their distance courses than they do on traditional courses and 84% do not get a reduced workload. 63% of distance faculty receive no extra compensation for distance courses.

A University Council for Educational Administration (UCEA) survey of four year institutions showed the following breakdown for compensation: 64% of faculty compensated for distance course with normal, on campus salary; 74% were given stipends to develop the course; 82% of survey respondents added a qualifier about how compensation for distance learning depended on the type of course, the rank of the faculty member, and other factors.

ACADEMIC ISSUES

Knowledge and information are growing exponentially. Proliferation of new information doubles every four years. The growth of information will continue to dramatically impact higher education and learning and may increase content-breadth demands, spreading distance education resources thinner and complicating development decisions. For-profit providers can more easily and quickly adapt to the customer clamor for increased distance education. Academically, the success of a distance learning program is more certain when the focus is shifted from a centralized core of distance education to an institutional approach of technology in the classroom.

Institutional approaches incorporate technology in all learning experience, both traditional and nontraditional.

Academic accountability is also an issue. In a recent poll by the National College Association administrators and faculty rated increasing demands for accountability (80%) and expanding use of distance education (78%) as the highest impact trends on the future. In addition, there is a growing emphasis on academic accountability with accreditation and program approval based on more educational outcomes. Distance educators must plan to accommodate this emphasis on accountability. Competency based learning continues to be a trend in academic accountability and is no different in online learning venues.

In order to create and sustain quality academic packages, more institutions are creating partnerships with other colleges, universities, companies and other kinds of institutions to share technology and to produce and deliver courses; higher education teaming will be successful and by 2005 partnerships and outsourcing will produce courseware applications covering the 25 college courses that enroll 50% of all credits. This can be accomplished by collaborative development of “reusable” learning objects that can be stored in well-designed databases for colleges to use when creating “customized learning experiences” for specific educational needs or programs.

TECHNOLOGY FUTURES

Technology is ever changing. There is constant advancement in technology. Infrastructures grow stronger as computers double in speed and decrease in cost (Moore’s Law). Intel Corporation predicts that Moore’s Law will continue for at least another 10 years, and that this trend will cross over to communication technologies and other consumer electronics. Intel is also predicting a “Wireless Revolution”, which will be a convergence of wireless communication, the personal computer and consumer electronics that allow access to a network, “Anytime, anywhere, any device”. The pocket PC will become the business machine of choice. By 2012 schools and colleges will routinely use computerized teaching programs and interactive television lectures and seminars; video conferencing and other technologies will also help enrich distance media and provide many benefits of face to face instruction. The number of current Internet users is approximately 500 million

worldwide and will double by 2005. Nationwide in 2002, 83% of all American family households owned computers, noting a 70% growth rate from the year 2000. Such advances in technology, along with the everyday use of the technology, promotes the idea that by 2005 computer competence will approach 100% in U.S. urban areas with the inference that for the academic environment the fluent use of technology will also need to be considered as an outcome skills and/or graduation requirement.

ECONOMIC ISSUES

With costs and enrollments increasing in the next five years, distance learning may be one solution. However, technology can be costly and funding challenges in the next decade continue to be a top concern for technology based institutions. As the questions of cost and access continue to arise, it should be noted that technology skills continue to be one of the top necessities for employment. The Labor Department estimates that approximately 40% of the workforce change jobs every year. Changing jobs in the information age requires constant retooling and retraining. Employee training will continue to be a good investment for business, especially in the area of technology. Finally, rural, low socio-economic areas may not have equal access from home to the Internet or other distance learning mediums. Ethnicity may also play a role in the disproportionate impact of available technology in the home. In the MSJC district, some areas within the district may not have equal access to technology as others.

DISTANCE LEARNING FUTURES

More courses, degrees and higher education will become available through distance-education programs. The annual market for distance learning is currently \$4.5 billion and is expected to grow to \$11 billion by 2005. There is an expected 33% growth rate in distance education over the next three years. The student market for distance learning includes both the traditional students and the now growing number of younger students already trained in computer literacy.

The distinction between distance and local education is disappearing; the trend will continue with students in a traditional setting spending much of their classroom time on a computer and students will be working on independent learning skills at a much younger age.

College Student Internet Trends

- 79% of college Internet users say the Internet has had a positive impact on their college academic experience
- 73% use the Internet more than the library for research
- 72% check their email everyday
- 60% think the Internet has improved their relationships with classmates
- 56% think that email has enhanced their relationship with professors
- 46% say email enables them to express ideas to a professor that they would not have expressed in class

GEOGRAPHIC DIGITAL DIVIDES IN DISTANCE LEARNING

Rates of home Internet use show a wide variation by area with the highest rate of home Internet use found in the metropolitan West: differences in metropolitan and non-metropolitan household attributes account for almost two-thirds of the digital gap and these differences, particularly in education and income levels, are unlikely to dissipate rapidly. In addition, metropolitan and non-metropolitan households headed by African Americans and Hispanics show sharply lower propensities to use the Internet from home relative to whites and non-Hispanics respectively. The ability for distance learning to improve access to postsecondary education will vary by region of the country, by demographic group and metropolitan location.

IMPLICATIONS

1. Trends in higher education will influence the future of distance learning and vice versa.
2. Distance education and other distance mediums will need to be utilized to take on the increased enrollment projections and lack of traditional infrastructure.
3. Traditional faculty roles, motivation and training needs are shifting and should include technology within and outside of the traditional classroom, along with strategies for distance learning success, technology literacy assessments, etc. Faculty development in the creation, improvement and teaching of online courses must be as vital as the student success in such courses.
4. Faculty compensation and other contractual issues related to distance learning should be addressed.

5. Distance learning courses should not be exempt from student learning outcomes and other accountability measures.
6. Learner demands should be regularly audited for distance learning improvements.
7. Funding for distance learning should be compared with traditional learning to check for cost per student.
8. Retention figures for distance learning courses should be reviewed and strategies implemented for increased retention.
9. Strategic planning for the use of technology and its mission, as it relates to the community college, must be developed. Planning must include appropriate and long term technology use and upgrades; student learning needs for online development; appropriate and necessary support resources must be developed and maintained; budget and resources must be weighed as part of the overall mission of the college in the development of online courses and in the use of technology institution-wide.

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CAREER EDUCATION PROGRAMS / ACADEMIC PROGRAMS TRENDS CAREER PROGRAMS

Basic Skills:

In both the career programs and the academic programs the community college system will continue to see an increase in the number of students who require basic skills education. Because of the increased need, students will spend as much as five years navigating a degree or certificate (especially with general education courses included in the package). Trends in career education programs include the development of certificate and degree programs that have math and English skills incorporated into the certificate courses themselves without asking students to take additional units to complete a certificate or job related program.

Partnerships:

Community partnerships continue to be key to the success of many career education programs. Partnerships often provide much needed information on pertinent articulation and curriculum developments, consumer need and the future of

community business. Trends in partnerships include the shared use of facilities, student/employee mentorship or entry level training programs, shared employee/student training in SCANS and other customer related education, need for job certificates to have possible pathways to an A.S. or A.A. degree, and partners donation of equipment and/or certificate related supplies necessary to the overall success of students within the certificate program. Partnership trends also include the constant retraining of employees out in the field with credit units and with the interdisciplinary use of curriculum that brushes up communication, mathematics and team building skills within the retraining curriculum. Such trends are now called "Up-Skilling" as noted in the statistic that one in four jobs are not technically related, with semi and unskilled jobs beginning to disappear. Strategic partnerships must include: Workforce and Social Service Systems (One Stop Centers are predicted successes in organizations that work in partnership with welfare agencies); CBO partnerships (College Branch Organizations) ideally situated to marry community college instruction with neighborhood-based social services; ABE (Adult Basic Education) with its career orientation and basic skills education extended to a large population; regional partnerships

that can expand on regional career sectors and meet a larger scale need; innovative partnerships based on state-level interests (economic development and social services); creative use of resources (utilization of existing resources including federal funding streams WIA, TANF, Titles I and II and VTEA; note that Titles I and II of WIA allow states to use 12.5% of their total funds for discretionary activities, which for California totals an approximate pool of \$90 million dollars); partnerships that develop and prepare workers for positions within key economic sectors that strengthen the competitive position of business.

Workplace Development:

Self managed teams will compromise one third of American companies (with over 50 employees) with half of these employees working in teams. Traditional literacy skills of English, computation and technology will need to be accompanied by team building literacy, interpersonal skill literacy and practical applications of problem-solving and emotional intelligence skills. Workplace development trends have been labeled as “integrating basic 21st century skills into the day to day life of neighborhood leaders and will be defined as: ability to access information on the Internet; ability to network diverse people; an ability to facilitate dialogue in small groups and to develop manageable outcomes from such dialogue.

Career Programs and the Link to Occupational Employment:

Noted jobs in the Inland Empire were specifically listed in previous sections. However, the following are occupational trends that continue to be integral to the success of employers in the region:

Automotive / Business / Office Administration / Technical Professions / Allied Health / Paraprofessionals in Education/Hotel and Service / Health Care and Social Assistance / Food and Beverage Services / Local Education employment as it relates to technology, clerical and retail. Trends unique to the Inland Empire: Cluster job placement (defined as anywhere within the area demand): construction cluster; manufacturing cluster; IT/GIS cluster; aerospace/defense Cluster; biomedical cluster.

The following is a list of occupations in demand nationwide within the next five years according to the “Occupational Handbook: Fastest Growing Occupations:”

- Computer Software Engineers, applications, support specialists, systems

- Network and Computer administrator, systems analyst
- Desktop publisher, database administrator
- Personal and Home Care Specialist, medical assistant, social services and human services assistants, physical assistant, home health aid, physical therapist assistant, fitness trainer
- Veterinary technologist and technician; animal caretaker
- Speech language pathologist, special education teachers in K-6
- Mental health and substance abuse social worker
- Dental assistants and hygienist, pharmacy technician

SUCCESS INDICATORS AND BROAD PHILOSOPHICAL TRENDS FOR SUCCESSFUL COMMUNITY COLLEGE CAREER EDUCATION PROGRAMS

Within the next decade continuing job specific skill development programs will be a key factor in moving families out of poverty. The country’s workforce and education systems will be organized around long term comprehensive career pathways that integrate education, training and work apprenticeship. Career pathways will include basic skills training, entry level and upgrade training and will depend upon community based organizations to develop new “branch campuses” that combine college instruction with the access and support provided by neighborhood agencies. Such “branch campuses” (offered at the work site or within the community) provide natural site training, entry level opportunities and a marketing match for business and education. Successful trend philosophies include: community outreach to economically and educationally disadvantaged adults; basic skills coursework at “branch college”; entry level training; internship placement; entry level employment; upgrade training and advanced degrees. The community college will become the natural place for business, government, and community college leaders to work together to increase the economic viability of the community/region.

CAREER PATHWAYS

Career pathways represent a road map for people to rise above poverty and find gainful employment. The largest barrier to creating successful career pathways is reconciling community college’s various separate and distinct missions, departments and programs. Career pathways will require the integra-

tion of mission, department and program which requires overcoming substantial institutional biases and habits. Some colleges will integrate administrative structures with traditionally separate departments under a single administrator with integrated learning and access to new resources. Effective use of resources will combine instructional funds as the core resource with other funding from noncredit programs such as, VTEA, ABE and PFE. Grants that acknowledge the inclusion of interdisciplinary instruction should also be researched and accessed.

ACADEMIC PROGRAMS

Course and Student Statistics in the Community College (nationwide statistics)

- 54% course sections were in liberal arts (not all transferable courses)
- 29% were remedial English
- 34% were remedial math
- 74% of liberal arts courses and 34% of non-liberal arts courses were transferable to in-state four year public institutions
- computer science showed the greatest increase in percentage of enrollment but offered small class sizes

LIBERAL ARTS

Liberal Arts are generally classified as humanities, mathematics, science, social science and fine and performing arts; these disciplines compose the highest number of liberal arts programs. There is a higher percentage of colleges offering instruction in each of the disciplines within the humanities. The sciences have fluctuated in terms of percentages of course offerings, but Biology is the most popular science subject with 100% of the colleges offering at least one course in the field. The percentages of English and social science courses offered exhibit the most stability in college offerings with the greatest shift occurring in fine and performing arts, and the percentage of colleges offering these classes increasing dramatically.

NON-LIBERAL ARTS

The non-liberal arts curriculum accounted for less than 50% of the total college curriculum. Nationwide, 90% of the colleges offered classes in business, office skills, marketing and distribution, health sciences, computer applications/education.

GENERAL EDUCATION

There is a statement of the objectives of general education included in more than half of the college catalogues. The distribution requirements, the dominant forms of general education requirements were part of the largest portion of academic degree programs (69%) and a significant portion of occupational degree programs (29%), indicating that the provision of general education continues to be core in most academic institutions.

Part of the general education sequence includes the need for many students to acquire basic academic skills, especially in composition and mathematics. The necessity for preparatory coursework was highly represented in statements of general education objectives for both academic and occupational degrees. In addition, 70% of the colleges required some computer literacy course in the transfer degree programs, while 86% required it for the non transfer degree programs.

INTERDISCIPLINARY STUDIES

Interdisciplinary courses constituted 1% of the total college curriculum and most courses were under 2% of the liberal arts curriculum. More than 50% of the colleges offered some type of interdisciplinary course in the sciences; these ranged from 1 to 26 sections. Overall, 56 interdisciplinary courses were offered as distance education courses, with a trend in offering both core and interdisciplinary courses both in traditional and online formats.

ENGLISH AS A SECOND LANGUAGE AND DIVERSITY

Overall, a 15% increase in ESL course offerings was found. The percentage of colleges offering ethnic studies rose by 26% since 1998. However, the ways in which multicultural courses meet the general education requirements varied from institution to institution. Also, the number of multi ethnic courses offered and number of students enrolled in multicultural courses were relatively small.

PROGRAM TRENDS AND FINANCIAL AID AND/OR FUNDING

Grant aid rose 10% in 2002-03 and loan volume increased by 14% (national college statistics). With the increase in registration fees and other student fees likely, students requiring some kind of financial

assistance should increase. Pell grant funding rose 15% with individual grants increasing 3% or \$123 per recipient. However, low income students are not targeted by Stafford unsubsidized loans, federal loans to families, and tax credits. In addition, the portion of institutional grant aid being awarded to low income students is declining.

Trends show that families will be getting more involved in saving for children's college needs. Students are also recommended (by the College Entrance Examination Board) to take out all the federal loans they can, since the amount of private loans will continue to increase in cost to the consumer. There is a continued need to establish policy on the level of revenue necessary to provide quality education programs and services to students. This implies that the system will have to share the burden of cost per student, because the state will not be able to match the national average.

FUTURE THINKING TRENDS IN THE COMMUNITY COLLEGE CURRICULUM

An interstate network of community colleges was developed in 1999 consisting of a group of community colleges in six states. They developed a "futures institute" to integrate future trends into each curricula. Each institute developed the capacity not only to provide information about future trends, but to help community leaders learn how to manage the education employees in the future.

Trends for future academic curriculum include more professional development opportunities for college curriculum representatives to dialogue with others on future trends and program trends within the community and with other higher education representation, and diverse transformational representation.

LIBRARIES

Advances in computer technology have had a significant impact on the academic library. While once the realm of paper resources found on shelves inside a physical building, most libraries have taken on the additional role of being an access point or portal to digital collections of material that can be accessed 24/7. A student or faculty member can now connect to a library's databases from home, at anytime, and retrieve full text articles from scholarly journals, magazines, newspapers, and even read the full text of electronic books. The "digital library" revolution is an important step for libraries in that it broadens the

library's ability to connect patrons to resources. For distance learners, and any other student or faculty member, digital collections of materials are not only desirable, but they are expected.

DIGITAL COLLECTIONS

Digital libraries and electronic collections of material are not without cost. Just as a library must purchase a physical copy of a book or periodical, collections of electronic resources must be purchased or "leased" on an annual basis. The more that a library provides, the more that it will cost the institution. Most pricing schemes for electronic resources in the academic library are based upon the institutions full time equivalent (FTE) count. As an institution grows, as MSJC is doing, each year it will cost more to maintain and expand electronic offerings. Unlike a physical copy of a journal that a library may purchase and archive for all time, an electronic version disappears as soon as a library can no longer pay the annual subscription fee. Periodical databases aggregate and index the content of thousands of periodicals in their collections. If a library ceases to subscribe, large amounts of material are instantly gone and no longer accessible.

IMPLICATIONS

1. Career Programs should create bridge programs with academic and basic skills programs in order to gain increased sources of funding, meet employer demand and offer students direct and meaningful transitions as they pursue vocational and educational goals.
2. Bridge programs should be streamlined and incorporate as many of the basic skills/employee competency skills as necessary within discipline specific content. Faculty should integrate disciplines and assess the outcomes.
3. Career pathways development will be based on partnerships with local business and will need possible interdisciplinary funding, community branches for instruction, apprenticeship, entry-level experience and possible retraining; such partnerships should market the college and enhance the competitive nature of the business.
4. Pathways should have streamlined curriculum, offering a degree or certificate and the possibility of employee retraining and upgrade.
5. Academic and Career programs will need to share resources and funding to promote interdisciplinary programs; such programs may be led by administra-

- tors who work with diverse programs rather than single programs.
6. Community college outreach may need to blossom beyond the walls of education and into the hallways of business where the two can meet on a regular basis; marketing of such collaboration should take place both at the college and business sites.
 7. Alternative resources should be expanded beyond federal and state resources; grants from business and quality programs should also be explored.
 8. Outcomes based learning already predominant in career programs should also be incorporated into academic programs, especially those interdisciplinary areas promoted by business and vocational education.
 9. Career pathways to be explored should have a projected “future” base for employment as noted in the “Occupational Handbook” and/or other publications.
 10. Academic Programs need to continue with an interdisciplinary pathway that incorporates both the vocational pathway and the degree pattern, whenever possible.
 11. Basic skills needs of students will continue to grow and may be best implemented by being imbedded within the courses or disciplines themselves.
 12. Academic program curriculum should be developed by representatives who avail themselves of consistent future trends information and training as well as training in the future needs and programs of other higher education representatives.
 13. Liberal Arts and Sciences will continue to grow.
 14. Computer science may continue to grow, but may be cyclical in class size.
 15. General Education requirements/objectives should be part of the institutional information disseminated to students and should be included in as many certificates and degree patterns (scheduling) as possible (CORE availability).
 16. Interdisciplinary courses are popular in science and in distance education.
 17. Multicultural education may not be growing (ethnic studies may or may not have been differentiated in this information) and may be best accommodated with each discipline specific course rather than adding on additional units.
 18. Students eligible and willing to take loans for financial assistance will grow; some financial aid will grow; colleges will need to study the impact of cost per student educational packages.
 19. Academic programs that are considered “traditional learning” may need to incorporate future trends and vision into disciplines to keep current in both transfer and occupational needs/requirements.
 20. Libraries will become more involved in electronic information and in the use of the Internet; students will need to be taught how to access and utilize such information.
 21. Libraries will be asked to increase the provision of services to distance learners. Librarians will need to be versed in course website information, and in specific content areas to keep up with the constant demand for increased information and access
 22. Libraries will continue to face copyright issues as potential problems for accessing full text on electronic databases.
 23. The percentage of electronic material available through libraries will continue to grow as the publishing industry continues to make new and archival titles available. Students and faculty expect these types of resources to be available through the institution. Funding of these electronic resources will be critical if the institution wishes to provide services to greater numbers of users, especially distance learners.
 24. Transfer rate is likely to remain virtually identical to what it is now, changing by less than three percent over the period of this plan or more depending on rate of growth.

Career Education Programs/Academic Programs Trends Sources

College Entrance Examination Board. (2003) Trends in College Pricing. October 31, 2003
Farrell, E. (October 2003). Public-college tuition rise is largest in 3 decades: The Chronicle of Higher Education.

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Excerpts from the AACC 83'rd Convention.

Excerpts from Strategic Planning Trends: A District Research Project.

Career Program Trends: EDD: A Profile of the Inland Empire, 2003.

Careers of the Future: Occupational Handbook 2000-2010.

Inland Empire 2003: Indicators Report.

Billings, H. (March 2003). The wild card academic library in 2013. College and Research Libraries.

Carlson, S. (March 2003). New allies in the fight against research by google. The Chronicle of Higher Education.

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LIFESTYLE TRENDS

CRITICAL TRENDS IN SOCIETY AND CULTURES

- Customization will be an enormous part of the future marketplace, as people carve recognition of their individuality to offset a depersonalized society.
- Women will continue to have an impact on business, causing a marketing shift away from a hierarchical model toward a relational model: women-owned businesses employ more than the Fortune 500 combined: 18.5 million workers who do \$2.3 trillion in sales; women who own businesses has risen 78% since 1987; by the year 2005, 40% of all firms will be female owned; women control 80% of household spending.
- By 2010, 90% of all consumer goods will be home-delivered.
- Time is the new money; people would rather spend money than time: 51% of Americans prefer more free time, even if it means less income; briefcase workers require 'exit strategies' of alternative schedules to give them more time at home
- 80% of Americans are looking for ways to simplify their lives
- Americans will become more aware that good health extends longevity and leads to a new lifestyle: increase in organic foods purchase (\$76 billion dollar business); fitness club membership is up 64% over the last seven years; alternative health care and pet care is a future trend.
- Americans will be "clanning" in the future, joining groups with common feelings, causes or ideals.
- Cocooning is a trend that will change our future with private security at a \$104 billion market; people building media and entertainment centers at home and home improvement has grown to a \$143 billion dollar business; number of U.S. at home workers is up 100% in the last 5 years; in 20 years 1 in 7 workers will be a full time telecommuter; Americans will be exploring different forms of entrepreneurship with home-based businesses amassing \$401 billion in annual revenues.

CRITICAL TRENDS IN THE FUTURE OF SCIENCE AND INDUSTRY

Figure 1, Modified from Krasner, R. I., 2002. Microbial Challenge, ASM Press, Washington, D.C.

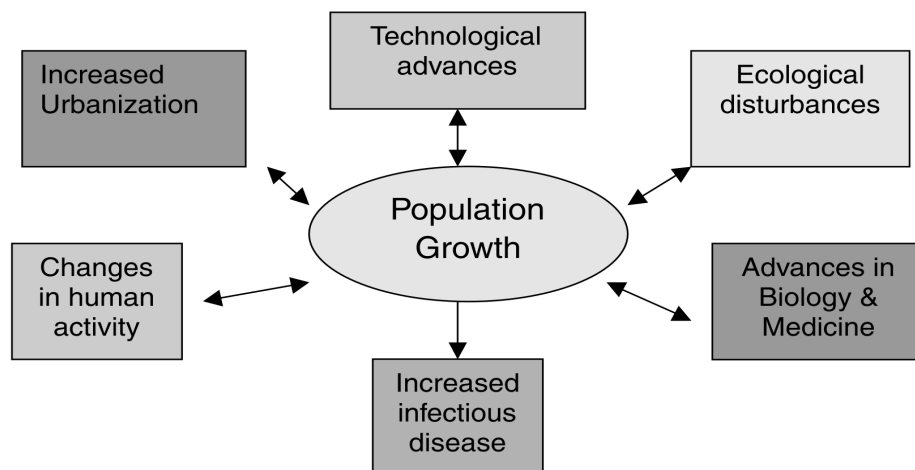


Figure 1. Population explosion will lead to profound changes that will increase the need for science and technology education. These changes will also lead to increases in jobs in areas of health and medicine, environmental health, planning, policy, and technology.

SCIENCE AND INDUSTRY TRENDS

- Agriculture and technology collaboration
- Water becoming scarce.
- Technology for security, crime analysis and food production will increase.
- Earthquakes and other forms of natural disasters will become deadlier due to increased population concentrations with 50% of the world's multimillion populations centered near areas of potential 7.5 earthquakes.
- More Americans will be single with a 4% rise in single 25-34 year olds and a 3% to 9% rise in 35-44 year old singles, living alone.
- Medical discoveries will explode in the next 20 years.
- Science and retail business will be collaborating in the future.



IMPLICATIONS

1. Science will continue to grow as a discipline that is highly employable.
2. Agricultural programs will continue to use technology as part of their learning delivery; water conservation programs will also increase.
3. Medical sciences will continue to be popular curriculum and job opportunities will continue to increase.
4. More people will be going back to school without the confines of family and/or partnership responsibilities, as single adults.
5. Highly populated areas may incur increased natural disaster that may affect education.
6. Educational deliveries that offer less time on campus may be valuable to students: need to be at home, need for security of home and need for time would parlay into online delivery and other fast accessible learning.
7. Customized learning packages (vocational or degree applicable) that are easy to follow and available with at least a two-year plan will be advisable.
8. Campus clubs and other types of personalized groups will be an asset to the educational setting.
9. Women will continue to be the gender utilizing most of the educational services available.
10. Certificates and degrees that may lead to privately owned businesses will be popular and should be explored, especially for women.
11. One-stop shopping for students will be attractive with the following components: fitness area on campus; job placement activities readily available; tutorial services readily available; transfer/counseling services readily available, etc.
12. Availability of courses and/or community education programs that cater to alternative types of business and professions may be popular.

Lifestyle Trends Sources

"The Futurist", November-December 2003, Vol. 37, No. 6

"World Future Society": Forecasts, Outlook 2004

"Faith Popcorn Report" November 7th, 2003

TASK FORCE 2 | Transfer, Basic Skills, and General Education

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INTRODUCTION

The purpose of this report is to provide an environmental scan of transfer education, basic skills, and general education at Mt. San Jacinto Community College. It seeks to define the current status of each topic, establish and explain key issues, recognize current and future goals, and provide recommendations for future exploration.

In order to encourage consistent understanding, this task force report is based on the following definitions: Basic skills are defined as “all course work and ancillary services to assist students in the transition from pre-college level work;” General education is defined as “courses needed to satisfy associate degree requirements and contribute to transfer requirements;” Transfer education is defined as “the pattern of coursework designed to assist students in meeting the requirements to facilitate acceptance into a four-year institution, and skills needed to be successful in college-level work” (Committee meeting minutes, November 13, 2003, p. 3).

The committee identified to complete this report was composed of students, staff, faculty, and administrators. A list of active members is included. Resources used to create this document include materials supplied by the Office of Research at Mt. San Jacinto Community College, Internet resources, and Johns Hopkins Library. It is with gratitude that the committee wishes to thank Dr. Bill Stewart, Dr. Robin Steinback, and Dr. Laurel Jones for their insightful suggestions regarding the content of this document. This work is all the more rich for their recommendations and support.

ASSESSMENT

Through research, thoughtful questioning, and discussion, the members of this committee explored the following concepts in their journey to understand transfer education, basic skills, and general education.

Transfer/Articulation

1. Seamless transition between high school, community college, and four-year institutions
2. Examination of correlational validity of high school exit exam with the Accuplacer assessment tool used at MSJC
3. Examination of entrance and exit competencies for high school and community college
4. Examination of transfer patterns for academic programs, e.g. math, English, and sciences
5. Consideration of MSJC faculty involved in student transfer support
6. Direct program articulation with specific institution's programs
7. Legislative lobbying for consistent articulation courses
8. Consider the future of the Intersegmental General Education Transfer Core (IGETC)

Basic Skills

9. Streamlining of the Basic Skills Program to increase potential access
10. Exploration of multi-disciplinary basic skills support to include financial aid, individualized education plans, academic support, and consistent faculty in sequenced course offering
11. Integration of research concepts and critical thinking into Basic Skills courses throughout the program

General Education

12. Defining quality, meaningful instruction, and learning as translated into promising practices in teaching, learning, and curriculum
13. Signature programs by campus and satellite center
14. Outcome competencies associated with degree completion and related accountability to external funding and regulatory agencies
15. Issues associated with the curriculum process that are the result of a multi-campus environment
16. Prerequisite course work for specific courses, e.g. math for economics, English for humanities, and English for sciences
17. Trends in General Education Requirements
18. Integration of the Internet and other forms of distance learning
19. Exploration of issues related to intellectual property rights
20. Development of professional and in-service education for faculty

Additional Issues

21. Impact of growth on campus and satellite centers, selection and assignment of faculty, and student and faculty diversity
22. Accountability as related to accreditation and funding sources
23. Integration of Associate Faculty into the MSJC culture

RESEARCH AND EVALUATION OF FINDINGS

Several of the Master Plan Goals for 2000 – 2005 relate specifically to the topics covered in this report. These goals include

1. Articulation #2
2. Scheduling # 8
3. Distance Learning Goal # 10
4. Academic Basic Skills # 11
5. Development of Educational Partnerships # 19
6. Balanced Growth and Quality # 24
7. Academic Excellence Centers #27 (Honors Programs)

(See Master Plan 2000-2005)

These goals have been addressed by various committees over the past three years. Progress has been made in the following areas:

1. Many courses have been identified and curriculum enhanced to meet the needs of colleges and universities accepting transfer students.
2. Consistency in scheduling of courses from fall-to-fall and spring-to-spring has allowed our students greater flexibility in course selection and timing. A two-year master schedule for publication is under development to be offered in Fall 2004.
3. There has been a significant increase in the number of online, distance learning courses over the past three years. Over 20 courses are currently offered and a substantial number of courses are available toward the completion of an online degree.
4. The Basic Skills Program has been significantly enhanced through the support of the Basic Skills Committee and the support of the Dean of Instruction for Academic Success. In addition to a full complement of basic courses in math, English, reading, writing, and study skills, the Menifee Valley Campus (MVC) now has a writing center and the San Jacinto Campus (SJC) a math center. An MVC math center and an SJC writing center are in development.
5. Emphasis has been placed on the development of working relationships with California State University, San Marcos, (CSUSM); California State University, San Bernardino, (CSUSB); and University of California, Riverside (UCR). Progress has been variable with regard to solidifying relationships into programs that provide direct benefit to students. Communication continues with UCR.

6. Balanced growth and quality have been the emphasis for the Curriculum Committee as it has focused on integration of objectives into all aspects of the course outline. As new programs and courses are introduced, the Curriculum committee has systematically examined each to meet the criteria established in Title V and the Academic Senate's Best Practices. The result has been increased consistency in the final approved courses for disciplines and individual courses. The Outreach and Matriculation Department has made significant inroads toward increasing the awareness of local high schools and middle schools about MSJC and its programs and services. Presentations to high schools and field trips from middle schools to both campuses have improved the visibility and the opportunities available at MSJC for local youth. High school counselors have been invited to take part in professional development through a grant, and annual information updates have been provided to keep counselors aware of new information related to MSJC programs and services.
7. Academic Excellence Centers have been re-named the Honors Program. There has been modest success on both campuses with over 50 students taking part in honors-level coursework and seminars designed to increase success in the transfer process and academically at four-year institutions. Recently this program has been reviewed and streamlined to meet student needs on both campuses.
8. Since the completion of the master planning process three years ago, many innovative educational opportunities have been added to the MSJC website. Through the efforts of the web standards committee and the Office of Information Services, many enhancements have been made to the college's web page. A Webmaster has been employed to offer creativity, innovation, and consistency to the website. An Intranet site has been added that supports online enrollment, online courses, support for hybrid and classroom courses, grading and many other features supporting instruction.

What follows are in-depth, individualized reports for each of the three areas within the committee's purview.

TRANSFER AND ARTICULATION

In order to best serve its transfer students, MSJC has initiated, and continues to update, a number of transfer agreements with four-year institutions. As of the 2003-04 school year, MSJC has transfer agreements with 23 public universities and 17 private institutions. According to the ASSIST Articulation Database Summary (11/19/03) with 16 public universities reporting, MSJC has 1,143 articulated majors and 626 department articulations, and six GE articulation agreements. However, it should be noted this is a temporary or incomplete report as not all public universities have reported their agreements with ASSIST.

In addition, 17 private universities are reporting with 54 articulated majors and 10 GE articulations.

Keeping in mind Objective C from Title 5: The Board-Approved Master Plan for Transfer Services, which directs the college "to ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer services...", much time and attention has been given in the last few years to increase the articulation success of our students and to facilitate transfer. The following are some of the highlights of this process and are presented in no particular order:

MSJC has

1. Identified all UC and CSU transferable courses in the catalog (updated yearly) to aid student advisement;
2. Added 93 approved CAN (California Articulation Numbering) courses. These courses have been identified and added to the catalog. Their purpose is to facilitate transfer from community college to community college and from the community college to the CSU system;
3. Made notable program and course revisions in
 - a) Environmental Science
 - b) Biology
 - c) English
 - d) Child Development and Education
 - e) Computer Science
 - f) Political Science
 - g) History
 - h) Dance
 - i) Theater
 - j) Music

- k) Administration of Justice
 - l) Water Technology
 - m) Golf Course and Turf Management;
4. Simplified the curriculum submission process to the statewide databases;
 5. Simplified the UC/CSU/IGETC submission processes. The University of California and the California State University Intersegmental General Education Transfer Core submission process is very complex and we should simplify it as much as possible;
 6. Improved the Region 9 Community College Course Grid which helps align courses within our region;
 7. Improved coordination with MSJC's Curriculum Committee so that potential articulation/transfer possibilities are considered prior to curriculum approval;
 8. Improved communication between the articulation officer and individual faculty members which has facilitated better understanding of the articulation process and has improved course/program development/revisions;
 9. Improved communication between the articulation officer and counseling which has led to better direct and indirect student advisement.

There are many internal and external factors that affect the articulation/transfer processes.

External Factors

1. Universities continue to change admission, GPA, unit, general education, and major prep requirements. These changes can happen as often as each quarter due to impaction (due to the number of spots available and the number of students applying).
2. Universities continue to create new majors or change existing majors (i.e. recent liberal studies changes).
3. Universities continue to delete formerly articulated programs (again, such as liberal studies).
4. Current budgetary constraints at MSJC affect the number of sections offered with many courses no longer being available which ultimately affects the transfer process.
5. Current budgetary constraints at the public universities have resulted in enrollment management, which limits the number of enrollees allowed, thereby affecting the number of students able to transfer.
6. Although students can transfer to private universities without the fear of enrollment

management practices, the ability to receive financial assistance is often a prohibitive factor for students.

7. Ultimately, universities may not be interested in creating articulation agreements (i.e. despite numerous contacts, Cal Sate University at Los Angeles is proving quite reluctant to articulate).

Internal Factors

1. At MSJC we should consider developing some missing key curricula which may cause bottlenecks in the transfer process.
2. Bottlenecks to transfer may also be created when course outlines are more than six years old. District-wide, many of our course outlines exceed six years.
3. Another problem is that departments often focus on creating new curricula rather than on revising "old"/existing/transferable curricula which negatively impacts students who wish to transfer.
4. Currently at MSJC we have difficulty tracking students to the point of transfer. For example, it is not uncommon for honors students to discover problems with transfer when they are merely one semester away from graduation. Thus, there is little time to remedy difficult situations.
5. MSJC has no central site articulation/transfer location. Hence students and faculty don't always know where to go to get clear, undisputed, current and correct transfer information (i.e. currently advisement occurs in the Honors, Phi Theta Kappa, EOPS, DSPS, Counseling, and Career Transfer departments. These departments cannot accommodate everyone).

Additional Issues

Several issues related to instruction, but not specifically connected to one of the three domains of this study, were reviewed by the committee. They are presented in no particular order:

1. Distance education courses continue to be developed at MSJC. The college should encourage the creation of online courses so that online offerings mirror the breadth of classroom offerings. Distance education courses fill an important niche, namely for those self-motivated, usually mature students who seek the convenience and flexibility associated with online learning. However, in a time of financial constraints, it will be important to assess online instructional costs and benefits to the college.

The enthusiasm in some quarters for online education should be tempered by a consideration of the institution's overall needs.

2. Faculty tenure periodically becomes a contentious issue, particularly in those discussions where higher education is considered a commodity as in a business model. To its credit, MSJC participates in a post-tenure review process that aims to assist tenured faculty in reaching their professional goals as well as upholding the responsibilities vested in them by tenure. The post-tenure review process continues to be refined to enhance its workability and to assure that it meets its purpose.
3. As MSJC's full-time faculty ages and retirements ensue, the college should continue with its Joint Hiring Committee process. As the Joint Hiring Committee recommends new and replacement full-time faculty hires, it will be important to maintain existing programs, remain flexible enough to respond to changing institutional needs, and continue with the institution's commitment to diversity.
4. Due to the vast range of issues and topics discussed by the committee and relating to instruction, the committee recognizes the need for prioritizing resource allocation, especially in the face of on-going budget restrictions. Thus, the committee suggests that as resources are allocated to meet the recommendations put forth in this report, that the areas under consideration should be prioritized as follows: first, basic skills; second, transfer education; and third, general education.

BASIC SKILLS

The task of addressing the educational needs of under-prepared and unprepared students is becoming the focal point for improving education in California's community colleges. Approximately fifty percent of students who enroll at MSJC arrive under-prepared to participate successfully in, and handle the rigors of, the breadth of higher-education opportunities. This problem is not unique to MSJC, as colleges both state and nationwide report similar numbers of developmental students enrolling in their institutions. In fact, according to Oedenhoven, the percentage of under-prepared students nationwide has remained largely unchanged in the last twenty years, ranging between 46-48% (Oedenhoven, 2002, p. 38). Yet, as noted in Oedenhoven's report, the overall number of students enrolling in higher education is increasing dramatically. This is certainly true of MSJC. Couple MSJC's

percentage of under-prepared students to the school's enormous growth in enrollment (up 54.5 percent in the last five years alone), and the sheer number of basic skills students, who demand and deserve to be well served, can be daunting.

An assessment of MSJC's efforts to serve basic skills students best begins with a definition and a demographic. Basic skills can be defined as the coursework and ancillary services that assist students in the transition from pre-college level work. A basic-skills student requires the use of these courses and services. But a more detailed picture of a basic skills student can be drawn. Typically, developmental students are categorized as those who come from poor secondary schools, those who did not take college preparatory, honors, or advanced placement courses in high school, those adults (non-traditional students, as contrasted with traditional students, who enroll in college immediately after high school graduation) returning from a period away from school, those with learning or physical disabilities, those who speak English as a second language, and those who are unfocused on life-goals.

The committee assessed MSJC's efforts in basic skills instruction by recognizing not only what the institution does/offers in the basic skills arena but also whom it serves, and determining if the college's offerings/services fulfill its basic-skills students' needs. One starting point for this assessment came from MSJC's 2000-2005 Master Plan, goal number 11:

Develop an integrated, academic skills program to increase transfer readiness among students enrolled in the College's non-credit or credit programs and to improve the quality of advisement, performance in basic skills, and the assessment of progress among career education students.

Thus, with this goal as a foundation, the committee focused on several key issues pertaining to basic skills:

In general

1. Are MSJC's basic-skills offerings/services meeting the needs of their target population—in other words, are students acquiring the basic skills needed to move on to successful participation in transfer classes or on the job?

In particular

2. Is the percentage of basic skills students moving into transfer courses increasing?

3. Has the college integrated its courses/services to allow students a more seamless, less isolated experience in acquiring the sought-after knowledge and skills?
4. Is the institution teaching basic skills appropriate for those students on a career education track (rather than a transfer track)?
5. Is the institution effectively advising basic skills students, as well as assessing the progress of those students once they move from basic skills instruction?

Where does MSJC stand with respect to these issues? In short, MSJC's current basic-skills offerings are limited, and should be viewed as neither wholly inadequate nor exemplary. Basic skills students are being served by many dedicated, professional faculty and staff. However, basic skills students could be better served in many ways. Some improvements in services have been created in the last three years; other areas remain status quo. In addition, concern grows that students who require remedial skills as they enter college have limited access due to the length of time required to complete basic skills courses before entering college-level work. There is also concern that career education and vocational programs are not currently able to meet the needs of students who lack basic reading, writing, and math skills to perform successfully in vocational course work. Finally, basic skills students also need additional support in the areas of financial aid and on-going academic support.

One indicator that has shown little change is the student success rate for courses taken. A student is considered successful in a class upon earning an A, B, C, or CR; the success rate is determined by dividing the total number of successful students by the total number of A, B, C, D, F, NC, W, and I grades earned in a course. Over the last five years, the success rate for MSJC students in all courses has varied from semester to semester but has been historically and significantly lower than the success rate of students statewide. The MSJC percentages range from a low of 59.92% in spring 2000 (versus 66% statewide) to a high of 65.49% in fall 2002 (67.4% statewide). Unfortunately, in the last five years the student success rates for students enrolled in basic-skills courses lag the college-wide rates, with a low of 45.4% in spring 2000 and a high of 54.4% in fall 2002.

Two observations are noteworthy here. First, MSJC's successful completion rates trail state percentages. This is in some measure attributable to

the demographics of the general population the college serves. MSJC serves numerous communities in a vast area—nearly 1700 square miles—communities whose socio-economics range from impoverished to affluent. In total, MSJC's communities' high school graduates have a lower rate of college attendance (34.2% in 2001-02) than Riverside County's (38.3%) and than the state's (50.6%). The level of educational achievement for MSJC's students and their families is lower than those in Riverside County, and even lower than those in the state. For students 25 years of age and older, 22.4% in MSJC's communities have less than a high school diploma versus 25.1% in the county and 23.2% in the state. That MSJC draws students from a populace less connected to and less prone to engage in the merits of higher education may, to some degree, account for the gap between MSJC's course success rate and the state's.

Also of note is that, despite fluctuations from semester to semester, little significant increase in the percentage of successful course completion has



occurred within the institution, either for all courses in general or basic skills courses in particular, despite master plan mandates whose predominant goal is to improve the success of all MSJC students. The totality of these statistics—the narrow yet consistent gap between MSJC and county and state numbers, the demographic quantifiers, and the static percentages of successful course completion—support the evaluation, stated earlier in this section, that basic skills instruction could be serving more students more effectively.

A key area of collegiate success is instruction, the cornerstone of a basic skills program. MSJC offers multiple levels of basic skills courses, in English (three levels), reading (two levels), math (three levels), learning disabilities (two levels), and ESL (non-credit and credit offerings). While the numerous levels within disciplines may be generally comprehensive, less formalized or programmatic integration exists between areas or disciplines than might be desired or useful for

developmental students. While the various course levels within disciplines are sequenced, there is little formal connection, at a basic skills level, between areas. For example, a formal pathway from non-credit ESL courses to credit courses to developmental composition courses does not exist. Additionally, no formal linkage exists between basic skills courses in math and English.

Certainly, some might question why a linkage needs to be made between math and English courses; after all, math is math, and English is English. However, current best practices in basic skills education emphasize the importance of integrating all basic skills curricula and instruction. The intent is not to bring, per se, algebra into the composition course, but to incorporate in all basic-skills courses, be they math or English, those skills and adult learning techniques that go beyond mere course content. These skills include but are not limited to:

1. Critical thinking,
2. Creative problem solving,
3. Collaborative learning,
4. Understanding of multiple intelligences and multiple learning styles.

Other skills that can be incorporated across/within disciplines would include

1. Study skills,
2. Research techniques,
3. Technology competencies.

While these skills are taught, in part or whole, by the majority of MSJC's basic skills instructors, the key point is that these skills are not formally integrated into the course curricula.

Another area of basic skills integration relates to career-ed students. Currently, basic skills sequences in math and English are ladderred in such a way as to prepare students completing the sequence to succeed in transfer-level courses (Math 105 and English 101). The curricula in these ladderred courses, however, do not incorporate instruction in specific job-related skills (for instance, resume writing). Some instructors do make such career connections in their courses, but no such formal connections exist in the outlines of record. Many vocational education and tech-prep advocates have in recent years called for increased career education connections—some even suggesting a complete curricular overhaul to reflect career skills—in basic skills and transfer courses, though this idea has met resistance from faculty whose courses are, and have been, geared generally to transfer students. One

compromise is to offer individual sections of basic skills courses targeted to specific career groups (i.e. nursing students, business students). Currently, integration of this type occurs infrequently (a basic math skills course on dosages in the nursing program is one instance), but the institution has room to improve in this area.

Fortunately, integrative changes in the basic skills curriculum would be built upon a foundation of services already in place:

1. Tutoring programs at both the San Jacinto campus (SJC) and the Menifee Valley campus (MVC);
2. Writing center at MVC (an SJC writing center is being planned);
3. Math center at SJC.

In addition, MSJC has seed money from a Title V grant. That funding will be necessary for increased costs for space, renovation, personnel, equipment, and on-going services to create an environment where significant improvement is achieved.

Finally, review of the advisement and placement practices for basic skills students remains important. Currently, no counselors are assigned specifically to developmental students, and there is no advisement process that caters specifically to developmental students' needs, although MSJC's EOPS and DSPS Programs do counsel students and employ specific processes that serve a number of basic skills students. Additionally, the Basic Skills Committee meets regularly to assess current campus practices relating to advisement, placement, scheduling, and follow-up, suggesting and/or initiating changes as appropriate.

GENERAL EDUCATION

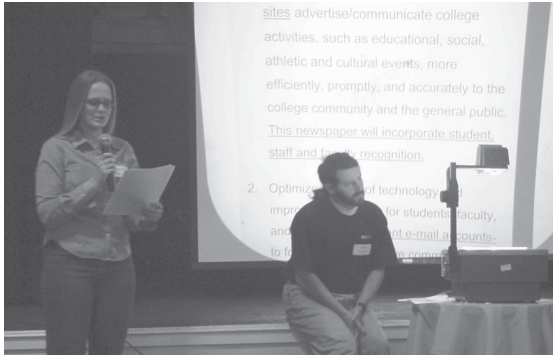
As stated earlier, general education (GE) is defined as courses needed to satisfy associate degree requirements and contribute to transfer requirements. Often GE and liberal education are used interchangeably. According to Zeszotarski, liberal education is "knowledge for its own sake while GE must lead to the ability to do, act, and make intelligent decisions in everyday life" (Zeszotarski, 1999, p. 40). The committee desires to provide a foundation that will encourage dialogue and an exchange of ideas that will foster fresh thinking about the nature and goals of general education at MSJC.

Many promising practices in teaching, learning, and curricula are currently employed at MSJC. In the

past several years, sciences as well as other disciplines are offering hands-on field-work that adds to the applicability of the concepts and principles being taught in the classroom.

There has been a significant increase in the use of technology in the classroom as faculty members have increased their use of Power Point presentations and real-time learning through the use of Internet websites. Interactive online courses have increased as has the use of Black Board discussion opportunities in courses that are classroom based. Faculty members have enhanced their teaching methods to incorporate this new-found technology, and students have received the benefit of different learning tools to meet their varied learning styles. Advances in these areas are in large part due to the support from the Multimedia Department and grant funds to facilitate technology education. At least 6 sessions were offered to faculty in the use of Power Point, Black Board, Dreamweaver, and other advanced computer software use over the past three years.

In the curriculum area, MSJC has used the Education Code, Title V, and the Academic Senate's Best Practices as resources to make changes to the overall



curriculum development processes. Themes that emerge as the processes are explored include a greater emphasis on the integration of course objectives with the course content, texts, instructional methods, and evaluation tools. The expectation is that the course is constructed in a manner that supports student mastery of the course objectives and intended outcomes.

Emphasis has also been placed on student-centered learning as evidenced by the increasing awareness of the importance of facilitating learning through the use of different learning styles and the strengths of various methods of instruction. This can be seen in the increase in the number of online and combination online/classroom courses offered each semester.

Signature programs, or programs unique to a single campus, have increased in the area of career

education. Program offerings such as Turf Management, Photography, and Water Technology are new and/or improved to more successfully meet changing business needs. Academic programs have begun to demonstrate some uniqueness at each campus. Specialty areas include the performing arts, environmental science, and English.

Research indicates there is a strong movement toward student learning outcomes. This is being fostered by funding and accrediting agencies. The focus of this accountability has been on the outcomes of student learning. Are students acquiring the knowledge that the institution is being funded to provide? Is the student with a degree able to demonstrate specific core competencies that reflect the objectives of the curriculum? Currently, there are no measurable competencies attached to course or program offerings that provide concrete evidence of curriculum competence. Available information includes the number of students who transfer to other institutions, grade point averages, and numbers of students who complete degree requirements and graduate.

The course and program development process and the curriculum process have changed significantly in the past five years.

As mentioned earlier, a focus on integration of objectives with teaching and learning strategies has made improvements in the curriculum. It has also become apparent that course and programs at SJC and MVC often have differences of opinion on how the curriculum should be developed and implemented. Due to the nature of each campus's demographics, business environmental needs, and student requests, the process of curriculum development has faced challenging times. As additional educational sites are established and begin to grow, these challenges may begin to magnify.

Evidence suggests that students may be more successful in specialty courses if the foundation in basic course work is present. Currently many of the more specialized courses such as economics, history, and sociology do not have prerequisites that support competence in the areas of reading, writing, and/or mathematics.

Last year, Library 100 was approved by the Curriculum Committee. This course is designed to help students learn how to access, analyze, and evaluate information using electronic media. This is the first course at MSJC of its kind. Research indicates that beyond the skill set offered in the above Library 100 course, other competencies will be required.

These include use of a word processor, including proofreading functions, spelling and grammar checking, computer tutorials, e-mail, and graphic interfaces. These opportunities are not available through the general education curriculum and are not required as a part of the general education core.

The literature identifies three common types of general education. These are Core, Distributional, and Free Electives, and range from most prescriptive to least prescriptive. The most common, and the method used at MSJC, is Distributive. To fulfill the general education requirements, students must take a specified number of courses in each discipline: social sciences, arts, humanities, and physical education. There is “no sequence prescribed, but there is a combination of courses, options from a pre-selected list, and a limited number of electives in designated disciplines” (Zeszotarski, 1999, p.40 – 41).

Two specific content areas are identified in the literature as increasing in importance. These are computer literacy competencies and multicultural programs. The former is not yet required as a specific general education competency; however, the latter is already a component of the general education core.

Shared governance operates at all junctures of the academic process. In addition to the Dean of Instruction for Student Success, a Basic Skills Committee examines processes and programs to meet student needs. This is also supported by discipline-specific task forces made up of faculty, classified staff, and administrators that work on program offerings designed to meet specific student needs as identified by department-specific faculty. The multiple groups may need to be examined to identify if these groups are duplicating efforts.

The strength of the GE component of MSJC is the dedicated full-time and associate faculty. While there are advantages to have faculty who also work in other areas of the workforce, this creates some challenges as well. The greatest challenge is the need to communicate with the large number of Associate Faculty. MSJC is undergoing rapid change and therefore information sharing is a vital part of the responsibility of the Office of Instruction. It is virtually impossible to bring associate faculty together for two reasons. First, the cost of such an event is prohibitive; and second, there are few if any facilities on either campus that will accommodate a group of over 450 people.

Other issues relevant for consideration and related to faculty include; exploration of intellectual property rights as they influence distance learning, curriculum development, and in-service education for faculty. While the pervasive use of the Internet has brought huge advances to education, it also offers its share of challenges regarding copyright laws. Staley suggests that the Internet may change the way people not only search for information but the way they read and store it. There is a debate as to whether publishers will have a place in the distribution of the printed word in the future. Currently, publishers control the copyrights of a piece of literature. Staley’s article suggests that if a journal manuscript is placed on the Internet, it can be used by many people at the same time for virtually the same cost. In this scenario, there is no middle-man to control the literary work. Without the publisher, the work becomes open access and belongs to no one. Not only is there no permanent paper copy, but there is no true documentation of ownership. The logistics of registration of written work will need to be considered in the future (Staley, October, 2003, p.2).

Professional development activities have increased for the faculty and staff at MSJC over the past three years. This year for the first time, a schedule of activities is available on the MSJC website and includes links to educational opportunities on the Internet. While this offers activities for individuals to engage in web-based learning, few organized activities are planned for professional development of the faculty beyond those offered at the opening days before each semester. Ample incentive exists for faculty to increase their education in a more formal manner by returning to higher education to take credit courses. Salary advancement provides an increase in salary step for each 12 semester units completed.



SUMMARY

Acknowledgements

This document is the result of tremendous effort by several members of the Mt. San Jacinto Community college staff. The Task Force members would like to thank the following people for their support and guidance through this process. Dr. Bill Stewart for his ability to synthesize the broad issues into meaningful elements that directed our efforts in what we hope is the best path for our journey.

Much gratitude goes to Dr. Dona Alpert for her ability to condense the vast number of resources onto a compact disk and still be available for the role of a sounding board. The co-chairs also wish to thank Dr. Robin Steinback and Dr. Laurel Jones for their insight in to the future and the past. Without viewing in both directions the environmental scan would be incomplete.

Special thanks to the members of the Task Force who spent countless hours digging into the MSJC data banks, archives and the memory of many staff members to produce the depth and scope of this document. Their efforts are truly appreciated.

TRANSFER, BASIC SKILLS, AND GENERAL EDUCATION IN SUMMARY

When one steps back to examine the whole process of what brings our community to the door of MSJC, educates them, and assists them to move to the next level of education, several pieces to the process need exploration and development. This process involves the seamless induction of high school students into MSJC and an assessment of each student for skill level and competencies based on the course patterns offered—or that should be offered—at MSJC. The next piece of the process is engaging the students in course work that enhances their skill levels to that of college-level work followed by general education course work designed to prepare them for post-community college course work and careers. Finally, students need to participate in a seamless transition from MSJC to the four-year institution to continue advanced education.

This process, though well-defined, still has areas that need fine tuning to provide students with an optimal college-level experience. Transition from high school is vastly improved as a result of increased

and enhanced communication between high school counselors and MSJC counselors and administrators. There is a need to examine the articulation between the high school exit exam and the Accuplacer assessment tool.

Basic skills courses and services provide an adequate foundation for students needing support with pre-college skills such as reading, writing, and mathematics. Services for students might include a menu of options including financial aid, an education plan, and academic mentoring by faculty. The time for students to complete the prescribed sequence could be seen as detrimental to success since it can take between three to five semesters to complete a basic skills sequence. A manner for students to engage in self-paced coursework weighted with critical thinking and research practices is worthy of exploration.

General education presents a variety of opportunities and challenges in its current status. Fledgling programs offer extraordinary learning experiences for those students lucky enough to gain admission to these classes, where the definition of quality, meaningful instruction, and learning is epitomized. Signature programs exist on each campus, thanks to the dedication and persistence of faculty and management.

Curriculum issues have been under a consistent state of improvement over the past three years and are looking ahead to integrate computer literacy competencies and prerequisite course work for some higher-level specialized courses. Distance learning is increasing as an option for students and may offer one of the only ways the college may be able to grow in the future.

Professional development for the faculty has increased in offering type and size, coordination, and ease of access. Additional opportunities can be explored that will provide improvements in all these aspects.

Articulation and transfer capabilities have improved since the assignment of a full-time Articulation Officer. While communication has improved between high schools and MSJC and four-year institutions and MSJC, there is still a need to improve communication to students at MSJC about the current status of transfer to specific schools. A more centralized approach to transfer should be explored in order to support all students at all campuses and centers.

In an effort to better articulate with high school graduates and better plan for necessary basic-skills course offerings, exploration of the high school exit exam and the college's assessment tool should be

explored for correlation of content in each. The question remains, “Is there a ‘disconnect’ between what high school students are expected to know upon completion and what they are expected to know when entering MSJC”?



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TASK FORCE 3 | STUDENT LEARNING: CAREER EDUCATION, COMMUNITY EDUCATION AND SPECIAL POPULATIONS LEARNERS

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INTRODUCTION AND ASSESSMENT

The current task force for Student Learning – Career Education, Community Education and Special Populations Learners was brought together for the purpose of providing specific review on the status of goals established under the 2000-2005 Master Plan process and developing a new set of recommendations to take the programs forward for the next five years. The task force included a wide array of talented and energetic faculty, staff and administrators who have an interest in the long term success of these programs at Mt. San Jacinto College (MSJC).

A significant shift for this task force over the previous effort is the emphasis on approaching the project from a Student Learning perspective. At the outset of this project, our team made the decision to rename our task force from “*Instruction: Career Education, Community Education, Special Needs*” to “*Student Learning: Career Education, Community Education, Special Populations Learners*.”

The team felt that *instruction* focuses on only a single means for achieving the desired outcome of student learning. That is, instruction is a means to an end, and we wanted to focus on the end result – student learning. Replacing this key word in our task force name also serves to emphasize what we consider our greatest goal, which is to focus on student learning. In addition, the change allows us to consider other strategies for student learning that go beyond instruction.

Similarly, recent trends in the business community, as well as emerging developments in accreditation standards, emphasize the need for institutions of higher learning to “foster learning in their students” and to ensure that their resources and processes “support student learning.” It makes sense to align our task force with these trends.

Finally, and perhaps most importantly, student learning just *feels* like the right focus. Our College draws on the combined efforts of faculty, staff, and administrators to support our student community. Though these groups have different duties and responsibilities, we are all driven by the same intrinsic desire to help our students, to effect a change in their lives, and to help them succeed.

Student learning then is the glue that unites our efforts, shapes our focus, and defines our community. While we might not all be instructors, we are all educators, devoted to the success of our students.

With our focus defined, we took on the job of developing a working plan for our task force. We began by reviewing the previous Master Plan and designating sub-groups to work on specific topics.

The goals that were established during the last master planning session touched on many areas in Career Education, Community Education, and Special Needs programs. The current group broke into sections to consider the three separate focus areas. The final process was to bring together elements from each area to focus on key issues and form recommendations.

CAREER EDUCATION

“Career Education” as a program at MSJC includes several aspects that work together to enhance student learning. By definition, career education courses and programs are designed to meet the needs of students preparing for employment, rather than specifically on transfer preparation. On completing a Career Education certificate or Associate’s Degree, students are prepared to enter their chosen field of employment. Though many students go on to transfer to four-year programs, the primary focus of career education is to reflect the workforce needs and trends of the local region. To achieve this purpose, career education programs include activities such as local business advisory groups, outreach to special populations, internships and job placements, customized training and continuous curriculum improvement. The goal in this section is to provide an overview of these activities.

Curriculum development is the process of designing all the elements of course work. Courses are then submitted for a formal review and approval process by the college Curriculum Committee. This committee is a shared governance process led by faculty with participation from all segments of the College community. The committee reviews, recommends changes and ultimately approves or denies the outline. This process is conducted under the policy guidance of Title V and the California Community College Chancellor’s office.

The curriculum development process also includes the design and review of academic programs of study. These programs of study are *packages* of course work, which include both certificate patterns and associate degree patterns. In addition to degree programs, MSJC offers certificate programs and employment concentrations. Certificate programs are comprehensive patterns of 18 or more units designed to prepare students for careers. Employment concentrations are common in the career education division and these ‘short’ programs usually consist of a few courses that will prepare the student with a specific employable skill.

Since the last Master Plan, over 25 employment concentrations have been developed and deployed in skill areas such as advanced computing technologies, early childhood teacher assistant programs, automotive technology programs and engineering and surveying programs. Over 117 new courses have been written and approved in the recent Master Plan cycle, with every discipline and every program in career

education represented in that number. Significantly, over half of these courses were developed by faculty in the Computing and Multimedia departments; important evidence of the College commitment to staying on the cutting edge of technology education. Ten of the new courses were approved in support of the new Water Technology program. Career Education faculty also recently developed new certificate programs in Golf Course/Turf Management, and Corrections.

Career education faculty have also worked to update and revise over 160 of their course offerings. Once again, every department is represented in these numbers and almost all of our programs of study have undergone some modification: Nursing and Allied Health, Business, Child Development and Education, Computer and Information Systems, Multimedia, Fire Technology, Administration of Justice, Management and Water Technology.

Curriculum development does not happen in isolation. Career education faculty work with, and are supported by, their colleagues in other instructional units on campus. Recently, career education faculty have been working on several interdisciplinary and cross disciplinary efforts. These internal partnerships are bringing together teams to work on new collaborations. One such team includes Environmental Science, Water Technology, Turf Management, Geology, Geographic Information Systems, and Biology faculty who are currently outlining new potential degree and certificate patterns that draw on strengths of each program and that serve to prepare students for multiple employment options.

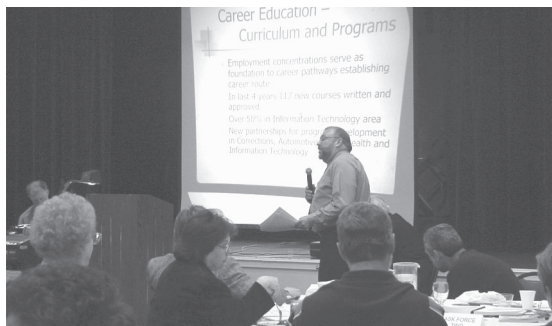
One of the hallmarks of the career education programs has been to provide our students with experience in cutting-edge technologies; however setting up learning environments based on emerging technologies can be difficult, to say the least. Not only are these technologies expensive, but campus resources and facilities are limited.

To overcome the first of these issues, the career education team has vigorously worked to secure outside partnerships and funding to help establish these programs. After extensive effort in recent years, new program opportunities are emerging in several departments including Child Development Education, Allied Health, and Business.

Two new Certificate programs, Corrections within our Administration of Justice program and Alternative Fuels for Heavy Duty Vehicles in the Automotive Technology program, have been approved through the curriculum process.

The Administration of Justice program has expanded to include a new Corrections Program. This certificate program has started with three new course offerings this year. A key element to the success of this program is a new partnership opportunity with our MSJC Police Department that will offer occupational internships for students.

Automotive Technology has recently completed negotiations with Honda Motors of America to become certified as a Honda PACT (Professional Automotive Career Training) school. As part of the Honda PACT agreement, faculty members received extensive professional development training through Honda Motors of America. The department is currently preparing curriculum for roll-out in spring 2004. Honda Motors of America's corporate commitment to the success of this partnership is evidenced in the numerous resources donated to the College including over 20 late model vehicles, training guides, tools and equipment. In addition, 2003-2004 will be the first



year of a new certificate in Alternative Fuels for Heavy Duty Vehicles. Due to the availability of specialized equipment and tools, these classes will be scheduled at the Riverside Transit maintenance facility in Hemet through a partnership with RTA.

Recognizing that campus resources and facilities are also limited has led to the development of campus signature programs. Most technology based programs are located on a single campus and serve the entire region. Some of these programs are also adaptable and flexible. For example, in Fall 2003 the Oracle database program was relocated to the Menifee center to take advantage of high interest and business opportunities in the area. These modular and adaptable approaches to developing programs of study should serve us well as the College looks to build new student learning centers in the future.

Another successful partnership effort is the expansion in Allied Health. Recent significant program additions will expand our capacity to serve an

additional 24 students. Recently the College completed negotiations for the Nursing Workforce Initiative in partnership with Valley Health to provide both a Generic Nursing Program and an LVN Bridge program over the course of the next year. This is significant because of the nationwide shortage of qualified nurses. In fact, the Employment Development Department estimates indicate that 9 of the 25 fastest growing occupations in California between 2000 and 2010 will be in Health Services.

The Child Development and Education program is an excellent example of partnership efforts. The department has benefited from being awarded a number of grants that have enhanced the ability to serve both low income students and community families. The department has also participated in the Joint Staff Development program with Riverside County Office of Education to provide training and support to pre-school and head start faculty.

There has been an expanded effort to develop online and hybrid courses. Many disciplines have participated in this effort that will soon culminate in a fully on-line degree program. The Business department is near completion of a full on-line certificate in Accounting.

One important source that faculty consider when developing curricula is the input and feedback from advisory committees. An advisory committee is a group of individuals selected to represent broad points of view relative to a specific career education area. The members share a strong sense of commitment to the development of a quality program that can be responsive to the needs of the community and businesses. Functions include advising on program development, providing input on curriculum, assisting in establishing guidelines for selecting equipment and instructional materials, suggesting qualifications for technical instructors and providing student internship and placement opportunities.

An excellent example of the importance of collaboration found in advisory committees is the Spring 2003 advisory committee meeting for Administration of Justice and Corrections programs. The meeting included industry representatives from almost every law enforcement and corrections department in the region including the F.B.I., Secret Service, Alcohol Tobacco & Firearms, Department of Corrections, Border Patrol, Riverside County Sheriff's Department and Murrieta and Hemet Police Departments. These busy professionals spent a morning providing very constructive input on the

Administration of Justice and Corrections programs; they commented on curriculum, suggested future courses and articulated the needs of employers who will someday hire our graduates. Successful advisory meetings such as this are an on-going, annual occurrence for each of the disciplines in Career Education, and since their inception, community participation on these committees has shown steady and sustained growth.

Another benefit of business and community participation on advisory committees is the expanded opportunities for students in occupational internships and job placements. The Office of Occupational Internship manages the campus internship efforts and has developed outreach programs with a number of local businesses and industry partners to provide students with critical, hands-on work experience that is relevant to their fields of study. Students who participate in these programs earn academic credit and/or a stipend for the work they do. These programs benefit both the student and the employer, and also serve to further encourage local business professionals to participate in Career Education advisory committees.

Occupational Internships are just one example of the effort made in Career Education to support student learning. Since 1999 over 350 students have participated in an occupational internship. Many of these students reported that this work experience helped them overcome the challenge of not being able to secure a job without experience.

Another example is the Tech Prep program that supports a number of activities to build partnerships with local high school career and technical education programs. Working in partnership with local schools, we can assist students to be well prepared to take on college courses. A key element to the Tech Prep program is 2+2 Articulation.

Articulation is the process wherein two campuses come to an agreement as to how course work completed at the one, will be counted at the other. The primary motivation in articulating course work is student centered. The idea is to allow students to move quickly through the system when they already have earned some prior academic equivalence. In this regard, articulation is not a short cut, nor a means to bypass course requirements. Articulated courses are simply considered equivalent between the two participating campuses, and students benefit from not having to enroll in a course for a 'second time'.

High school courses may be approved for

articulation when the community college faculty in the appropriate discipline determine the high school course to be comparable to a specific community college course. On approval, articulated high school courses may be accepted in lieu of comparable community college courses to partially satisfy the requirements for a certificate program or the major requirements of a degree program.

The purpose of articulation agreements with high schools is to advance the educational opportunities for students who have completed career and technical education programs at local high schools. Every articulation agreement is verification that the appropriate discipline faculty, curriculum committee, administration and Board of Trustees of MSJC are in agreement that the articulated high school course sufficiently demonstrates substantially similar course content, hours and method of instruction, evaluation of student learning and exit criteria to provide successful students a thorough mastery of the content. This is essential since granting articulated credit will frequently serve to meet graduation requirements, pre-requisites to other courses or credit for core certificate courses. All agreements are reviewed and updated every three years.

Articulated course credit under 2+2 Articulation is only granted after a student successfully completes 12 units at a 2.0 GPA in residency at MSJC. Since credit is granted in accordance with the Title V policy of "Credit by Examination," no more than 12 units total can be granted for articulated credit.

Since the last Master Plan, representatives from each of the disciplines in Career Education have participated in annual Articulation Workshops with representatives from area high schools and ROP programs. These professionals were invited to work with MSJC faculty in identifying common program strands and opportunities for articulation. Over 50 Career Education courses have been articulated with local K-12 and ROP programs since the Fall 2000 semester.

Another, more broadly recognized form of articulation is the process of articulating community college courses to four-year institutions. Career Education faculty and staff also work diligently to insure that courses taken at MSJC have the broadest possible application as MSJC students transfer to four-year colleges and universities. There are over 250 articulation agreements in place for Career Education courses, and most of these agreements are with neighboring CSU and UC campuses. A close working relationship with the MSJC Articulation office has

been extremely beneficial to increasing the number of Career and Technical courses articulated to four-year colleges in recent years.

Articulation from high school and Regional Occupational Programs to MSJC, and from MSJC to four-year institutions is just one example of growing efforts to support the success of career education students. A major effort in recent years has been alternative scheduling and alternative delivery of courses. Under the current Master Plan, educators in the Career Education division were encouraged to consider 'creative scheduling' opportunities for existing and proposed programs. Department Chairs and Cluster Coordinators on each campus have since been scheduling class offerings in a variety of times, settings, and means.

Since the Fall 2000 semester, over 1500 Career Education classes have been scheduled in evening and weekend time slots. These offerings directly support our working students, many of whom are looking to change careers or are seeking advancement opportunities in their careers.

In addition to off-hours scheduling, classes are offered in a number of different venues to bring the learning to our students. MSJC has offered classes in many new facilities in the region. Over 450 off site Career Education classes have been offered since Fall 2000.

MSJC has been at the forefront in using cutting-edge technologies to support education, and for the past few years we have been exploring the viability of using the Internet as a means for distance learning. As early as the Spring 2000 semester, our first Internet-based distance learning class was offered in the Computer and Information Systems department. This hybrid offering (combination web-based format / lecture-based format) introduced students to computing and data processing technologies. Since then, there have been over 50 Career Education course offerings delivered in either a hybrid, or fully online format. Faculty continue to explore this venue and are working to deliver entire programs of study over the Internet.

Community colleges have expanded their economic development role to include customized training and technical assistance activities for local businesses. In reaching out to local businesses, community colleges help to maintain and increase the number of competitive high-performance workplaces in the local economy. MSJC serves local businesses by offering a variety of services designed to improve the bottom line through an investment in people. The target base for economic development within our

District has been Allied Health, Manufacturing, and Computer Information Services. The College is committed to the continued development of our networking strategies with local economic



development agencies, Regional ED>Net initiatives, local business and industry advisory committees, and One Stop Career Center partners, who together serve hundreds of employers in western Riverside County. The College has hired staff and developed a plan to provide consistent information and services to employers. Recently a survey was delivered with an aim to better communicate information about our programs to our local community. The survey sought to learn more about specific educational needs of local businesses; MSJC continues to develop new curriculum and programs to assist with business needs. While pleased to some extent about college visibility to our local businesses, there is still need to do more in this area.

The Contract Education branch is dedicated to assisting companies with the development of customized education programs. The intent is to increase partnerships, outreach, and visibility. Whether the need is a one-day seminar or a series of classes, the College has taken the position to be competitive in providing contract education services to area businesses.

The development of marketing materials has helped tremendously in communicating information to local businesses, which has increased the awareness of career and economic development programs of the College. Both target program information and comprehensive service information materials have been developed and distributed. This information goes to local chambers, economic development offices, and local businesses. The message from the team has been that the College can offer a wide variety of programs for immediate implementation. Options include associate degrees, certificates, seminars and customized training.

Through the Economic Development Capacity grant, the College developed marketing brochures that have promoted the economic development program.

These brochures include Your Key to Success, Your Business Link to Success, The Corporate Classroom, Workforce Resource Center and Manufacturing Training Center. A Web page is currently in place so that local businesses as well as interested parties can get a clear understanding of the resources available through the College.

Division recruitment of faculty has been very successful despite the highly competitive markets. All recently hired faculty come to us with excellent teaching experience as well as relevant industry experience. Over 80% of new hires possess advanced degrees in their discipline.

COMMUNITY EDUCATION AND SERVICES

The Community Education Department at MSJC has been an integral and relevant part of the College in the unique way it serves the college district community. The department has two distinct functions; noncredit FTE generating classes and a fee based program in which a variety of courses are offered for a fee. As developed in 2000 our mission is:

“The Community Education and Services Department focuses on meeting business and community needs of lifelong learning, and professional and personal development, through the offering of varied workshops, classes, seminars, activities, and events.”

In school year 2002-2003 it was necessary to begin retooling the department to better serve the community and gain improved fiscal self-sufficiency. This was undertaken with a complete review of offerings, processes, and procedures. The result was a repositioning that has begun to forge the future of community education.

As a result of the retooling effort, the community education and services department is newly repositioned with five areas of focus, resulting in a department that is *Responsive, Integrated, Flexible, Multidimensional, and Diverse*.

The focus of being responsive involves consistent fresh decision making to meet the needs of the community we serve. First, classes and services are carefully selected for their potential marketability to members of various constituent groups in the community. Secondly, industry and community needs are responded to *quickly* through fee based classes. Shifts in population are monitored and responded to easily with flexible use of community site locations.

This combination of efforts means that we can rapidly seize and respond to marketing opportunities.

Another new area of focus is integration through expanding opportunities for promotion of bridges between community education fee based and noncredit classes to the college credit programs. For example, the community education computer training classes serve as a bridge to the certificate and degree programs in Computer Information Systems and Office Technology. Similarly, community education music classes and performance groups offer easy connections to the credit certificate and degree programs in Music and Musical Theatre. In the future, community education will be exploring additional possibilities to build bridge programs with disciplines such as Art, Business, Child Development and Education, Dance, ESL, Golf Course/Turf Management, Nursing and Allied Health, Real Estate, and Water Technology.

Community education is focused on being a multidimensional program in order to best serve as a partner to the College as a whole and the communities we serve. Fee based classes for youth through older adults offer opportunities to gain new knowledge and skills in school based, work based, leisure, and lifelong learning topics. A variety of noncredit classes designed for adults are offered at absolutely no cost. These “free classes” include General Education Development (GED) prep classes, English as a Second Language classes and introductory computer classes. Many classes and associated services are made possible by the support of grant funding.

The community education and services department serves all MSJC District communities. Classes are offered in many locations, including Temecula, Menifee, Sun City, Murrieta, Lake Elsinore, Anza, Perris, Nuevo, San Jacinto, Hemet, Beaumont, and Romoland. Also, classes are offered at various times and days; Monday – Sunday and morning, afternoon, and evenings.

The program is committed to serving the diverse interest and needs of the communities we serve both in the programs offered and students served. The community education department constantly seeks new programs to add to the wide range of offerings currently available. Many programs are of interest to enhance the quality of life for participants; these include classes in the categories of Art and Leisure, Health and Fitness and Personal Finance. Other programs such as Business and Career Seminars, Computer Technology Training, and professional Continuing Education Units (CEUs) are offered to

enhance the quality of participant's work life. Finally, programs such as College for Kids and the English as a Second Language (ESL) prepare participants to succeed in education and work opportunities.

Community education continuously reviews offerings to maintain a diverse and up to date set of programs.

The importance of maintaining a current and diverse set of programs is reflected in the diversity of our student population. Demographically, community education serves students from ages 7 to 77. These student participants represent a wide cultural cross-section of the community and are regionally represented throughout the District.

As mentioned previously, Community Education has the following specific types of programs, the fee based and the noncredit or "free classes."

1. Fee based classes are currently offered at a total of 7 community and campus locations, with over 1700 students participating during an average semester. There are 110 distinct courses offered, not including online offerings. Fees range from \$25 - \$1500 per course, depending on length, content and materials. We can also access extensive online offerings (300+ titles) through a partnership with ED2GO.
2. Noncredit or "free classes" are offered at over 26 community and campus locations, with over 1200 student enrollments on average for each Fall and Spring semester. On a weekly basis, there are over 50 class sections (85 total sections) offered each semester and we employ a total of 38 noncredit instructors. English as a Second Language (ESL) is offered at all levels, with the goal to prepare students adequately for employment or to join the credit ESL courses the College offers. Classes in General Education Development prepare students to take the GED test to certify high school level education completion and ultimately enter advanced education at the College. Career enhancement classes assist student participants to prepare for, maintain and advance in their employment opportunities. Like the fee based (pay) classes, the free classes of the noncredit program are continuously reviewed to offer high quality, relevant programs to meet community needs.

The growth and development of the community education department has included several recent events designed to improve program quality and self-sufficiency. After several years, all services required for enrollment of students has moved back into the community education department from enrollment services for improved customer service to students. There has been an expansion of fee based class

sections and all fee levels and pay ratios to instructors have been reviewed to maximize profits. The department is effectively utilizing grant funding to improve the noncredit program in ESL and GED.

As community education completes the first year of this major retooling effort, there is a need to also consider the potential future challenges and necessary next steps. As with growth in the entire college community, there is a need to expand locations for classes in the community that do not have substantial rental fees due to the impacted availability of on campus space. The department is committed to improving the integration with and transitions to the college credit programs. Maintaining the Older Adult Program while facing potential cutbacks in the noncredit (free) program will be a challenge.

Additionally, the retooling effort involves a review of operational processes and staffing assignments for continuous improvement and improved fiscal self-sufficiency. This commitment to continuous improvement means the department will continue to improve upon several current initiatives such as marketing both on an internal as well as an external level. Improved customer service is another commitment with a goal to improve registration process options, including web and automated telephone registration. As the District grows and the population expands, there is need to expand both fee based and noncredit classes in areas not currently offered. Growth in the professional community can be benefited by expanding classes offered for Continuing Education Units (CEUs). In the future the department will also be challenged to ensure maintenance of technology in courses and internal processes.

Community education is an integral part of the College community, committed to being *Responsive, Integrated, Flexible, Multidimensional, and Diverse*. In serving as a primary partner to the career education programs, the department also assists meeting the needs of students in "special populations" who benefit from programs and class offerings to help them bridge further education.

SPECIAL POPULATIONS LEARNERS

Many programs in community colleges receive specific funding for the purpose of assisting Special Populations Learners. This term refers to students who face a number of challenges to achieving academic success. These learners, as a group, are a funding priority of the Carl D. Perkins Vocational-Technical

Education Act of 1998, a major source of funding for career and technical education programs.

The categories used to define learners who are members of special populations must be clear. The term “special populations” as defined in Section 3 of the Carl D. Perkins Vocational-Technical Education Act of 1998 means:

- individuals preparing for nontraditional training and employment;
- individuals from economically disadvantaged families, including foster children;
- single parents, including single pregnant women;
- displaced homemakers;
- individuals with disabilities;
- individuals with other barriers, including limited English proficiency.

Not only does the Carl D. Perkins Vocational-Technical Education Act (VTEA) of 1998 require each eligible agency to serve special populations, it requires a quantifiable description of the progress made by special populations. Data must be collected in four core indicator areas: skill attainment/achievement, completions, employment placement and retention, and training for nontraditional employment. For each of these indicator areas, the success of each of the six special population sub groups must be assessed. Local entities must collect baseline data and establish numerical targets for these groups. Each year the percentage change from the previous year must be reported to document progress. In instances where progress is lacking, the law requires local entities to provide specific programs to encourage and support special populations and nontraditional enrollment.

Furthermore, at the community college and adult education level, vocational education dollar allocations are based on the number of economically disadvantaged students served by the institution. “Economically disadvantaged” is one of the six designated special population groups, and students in the other five special population categories, particularly single parents and displaced homemakers, are frequently economically disadvantaged as well. Thus, in addition to the social importance of meeting these students’ needs, there is an economic incentive to all colleges and adult schools to recruit and retain these students.

There are a number of excellent programs designed to meet the needs of all full time special populations learners. However, because many of these programs are restricted to only full time students,

there may be a gap in meeting the needs of many part time or first time Career Education students. A comparison of services available to full time versus part time students helps to explain the impact to first time and part time students.

Several fine programs of the community college system are available to assist the special needs of economically disadvantaged students who attend full time. Such programs include Extended Opportunities Programs and Services (EOPS) that serves students with both an educational and an economic need and the associated program Cooperative Agency Resources Exchange (CARE), which serves single parents receiving cash aid from welfare. Disabled Students



Programs and Services (DSPS) and the Learning Skills Program (LSP) serve as the foundation of services for students with disabilities. Both serve students who are either part time or full time. Both offer services that in general, are well coordinated with other programs. These programs and the assistance of the student financial aid, in the form of Board of Governor Grant (BOGG) fee waivers, Federal Financial Aid/PELL grants and other grants, provide significant assistance.

EOPS/CARE is the primary program supporting economically disadvantaged students at community colleges. The goal is to assist students to transfer to four-year institutions to complete their education. Students are required to carry 12 units; services include financial aid, supportive groups, educational planning and counseling.

There are limited services available to meet the needs of special populations learners who are economically disadvantaged and unable to carry a full 12 units of course work. Although some programs and services such as BOGG fee waivers, DSPS and LSP programs are equally available to part time students, there is a problem with access to the information. Many part time and re-entry students lack knowledge of the services available in programs such as EOPS/CARE prior to enrollment. Without prior knowledge,

even qualifying full time students frequently cannot apply in time to be accepted to the programs for their first semester. When applying late, these students may not be accepted to receive services until their second semester. The concerns are heightened by the fact that these students are frequently taking career education courses in a non-traditional schedule that may include evening, weekend or distance education classes, further limiting direct access to information.

At community colleges, many economically disadvantaged students who attend part time are receiving benefits from Temporary Assistance to Needy Families/CalWORKs or similar programs such as CalLEARN (pregnant and parenting teens). Statewide in this group of special population learners, over half are enrolled in noncredit and/or less than full time units and 40% are not high school graduates. Since 1998 the California Community College Chancellor's office has funded CalWORKs programs on campuses to support these students as part of the national welfare-to-work reform effort. The goal of these programs is not transfer; the goal is employment. This leads most of these students to career and technical education certificate or degree programs. The services are coordinated with county social services agencies and connected with individual welfare-to-work plans of participants. The focus of community college CalWORKs programs is on support service coordination, advisement and funded work-study jobs for eligible students.

Many CalWORKs and CalLEARN students at least begin as part time (less than 12 units) students. Therefore they do not qualify for assistance through either EOPS or CARE. Even with financial aid, these students still require significant advisement and advocacy in order to thrive in an academic environment. CalWORKs/CalLEARN students have multiple barriers, limited time and limited resources to complete their education.

One measure of the value of programs funded for special populations learners is quantified in the core indicator reports each year. Performance measures for Carl D. Perkins Vocational-Technical Education Act (VTEA funding) are reported in four areas of core indicators that document the percentage of students who are successful in these areas: 1) skill attainment-completions of advanced or clearly occupational course; 2) completions-occupational degree or certificate completions; 3) employment and retention-employment with 6 month retention; and 4) participation/completions for non-

traditional (less than 25% by gender) careers.

This year the aggregate core indicator final report verifies that our efforts to improve career education programs and services to students are really working. At MSJC, each of the four core indicators showed significant improvement, and certain specific elements of the reporting improved by as much as 10% in the 2002-2003 reports.

In planning for the future, the College clearly needs to find continued creative ways to broaden services for students who are special populations learners. Special attention should be made to address students who are not traditional day scheduled full time students. With continued efforts in the reform of social services and welfare-to-work, students who primarily attend part time, evenings, or distance education will represent an increasing number of special populations learners in the coming years.

The potential concerns regarding future ability of the College to meet the needs of special populations learners are numerous and many challenges center on the services disparity of availability to the full time students versus part time students. Sufficient information needs to be provided during orientation that specifically addresses the needs of part time students who may be under prepared for college work. Will part time and alternate schedule students have sufficient access to the full range of advisement, tutoring, financial aid and counseling services to meet their needs at all sites and at alternate times?

One key question needs attention. Are we expanding the availability of program resources to meet the needs of these students as we expand our offerings in academic programs with distance education, fast track, and evening and weekend programs? Or, are we fated to maintain the conventional model where services and programs are primarily available only to students who are full time, during traditional office hours?

KEY ISSUES

After concluding an assessment of each focus of our group that included research and evaluation of current status, it became important to consider the group as a melded, integrated team, with priorities that overlap and strengthen one another. The final goal then is bring together elements from each area of focus on key issues and form recommendations.

Building Career Education Programs

Traditionally, Career Pathways included such things as traditional career counseling, basic literacy and math, entry-level job skills and work-based learning; and advanced training and general education. In a Career Ladders system, this is not the end; it is the beginning. A career ladders system would also provide work-based learning, certificate programs, employer funded training and degree programs. Career ladders also integrate classroom instruction and career skills with development resources to help students identify career options and combine work and learning to enable individuals to obtain needed skills while simultaneously pursuing work and career objectives. Finally, career ladders offer lifelong learning and training opportunities to enable workers to gain needed skills periodically over the course of their careers.

Our research indicates good potential for new program development in areas such as retail, logistics/distribution, robotics, adult day care, childcare, telecommunications, technical occupations in medicine and biotechnology.

A strong career pathways/ladders system will also build on our existing programs to continue to offer opportunities for skills upgrade and continuing education in programs such as tax accounting, allied health and child development education.

Building Academic Integration

A key principle of the career pathways system has always been development of strong academic skills to advance the career and technical program skills. However, in a traditional career pathways system, the development of strong academic skills was often considered as prerequisite to the career and technical education program. In a career ladders system, strengthening of academic skills is considered an integral and ongoing element. Strong business leaders seek continuous system improvement. A career ladders approach to lifelong learning encourages the individual to adopt this same approach to continuous educational improvement.

A first step is to improve academic preparation of career education students by focusing on student advisement, basic skills, ESL, and tracking of student progress. Many believe that development of academic basic skills often works best when presented in a contextual learning environment, linked to the career education program. As an ongoing strategy, to be more responsive to business needs, we need to

strengthen the link between basic skills training resources and career education faculty and advisory committee recommendations.

Many of our business advisory committees have expressed the need for advanced writing and communication skills. These business partners have encouraged us to develop enhanced writing and communication courses linked to our career education programs. In many ways, creating curricula that include a direct application of career course content to academic course work may enhance both career education programs and general education courses.

Career education programs have always been focused on successful outcomes. By focusing on what people need to know to be successful in their careers we are also focusing on successful student learning outcomes.

Building Industry Partnerships

In recent years our business advisory committees and economic development and workforce development programs have served as the foundation of our partnerships with regional businesses and industry. These partnerships have strengthened our career education programs in many ways, including curriculum advisement, student internship opportunities and job placements.

Ongoing, dynamic partnerships with business and industry are the heart and soul of the career ladders/pathways philosophies. We ensure a strong connection of career education programs to the business world by pursuing such things as internships, customized training, job placement, job shadowing, and the building of effective advisory committees. When we seek input, listen and implement recommendations, we are building programs that respond to industry needs and therefore respond to the needs of students.

These partnerships work because we are listening to what business has to say. By ensuring that all career education programs/courses include the themes of ethics, diversity (diverse workplace, international business, and diverse client populations), team building/project based management and technology integrated into the curriculum, we are responding to the needs of our business partners.

The more we can enhance those opportunities for communication, the more we increase opportunities for our students. By modifying employment concentrations/certificate patterns and degree programs to include a culminating experience such as an internship or special project, we offer opportunities

for “real world” experience that can be developed directly with our business partners. Ultimately, better coordination between business partners, placement coordinators and career education faculty improves job placement success for students.

There is also a strong effort in community education to design additional seminars and workshops designed around industry needs for businesses that desire short-term employee training. In addition, opportunities to offer classes for CEUs (continuing education units) have increased and will continue to be an important emphasis in the department.

Building Internal Partnerships

It is clear that in focusing on student learning and career education we are focusing on partnerships. Partnership with business supports curriculum development, student learning objectives and the ultimate outcome of student transition to employment. Another key to our overall success is to build strong internal partnerships.

A primary internal partner with strong ties to many career education programs is the community education program. There are several specific areas where partnerships with community education and career education are readily observed. It is clear that building on these current collaborations can enhance both programs.

Transition from noncredit to credit ESL and noncredit GED program to the college credit programs has been an established path for many residents in the community. The community education department is working on several strategies to increase the number of students prepared to make this transition. By considering several new ideas such as Vocational English as a Second Language acquisition technique, the noncredit ESL program can become an increasingly effective feeder program to credit ESL and career education programs.

Identifying opportunities to broaden the number of offerings in the fee based program and increase their overall effectiveness represents another valuable partnership initiative. Strengthening the fee based community education program can serve as a strong internal partner in two ways. First as a feeder to credit based career education programs, fee based classes offer students an opportunity to “check out” different educational opportunities and careers.

Well structured fee based courses also offer small business owners an affordable alternative to provide certain skills upgrades to their staff. Working in

partnership with career education faculty, methods to broaden and enhance this program may be identified that will help fee based classes become the desired “spring board” to feed established certificate and degree programs.

Building Technology Flexibility

In all our efforts an essential element is the need to respond effectively to the rapidly changing technology needs of business. To establish a strategy of technology flexibility capable of meeting this demand, there are several important principles to consider. First is the commitment to adapt to changing technology in rapid fashion. For instance, when evaluating new software technology to determine if it should be offered as a class, we may need to seek input from the business community perhaps even prior to their decision to upgrade.

As with all programs that serve student learning, community education is also focusing on methods to increase the use of technology to enhance existing services. Online enrollment is being planned to gear up for the Fall 2004 registration cycle. By improving the applications of technology across all aspects of the program, community education will be able to more effectively meet identified goals of being an increasingly visible, and viable partner in student learning.

A sound strategy of technology flexibility needs to extend to every aspect of student learning. An important future focus will be creating an educational environment that facilitates skills development, employment, and life-long learning in an online environment.

This commitment means working toward the development of online courses to enable students to achieve career education certificates and degrees fully online. At the same time it means working to increase retention of students in these online courses. Online learning is going to be increasingly competitive and we need to be at the forefront, in order to maintain our standing as a College that is committed to technology excellence and flexibility.

Building a Marketing Strategy

In our commitment to the development and enhancement of career education and community education programs that build responsiveness to the business community, enhance student learning outcomes and offer continuous career improvement opportunities we find the need for better communication is a continuing theme. We need to communicate not only “with” business, but also “to” business. We need to let

them know we are here, we are available and we are responsive. As part of this strategy, we need to develop an exemplary marketing plan to continuously promote the career education programs and community education courses both internally and externally.

Building Support to Meet the needs of Special Population Learners

As we expand our offerings in academic programs with distance education, fast track, evening and weekend programs, are we expanding the availability of program resources to meet the needs of these students? Are we only available during traditional office hours for students who are accessing classes through a non-traditional schedule? How will MSJC continue to serve the needs of these students in an era of welfare reform with the potential limitation of these programs in coming years?

The answer will ultimately come in a number of creative efforts. There will be a need to explore not only distance learning but other alternate learning modes to meet the pressing special needs of many students.

Building a Committed Learning Community

To deliver on the pledge to provide lifelong learning opportunities to *all* segments of our District's communities, it is important to continue to analyze demographic sectors that benefit from educational programs and services not offered within the purview of the College's credit program. The prospect of maintaining local communities focused on quality education can be accomplished in many ways, including the consistent availability of convenient short term seminars and workshops in the arts, health and fitness, business and careers, computer technology, college for kids, and such academic "springboard" classes as GED and ESL. Ultimately, many within this population move into credit programs with enthusiasm to advance their skills and/or provide monetary and political support to initiatives needed at the College.

SUMMARY

The task force for Student Learning—Career Education, Community Education and Special Populations Learners was brought together for the purpose of providing specific review on the status of goals established under the 2000-2005 Master Plan

process and developing a new set of recommendations to guide the programs in the next five years.

The committee wishes to recognize and thank Ms. Lori Pate, MSJC Curriculum Coordinator, and Mr. Richard Collins, Dean of Instruction Career Education, for their valuable assistance and contributions to this effort.

It is important to note that the scope of this task force has been expanded since the last Master Plan to include along with Career Education, the Community Education and Special Populations programs. While most readers understand that the career education division offers college-level course work that transfers to four-year university programs, as well as course work that helps students prepare for a vocation, the focus of these other programs might not be as clear. Briefly then, community education is responsible for all fee based programs on campus, as well as all noncredit FTE generating classes, and the Special Populations programs serve those student populations who face a number of challenges to achieving academic success.

For the past few years, faculty, staff, and administrators in these units have teamed to create new programs and learning opportunities. These teams generate their own special energy and we have witnessed many successful programs as a result.

As we look to the future, we plan to build on the successes of our past, to address perceived needs in our programs and offerings, and to continue to look for opportunities to improve. Based on research that included an examination of current literature, employment trends, and input from advisory committees, we believe the following key issue areas deserve special attention:

- Use career paths / career ladders to build dynamic career education programs;
- Integrate vocational programs with academic preparation;
- Continue to develop and foster industry partnerships;
- Continue to partner with other campus units so as to develop novel learning opportunities and support systems for our students;
- Embrace technological flexibility in the delivery of student learning opportunities;
- Implement a sound marketing strategy that promotes Career Education and Community Education learning opportunities;
- Continue our commitment to special population learners;
- Identify and develop learning opportunities for those in our community who have made a commitment to lifelong learning.

TASK FORCE 4 | STUDENT SERVICES—CORE

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INTRODUCTION

The Student Services Core committee evaluated the offices of Enrollment Services, Financial Aid, Matriculation and Counseling. Within each of the four offices a general assessment, research and evaluation and key issues were identified. A general summary with recommendations was compiled and appears at the end of the section.

Research Methods

Data were obtained through numerous professional publications and national educational organizations which formed the foundation for trends, future goals and the research and evaluation in some of the following areas. These sources are listed in the reference section of this document. Informal interviews by individual committee members of students, faculty and staff also assisted in providing anecdotal information about past and current practices.

ENROLLMENT SERVICES

ASSESSMENT

The Office of Enrollment Services offers a wide range of services, from processing applications for admission, to transcript requests. Enrollment Services facilitates and offers general information regarding the college in addition to assisting students in the process of registration, adding or dropping classes, credit by examination, and enrollment and graduation verification. The functions of the department are fulfilled in accordance with college policy, federal and state law. This assessment is intended to discover and assess the efficiency of current department practices, identify goals, and propose improvements.

Due to dramatic population growth, budget concerns, and the evolving needs of students, evaluation of the system used to meet the needs of students has become more immediate. Challenges such as this will allow MSJC to create innovative ways to meet the needs of our students while fulfilling our college, federal and state mandates. The areas of communication, technology, service, and process as they relate to enrollment services were identified as key elements for review.

RESEARCH AND EVALUATION OF FINDINGS

The Office of Enrollment Services distributes information to students and staff regarding various practices and policies. While enrollment services adequately serves the needs of thousands of students every semester, the desire to improve continues. Communication between enrollment services, and the student body regarding enrollment polices and processes, available services, and the availability of technology to facilitate student and staff needs is

vital. The ease of communication and lack of physical space may raise privacy concerns as the college must adhere to the Family Educational Rights and Privacy Act of 1974 (FERPA). Questions may arise as to the use of secure data, or directory information. The use of such information may vary considerably from college to college (Villano, David. *Two Degrees, No Separation: Miami-Dade County's Dual Enrollment Program Gives Students a Leg Up On a College Degree*. Florida Trend, March 2002).

The mission of the Department of Student Services is upheld within the daily practices of the Office of Enrollment Services by providing unique opportunities and support services which foster personal development and student learning in a diverse community (*MSJC College Catalog 2002-2003*).

Enrollment services staff members work diligently to ensure that students are aware of the enrollment process and progress through the system smoothly. However, many students may be unaware or uninformed regarding the full range of services provided by enrollment services. Furthermore, staff members may be limited in terms of the services they provide due to limited resources. For example, online registration is now available. The enrollment services office has seven computer terminals for students and limited space to facilitate student registration. When approximately fourteen-thousand students attempt to register, the process becomes overwhelming for students and staff members. This may lead to customer service complaints, anxiety regarding course enrollment, long lines, stressed and short tempered students and staff members. Concerns such as this and the desire to improve guide this assessment.

Current Practices

Enrollment services has implemented several practices, which were intended to and have improved the services provided.

- Reservation of computer labs (when available) while utilizing outreach mentors to assist with online registration during peak enrollment.
- Currently working with the IT department to develop enrollment verification requests online.
- Monthly staff meetings include discussions on enrollment services practices.
- Development of a brochure which will inform students of the services provided by Enrollment Services including grading policies and academic probation.

The creation and implementation of these

practices illustrate the willingness of this office to improve the services offered. Furthermore, these practices encourage and reinforce professional staff development.

KEY ISSUES, CURRENT AND FUTURE GOALS

Communication among students and staff should be addressed using an information kiosk and staff development workshops. The information kiosk will provide trained staff to answer simple questions regarding registration, adding, dropping, or withdrawing from class, in addition to general assistance, which could expand into other areas of Student Services. Refresher workshops can be provided for staff which will allow them to improve their public relations skills, develop and refine their professional image, improve telephone etiquette, and expand the ability to communicate effectively with difficult people.

The area of technology should entail the development of an e-services center. The article, *Falling Through the Net: Toward Digital Inclusion*, stated that individual household use of new technologies is increasing. However, significant disparities remain between low income and middle income household computer and internet access and use. Those living below the poverty level comprise 14.3% of the MJSJC service area, and 22.4% have less than a high school diploma (*MSJC Fact Book 2003*). Households such as these are less likely to have computer and internet access at home. Therefore, it is vital to make such technology available to our students.

An e-services center will provide web and data based registration, add, drop, withdraw, credit by examination, grade, and transcript information. The e-services center will permit students to complete and submit forms online and will allow students to access frequently asked questions (faqs) online while increasing student awareness of the process involved in registration, adding and dropping courses. In order to accommodate students, the e-services center will sponsor 'rolling' registration sessions with outreach mentors during peak enrollment in a designated web room.

Improved service is addressed in a number of areas including the need for additional space. While the implementation of an information kiosk, refresher workshops, and an e-services center will offer a myriad of essential services to students, staff, and

faculty members of vital import, there is the need for additional physical space. Privacy concerns and college adherence to FERPA regulations are at risk due to the lack of physical space provided for enrollment services. For example, students waiting in line for assistance in enrollment services are regularly within earshot of staff members discussing confidential information with other students waiting in line or on the telephone. The lack of physical space puts the students, staff and the college at risk, as the college is charged with the primary responsibility of keeping student information confidential. The rapid growth in student population has outpaced the college in its ability to augment needed space.

FINANCIAL AID ASSESSMENT

The Office of Financial Aid seeks to assist students who have limited financial resources with costs associated with obtaining a higher education degree or certificate. Services include the administration of federal and state financial aid which includes Pell Grants, SEOG Grants, Federal Work-Study, Board of Governors Fee Waivers, Cal Grants, and Federal Stafford Loans. Additional services include the administration of locally administered scholarships and book loan programs, student employment and veteran's services.

Workshops to assist students with applying for financial aid and the required entrance and exit loan workshops are offered as well as one-on-one assistance when needed. Students may now apply for financial aid on the web and many of the forms necessary to complete the process are available on the MSJC financial aid website.

The administration of financial aid is heavily regulated by federal and state regulations which change frequently and regularly. Because of this, compliance requires on-going training, close supervision and continual updating of procedures. However, equally important to compliance is service to our students, their families and prospective students, and offering our services in a format and manner that is easily accessible to all those needing the services.

RESEARCH AND EVALUATION OF FINDINGS

The Financial Aid Program at MSJC continues to expand each year. The number of financial aid applications have tripled in three years time and the total aid administered has doubled to more than \$12 million. Automation of processes is continually being

developed by utilizing more functions of the student information system (DataTel Colleague) and implementing the use of new software such as the new loan management software. Processing time is now within acceptable time intervals but could be improved with additional staff.

The staffing level has improved in the last two years and recent funding has made it possible to recruit for additional staff in the Financial Aid offices on both campuses. The financial aid office needs to follow through on this recruitment to staff the offices adequately to further improve processing time and to provide a variety of options in service to students and their parents. The financial aid website has improved over the past year to include all major information components for students. It now needs to be enhanced to provide more services on line. While electronic formats for filing financial aid are becoming increasingly more common, there is still a need for in-person service for those students who have unusual circumstances or who need one-on-one assistance. A recent study in the *Journal of Financial Aid*, titled *Student Perceptions of the Quality of Services Offered by the Office of Student Financial Aid* reported that when participants were asked in what format they preferred to receive financial aid information, the most popular preferred form was personal consultation. The next most popular were newsletters and email. While this does not mean we should not provide electronic services, it does point to the fact that there will always be the need for in person services for students seeking financial assistance due to the complexity and confidential nature of financial aid. Students and their parents often must convey very personal circumstances and personal financial details and understandably many prefer to do this in a one-on-one setting. It is necessary to have an adequate number of staff trained at a level to handle this type of one on one counseling to meet the needs of these students. It also requires adequate office space to allow for confidential conversations between students and parents with the financial aid staff.

A tour of the financial aid offices shows that the current space for the financial aid offices at both campuses is very cramped with extremely small open cubicles for most of the staff. Because there is no space within the immediate office to handle documents, imaging functions and processing of documents is carried on across the hall. As the number of applicants and their documents increase it may be necessary to gain more space for these

functions, moving these operations even further from the financial aid office. Confidential financial documents and personal circumstance information is then carried from one office to another for processing and does not provide a secure conditions for this highly sensitive information. Additional space is needed to provide the financial aid office with adequate offices and space for document processing in a secure setting.

Another concern of students is the adequacy of information regarding financial aid. A study released in January, 2003 by Sallie Mae (Financial Aid: The Information Divide) reported that low-income and other needy families receive the least information about financial aid. Coupled with the fact that financial aid has been cited as essential for developing and improving effective retention programs ([Financial Aid Transcript, Moving from access to success](#)), it seems apparent that financial aid outreach to both continuing students and potential students is essential. In 2002/2003 only 20% of the student population at MSJC received Pell Grants while 46% received the Board of Governor's Fee Waiver. The financial aid office needs to increase their outreach efforts to improve these percentages as well as the overall number of students on financial aid.

KEY ISSUES, CURRENT AND FUTURE GOALS

The financial aid department has a continuing commitment to ensuring that all students be provided an opportunity to pursue a quality post secondary education and that financial aid programs enable deserving students to realize educational goals and to become productive members of society (NASFAA/CASFAA). With the above in mind, both state and national financial aid organizations produce trends in post secondary education financial aid areas. The following is a list of some of the trends, areas of concern, and future goals for financial aid.

- Evaluation of financial aid organization and structure
- Project and resource management
- Legal issues
- New strategies for meeting the needs of students
- Recognize the need for professional development and continuing education opportunities
- Frequent, ongoing training for staff is essential
- Use of computer and internet based approached to providing information about financial aid and online applications
- Devise a plan to increase the use of computer and internet based technologies

- Increase service programs/levels
- More effective communication
- Better customer service

The financial aid department should address communication and work toward providing easier access to all financial aid information. This could be achieved with better campus-wide postings and handouts with information regarding financial aid and scholarships. Web access and better campus-wide communication systems such as e-mail accounts for all students would provide more encouragement for students to apply for financial aid and provide more timely notification of awards. There should be an increase in workshops covering all aspects of financial aid for new and returning MSJC students.

Increasing a presence in the high schools will improve early awareness and the flow of information regarding financial aid. With the addition of mentors and a web presence, there will be better access to and for high school students and their parents. Financial aid awareness workshops about types of aid, filing an application, debt management strategies, and default prevention would be invaluable for students and their parents.

Financial aid should continue plans to increase the use of computer and Internet-based technologies for staff and student use. Updated technology and subsequent training for staff would expedite processing time for all financial aid operations.

Quality service is essential in any consumer based program. With this in mind, the financial aid office is committed to providing services to students that are professional, courteous, prompt, accurate, and efficient. The financial aid office should develop strategies and appropriate training including surveys, workshops, and a customer service task force in order to provide the highest levels of customer satisfaction possible.

The financial aid operation at the college is a complex operation because it provides a student support service, which must handle each student individually by utilizing a complex labyrinth of federal and state regulations. As a result, it is essential that the staff participate in continual professional preparation for the regulations and the data management system that is utilized to process student aid applications. The financial aid office should develop strategies to offer increased service levels to students through more effective communication, improved use of technology, adequate staffing and appropriate training.

Specialized counseling and advising should be made available to students participating in financial aid programs, scholarships, and grants. A financial aid counselor would provide an efficient means of providing students with a consistent student support program and facilitate student access to the educational opportunity of his/her choice. A counselor would advise the student concerning the satisfactory academic progress policy and the seriousness of the students' financial aid obligation. This would provide students with a single point of contact and provide services and information related to retention, remedial and/or developmental education and student responsibilities in accepting awards.

MATRICULATION ASSESSMENT

Matriculation services were mandated in 1986 with the passage of AB 3, the Seymour-Campbell Matriculation Act which was created to address the high drop out rate of community college students by offering services to assist students in completion of their educational goals through admissions, placement testing, orientation, counseling/advising, and follow up services.

The mission of matriculation is to facilitate student access to education and increase their chances for success through the provision of professional services. An embattled state budget threatens this mission by jeopardizing student access to educational opportunities and needed assistance that could impact California's economic future.

In 2002-2003 the matriculation budget suffered a 28% budget cut or the equivalent of \$135,408. This cut reduced service hours, the number of adjunct counselors, further attenuating the resources of the counseling department and limiting service to primarily day students.

Placement Testing

Placement testing or assessment enables students to be placed in courses based upon their current skill level in addition to multiple measures. Multiple measures, as required by Title V considers factors beyond skill mastery such as employment obligations, past experience in the curriculum being assessed or other expository factors that may impact a students' success in their courses.

Orientation

Title V regulations require colleges to provide advisement through trained staff to provide students with sufficient guidance in obtaining their educational goals, appropriate course placement, and referrals to assist with academic difficulties. In addition to group orientations, video presentations are utilized for satellite campuses and for distance learning students.

Students rely upon the services of advisors and counselors to advise the student of course requirements and programs available for student placement. Once a student determines what his or her educational goals are, a Student Educational Plan (SEP) is developed. Title V §55525 (b) states that the educational plan must describe the responsibilities of the student, the requirements he or she must meet, and the courses, programs, and services required to achieve the stated goal.

Academic Advising

In a Noel-Levitz (2003) national survey, academic advising across all segments of education (four year public universities, four year private universities, two year community colleges, technical and career/private schools) is ranked consistently by students as one of the "most important aspects of their educational experience". Two year community college students ranked academic advising third, just behind instructional and registration effectiveness.

RESEARCH AND EVALUATION OF FINDINGS

Matriculation services ultimately are investments in the student's future. By helping students gain access to education and keeping them focused on their educational goals, increasing numbers are prepared to enter the workforce or achieve their goals. Preliminary findings from an unpublished study by MSJC's Office of Institutional Research found that students who participate in the matriculation process complete their educational goals at a higher rate than students who do not participate in the matriculation process. A regional research project initiated by the colleges in the Region IX area support this finding and, in a report published in the *ijournal*, May 2003 stated:

"Using this regional data, it appears that matriculation does have a positive impact on student persistence...It is also interesting to note that the combination of assessment and counseling produced the highest proportion of expected persistence."

Success in navigating any postsecondary process is

dependent upon the student's ability to comprehend complex instructions, unfamiliar vernacular that will confound all but the most experienced student. According to the MSJC Factbook 2003, the percentage of Hispanic students in MSJC grew between Fall 1998 and Fall 2002 from 20.1% to 25.9%, yet services to these students are offered almost exclusively in the enrollment service process. While the deployment of bilingual enrollment services clerks has enhanced the access to MSJC, an expansion of bilingual services to include orientation sessions is the logical next step in augmenting the matriculation process.

Academic Advising

The MSJC Counseling Department affirms in the college's catalog offering "comprehensive counseling services" that include academic advising in addition to personal, career counseling/advising and services that underscore the importance of the counselor's role in overall student development.

Title V, section 51018 reinforces the role of counselors and the requirement for each college to provide academic, career and personal counseling in addition to:

"coordination with counseling aspects of other services to students which may exist on campus, including but not limited to, those provided in programs for students with special needs, skills, testing programs, financial assistance programs, and job placement services..."

The spirit and intent of this section suggests the need for counselors to interact with areas on campus that relate to the counseling responsibilities, which by definition include areas relating to academic advising or information related to degree or certificate programs. The need for a more formalized communication method between counseling and instruction is highlighted by rapid growth in the student population and market trends that predict high demand in technology, an industry well known for its brisk changes, business and health occupations (*Future Trends, Master Plan 2004-2009*). To meet the student demand for these occupations, continual deployment of educational programs will be necessary, further exacerbating the relevancy gap between instruction and counseling.

Past Practices in Advising

In the 2000-2005 Master Plan, utilizing faculty as "registration advisors" was found to be impractical due to uneven registration cycles and non-traditional registration methods such as mail-in registration. Since then the advent of online and telephone registration has also added to the complex web of registration choices that also do not accommodate traditional faculty schedules.

Faculty advising as a parallel process to the counseling department is not feasible at present. For parallel advising to be effective, careful development of an advising infrastructure and, more importantly, the ability of the faculty member to couple a prescriptive approach (advising by directive) with a developmental approach that results in the creation of long and short term goals (Hudson Valley CC Academic Senate Report) is central to advising efficacy.

Developmental theory puts forward an approach that promotes educational planning as it relates to a student's life goals developed through a series of intentional steps that lead students to the appropriate choices. These elements are fundamental to an effective academic advising process; Crockett (1987) views academic advising as a *developmental process*:

"Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals".

KEY ISSUES, CURRENT AND FUTURE GOALS

Pre-orientation early in the matriculation process that provides students an overview of the services and process at MSJC will enhance students understanding of the steps required to enroll in courses. At pre-orientation, first-time college or returning students can pose questions before being confronted with the matriculation process, reducing student anxiety and allowing them to be more confident as a new student at MSJC.

- Electronic communication should be sent to students as a follow up, reminding them to schedule appointments with a counselor to ensure their student educational plans are current or make modifications necessary to address changes in students' educational goals.
- The student center (web room) will provide computer access to MSJC's online services including the FAFSA (financial aid application) and support students with knowledgeable college mentors who can assist them with the on-line process.
- Increase in bilingual services to students that

will ensure accessible services to language minority students.

- The majority of MSJC students are aged 25 years or older (MSJC Factbook, 2003), most returning to college after a long hiatus in their education. The need for refresher workshops in fundamental subjects such as mathematics and English would allow these students to prepare for placement testing and enroll in courses without making a substantial time investment in renewing their skills.

COUNSELING ASSESSMENT

MSJC counselors contribute to students' development and success by providing excellent counseling and advising services. By working together as a team, the Counseling Department provides a positive educational experience and environment for the diverse students we serve. Counseling is also teaching—teaching students to greet change as an opportunity and a positive force; teaching students how to transition into the college setting and be successful. It is our goal to help students cope with change, believe in themselves, discover and recognize their own strengths, skills and abilities. Our goal is to empower and encourage students and facilitate their success and personal growth.

Counseling services include assessment of students' academic abilities, disabilities, personal strengths and weaknesses; help in clarifying academic, career and personal goals; selecting a major; educational planning for transfer, associate degrees and certificate programs; referral to other support services when indicated; intervention when students' academic performance is at risk and follow-up e.g. academic mentoring; early alert processes and probation counseling.

RESEARCH AND EVALUATION OF FINDINGS

During Fall 2001/Spring 2002 and in response to the Counseling Department's Program Review (2000), counselors formed a committee for the development of the Counseling Department's goals and objectives. Although administrative leadership changed again during Fall 2002/Spring 2003, departmental goals and objectives continued to be developed as a team and implemented in a timely manner in order to facilitate student success. A Program Review (2001/2002) was prepared by the Interim Dean of Counseling/Student

Services. Effective July 1, 2003, a permanent Dean of Counseling/Student Services was hired. In reference to the Master Plan - Consolidated Goals (pg. 4) item nr. 5 - Counseling/Advisement -

“A recommendation from the accreditation review included the development of a program review for all of Student Services in order to assess program effectiveness and to advance recommendations that would improve the service to students...It is an important time in the evolution of the counseling program for the counselors and staff to work collaboratively with the new Student Services Dean to develop the department plans. While the focus of the counseling program should remain on career and academic advising, the department must address a procedural and operational review to improve the service to students.”

KEY ISSUES, CURRENT AND FUTURE GOALS

In response to the Accreditation Visitation Team Report (2000), MSJC Master Plan and Counseling Program Review 2000, the Counseling Department developed the following mission statement Spring Semester 2001:

The mission of the Mt. San Jacinto College Counseling Department is to provide a strong commitment to facilitate students' intellectual, ethical, and social development. MSJC Counselors support a learning community of academic excellence, diversity and values-centered education in which students are empowered and prepared for lives of purpose, service, leadership and life-long learning. The Counseling team promotes student success by providing quality professional counseling services that are responsive to students' individual needs including academic, career, transfer, personal, and crisis counseling.

The following abbreviated version of the Counseling Program Planning document responds to the need for program planning, review and evaluation within Student Services.

The MSJC Counseling Department will provide an excellent comprehensive, student-centered Academic Advising and Counseling Program that meets student needs as well as requirements as set forth in the Standards of Practice for California Community College Counseling Programs; Article 3. Matriculation Services - 11 Matriculation Regulations and recommendations as set forth in the Accreditation Visitation Team Report (2000) and MSJC Master Plan (2000-2005).

SUMMARY

The compilation of this assessment demonstrates the vital importance of the services provided by enrollment services in addition to the mission, which guides the department. Student enrollment, transcript, enrollment and graduation verification, staff development, and providing general college information are but a few of the services provided by enrollment services. Areas of concern encompass communication, service, technology and process. Within each of these areas are four sub categories outlining the current and future goals of the development of an information kiosk, refresher workshops, e-services center, and the physical space necessary to adequately accommodate dramatic increases in student population.

Financial aid is heavily regulated on multiple levels and the administration of it demands ongoing changes and training. It requires a dynamic process that can change and develop as regulations require and the needs of our students grow. Although financial aid is an important component in access and persistence of our students, it is often not utilized because the process may be intimidating and complicated. It is important to develop services that make the process open and

accessible to students and their families while still maintaining strict compliance with federal and state regulations and institutional policies.

The recommendations and key issues set forth by the matriculation committee encompasses the need to expand (promote) student success by providing refresher courses for assessment, development of a pre-orientation, providing specialized counselors, and creating a web room.

Exploring ways to forge a stronger communication link between academic advising/counseling and instructional programs will enhance the overall process and service delivery to students. A partnership between instruction and counseling would remove information barriers that may be prolonging the relevancy gap that is impacting service to students. Implicit in the process of strengthening communication is creating a spirit of collaboration and cooperation between the areas that will enhance the role each has in the success of students.

Development of new programs and constant modifications to current ones, especially in the area of technology, will only become more unmanageable without a plan for communication. Changes in the way information is exchanged is key to addressing the future needs of a prospering college and student population.

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TASK FORCE 5 | STUDENT SERVICES—SUPPORT AND STUDENT ACCESS

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INTRODUCTION

The Master Plan Task Force, Student Services – Support and Student Access consisted of 15 faculty members, administrative and classified staff. With 16 individual departments reviewed within this Student Services area, the task force members gathered data through personal interviews, surveys, departmental program review reports, the MSJC Fact Book, previous Master Plan reports, Education Code and related regulations, campus policy and procedures, campus publications and grant proposals.

Overall, these 16 departments provide a variety of campus services and programs. The overarching mission is to facilitate educational access, academic retention and student success; however the departmental procedures and activities are very different. Within each department, the task force members reported evidence of very supportive, committed individuals that believe in equal educational opportunity for MSJC students and strive to ensure high quality, student services.

ASSOCIATED STUDENT BODY

ASSESSMENT

The Associated Student Body (ASB), with offices on both the San Jacinto and Menifee Valley campuses, is governed by MSJC students. Each spring, the students elect officers that serve a one-year term. Currently ASB has a 40-hour per week Coordinator of Student Activities and a leadership instructor for Student Government Association (SGA) 101 who teaches leadership development. As a key student retention tool, the organization strives to create a college community by supporting both club and student activities as well as sponsoring several campus events such as the Halloween Carnival, voter registration, a talent show, and several Welcome Back Barbecues and pizza parties for day and evening students. Given these ASB efforts, college life is primarily emerging at SJC, but continues to need improvement at MVC.

KEY ISSUES AND IMPLICATIONS

1. Although MVC participation and opportunities have improved in recent years, the majority of the activities and opportunities for student involvement are still held at the San Jacinto campus. This imbalance in opportunities for students to engage campus activities is due to the fact that most of the ASB leadership attends class on the

SJC campus. Consequently there is less activity and student participation at MVC.

2. Although improvements have been made to student government facilities and its support at both sites, a plan to increase participation in District-wide extracurricular activities needs to be developed to address this challenge.
3. Due to the challenges presented by the geographic separation of the campuses, an ASB unique to the MVC site should be explored to better meet student need there.
4. Adequate facilities that encourage student interaction and socialization outside the classroom are lacking, especially at the Menifee Valley Campus.
5. Research has shown that student connection to campus activities outside of the classroom is a critical component of retention.

ATHLETICS ASSESSMENT

Mt. San Jacinto College, known as the Eagles, fields intercollegiate teams in men's football, basketball, baseball, tennis, golf, women's basketball, tennis, volleyball, softball, and soccer. The college is a member of the Foothill Conference California League of Community Colleges. In comparison, MSJC offers a number of the athletic programs that are available at other community colleges; however, the programs are limited and primarily available only at the San Jacinto campus. Currently, the Menifee campus is limited to two sports, women's softball and soccer. Given the important role of sports in the overall college experience, activities should be made available at both campuses. The addition of more programs should be explored when resources become available to provide greater opportunity for the entire student body of the District and to ensure Title IX compliance in regards to gender equity.

Recently, coaches and athletes were surveyed at an Athletic Forum. The research method used to collect this data included a written survey with Likert Scale questions to identify the level of satisfaction with the athletic department facilities, equipment, counseling, and support services. Student athletes and coaches evaluated the adequacy of existing facilities and services provided to student athletes. Overall the survey findings suggest that, if MSJC plans to provide a comprehensive athletic

program that emphasizes academic success as well as athletic performance, change needs to occur in the areas of academic counseling and support, facilities and equipment.

KEY ISSUES AND IMPLICATIONS

1. The athletic program manages to have students succeed both academically and competitively, even with less than optimal facilities and support services, when compared to other conference schools.
2. The present level of academic counseling for student athletes is limited to "staying eligible," rather than guiding them through the complete matriculation, financial aid, transfer, and career planning aspects of college, which is more complex and specialized for the student athlete population.
3. The survey showed that a majority of athletic department staff and student-athletes surveyed indicated a concern for having up-to-date equipment, adequate facilities and staff to maintain a competitive and safe program.
4. A new student athlete resource center was just established in the fall of 2003 at the SJC campus. This new center has a counseling office, as well as a large study area complete with networked computers, study kiosks and academic resources.
5. Due to facilities and resource limitations at the MVC site there is an inequity of athletic opportunities and support services between the two campuses.

CAREER AND JOB PLACEMENT SERVICES ASSESSMENT

There are three main Career Services at Mt. San Jacinto College (MSJC); Career Assessments, Career Education, and Job Placement/Employment related services:

There are five career assessments available to students. The Campbell Interest and Skill Survey, Myers-Briggs Type Indicator, Strong Interest Inventory, Self Directed Search and COPSsystem. These assessments include a comprehensive evaluation of interests, values, abilities, personality preferences, and work experiences. The knowledge gained is useful for individuals to select a major or program of study along with a compatible career.

There is a career resource library in the Career Center that provides books, brochures, magazines, videos, audiotapes, and computer programs for personal understanding and development, exploring occupations, and selecting educational and training opportunities.

The employment related services include on-campus employer recruitment and interviewing, job listings, resources on labor market trends, emerging and declining occupations, and employer information. Information sessions are coordinated with prospective employers to notify students of future job opportunities. Scheduled to assist students and the community in the job placement and career decision process, workshops are offered in proper resume writing, interviewing skills, and career exploration. Finally, there are four computer stations in the Career Center, at both campuses, equipped with internet access, printers, and yearly subscriptions to career related computer programs (EUREKA, DISCOVER, etc.) Students and the community are welcome to use this department via walk-in or appointment.

KEY ISSUES AND IMPLICATIONS

1. As a result of the college's last Master Plan goals for the area, the District priorities and corresponding resources shifted from career services to transfer services. While this shift took place, the unemployment rate rose and the CSU/UC transfer opportunities declined due to enrollment caps being imposed. The need for adequate, comprehensive career and job placement services is increasing beyond current resources and needs to be addressed.
2. Career and Job Placement Services continue to be scattered around campus, creating a lack of District wide understanding of the Career and Job Placement department's role and purpose. To better serve the needs of MSJC students and the surrounding community, the District needs to support efforts to create higher visibility and understanding regarding career and employment services and explore consolidating services into one area.
3. Due to external economic influences, the District should anticipate an increased need for career and employment services.
4. The Career Center must modify the collection of student tracking data to more accurately track actual student demand for career and employment services for MSJC students.

5. A portion of the responsibility for job placement services was recently transferred to student services from the instruction division. No additional resources accompanied this transfer of services.

DISABLED STUDENT PROGRAMS AND SERVICES

ASSESSMENT

Disabled Students Programs and Services (DSPS) provides equal opportunity and access to students with physical, psychological, learning, and other verified disabilities. To meet the needs of our students, there is a full spectrum of services, equipment, and resources made available to them. All reasonable accommodations are provided in accordance with the Americans with Disabilities Act (ADA) and Title V of the California Education Code. Since the last Master Plan report for this department, there have been significant measures of growth and progress. Our student population, program specific, has currently risen from 300 to 525 (75%) District-wide. With the exception of a few areas needing improvement, many of the key Issues and implications identified for intervention have been either accomplished or significant progress has been made.

KEY ISSUES AND IMPLICATIONS

1. There is a need to create a DSPS server to provide consistent and accurate reporting for student files, to manage adaptive software licenses, and to provide students access to academic work they have prepared in the high tech center (HTC) from any HTC computer.
2. DSPS, in collaboration with the Master Plan Technology Committee, must develop and implement a 508 (Section 508 of the Rehabilitation Act of 1973) Technology Plan. Federal regulations require that the District ensure that electronic and information technology is accessible to all members of the MSJC district and community.
 - A. Continue to encourage the District to purchase instructional video media that are closed-captioned and thus comply with Title II (ADA) and Section 508 Standards.
 - B. Continue to encourage the District to "mainstream" adaptive software and hardware (e.g. scan and read stations) into campus

computers located outside of DSPS. Assist MSJC to continue to integrate assistive technology into the mainstream campus community through campus libraries, classrooms and laboratories.

EXTENDED OPPORTUNITIES PROGRAMS & SERVICES

ASSESSMENT

Extended Opportunities Programs & Services (EOPS) was established by the Legislature in 1969, reflecting a commitment to provide programs and services for students with linguistic, social, or economic need. Through recruitment, outreach, counseling, advisement, and educational benefits, the EOPS staff identifies and assists eligible students in achieving educational goals and objectives.

Currently, EOPS serves over 500 disadvantaged, diverse students and successfully serves and retains approximately 52% of the population. However, improving the quality and delivery of services coupled with evaluation of effectiveness would enhance the overall program.

As a supplement to EOPS, the CARE (Cooperative Agencies Resources for Education) provides services and support for single head-of-household parents.

KEY ISSUES AND IMPLICATIONS

Research and evaluation of the EOPS program finds that key programs and services mandated by Title V have been implemented. *Although consistent year over year improvement is evident*, the quality and delivery of services still needs improvement. In review of mandated program components the following key issues and implications were noted.

1. EOPS enrollment is flourishing; however, the outreach component has a limited presence in the community.
2. Orientations are given twice a year for continuing EOPS students and are an unnecessary duplication of service.
3. Priority registration is guaranteed for all EOPS students, but limited participation exists.
4. English and math assessments are utilized for all EOPS students; however, the use of other assessment tools in the areas of career and personal/social development is limited.
5. Counseling and advisement is the core of the EOPS program; however, the planning and implementation for new approaches is critical for program success and growth.
6. Basic skills education has been minimally addressed and the need to incorporate this component as an early intervention in the program is critical.
7. Tutoring services, provided to EOPS students, must be tracked and recorded to prove additional academic support. At this time, there is no system available to provide this mandatory documentation.
8. Transfer advisement occurs in the required counseling contacts; however, necessary data collection and input has been minimal.
9. Employment services are required by the standards for EOPS, but due to the challenges experienced in the Career Center this dimension of the program is lacking.

GUIDANCE DEPARTMENT

ASSESSMENT

The formal establishment of the Guidance Department, which now offers nine different student success classes, is a new and very exciting addition to counseling services. During 2001-2002, there were 18 instructors teaching 31 sections; however, research proving increased retention and persistence rates among MSJC students enrolled in Guidance courses needs to be addressed. The establishment of the department is supported by external mandates initiated by Title 5, the Education Code, the mission of MSJC, and the mission of the Counseling Department; specifically, each one addresses different strategies designed to empower students to accept greater responsibility, develop mutually supportive relationships, make wise decisions, improve listening skills, implement more effective test-taking and note taking techniques, explore and identify educational and career goals and make effective transitions to the workforce as productive members of society.

The guidance program emphasizes development of the whole person and focuses with its curricula on educational and career goals, providing life management tools for more effective living. In addition, Guidance courses satisfy numerous requirements for the AA/AS General Education, CSU General Education-Breadth, and CSU/UC transferable electives.

KEY ISSUES AND IMPLICATIONS

1. Building learning communities, which have been shown to increase the retention/persistence rates of students, is one of the challenges for the guidance department. It requires the willingness on the part of the guidance department working with instructional deans and faculty to promote a collaborative learning effort with academic partner departments. A learning community is where students enroll in two or more classes that are linked together by a common theme, shared students, shared content, and a team of instructors. Students get to see connections between the course content and their academic or career interests, and make connections with the other students and the instructors as they work and learn together.
2. Research needs to be conducted on block scheduled learning communities so that accurate MSJC data on student success rates can be compiled, studied, and utilized in planning.
3. Students who are on academic probation may be required to take a guidance course to improve their academic performance and maintain their financial aid agreements as is now the case in EOPS; research will need to be generated to track these students' success rates.

HEALTH SERVICES

ASSESSMENT

According to recent reports from the American College Health Association (May 2002), the “new” public health model, with an emphasis on prevention, societal intervention, and community, creates a golden gateway to a future foundation for college health. In February 2001, the District began surveying students periodically to identify interest, willingness to pay a fee, and area of health services to be established. Provided the monetary assessment was not excessive, the majority of students supported the project. An interesting note was the individual response to the survey in which students overwhelmingly requested education forums for smoking cessation, weight management, stress reduction, alcohol/drug, STD/HIV information, and a first aid station. The MSJC 2001 survey provided a foundation to establish a self-funded, student fee-based health center program at Mt. San Jacinto College; however the initial costs to establish the health center has not been available.

KEY ISSUES AND IMPLICATIONS

1. Due to the fact that the traditional community college student is less likely to receive health information, the campus must address the need to provide a comprehensive, student fee-based health services program.

LEARNING SKILLS PROGRAM

ASSESSMENT

The Learning Skills Program (LSP), recently transferred from the Office of Instruction to the Division of Student Services, provides direct instructional support services to Learning Disabled (LD) students with a verified learning disability. The LSP provides specialized instruction and extensive individualized testing to verify if a student qualifies for services under state mandated LD eligibility criteria.

KEY ISSUES AND IMPLICATIONS

1. Over the last 2 years, the number of students being referred and utilizing LD services and assessment has increased from 87 to 200 (130%). The increased demand has placed pressures on the program. The number of lab use hours has increased on both campuses as LD students strive to meet their educational objectives.
2. In an effort to provide the needed services, the LSP on both campuses is using more student workers, interns, and volunteers to work with LD students.
3. The current LSP tracking system, needed for the categorical funding stream, creates discrepancies and duplication of staff effort.
4. Due to inadequate LD staff during summer, a large wait list is created during this time.
5. The need to update test assessment materials and provide professional development training opportunities for LD Specialists and LSP staff is a continuing concern.
6. The demand for LD specialized tutoring continues to increase on both campuses. The SJC lab teaching assistants are overwhelmed by the demand. MVC does not have a lab teaching assistant, which severely limits the ability to meet the demand and/or expand services. To help reduce the work load, LSP is relying on volunteers and work study students.
7. The demand for the LSP math class has continued to increase on the SJC campus.

8. The curriculum in the LSP has not been modified since 1993. The need to update curriculum, particularly that which addresses technology, is a concern and must be addressed in the near future.

OUTREACH/SCHOOL RELATIONS ASSESSMENT

Outreach services at MSJC are designed to recruit and retain traditional, re-entry, and under-served students from linguistically and culturally diverse backgrounds, senior citizens, and international students. To create consistent linkages and relationships that assist with community awareness and facilities access, the college mentor program was implemented and continues to support outreach efforts. These college student mentors assist with enrollment during registration, provide campus tours, represent MSJC in the community and at college and career fairs, conduct small group presentations to students and/or parents, and assist with new student orientations.

KEY ISSUES AND IMPLICATIONS

1. For many years, outreach was the responsibility of individual department chairs and program directors. As a newly established department, it is imperative that there be a centralized and consistent outreach and marketing strategy to sustain awareness in the community as well as on campus.

STUDENT SUPPORT AND ACCESS GRANTS/SPECIAL PROGRAMS

ASSESSMENT

In an effort to enhance student support and access, MSJC has researched, submitted and secured three federal grants from the U.S. Department of Education. The Fund for Improvement for Postsecondary Education (FIPSE), Upward Bound, and Title V, in different stages of implementation, have a common theme, “providing support and student access” to potential and current MSJC students. In addition to the federally funded initiatives, the District continues to offer Destino.

The Fund for Improvement of Postsecondary Education (FIPSE), funded in 2001, has been implemented to support innovative reform projects that address important issues and problems within

postsecondary education. With the target area having one of the lowest postsecondary enrollment rates in the state of California, FIPSE has been instrumental in addressing this issue. Through the use of advanced technology and college mentors in local high schools, the multi-dimensional approach ensures access to postsecondary information and facilitates the transition from high school to college.

Upward Bound (UB) is a student support program that identifies eligible youths from low-income and potential first-generation college families in the target area. UB will encourage project participants to remain and complete high school while preparing for a college education.

Title V (Developing Hispanic-Serving Institutions) grants are awarded to eligible Hispanic serving institutions of higher education to assist in serving the needs of Hispanic, low-income, or educationally-unprepared students. To enhance student success, the grant funds will be used to implement a strategic faculty/curriculum development plan, inaugurate campus resource centers, and establish critical interventions for students including the creation of a case-management approach to student success.

Destino Program, which in Spanish means “destiny,” was founded in 2000 with the program goal of easing the transition of underrepresented community college students (Mexican-American and Latino) to college life, providing leadership skills that will enable them to return to the community as leaders and role models.

KEY ISSUES AND IMPLICATIONS

1. The district MSJC serves has a population where a significant portion of the families are at or below the poverty level and 92.2% do not have a bachelor’s degree. With these dire statistics, the culture of the region does not realize, nor promote the importance of postsecondary education. Therefore, instituting student support and access programs to this underserved population is a monumental, yet essential task.
2. Given the fiscal crisis within the state of California, implementation and support for an academically unprepared, growing student population will continue to be a strain on existing state augmented staff and resources. In addition, two of the recently funded grants and the District funded program are limited in scope and to the population served.

TRANSFER & ARTICULATION SERVICES ASSESSMENT

The importance of the transfer function is reflected in the goals for the California Community College system, collaborative partnerships with the University of California (UC) and California State University (CSU) systems along with MSJC's mission statement. Transfer Services are designed to assist students with the process of transferring to accredited baccalaureate colleges and universities. The college has responded to the changing needs of the District communities through course and program development. The college also has a close working relationship with neighboring universities and formalized priority admission contracts and admission guarantee agreements with CSU, San Marcos and University of California, Riverside. In addition to these agreements, complete lists of course-to-course, major preparation and general education agreements exist between MSJC and most CSUs and UCs in the state.

Pursuant to Title 5: section 51027 Transfer Center Minimum Program Standards, a Transfer Center plan was submitted to the state with one and two-year goals aimed at increasing the transfer rate by 10% and increasing the available articulation for MSJC students. To date, this goal has been realized with a 20% increase in the number of students transferring to the CSUs and the UCs. In comparison to 2000-2001 MSJC articulation data, the number of CAN (California Articulation Numbering) qualified courses have increased by 75% and the major preparation articulation to the UC/CSU system has increased by 68.3%.

The Transfer Center continues to be committed to the goal of increasing the transfer rate to institutions of higher learning and provides the following services to facilitate that goal:

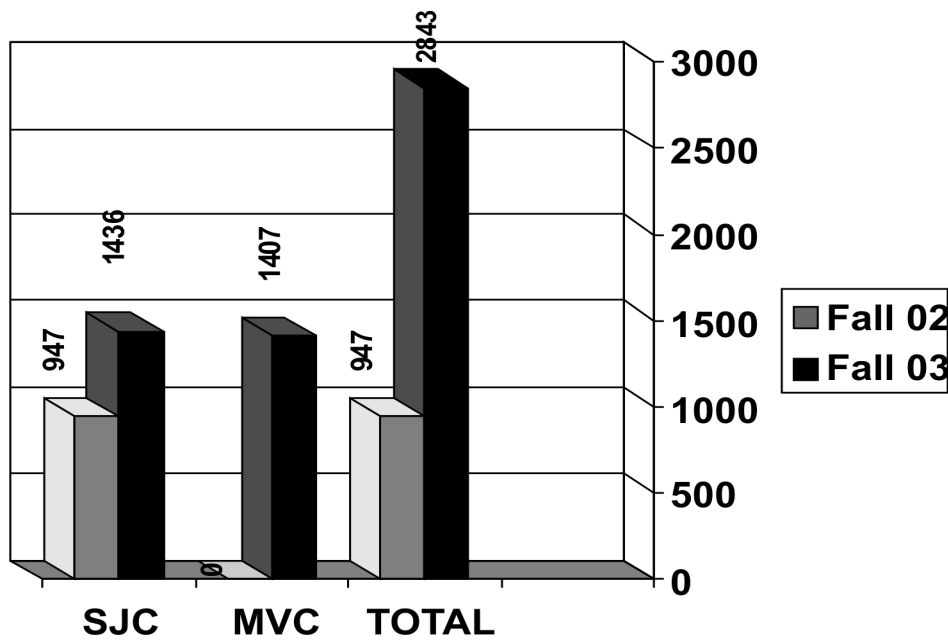
- Admission, housing, financial aid/scholarship information and assistance;
- Information on specific majors and programs;
- Library of College/University catalogs, brochures, and extension programs;
- Admission Applications;
- Video Library;
- Individual counseling appointments with University Representatives;
- Annual College Fair;
- Multiple electronic media resources for career, college and scholarship information, includes Internet access and web site addresses;
- Campus tours to universities throughout Southern California;

- Access to web site addresses for local, national, and international colleges and universities along with hyperlinks to important related transfers and articulation web sites.

KEY ISSUES AND IMPLICATIONS

Transfer related planning is greatly influenced by the following external and internal forces:

1. Universities change transfer admissions requirements (GPA, units, General Education, major preparation) each year, sometimes per semester/quarter;
2. New programs and majors are added or discontinued without notice;
3. Programs, departments, and colleges within the university are impacted, at times the entire university becomes impacted;
4. The availability of financial aid for transfer students is limited;
5. If the four-year institution targeted does not want to articulate, nothing we do as an institution will influence them;
6. In general, UC, CSU and Private University faculty may be resistant to approving community college coursework as equivalent and consequently many universities are slow to review and approve courses for articulation;
7. There is a need to continue to actively request articulation with universities statewide and support any incoming requests for curriculum information;
8. There is a need to identify and request updated MSJC course outlines of record to increase articulation potential;
9. The Transfer Center must have the physical capability to serve MSJC students. With services scattered around campus, transfer information is fragmented and incomplete, this is a disservice to the populations we serve;
10. Due to economic influences, MSJC should anticipate an increased need of transfer services across the District including the pass area and the western corridor;
11. Historically, community colleges are hit hard during economic situations and, with this in mind, an increase in operating hours to accommodate the evening population is needed;
12. We anticipate a continued increase in transfer center interest based on the following data collected:



SUMMARY AND EVALUATION

In an effort to respond to the changing student demand, the 16 departments reported a variety of key issues and corresponding goals and recommendations to ensure continued support and access. As evidenced in the 2000-2005 Master Plan, the Associated Student Body and Athletics currently face similar key issues. The ASB continues to grapple with the disparity of services between the two campuses. The Menifee Valley campus enrolls a larger student population but does not offer an equal level of activity. Key to a comprehensive athletic department is to focus on the athlete as well as the student. Without adequate counseling and support facilities, the District should prioritize a proposed plan to upgrade and improve the Athletic Department. In addition to ASB and Athletics, a key issue included in the previous Master Plan was the need for a comprehensive Health Services Program. Given budget priorities, this essential service continues to be nonexistent on either campus. Again, the task force is recommending a plan to study the feasibility and purpose of a Health Service Program with a corresponding plan of action.

Given the state budget crisis, the corresponding impact upon student access and the continued growth in student population, it is inherent upon each department to maximize resources, increase interdepartmental teamwork and communication and to further develop the use of online services. Included in the assessment, key issues and corresponding recommendations, common issues were noted throughout the Career/Job Placement, DSPS, EOPS, LSP, Transfer and Articulation reports. Career/Job

Placement plans to develop and implement a comprehensive career and job placement plan to enhance campus visibility and provide adequate employment services to all MSJC students. DSPS, EOPS and LSP noted a desire to work more closely within the campus wide technology plan, improve the overall quality and delivery of programs and services as well as ensuring methods and practices to meet the growing demand for student referrals and support services.

As MSJC continues to provide quality student access and support, it is inherent upon the District to aggressively seek supplemental funding from federal, state, corporate and foundation grant opportunities. Over the last three years, the campus has been successful in obtaining numerous student support grants. FIPSE, Title V and Upward Bound, funded through the U.S. Department of Education, are excellent opportunities to enhance student support and access. However, the grants have limited scope and funding and the underserved, low income disadvantaged population continues to grow within the surrounding service area.

In addition to support services, the Division of Student Services further emphasizes the development of the whole person through Guidance and Student Leadership course offerings. Currently offering over 31 sections with numerous fulltime and part-time instructors, the Guidance department faces numerous obstacles in development of effective retention/persistence programs. It is recommended that the campus embrace the proven student success strategies through learning communities and guidance offerings and ensure proper block scheduling and instructional support.

TASK FORCE 6 | FINANCIAL AND DISTRICT SERVICES

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INTRODUCTION AND ASSESSMENT

Mt. San Jacinto College (MSJC) faces many challenges as it pursues its vision for the 2006-2010 Master Plan. The weak state economic condition has had a devastating negative impact on all systems of higher education – CSU, UC and California Community Colleges. Enrollment demand continues to outpace fiscal resource allocation. Despite the economic downturn, the recurring theme of growth continues in the Inland Empire and for MSJC.

Higher education in California anticipates four types of resource “gaps” between programmatic need and future revenues: 1) “growth” gap resulting from insufficient revenues to meet enrollment demands of the next decade, 2) “quality” gap which is an accumulation from multiple years of unmet need due to recent budget cuts and the elimination of staff development, technology, and instructional equipment allocations, 3) “capital” gap for the need for renovation, upgrading and addition of new space to accommodate enrollment growth as well as adequate resources for maintenance and repair of existing plant, and 4) “access” gap resulting from a reduction to course offerings due to state budget cuts. If the funding trend continues, affordability and accessibility to higher education are threatened.

The resource gaps will have a compounded impact at MSJC due to the explosive growth in the Inland Empire. The recent fee increases and budget reductions come at a time when housing starts within District boundaries are increasing. Although the adult population will continue to increase, resources may not be available to meet the student demand.

MSJC receives a majority of its total revenue from the state in the form of apportionment funds. However, the state’s budget itself is volatile and this situation was confirmed through the mid-year reductions in 2002-2003 fiscal year. The state budget for fiscal 2003-2004 does not appear to be an improvement over the prior year in that the current budget is unrealistic and out-of-balance at the state level due to the proven uncertainties of projected revenues and estimated expenditures. It is imperative, therefore, that the District focus its fiscal resources towards preservation of a prudent ending balance and maintenance of a healthy reserve.

The state fiscal situation and the public policy environment highlight the need to plan and shape the future rather than allow current conditions to dictate the District course of action. The volatile and unpredictable state budgeting process heightens the need for continued fiscal conservatism and careful long-range planning. Resource allocation decisions will be based on balancing growth with quality within the framework of educational plan priorities.

It is important that the District continue to develop effective and efficient operational methods to assure quality programs and services for students and the community. Task force six identified eight District and financial

services for review: auxiliary services; communication; staff development; resource allocation; diversity; records management; safety; and facilities.

Key issues were identified through collaboration with students, faculty and staff and brought to the task force by committee members. Subcommittee members interviewed key personnel and students. Their valuable input helped identify and evaluate the findings and formulate recommendations that are included in this report.

RESEARCH AND EVALUATION

AUXILIARY SERVICES

Auxiliary Services currently includes Student Government/ Leadership, Bookstore Services and Foundation.

With the guidance of student services and instructional faculty leadership, the elected officers of the Associated Student Body (ASB) have provided a variety of extracurricular activities for students on both campuses. ASB clubs and related student activities have increased on both campuses. Student activities such as dances, fundraisers, student sponsored lunch activities, community outreach projects and field trips have increased. Outreach to students for clubs and activities continues to improve.

ASB is currently housed in the student lounge on the San Jacinto campus. The student activities and continuity of programs are mutually developed between the ASB officers and the Student Activities Coordinator. In an effort to maximize student leadership opportunities, ASB officers implemented a goal to modify the ASB by-laws. The result of that election now ensures that elected officers have an opportunity to plan student activities during the summer, thereby resulting in a smoother transition for students in the fall semester and continuity of activities throughout the academic year.

Bookstore operations on both campuses have expanded with increased service areas and inventory. Each campus has a full service bookstore which has enabled staff to better serve students, particularly during peak periods. In addition to textbooks, the bookstores provide classroom supplies, specialty items and college logo items. Expansion also included the addition of textbook buyers on each campus who

work directly with faculty to coordinate purchasing of needed textbooks in a timely manner.

The Foundation continues to work towards self-sufficiency through various fundraisers and the formation of the Alumni and Friends Association. A kickoff event for this association was held during late summer 2003 and was very successful. Other events include President's Club activities as well as the development of a multimedia program for marketing purposes.

COMMUNICATION

The District has grown at a dramatic pace during the past decade. During this period of rapid growth, systems and operations have matured to meet the needs of the institution. Standard operating procedures, forms, and work orders have been developed over the past decade yet clear guidelines are not always readily available to new faculty and staff. The basic components for communication are currently in place. However, a comprehensive, standardized method for sharing these components has not been established.

MSJC currently has a robust website which serves the college community. This website provides information about the college calendar, class schedules, upcoming activities, campus directories and maps, registration and other student services. Since spring 2003, the MSJC website is under the responsibility of the Public Information Office and provides increased communication both on and off campus.

During fiscal 2003, Information Services deployed a new computerized telephone system with expanded voice communication options. The new system provides the infrastructure for expanded telephone and instructional services in the future.

STAFF DEVELOPMENT

Staff and professional development ensures that campus professionals stay current in their specialties, and should have techniques in place for evaluating work processes and measuring quality. Over the past several years, the District has made improvement in the amount and quality of staff development training for faculty, associate faculty, and administration. However, staff development opportunities are still

limited for classified staff and in some additional areas for faculty. Some of the reasons for difficulty in not only providing, but getting necessary attendance, is office coverage, time away from desk, teaching times for faculty, and workload. In regards to faculty development, the Flex Program is currently being reviewed and revised to offer increased professional development opportunities for staff. Some additional areas for consideration for faculty are training in schedule building, budget management, new policies and procedures, and other duties included, but not limited to, Department Chair and Cluster Coordinator responsibilities.

Responsibility for professional development activities currently falls under several different areas. This creates a fractured approach to professional development and at times limits opportunities. Technology training is coordinated through Information Services, faculty through the Flex Committee and area Deans and departments, safety requirements through Human Resources, as well as classified development through the Classified Senate, area Deans, and Human Resources. Self-training through web-based programs continues to be available through the Human Resources Office. A technical library has also been established by Information Services and includes computer based training which includes pre and post testing, step by step self-paced training books with CD-Rom and quick-reference, and videos. There are also several other training opportunities in various department-specific areas such as Business Services, Purchasing, and Human Resources procedures.

With the current fiscal outlook, funding opportunities for professional development are problematic and create an increased need for organized development opportunities and pooling of resources. In the past, technology trainings have utilized faculty and associate faculty members to prepare course materials and training including technology training in various computer programs to



over 180 participants (total duplicated number across all trainings). The vast resources within the District provide an opportunity for exploring more in-house training opportunities across the board.

RESOURCE ALLOCATION

In the Master Plan 2000-2005, several goals were set and most of them have been met; some are in the process of completion and some are yet to be started. The Budget Committee is now in place and is the link that integrates the budgeting process with the District's formal planning process. The budgeting process has been expanded to include additional workshops, documentation of accounts codes and processes, reports, and emphasis on continuous two-way communication between the departments and the Business Office. This process continues to improve as the Business Office receives more feedback both from the Executive Administration and the individual departments.

The District completed implementation of two new systems within the Riverside County Office of Education (RCOE) information systems, One Source Purchasing in February 2003 and Galaxy Financials in May 2003. Galaxy is a web-based system that now allows users to obtain financial information in real time as soon as transactions are recorded in the system. One Source is an on-line purchasing system that has not met the expectations of the District users, and RCOE made a decision to replace this purchasing system with another web-based program. The new purchasing program is expected to be rolled-out to pilot users in fiscal year 2004-2005.

Due to the system conversions, certain activities were consolidated in order to make processes more efficient. For instance, the Business Office eliminated one payroll cycle, and in doing so, allowed Payroll and Human Resources to manage payroll and personnel changes in a timely manner. The change has also eased work deadlines District-wide and has allowed departments to track employees more efficiently. However, the District still needs to document and organize realistic work and reporting deadlines in order to achieve greater efficiency and buy-in from all personnel.

In light of the recent changes, the District has not revised the budget calendar to reflect lead times for deadlines. Additionally, updated and clear chart of

accounts, fiscal reports, procedures and guidelines have not been developed or distributed. Although readily available on the Chancellor's Office website, financial resources such as the Budget and Accounting Manual are not readily available on the District intranet.

With increased access to real time financial information, it is vital that accountability in the use of funds be enforced. Regular monitoring of financial activity is essential.

DIVERSITY

The California Community Colleges in general and the District in particular, have long engaged in practices designed to recruit and employ members of historically under-represented groups. With the passage of Proposition 209, many former practices and programs have been revised or eliminated to conform to the new limitations placed on District efforts in staff recruiting. The District must continue to explore innovative ways to recruit and retain the very best staff available within legislative requirements.

Currently, the District internal environment recognizes and supports diversity. As the District moves into the next five years, it will be necessary to continue to further define what diversity means to the District as a whole and increase interactions and engagement with the local communities adjacent to our main campuses and sites. Future activity should continue to develop innovative ways to promote an appreciation and understanding of diversity and why it is important to the District and the community.

RECORDS MANAGEMENT

Current policies and procedures for the District's records management and records archival systems are antiquated and do not align with the records management and records archival system guidelines outlined in Title V. The District's current paper-based records management system results in a need for a tremendous amount of physical storage space – a need that will continue to be an issue as the District grows.

At present, historical records are placed in archival storage boxes in accordance with mandates and laws governing physical storage. Three truck trailers now house much of the District's permanent and non-permanent records in storage boxes. The trailers have insufficient lighting and virtually no climate control. The conditions of record retrieval are

at times unsafe and ineffective. The current storage facilities are inadequate for the volume of records information being archived. Although there has been some progress made in the purging of old records to increase storage space for new records, the District's current records management and records archival policies and procedures, which have not been reviewed and updated in several years, need to be reviewed and new policies and procedures put into place that will keep the District in compliance with applicable laws governing records management and archival.

SAFETY

During fiscal year 2003, great strides were made in the area of campus safety with the hiring and implementation of a District-wide Police Department. During the 2003 fiscal year a Police Chief, two police officers, and two campus safety officers were hired to provide campus security as well as to provide input to the development of campus safety and security policies. The development of the Police Department was made possible through the award of federal grant funds specifically for this purpose.

With the primary responsibility for campus security now residing with the Police Department, the responsibility for safety continues to be held by Human Resources. Safety trainings have increased in the past few years including: blood borne pathogens, back safety, ergonomics, and many other safety related topics. The Facilities Department maintains the master MSDS (Material Safety Data Sheets) information, in conjunction with each department that is required to document MSDS activity.

Human Resources is currently in the process of reviewing and revising the established disaster preparedness plan and will continue to review as needed. Safety committees are also in the process of being established under the primary Shared Governance committee, with separate committees comprised of the various constituent groups at each campus to evaluate safety concerns specific to each individual location.

FACILITIES

MSJC currently provides instructional and student services to the District on the San Jacinto Campus, the Menifee Valley Campus and from a variety of off-site locations. The physical plant on both campuses combined has approximately 300,000 square feet on 210 acres. The San Jacinto Campus faces the challenge of aging structures, and building infrastructure. The Menifee Valley Campus has newer structures but lacks sufficient classroom, learning resource and student activity space.

MSJC has new capital needs both to accommodate enrollment growth and for scheduled maintenance, renovation and remodeling of aging facilities. Accommodating the projected enrollment growth will require additional space both on and off existing campuses. Existing space is well maintained despite multiple years of reduced resources. Like the District as a whole, the facilities have grown during the last few years but resources have not been funded to keep pace with the demand of the growing physical plant.

The Facilities Committee was established to oversee the development and utilization of the physical plant. Emerging programs, student and staff requests are reviewed by the Facilities Committee and prioritized for scheduling. The Facilities Committee is an advisory committee established by the President to broaden input to the development and renovation of the physical plant.

KEY ISSUES

AUXILIARY SERVICES

Expansion of the Menifee Valley Student Center

One challenge is that while the student center at Menifee Valley has improved over the years, space continues to be an issue. In light of current population growth in the Temecula, Murrieta and Lake Elsinore area, expansion of a larger student center is being pursued on the Menifee Valley Campus Master Plan.

Bookstore Services to Support Distance Education

Technology is constantly changing and Mt San Jacinto College must keep up with the times. Virtual classrooms are the way of the future; therefore, a plan must be in place to service students online. Currently there is no process in place for students to purchase

books online. The District needs to develop a plan to incorporate student enrollment with online textbook purchases.

COMMUNICATION

Although we have a campus website in place, its utilization could be more effective. Information on the intranet site tends to be static, is not available in a concise, standardized template or format and is sometimes unclear. There is currently no system in place for providing a user-friendly template to gather and organize pertinent data. Currently, a contact person from each of the aforementioned groups has not been designated to answer questions or maintain current information.

A central location for referencing operating manuals, mission statement(s), policies and practices, standard operating procedures, examples of forms (blank and properly completed), and any other information necessary for conduct of District business is not available and is needed.

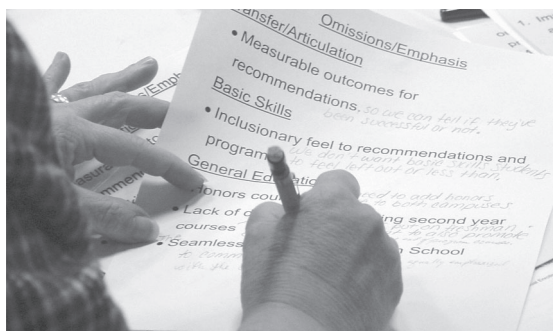
Deadlines and significant dates from College units and groups are unavailable to each other. Two types of calendars are needed: a master calendar for internal use available on the District's network to support staff and faculty including a Campus Operating Calendar with times for meetings, deadlines, and so on; and another Master Calendar for external use accessible from the Internet to the public with information for students and the community. This calendar should include class schedules, registration and withdrawal dates, schedule of campus events, and all other information.

It is imperative that all District shared information be consistent, have clarity of content and efficient accessibility, even to those without Intranet access.



STAFF DEVELOPMENT

Staff development includes all employees of the District. All new employee orientations should cover simple orientation as well as training in all relevant campus procedures. Each employee should also be provided, at the time of hire, with a description of their work environment and procedures for the tasks they will be responsible for through individual departmental orientation. Their work description should include an indication of key performance areas and how they will be evaluated. This process should also be reviewed periodically to ensure that new responsibilities are being covered.



Training materials should be in place for all campus procedures. These materials could be developed by the department providing service and centrally distributed to relevant parties.

Some areas of training for Classified Staff still needed include advanced word processing for Microsoft programs, business writing including memos, letters, and minutes, time and project management, and stress management among others. Efforts need to be documented and communication processes developed to ensure that Classified Staff are not only encouraged to participate in Staff Development opportunities, but are supported by their administration through verbal and non-verbal cues. For example, during the 2002 Classified Staff Development Day (which takes place during the Spring Break when students are not on campus), staff were encouraged to attend and many department administrators closed offices in order for staff to participate.

A natural part of Staff Development is to offer Leadership Development. Additional training in supervisory/management techniques would provide staff, as well as faculty, the skills needed to move into positions of greater responsibility within the District, providing in-house opportunities for growth.

It is advised that the District also continue to

expand in-house training opportunities, develop a means of surveying training needs across the board, as well as a standard tool for evaluation of effectiveness. The Staff Development Committee could include these tasks as part of their charge.

A mentoring program is in place for Associate Faculty. This program has been a success and the District may wish to look at formalizing the mentoring approach for all new employees.

RESOURCE ALLOCATION

The Master Plan 2000-2005 emphasized the importance of salaries and benefits in the budget. In 2000-2001 salary and benefits accounted for 80% of the District's unrestricted general fund. In the current budget for fiscal 2003-2004, the salary and benefit costs increased to 83%, mainly due to cost of living allowance (COLA), reclassification, and step-and-column increases. The percentage increase reflects the increase in service areas and student enrollment during this timeframe, a correlation to enrollment growth. With the current decline in the state budget, the District will be more prudent in focusing cost control measures in all areas of the budget. Controlling the remaining 17% of the budget is necessary but focusing on the 83% is imperative. For example, the District has offered two windows of early retirement incentive for eligible classified employees. The District will continue to look at innovative solutions to fill vacancies.

The District continues to augment its state apportionment and categorical funding through federal and state grants and local revenues. In the current year the District received funding for three multi-year federal grants that will help ensure the success of students by enrolling in college, by persevering in their studies, and by extending their success to other members of their families and communities. The District also is a recipient of funding from partnerships with local businesses, from contracts with RCOE, and from the federal and state governments for financial aid to students.

The contract education and community education programs have been extremely active in their outreach, and having these programs continue and accelerate their efforts will help bring more students and more services for students in the District. The establishment of a Grants Office through the Title V Hispanic Serving Institutions grant should increase the College's efforts in pursuing more funding for various disciplines and school activities.

DIVERSITY

While the College has a long history of recruiting and employing historically under-represented groups, the passage of Proposition 209 necessitates the revision or elimination of former practices and programs. The College District should continue to explore innovative ways to recruit and retain the very best staff available within legislative requirements.

In addition to legislative change the District demographics are subject to continuous change due to the explosive growth. Historically stable demographic patterns will change as a result of rapid regional growth. As the diversity within District boundaries change it is imperative that the District continue to be aware of shifts in patterns and understand the relationship between changing demographics.

RECORDS MANAGEMENT

All campus records management procedures are not in compliance with local and federal records management and archival mandates. To help bring the District into compliance a District-wide records management and archival policy is needed.

Emerging technologies might alleviate many of the facilities and resource problems associated with records management. The District continues to research information technology solutions such as networked electronic file management systems and document scanning as to their viability for our records management needs and staffing requirements required for centralized records management.



SAFETY

The concept of campus safety is embodied in two separate and distinct areas, safety and security. For example, a secure area with appropriate alarm systems is not always a safe area if there are hazards in the area that can affect life, property, and equipment. At this time, there exists a new Campus Police department which, with growing enrollment, is required for the security of our students, staff, and community members.

Though the staff and faculty have received a memorandum listing Campus Police hours, phone numbers to call, as well as police off-duty contacts, there are two areas that need to be addressed; student and community awareness of who to call or notify, and where they can go to make that notification. There is no signage showing where the nearest public telephones are, and what numbers to call for both security and safety needs. Additionally, signage in classrooms would enable the growing numbers of cell phone users to have this notification capability as well. If budgeting constraints are relaxed, consideration of campus emergency kiosks with single touch telephone contact to security personnel should be purchased and placed where most needed, such as parking lots or limited view areas such as enclosed patios.

Safety is a broad subject. Since September 11, 2001, there exists the possibility, even if remote, of some type of intentional act such as a bomb threat that could disrupt normal campus life. Less than an intentional act, but still possible, are bio-chemical hazards, fires, floods, earthquakes, or utility outages which can each affect employee safety.

Identification of what is on each campus that could be considered as a bio-chemical hazard is needed, and what steps to take if it affects the District residents should be distributed to the District residents. There exists procedures for handling bomb or other threats made over the phone, and these procedures should be distributed to the District staff and reviewed each year through safety briefings. Other safety hazards such as missing lights, area flooding affecting the traction of sidewalks, broken pavement, should have standard reporting procedures set up and disseminated annually during safety briefings.

A disaster could be limited to a specific utility, a specific building or buildings, or have much broader applications ranging from a campus to a community to a state. A comprehensive disaster response plan as well as a disaster recovery plan needs to be created, reviewed,

and updated each year as campus conditions change. There are specific locations where emergency supplies have been stored, but these locations, and the procedures for retrieving and using them during a disaster are not known to the majority of the District residents. The disaster response plan, and the following disaster recovery plan, specifically tailored to each campus, should be tested on an annual basis. The testing scenarios should also be changed annually, not only to raise the understanding of the campus residents of what they should do in the event of a disaster, but to insure that the plans are at least minimally sufficient to be carried out for a real disaster.

FACILITIES

In anticipation of projected enrollment growth within District boundaries it is important that a District-wide Facility Master Plan be developed for existing and future campuses. Also, renovation and remodeling of aging facilities is needed. Currently, a comprehensive facility condition assessment is not in place for existing facilities. For example, monitoring and tracking systems for building infrastructure such as heating, ventilation and air conditioning systems are not available. Preventive and scheduled maintenance of existing systems is challenged by limited resources. Also, all campus locations lack appropriate signage and directional signs to guide students, staff and community members. Directional signs are outdated and do not change to reflect changes made to the physical plant. This is also a result of limited resources.

A District-wide Facility Master Plan would provide long-range planning for existing, new and future facilities. Linked to educational plan priorities, the development and maintenance of the physical plant would provide aesthetically pleasing environments that enhance student learning. The plan would also serve as a decision tool for the Facility Committee.



TASK FORCE 7 | TECHNOLOGY

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INTRODUCTION AND ASSESSMENT

The Master Plan Task Force Seven Technology Committee was charged to review current practices and provide direction for the college in issues related to technology.

Technology is a rapidly changing phenomenon that impacts many aspects of education. Items and issues that are viewed as important or achievable today may be obsolete or unimportant in the near future. Likewise, technology that is as yet unknown today may arise quickly and become a cornerstone tomorrow. This dynamic environment has placed a burden of responsibility on the College to evolve as necessary in order to sustain a technical environment that fosters students' success in their educational and career goals. A technical planning initiative must remain flexible to meet this rapidly changing environment, yet provide quality education.

The purpose of this Task Force Seven report is to identify the challenges faced by the College to maintain technical readiness, recognizing that this must be balanced with fiscal responsibility. Imagine, if you will, a juggler dancing gracefully to keep several balls suspended in the air. Each ball represents one of the following elements: accessibility; cutting edge technologies being taught; electronic library resources; online services available; course facilitation through technology; institutional need for data; as well as many others. As the juggler moves, his rhythms are disrupted by the ceiling being lowered, representing the budgetary challenges faced in public education. Down, down, down comes the ceiling, until the juggler no longer has the room to maneuver in the same space. The time and distance between tosses becomes difficult. Yet, dropping one ball means a loss to the students. Dropping one ball changes the future of the institution. Dropping one ball means the institution is not aligned with technology to reach the future.

During rigorous discussion, the Task Force found that five themes emerged to define technical readiness:

- Funding Concerns
- Student Learning
- Faculty Tools
- Administrative/Staff Need
- Infrastructure

RESEARCH AND EVALUATION OF FINDINGS

The committee began by gathering data from obvious sources, including:

- Current architecture
- Existing academic resources, including number of computer labs, desktops, peripherals, staff
- Existing administrative resources, including number of desktops, peripherals and staff
- The *Technology for Student Learning Plan* developed by the Educational Technology Committee in 2002
- Research on technical trends in education

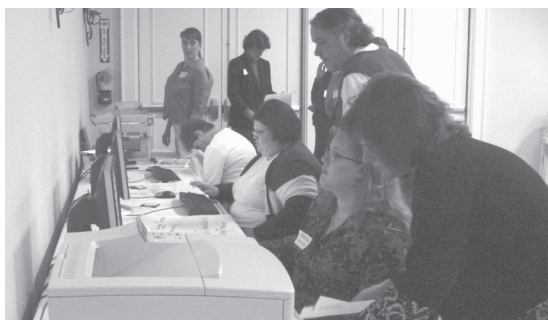
The District supports the administrative computer network, the instructional computer network, the *Datatel Colleague* higher education software system, *Blackboard* course management software and distance education initiatives, the voice-over-IP telephone system, and supportive infrastructure.

The Administrative network responsibilities include 550 nodes (desktop workstations or printers), 500 IP telephones, IP telephony administration, campus email, campus data security and firewall configuration, infrastructure connectivity, bandwidth, routing and switching equipment, fiber connectivity connecting campus buildings, CENIC internet connectivity, application support, server support and maintenance, application training and helpdesk activities. A staff of six people supports this effort, well below the minimum level recommended by the Chancellor's Office Total Cost of Ownership (TCO) model. Two Level I support staff are in the field to work on desktops, at a ratio of 1:250 when the corporate model is 1:20. The District staff struggle to do a very admirable job of maintaining complex computer systems and supporting enhancements.

The Instructional network responsibilities include 800 nodes (desktop workstations with multiple configurations and other peripherals) distributed across sixteen multi-disciplinary/multi-platform computer laboratories/classrooms, security and firewall, infrastructure, server and switching equipment, charge print system database administration, media distribution services for *Microsoft* academic alliance, academic research and application support, *CISCO* academy and *Oracle* program support, *Blackboard* course management and distance education support, application training and student helpdesk services. The equivalent of eight FTE personnel (i.e. ten full- and part-time positions) supports this effort. This stretches the boundaries of

the TCO model. The Instructional support staff effectively handles a broad range of responsibilities in support of academic programs and services.

The College purchased the *Datatel Colleague Enterprise Resource System* in 1997, thus becoming one of twenty-two California Community Colleges that are 'Datatel' schools. The *Datatel* system consists of hundreds of computer programs that directly support connected systems, telephone applications, web-based applications, and numerous interfaces. The District utilizes over 30 independent computer applications that are required to run effectively and interface with *Datatel Colleague*. To effectively utilize the systems and protect the Institution's investments requires experienced computer programming support. At MSJC, a staff of three people maintains the system in addition to designing and developing new applications. Certainly, all sectors of the College are clamoring to utilize computer systems more heavily than ever. All levels of District personnel-faculty, classified, and administrative-have a need to access and maintain machine readable data. The computer support staff is to be highly commended for an admirable job of maintaining, supporting, and moving forward with complex computer systems, despite scarce resources.



In August of 2003, CISCO Voice-over-IP integrated telephony technology was deployed with approximately 500 telephones, updating an obsolete system purchased in 1984. The technology investment was fiscally sound, in part, because the system could be supported in-house, alleviating expensive consulting charges the College was incurring. A new position was created and filled, the Telecommunications Network Administrator, displaying sound logic to adequately staff this investment for effective return. The Committee commends the decision to staff a position along with the system, and holds this effort up as a model for technical investments.

The District infrastructure is comprised of the fiber optic connectivity between buildings, all switches and router equipment within the buildings, cabling from the switch rooms to the desktop, the bandwidth connectivity between campuses and sites, the bandwidth connectivity to the internet, and all security and administration of same. The Information Services Department staff administers this network. In particular, it is one position, the Supervisor of Network of Network Technology, that administers this network, along with supervising all administrative network staff and projects.

KEY ISSUES / CURRENT AND FUTURE GOALS

FUNDING CONCERNS

Within a few short years, state budget surpluses that soared during the technology boom have now vanished. Under the CCC Telecommunications and Technology Infrastructure Program, commonly known as TTIP, the College received annual allocations that funded internet access, library technology, technical training, hardware, software, consulting, and staffing. From reaching a peak of \$269,739 in 2001-2002, the 2003-2004 allocation is expected to be only \$ 72,300. Only minimal support for internet access and library technology remains. Because of the significant reduction in funding the College has been unable to backfill funding for technical training, maintaining hardware and software minimums and currency, sufficient technical staff ratios, and consulting expertise.

In 2001, the College was required to undertake a planning initiative for the *CCC Technology II Strategic Plan*. Under this plan, the State of California was preparing to move into a second phase to ensure that the College had the capability to meet the anticipated influx of new students, (known as Tidal Wave II), integrate new technology into teaching and learning, and ensure that technology was accessible to persons with disabilities. The allocation to MSJC was anticipated to be \$650,000/year for five years, and it would have provided funding to increase our staffing ratios, recapitalize desktop technology, provide student access computers and smart classrooms, and continue technology training. The College has not received this funding and there is no backfill identified at this time. The loss of funding was also detrimental to positions, as a Datatel Programming

position was being partially funded from TTIP under the TTIP TCO component.

At MSJC, the need to fund technological advancement, training and support is escalating while funding is declining. Technology is more than simply computers and wiring. It is important to recognize the associated costs of technical support, security and confidentiality, training, accessibility, and recapitalization planning that inevitably comes with technical acquisitions. Funding for technology should become baseline allocations as opposed to a reliance on grants, state initiatives, single-use funds, and debt. The investments made by the College in infrastructure, hardware and software are substantial, and the systems are complex. A qualified staff is required to maintain the systems. Budget constraints have created a loss of support for Student Worker personnel to act in Support levels in the academic computing labs.

As the State of California and the College grapple with ever-tightening budgets, an urgent question becomes: 'What is absolutely necessary for the college to prepare students to face the future?' In lean economic times, belt-tightening doesn't just delay new technology initiatives. Basic infrastructure upgrades and aging PCs also come under financial scrutiny. It is the position of this Committee that technology investments are also investments in the future of our students, our faculty, and our institution. We believe technology should be given a high priority in allocations. This is true for new technology investments as well as maintaining our current level of technical placement.

STUDENT LEARNING

Technical Fluency

The use of technology in K-12 is growing, and students are coming out of this environment with an expectation that they will find current technology available and used in their post-secondary experience. Technical literacy is becoming a graduation requirement, and the college must prepare our students to meet the demands of the job market. Some schools are making a basic computer use class part of their graduation requirement. As the college makes more services available online, a course to teach basic navigation of our services and basic research might be desirable.

Distance Education

The need for effective course-management systems and distance education is growing along with the growth in college enrollments. MSJC should maintain a reasonable competitive edge, flexible technology programs to stay in the forefront. There is some concern that MSJC will experience a loss of students to institutions with better distance education programs, as these programs are highly visible and serve as effective marketing for the institution. Every academic program should assess the use of technology for the delivery and facilitation of student learning. It is of concern whether the current facility infrastructure and equipment is able to support the current population let alone the increasing numbers that are anticipated in the future. The College's use of *Blackboard* as course management software is growing with each semester. The *Technology for Student Learning* document developed by the Educational Technology Committee identified several goals to deploy online courses. It is essential that the College recognize the need to support this plan with adequate software, hardware, training and other resources. A process-oriented assessment should be required to survey services available to distance education students and faculty, including applications, registrations, student and faculty add/drop census and review rosters, faculty and staff orientation, financial aid, etc. The *Technology for Student Learning* document should be consulted for additional items related to an online campus and distance education initiatives.

Online Campus

Given the realities of the funding in the State of California, a plan to move to a fully online campus is not feasible. However, MSJC should investigate the requirements for creating and maintaining an Internet-based campus. An Internet-based campus would service the needs of students seeking to continue their education at MSJC, but who are unable or prefer not to attend classes held on campus or at centers throughout the District. In addition, an online campus would 'piggyback' on the current efforts in process to expand the offerings of online courses by MSJC instruction personnel. Currently, there are two certificate/degree programs available online as well as a variety of elective and general education courses. Adding additional degree patterns and courses would benefit not only the students, but would relieve some

of the impacted facilities at the College, as well. An online campus would offer the full complement of services currently available to students and faculty attending or teaching courses at either the San Jacinto or Menifee campus, to all students and faculty whether they take or teach courses online or face-to-face. The move to a fully online campus would require a substantial investment of fiscal and human resources. The costs would be incurred in the purchase of web servers, upgrade in the licensing agreement for the online course management system, increased bandwidth and professional development to prepare faculty for teaching online courses, and technical support. The benefit of online services, courses, and degree patterns comes from not only offerings at a distance, but from convenience for all students.

Student Services

Online services are relatively new to the college, and the need is expanding rapidly. A thorough inventory of all student services available should be conducted to identify those services that should be web-enabled. From this survey, any 'missing' elements should then be prioritized for resource allocation. For example, while students can register online, there is no mechanism for purchasing textbooks through our bookstore. Furthermore, students can pay registration fees online, but assessments for 'holds' such as a library fine cannot be paid by e-commerce.

In addition, an assessment of other technical support for Student Services should be undertaken. This should include the following: student communication, the exchange of information with our feeder schools and transfer institutions, the electronic imaging of student records, the workflow of student forms and signatures required, the use of technology in counseling, tutoring, and other services to students. As more of our students come to MSJC via distance education, a full complement of services available via the web becomes essential.

Student Access

There is an overwhelming need to support student access through open computer laboratories that are accessible at all times and staffed by student services support staff. It should be recognized that the 'working student' or the night student requires the same access and support as the student who takes classes during

the day. It is problematic that support staff typically leave campus at 5:00 pm. To plan for a successful future, the college should increase the number of workstations in addition to increasing the size of the laboratories. There should also be a related increase in technological as well as support staff. There should be corresponding student access for learning laboratories, testing centers, independent student research, library services, online coursework, and student services. The underlying need for increased security measures must be considered.

Student Portal

The College is striving to increase its online services through tools like *Blackboard* and *Web Advisor*. In the case of these existing current systems, users (i.e. students and faculty) must use separate logins and passwords for each product in order to use their services. Consideration should be given to the implementation of a web portal that would require users to login to a single product to take advantage of the full range of online services, including registration, online classes, communication facilitation, and others.

Electronic Signature

Each student application requires a signature to certify student residency requirements. While the technical elements are locally in place to support an electronic signature, the State Chancellor's office will not recognize the same. Requiring a hardcopy (wet) signature from students impedes the online experience, making it impossible to entirely support distance education via technology. MSJC should partner with other schools to persuade alleviation of this state requirement.

Assistive Technology

Federal requirements stipulate that the College must ensure that assistive technology is available for the use of students, faculty or staff with disabilities. Regulations mandate that all web-based tools and information associated with the college be compliant with Section 508 standards. Failure to comply with this requirement could result in loss of funding via specific state and federal revenue sources. Adherence to the standard requires staffing and training commitments to monitor and teach developers how to comply. In addition, the acquisition of assistive technology should be in parity with the purchase of all

technology for the District. Training should be provided to students, faculty and staff to support the assistive technology needs of the entire college community. Adherence ensures a more accessible experience for all members of the MSJC community. Additional information is contained in the *Section 508 Technology Access Plan* (Draft) in the data portion of this document.

College Web Presence

The web presence of the College plays an important role in the institutional image and advancement of MSJC. The web presence serves a number of purposes, including:

- provides both current and prospective students with an effective and accurate presentation of college information;
- expands the classroom environment through instructional Web use;
- facilitates communication within our campus and with students;
- acquaints other campuses and their faculty and administration with our school;
- facilitates communication within our campus and with students;
- expands the classroom environment through instructional Web use, and;
- generates pride, interest, and participation within our community as a whole.

The College needs to continually monitor its web presence to determine whether it meets all the demands required by the user population. As online services and the provision of information increases, it is important to maintain the web site with adequate staffing. As a highly important resource for communication, the web site must be held to a high standard of quality and also be kept current.

There is a multiplicity of individual web sites under the umbrella of the College's web presence. Departments and instructors have the ability to develop and maintain web sites pertinent to their responsibilities at the College. However, it is the responsibility of the administration to provide the necessary oversight for the individual web sites and the College's web presence as a whole.

Instructional Technology

The instructional technology issues at the college cover the gamut from fully online courses to individual student online research. To accomplish the maximized instructional potential of the Internet, the college web site must be able to connect all elements of its curricular use. The ability of the servers involved to deliver high end media elements (i.e. streamed video, audio, data applications, motion graphics and more), must be developed and maintained. In addition, the ability to link the main and all sub-sites, Datatel, the courseware management system, and data driven applications is critical. The *Technology for Student Learning* document should be consulted for additional items related to instructional technology initiatives.

Student and Associate Faculty Email Accounts

In the 2001-2002 school year, MSJC implemented a suite of web-based student portal software called *Campus Cruiser* that allowed all students to have a college-based email account. However, the software vendor was subsequently unable to sustain an affordable pricing model and the College was forced to drop use of the product, and student email accounts were again left unsupported. However, in the Fall 2003 semester, custom computer programs were developed to support a student email address update via the web, and dissemination of the addresses on rosters. Approximately 45% of all students have currently declared an email account, and the validity of that email address is well below an acceptable rate. A marketing campaign to promote this model to the students will be required for it to be successfully utilized. A preferable email model might be for the College to maintain servers and email accounts for all students and associate faculty. By doing so, it is expected that the College would realize cost-effective communications with students for campus-related activities. The administration of 14,000-plus student email accounts requires equipment capable of handling the substantial traffic and storage requirements to meet the needs of a constantly changing population. Other considerations include sufficient bandwidth and staff resources.

Technology in the Libraries

Technology has significantly changed the way that students and faculty perform research and access information. The library is an important physical statement about the institution in that it reflects – or should reflect – the current state of technology as well as underscore the importance of providing current material to enable students to engage in independent learning and research. Libraries are increasingly becoming the digital center for information services on campus. The library recognizes that electronic information is an important component of library collections, and is committed to providing access to electronic material, thus eliminating the physical barriers between students and information in addition to creating avenues for independent learning. Current collections of electronic material at MSJC include access to the online library catalog, web-based subscription databases and web-based electronic texts.

- *Online Catalog*: The MSJC library maintains an online catalog of its holdings of books, journal titles, audiovisual materials, as well as other types of material. This is accessible from both within the campus as well as outside the campus.
- *Library Databases*: The MSJC library subscribes to approximately twenty web-based databases for the purpose of accessing electronic journal citations and full-text articles, and other reference material. The pricing of the databases is based on the college's FTE student population. Each year the cost of subscriptions increases, yet the library budget is not augmented to offset the additional costs. The library relies heavily on TTIP "soft" funding from the state of California to continue to provide access to the online databases. If this source of funding should end or be curtailed, the library will be forced to discontinue many of the databases. The databases are critical for access to magazine, journal and newspaper content, especially for the distance education student population. The importance of the information resources that are supplied by the libraries cannot be duplicated in other areas of the College; the library collections must be maintained and expanded. As MSJC continues to grow and offers a growing number of classes online and at various sites throughout the county, the importance of remote access to materials increases. In addition, demand for these resources is expected to increase as students are being exposed to these types of resources in high schools and other educational settings.
- *Electronic Texts (E-books)*: The library currently has access to 4,000 titles and plans to add an

additional 2,000 titles this fiscal year. Electronic texts are fully cataloged and each record appears in the library catalog along with a link to the complete full-text. As new texts are released electronically, the college should continue to acquire these resources.

- *New Learning Resource Center:* When it is completed, the new Learning Resource Center on the Menifee Campus will contain the library, tutoring center, writing center, open computer lab, and a faculty technology training room. The building will house approximately 200 computer workstations for student use. A wireless network inside the building will accommodate laptop computer users. Laptop computers will also be available for check-out in the library. While the focus of attention over the next few years will be on the new facility on the Menifee Campus, it is imperative that technological parity be maintained between campus libraries for the benefit of our students.
- *Library Staff:* It is a well-known fact that technology does not decrease the need for staff. Currently, neither library meets the minimum staffing requirement that is recommended in Title V for community college libraries. Adequate staffing for the new Learning Resource Center will be critical for the effective delivery of services to a growing student body. A staffing plan has been created for the new Learning Resource Center, but budgetary restrictions are likely to prohibit the full implementation of the plan. Without a full complement of staff, services will be limited and areas of the Learning Resource Center may be under-utilized.

FACULTY TOOLS AND TRAINING

Faculty Training

Technological advances are continually improving educational access and enhancing student learning. In order to take full advantage of these technologies for the benefit of students, MSJC must reaffirm the commitment to providing quality faculty training and support in:

- Determining what delivery methods are appropriate for a given course based on sound pedagogical constructs;
- Determining what technologies are appropriate for a given course;
- Obtaining the skills necessary for developing and teaching online and hybrid courses, including: HTML editing (e.g. *Front Page*, *Dreamweaver*); Digital imaging (e.g. *Photoshop*, *Illustrator*); Multimedia authoring (e.g. *Flash*, *QuickTime*);

Course delivery (e.g. *Blackboard*,);

- Implementing technology effectively in face-to-face courses.

In addition to training, MSJC must support faculty development by:

- Providing appropriate hardware and software for faculty and student use;
- Increasing the availability of portable computing devices for instructional purposes;
- Providing on-call technical help for faculty during class hours;
- Encouraging faculty members to pursue uses of technology, stay abreast of emerging technologies, and network with their peers at MSJC and other colleges.



To enable faculty to develop skills necessary to implement the integration of technology across curricular areas and through all methods of delivery (i.e. online, hybrid, technology mediation), continuous training programs must be developed. The nationally known @msjc academy training model has been curtailed from a one-week training component to one or two days at a time, due to loss of TTIP funding. It would be beneficial for this training program to be continued. Online training modules for the use of the online courseware system, *Blackboard*, are under development. The need to modify and update technology will continue as student needs change.

Faculty incentives to develop online courses should be provided. Through compensation and training opportunities, faculty can learn how to deliver content online and maximize the potential of the internet for instruction. Creation of online materials is initially time consuming and requires considerable training in the areas of learning theory and online delivery. Additional assistance is needed to provide for instructional design components that require specific multimedia technical skills. The development of faculty resource centers through the Title V funding source is a start at solving these issues. The faculty resource coordinator position funded initially by the

Title V grant must be absorbed into the college base incrementally each year until 2007 when it must become a position fully funded by MSJC.

The ongoing development of the online program should include the development of quality standards for online courses. These standards must be developed by the online faculty to ensure that the courses offered via this method at MSJC maintain the same level of instruction, or higher, than the face-to-face courses. Continuous collaboration of faculty and staff involved in the online program is essential to the quality of online program operation and instruction. Additionally, an evaluation tool must be established to provide for student evaluation of the online program. Coordination and direction of the online program must be done by people who can devote their efforts to this important growing component of our college. MSJC should carefully consider developing and expanding the roles of those involved with directing the online program.

Faculty Course Management

Currently, MSJC has adopted *Blackboard 6-Basic*, a web-based course management system, to facilitate our distance learning program and to augment our traditional offerings with web-based tools. This *Blackboard* installation currently supports the distance learning program's 28 fully online courses and over 1000 fully online students in addition to 70 traditional offerings that use *Blackboard's* web tools. The *Blackboard* system has no back-end integration with other District information systems and requires manual data feeds to maintain consistency with the student information system.

Historically, MSJC provided technology integration training through annual academies funded by categorical monies. Due to funding cessation, this training is no longer offered. The academies, offered to all faculty and staff, were held on the Menifee campus and scheduled around the academic term to accommodate the schedules of the faculty participants. Following the development of an online course, any resulting challenges of a technical and procedural nature are met through the transition of online faculty. As our distance learning program experiences continual growth, it is essential that MSJC strives to provide seamless and dynamic integration with District-wide information systems. MSJC should continue to assess and explore web-based course management system options and its

ever-increasing role in instructional delivery. An enterprise level course management system implementation will be necessary to support a comprehensive distance learning program that includes the ability to complete all administrative services online. Additionally, an enterprise level implementation with dynamic integration may eliminate the need to re-evaluate current methods and procedures for handling student enrollment concerns.

In regard to faculty development, it is proposed that:

- MSJC should explore the standardization of web-based training and professional development to conveniently provide end-users knowledge of policies, procedures, processes and applications;
- MSJC should explore the development of a handbook for online faculty to aid in the transition and/or acclimation to online learning;
- MSJC should also explore opportunities to integrate technology not only in distance learning offerings, but in traditional courses as well. MSJC should provide knowledge, training and access to instructional technologies available to faculty;
- Funding for the delivery of online instruction should be considered essential and added to basic planning efforts.

College Email Accounts for Associate Faculty

In the 2001-2002 school year, the College implemented web-based student portal software called *Campus Cruiser* that allowed all associate faculty to have a college-based email account. Since the College was forced to drop support for this software, there has been no support for associate faculty email accounts. Electronic communications are expanding between faculty, students, and College administration. The College should support email accounts for associate faculty to realize effective communications. The administration of approximately 600 email accounts that are dynamic in population requires equipment, bandwidth, and staff to administer the accounts.

Faculty Workstations

At present faculty desktop computers are funded from base budgets on an 'as-needed' basis. It is desirable to explore lease-purchase replacement options and normalizing the expenditure streams. The cost and benefit of standardizing on laptops with docking stations for faculty computers should be explored. Other portable devices might be advantageous to faculty members in a classroom

setting. Standardization may not be achievable, as some academic programs have rigorous equipment needs while others do not. It is imperative that all equipment purchases are made with an eye to longevity and future requirements.

Faculty Need for Information and Data

Faculty should have access to needed information including online faculty tools, census rosters, faculty drops for no-shows, review rosters, grade submittals, and positive hour submissions. An inventory and assessment should be performed on these elements, and to analyze the information requirements of the faculty from the student files. There should also be an attempt to eliminate or minimize paper communications. Currently, the *Datatel* system has custom programs that support the faculty tools, and the administration must ensure that programming staff is in place to develop and support the needed tools.

Smart Classrooms

Computers are essential for the contemporary classroom setting. Most faculty now have digital presentations to help structure lectures in all disciplines. There are also many tools available to instructors in many forms of media. Each discipline in the college should have access to a fair number of Smart Classrooms which not only has stationary computers with projection capabilities, but the ability to project multiple forms of media e.g. DVD, DVD + - R, DVD +- RW VHS, SVHS, CDAUDIO, CDR, CDRW, and in some cases Laserdisc. These medium require support with ample audio equipment to project sound to the entire classroom.

The following issues must be considered with regard to technology in the classroom:

- Projectors should have adequate ANSI lumens and resolution to project quality images even in a well lit room.
- Audio systems should include an A/V receiver with user friendly media switching and speakers capable of projecting quality audio throughout the room.
- Media types do change as technology changes, and efforts should be made to provide and maintain contemporary technologies in all the classrooms.
- Software licensing should be kept up to date in Media Smart Classrooms with contemporary versions of software required to display and edit digital media.

- Access to digital technology, including Internet connectivity, should be a goal for all classrooms. Not only does this provide tools for faculty in instruction, it allows for easier administration, and maintenance for the technology staff.
- Remote computer administration technology must be kept up to date which will allow technology staff to control and maintain computer software, operating systems, and some hardware issues without physically having to be in the room or even on the same campus.

Instructional Web Presence

Each department and each faculty member should be adequately trained to deploy and effectively utilize a web presence. The *ETC Technology Plan* specifically states:

“Each department shall have a web presence. The web presence for each department will include a program description and contact information in template form. A URL to a departmental web site will be required if requested by a department chair. All faculty will have password protected FTP access to the instruction department web server for the purpose of uploading and updating information related to their departments and courses they teach, e.g. syllabi, links to discipline related sites, assignments, etc.”

ADMINISTRATIVE/STAFF NEED

Administrative Need for Access to Information

The College invested in the *Datatel Colleague* higher-education software package. Implemented in the Fall semester of 1999, the system now serves as the source for student-related data including most of the state-mandated and federally-mandated reports the College is required to submit. The administration requires accurate and current data for good decision-making. Data reliability and access are therefore paramount. The resources allocated for information staff and Research staff is very limited. At a time when efficiencies are to be gained through the utilization of technology, the College does not have the technical resources to manage custom software and report development. It is important to recognize the demands placed on appropriate staffing resources to maintain a dynamic software product. Utilizing a Total Cost of Ownership (TCO) model would be beneficial as an instrument for maintaining a balance of resources in relation to requirements.

Staff Workstations

Administrative and staff desktop computers are funded from base budgets on an “as-needed” basis. It is desirable to explore lease-purchase replacement options and normalized expenditure streams. The cost and benefit of standardizing on laptops with docking stations for staff who travel between campuses and to off-campus sites should be explored. It is imperative that all equipment purchases are made with an eye to longevity and future requirements.

Staff and Administrative Training

The Telecommunications and Technology Infrastructure Program (TTIP) has provided funding for staff development for each of the previous five years. This funding is no longer available, and the College has no revenue stream to backfill the lost dollars. With the loss of this funding, training in the Microsoft Office applications, *Datatel Colleague* and network systems, as well as technical conference attendance is now lost.

It is important that employees have access to adequate training to effectively utilize the applications in which the college invests. Staff frustrations are heightened when individuals are unable to utilize the software tools available to them, and the demand for support consequently increases. The college should consider alternatives to support training, including self-directed professional development programs.

On-Campus Support during College Hours

The College holds classes during weekday evenings and on weekends. Many of the offices on campus remain open to accommodate evening students. However, staffing ratios do not allow for support personnel to be on campus during all hours that the college is open. It is unreasonable to expect faculty and staff to be able to effectively utilize technology in the classroom or on the desktop if the technology is not supported. This lack of support could lead to abandonment of any attempt to try to infuse technology in the classroom.

Data Imaging

Many departments are benefiting with the use of data imaging systems that reduce paper copy. The District should consider implementing this technology broadly.

Video Conferencing

Video conferencing has been used primarily to facilitate meetings, thus saving mileage dollars and administrative/staff time to commute between campuses. An assessment of the technology is warranted. The assessment should determine if the equipment is deployed effectively, where additional uses of the equipment can be deployed, and whether a recapitalization or upgrade plan is required.

Integration Considerations

The College should consider undertaking a cost/benefit analysis regarding merging administrative computing support with academic computing support. Recognizing a redundancy in tasks and skill sets, the College may consider a consolidation of helpdesks, Level 1 support, media services support, training, and other related tasks.

INSTITUTIONAL/INFRASTRUCTURE Equipment

Equipment is the backbone of technology, but not the only component. Planning the acquisition of equipment must include infrastructure that is sustained and configured for optimal utilization. Technology cannot be treated as stand-alone or for one-time cost in the baseline funding/district budgets. Sustainability requires that the technology infrastructure be scalable, reliable, upgradeable, and interoperable across the entire campus system infrastructure. It is imperative to maintain equipment in the face of ever-changing data speeds and increasing system requirements.

As with other infrastructure costs, technology has several components, including technical support, training, maintenance, expansion, replacement, recycling and retirement of equipment. Installing infrastructure and acquiring technology requires deployment of a Total Cost of Ownership (TCO) model in all technology planning and budgeting. The District should strive to design for sustainability and optimal utilization of technology.

Security/Confidentiality

There is an increasing focus on the confidentiality of data, and full-system security. The College is faced with unfunded mandates to comply with new state and federal laws. A number of colleges are creating positions to ensure security audit. The College must audit and document security/confidentiality practices to ensure compliance with all security/confidentiality mandates. Designating a Security Administrator may be appropriate to direct and govern all technology security issues and use of preventative tools and tactics to stay ahead of the threat to student confidentiality and destruction of computer services. Managing the security/confidentiality task would encompass everything from defining the format of user passwords, to user training on prevention of intrusion, to software piracy, to software licensing issues, remote access concerns, data encryption, firewall protection and data recovery techniques. Security issues go beyond privacy and confidentiality issues, to physical security. Streamed video cameras and other IP-enabled security devices should be explored.

Disaster Recovery

The Dean of Information Services has recently been conducting a business impact analysis on every application system and subsystem for the purpose of disaster recovery planning. This effort is recognized to be ongoing and dynamic, to maintain currency in a plan that must be incorporated and validated with other District planning initiatives.

Technical Facility Needs

The College staff dedicated to infrastructure, network and application support, Helpdesk and Colleague programming are housed exclusively at the San Jacinto campus, with the exception of one small office/workstation at Menifee staffed on a part-time basis by network staff only. As facilities expand, additional work space should be found at the Menifee campus to accommodate both network and programming staff.

The San Jacinto campus has the benefit of one twelve-seat staff training lab. When the Menifee Learning Resource Center is a reality, a twenty-five seat training room will be available.

College Facility Needs

The technological infrastructure should expand to support the increasing number of workstations. Demands are being placed on existing buildings to

hold more computer access stations than were originally designed. It is unfortunate that most buildings were constructed prior to the technology infusion and under ideal circumstances require retrofitting for cabling and equipment needs. As the college expands, the wiring plan must be kept current. For example, the addition of modular buildings strains fiber optic capacity. Facilities planning must consider cabling, scalability, and future technologies.

Wireless Access

A number of factors, including widespread adoption of common standards, feature-rich portable devices, and education-specific applications, are driving the education arena to embrace wireless technologies.

Currently, the College has wireless access points installed in the San Jacinto and Menifee Child Development Centers, the Menifee Assessment Center, and one classroom laboratory. Planned installations include the San Jacinto Assessment Center, the Athletics Department, the new Menifee Learning Resource Center and the San Jacinto Campus Library.

Assessment of wireless technologies should continue, and should include effective use and security practices. MSJC should provide access points to meet both administrative and instructional needs. A cost benefit analysis should be conducted to decide whether the implementation costs of wireless technologies in classroom laboratory environments may be cost-effective compared to future hard-wired installations.

Classroom Telephones

Consideration should be given to installing telephones in each classroom, allowing communication during emergency situations.

Grant and Alternative Funding Sources

The College should continue to explore alternative methods of funding that could alleviate some burden to the institutional budget.



Technical Compatibility

The Information, Communication and Technology Committee (ICTC) is charged to ensure compatibility and effectiveness of technical investments. However, constituent groups are not required to submit technical proposals nor adhere to standards. To illustrate, departments have not standardized on a uniform imaging tool, and web sites are being developed without consideration to standardization of either navigation or image. A procedure should be implemented to centralize technology purchases thus ensuring compatibility. The ICTC may not have the authority to block purchases, but should have the power to make recommendations. The ICTC should be involved in the planning and coordination of technology projects, e.g. grant proposals, integration of needs and resources.

Staffing Needs

Sustainability and optimization of technology requires an adequate number of knowledgeable staff. Technology costs are ongoing, well beyond the acquisition of the hardware.

For some time, the College has suffered the effects of staff shortages in technology. There is currently insufficient programming staff to maintain and develop custom applications in demand by the user community. Also, there are insufficient network personnel to optimally maintain and upgrade the computer network. The TCO model should be inclusive of the cost of professionals to run the complex systems required at the District.

Infrastructure and Bandwidth

There is a continuous need to monitor bandwidth allocation to determine capacity needs. In this context, infrastructure and bandwidth includes fiber connectivity, facility cabling, intra- and inter-campus data and voice lines, and access to the internet. Sustainability of this infrastructure requires ongoing commitment to ensure that the technology be scalable, reliable, upgradeable, and interoperable. The college should try to maintain adequate bandwidth resource in the face of ever-changing data speeds and increasing system requirements. As new facilities and modular buildings are incorporated in the campus, the bandwidth mapping is altered thus necessitating a review of the campus schema, as bandwidth that was previously adequate may require

an upgrade. Common to all infrastructure components, technical support, maintenance, training, expansion, replacement, and obsolescence should be considered. The TCO model should assist in identifying the balance of these components.

CISCO IP Telephony

The District upgrade of the telephone system was timely and commendable. The ensuing infrastructure upgrade leaves the College in good position to weather short-term economic disruption without immediate negative effects to support technology. The CISCO IP voice network leaves us capable to implement integrated applications between our data and voice channels. This integration should be explored.

50% Law

The State of California mandates that California community colleges expend at least 50% of their resources in direct support of the instructional operation. The committee grappled with an understanding of the 50% law mandate, and the incongruence of meeting the requirement while experiencing technical staffing shortages. An analysis of staffing patterns, especially as it relates to technology, is warranted.

Total Cost of Ownership—An Example

In June, 2000, the State Chancellor's Office funded a study of the Total Cost of Ownership (TCO) of a desktop computer. From the Technology II Strategic Plan:

“When educational institutions acquire computer hardware and software, they generally do so without factoring in the costs to support the equipment and infrastructure. As a result, there is often a lack of support to maintain, repair, improve performance of the equipment, as well as a lack of staff for training faculty, staff and students. This creates delays and inefficient use. The TCO funding concept assumes a relationship between computer hardware/software and support. It is a method of determining the full cost associated with owning and using computers in an educational environment.”

The research showed that the initial cost of hardware and software represents only 30% of the Total Cost of Ownership. Using a funding model that corresponds to 19 elements, the estimated cost of technology was \$3,149 per PC, annually. This amount

was compared to an industry standard of \$5,706. The variance was defined to consist of educational discounts, lower levels of IT support and IT salaries lower than average.

The following table shows the relationship among the various TCO components.

TCO Components	Cost	% of TCO Cost
Hardware and software	\$ 1,794	57%
Systems Management support	493	16%
End user support	375	12%
Development support	102	3%
Communications support	60	2%
Training	325	10%
Total	\$ 3,149	100%

The goals of a TCO analysis

- Establish a baseline of access for students and faculty and staff that serve them that includes a technology 'refresh' program for computers and related equipment
- Support the development of student services technology applications that have system wide impact
- Provide a baseline suite of support systems and services e.g. common application, electronic transcripts, digital signature, data warehousing, on-line registration
- Provide ongoing training for faculty in the use of information technology tools, e.g. a technology training fund and incentives to faculty to integrate technology into curriculum
- Assist faculty/staff to enhance student learning and success through expanded uses of technology, by providing support resources
- Expand access to multi-media classrooms and student computer labs
- Improve faculty and staff access to automated library and learning resources including electronic information databases and administrative services
- Develop a centralized web-based resource center for materials, resources and processes with full faculty access to support the best practices in curriculum and instruction
- Integrate technology into college offices/support areas to ensure that staff have the tools/training required to deliver services to students and faculty efficiently and effectively, e.g. a technology

training fund for ongoing training of staff and technical support

- Improve / maintain system wide networks to support the telecommunication needs of the system, e.g. data connectivity backbone, video conferencing, satellite and telephone

SECTION 508 ACCESS TECHNOLOGY IMPLEMENTATION PLAN

When looking at the availability of technology for disabled students on campus it is important to look past the minimum requirements and focus more on functional accessibility. The goal set forth by the Chancellors office is that 10% of all student use computers should be accessible. Our goal in developing this plan is that we exceed that number by a considerable amount, while also saving money in our overall installation scheme. The way to do this is through extensive use of district site licensing and making the installation of adaptive technology a normal part of the images created for each system. If adaptive technology is made a normal every day part of the systems students use it will be much easier to implement, and will also give us nearly 100% access in student systems.

There are four key elements required to implement this system.

1. Identify the locations of the student systems, and identify the servers that will control the licenses for each lab or group of systems.
2. Identify what software we would like to have on the systems, and which of those programs are capable of working from a server, and which need individual licenses.
3. Decide what hardware we want to have available and identify which systems will receive that hardware.
4. Work with the technicians in each of the student use labs to make them aware of the adaptive software and hardware and to get them to implement it in the images they make of those systems.

Once these four steps are complete we should end up with nearly 100% of the student use systems on campus being software accessible, and about 4% being hardware accessible as well. This should cover the campus for the majority of disabilities, and for those that are not covered we can easily deal with them on a case by case basis, most likely in the DSPS High Tech Centers.

SJC Campus

Building or Room #	Lab Name	Student Use Systems installed	Server Available	Hardware Needed
100	Systems Lab	34	yes	
100	107B	30	Yes	Scanner, trackball, adjust table,
100	109	33	Yes	Adjust table
100	110	30	Yes	
100	Networking Lab 111	36	yes	
100	112	36	yes	
300	Learning Center	32	yes	Scanner, trackball, adjust table
1150	Career Center & Kiosks	7	?	
1100	HTC	7	Not yet	
1210	Assessment Center	30	yes	(current software incompatible with Accuplacer)
1250	-	None		
1457B	Learning Skills	11	yes	
2100			no	None
2150	Child development Ctr	1		
900	Auto Shop	4	no	?
1500	Control booth	1	No	None

MVC Campus

Building or Room #	Lab Name	Student Use Systems installed	Server Available	Hardware Needed
351A	Classroom	37	yes	
351B	Classroom	31	yes	Trackball
355A	Classroom	25	yes	
355B	General Lab	16	yes	
363	Networking lab	21	Yes	
500	Nursing Dept	12	yes	
1014	Assessment Center	36	yes	(current software incompatible with Accuplacer)
1004	Learning Skills Program	3	no	Updated computers to meet school minimums.
100	Library	23	yes	scanner, Trackball/touchpad; adjustable table
302	HTC	7	Not yet	
100	Enrollment Services	3	yes	1 adjustable table
100	Career Transfer Center	4	Yes	
1008	Learning Center	8	yes	Scanner, Adjustable table, touchpad/trackball

SUMMARY

The Master Plan Task Force Seven Technology planning initiative is intended to provide direction for the District in regard to technology-related issues. After rigorous discussion, the committee found that five themes emerged to define technical readiness:

FUNDING CONCERNS

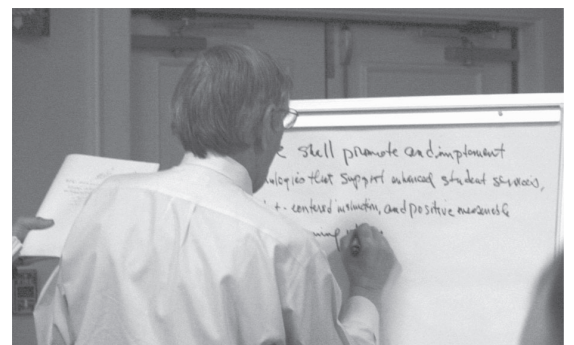
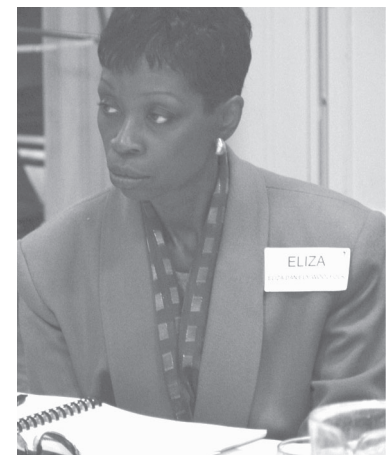
It is easy to overlook the hidden costs of technology purchases, and to underestimate the cost of keeping pace with a rapidly changing field. All services utilized on the network depend on a hidden web of hardware and cabling that transport information packets. The demand for full campus access to reliable desktops, current virus-free software, internet accessibility, electronic communications, training, and support is paramount for planning a future that keeps the College abreast of today's technology-driven society. To guarantee technology currency requires continuing allocation of ongoing budget, plus consideration of a Total Cost of Ownership (TCO) type model that includes the wide range of hidden technical costs. The Task Force Committee consistently found that a shortage of technical staff was having adverse affects on effective technology deployment.

STUDENT LEARNING

The expectation of effective use of technology is growing. The District should ensure that the college has competitive technology and is not left behind. Distance education and online initiatives should expand, including effective course management, an institutional web presence that is visually and navigationally standardized, online student services, student access to open computers, staff directed areas serving students with questions about online student services, assistive technology, online bookstore, and online communications for all faculty, staff and students. One is mistaken to think that by adding digitally-centered services the need for staff is reduced; in fact, the opposite is true. Adding online services causes a need for technically trained staff to administer and support the services, user staff who becomes the institutional expert to administrate the decision making needs of the service, and personnel to assist with communication and use.

FACULTY TOOLS

In order to take full advantage of technological advances, MSJC should review the commitment to provide quality faculty training and support in all facets of technology. The development of a Faculty Technology Center with the training and tools necessary to support distance education initiatives is needed. The *Blackboard* course management system stands ready for upgrade, including portal integration and college email accounts for all faculty and students. Currency in the faculty desktops is required, with an analysis into alternatives to the traditional stationary desktop. Classrooms should be equipped for technical readiness without the need to import technology or bring in support staff to set up equipment.

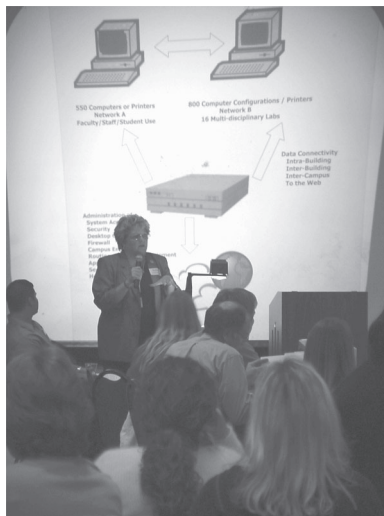


ADMINISTRATIVE / STAFF NEED

The College investment in *Datatel Colleague* should be protected with adequate support staff to ensure the institutional need for information can be readily met. Institutional experts in the field, called module leaders, hold a high level of authority in system set-up, staff security and access to data, procedures and workflow, data validation, and more. Administrative and staff workstations are purchased with base budgets as-needed, and lease funding should be explored. There is currently no backfill for categorical funding lost for ongoing staff training, and soon the college will incur hidden costs of ineffective use of applications. The District is not staffed to support a Level-I technician presence during all hours that the college is open for business. There could be benefit to merging some administrative and academic computing support, for example, with a single point of access to helpdesk services.

INSTITUTIONAL / INFRASTRUCTURE

Designing infrastructure for sustainability and optimal utilization means that technology cannot be treated as a stand-alone or one-time cost. The District must consider the costs of continued operation, upgrade and support for all technical components, from facility wiring to virus protection. Unreliable equipment and lack of support frustrates staff and faculty, and inhibits technology integration. The District is starting to explore the benefits of wireless networks, as well as security concerns of same. Classrooms would benefit from emergency telephones or internet access. Technology purchases should be centralized to ensure compatibility.



TASK FORCE 8 | FUTURE GROWTH, DEVELOPMENT AND ORGANIZATION

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INTRODUCTION

The task force for Future Growth, Development, Outreach and Organization focused on several aspects of the future of Mt. San Jacinto Community College District. Within the overall themes framed by the committee title the group looked at subtopics of Structure, Organization, Governance, Location, Finance, Instructional Programs, Support Services, Outreach/Marketing and Quality.

This task force group was brought together as a new focus group and did not have a specific section in the previous Master Plan report to review. The areas covered in this task force report were covered within several task force areas in the previous Master Plan. The task force divided into small groups to consider the subtopics that had been identified. Each subgroup began by brainstorming the different aspects of these topics in building a strong viable organization for the future to serve our rapidly growing diverse communities covering over 1,700 square miles.

Throughout the weeks of work the committee was well aware of both the potential and existence of some overlap. Not only was it likely that some of the subgroups crossed, but also the committee as a whole felt the potential for overlap to the work of other Master Plan committees. Rather than a deterrent, we consider this an effective element of the overall master plan process, and evidence of the quality effort being put forth.

ASSESSMENT

Structure, Governance, Locations and Demographics

Instructional programs are currently offered at the San Jacinto Campus, Menifee Valley Center and at various auxiliary sites including community sites, public/private agencies and through online instruction. All district facilities and leased sites are currently operating at or near maximum capacity. Considering the growth challenges of recent years Mt. San Jacinto College is doing a remarkable job of managing the enrollment growth and development in the region. However, it is unlikely the college can maintain the level of quality in access, course offerings and services without significant facility additions in the next five years.

The San Jacinto Campus, at 110 acres, is a comprehensive facility in every sense and meets all the requirements of the California Community College Chancellor's Office for designation as a campus. In Fall 2003 this campus offered 408 sections of classes and operated at 88.73% capacity. The campus offers a full range of student services and comprehensive curriculum. In early 2004, the San Jacinto Campus will be expanding its resources through a joint partnership with Riverside County Office of Education for a new Learning Center. This new facility, estimated at 28,000 square feet, will provide access to additional classroom space for evening and weekend programs.

The San Jacinto campus is also the location of the District administrative offices, and provides a full range of support services. The campus has complete services for the entire district in Administration, Business Services, Instruction, Student Support Services, Information Technology, and Human Resources. Over the last five years a number of services have expanded to support the District-wide instructional programs.

The second major site in the District is the Menifee Valley Center. This facility functions as a campus, with comprehensive curriculum and many comprehensive support services. At 50 acres, the center is currently too small to meet Chancellor's Office official criteria for designation as a full campus. However pending the outcome of litigation on an imminent domain suit, there remains a possibility to expand by 30 additional acres. In Fall 2003, the Menifee Center offered 510 class sections and operated at 94.42% capacity. As mentioned, the center offers a comprehensive curriculum and full range of student services.

The Menifee Valley Center continues to expand both facilities and services. In recent years services have expanded with an increased presence of business related services such as the President's office, Printing Services and Law Enforcement. A state-of-the-art Child Development and Education (CDE) center, opened in 2002, provides childcare for students, faculty, staff and the community. The CDE center also expanded educational capacity with the addition of adult classroom space and student observation labs. A new modular building at Menifee houses both the President's Office and Police Services. Additional planned expansions include 40,000 square feet Learning Resource Center, new 40,000 square foot Technology building and 35,000 square feet of additional classroom space.

Although not present on a regular basis, Human Resources staff conducts orientations and interviews for both Classified and Certificated positions at the Menifee Center. Information Services, although housed at the San Jacinto campus, provides comprehensive services to Menifee, with staff assigned to this location.

In addition to the campus at San Jacinto and the center at Menifee, the District has maintained a significant presence throughout the region through a variety of leased sites. Two significant leased sites are located at Temecula Valley High School and Chaparral High School. On average 1400-1600 students take classes at leased sites, accounting for some 26% of

FTEs. In Fall 2003 the District offered 56 class sections at leased sites in Temecula alone and these two sites operated at full capacity.

An additional 19 class sections were offered at various educational, business and community center sites in the region; with enrollment at 79.58% for these locations in Fall 2003. In addition to these face-to-face classroom opportunities, the District has greatly expanded offerings in distance education in recent years including both hybrid (partially) and fully online courses.

Currently in process:

Aware of the need to accommodate growth in the region, the District is currently working on plans for expansion in several areas. Purchase of land for a Wildomar site campus or center is currently in escrow, as is property for a Banning Center. The Temecula area is establishing a new educational partnership with California State University San Marcos, University of California Riverside Extended Education and Mt. San Jacinto College. This joint partnership is presently in negotiations for development of a major Educational Center. It is anticipated that this effort will provide expanded opportunities for new programs and services in technology and other disciplines that we are not currently able to offer in the Temecula region. While the District is pursuing these areas of growth, courses will continue at various community and public/private agency sites, as well as clinical training sites, community education class locations and the expanding online program.

Current/ Governance/Administration Structure

The current structure of governance of Mt. San Jacinto College includes a 5 member Board of Trustees whose members select a Superintendent. The administrative team includes a Vice President of Administrative and Business Services, Vice President of Student Services and Vice President of Instruction who serve District-wide operations. In both the areas of Instruction and Student Services most of the Administrative Team provides District-wide services. The exceptions are a Dean and Associate Dean of Instruction for Academic Programs at Menifee and the Dean of Instruction for Academic Programs at San Jacinto.

A Board of Trustees under the provisions of the California Education Code governs the Mt. San Jacinto College District. The District is divided into five

Trustee areas, which underwent redistricting following the 2000 Census (according to Education Code). Voters within the District elect the five members of the Board of Trustees, who serve terms of four years. A Student Trustee is elected each year according to the Associated Student Body constitution. The Superintendent of the District serves as the Secretary to the Board, the Authorized Agent of the Board, and President of the College.

The college district is assisted in decision making by a series of committees that operate in a collegial manner under shared governance principals. Shared Governance provides an opportunity for all interested parties of the college community to participate in policy and program development. Examples of committees represented by shared governance participants include: budget committee; curriculum committee; student services committee and program review committee. Volunteers are selected from each college constituency to participate on these and other committees each year.

Key Issues of Structure, Organization, Governance, Location and Demographics

The college needs to be prepared to consider a number of elements when looking at the structure and composition of new facilities programs and services. There is a need to continue to increase use of technology across all curriculum areas of both Academic and Career Education through the expansion of smart classrooms, technology labs and more technology related equipment in classrooms. This brings the challenge to consider funding decisions necessary to maintain up to date technology. There will also be an ongoing need to effectively train faculty, students, and staff in the use of new technologies.

As a community the college also needs to consider the expansion of learning environments. As new opportunities emerge for joint partnerships there is an increasing need for cooperation with all levels of education, business, government, and the public. The growing commitment to provide service to a diverse population in an area covering 1700 square miles brings an increasing need for alternative systems of instructional delivery, scheduling and distance learning. Some evidence suggests that with distance education an increasing number of modern students will take courses from a number of institutions to customize their education.

There is a growing need to address the potential

for increasing numbers of under prepared students. New high school outcome testing and Federal legislation requirements may lead more students to make the community colleges their first choice for post-secondary education. In addition, as budget pressures and academic restrictions lead the University of California and California State University systems to limit some enrollments, there is an increasing need to assist under prepared students in preparing to transfer to four year institutions.

There is also a growing need to serve an increasingly diverse student population, addressing an overall demographic shift within Riverside County. Mt. San Jacinto College already serves a younger overall student population than the statewide average for community colleges. Questions related to access, opportunity for under prepared students and cultural diversity issues will play a major role as we plan for the future.

To provide the greatest possibility to effectively answer these needs, the college district should continue to explore multi-sector mergers, collaborations, and joint partnerships. With three significant universities in close proximity, Mt. San Jacinto is uniquely positioned to collaborate on a number of mutually beneficial projects similar to the Temecula Education Center currently being developed.

These collaborative opportunities and efforts will not necessarily be limited by geography. Although currently serving a region of some 1700 square miles, the college may consider the effects of increasing community college “boundaries” through expanded use of alternative delivery systems such as online education.

Opportunities to partner will also come from regional business and industry. There is a need to familiarize all faculty, students and staff to recognize industry changes and the implications for curriculum in a changing job market/labor market. The ongoing need to increase dialogue with employers and the need to focus on outcome measures in all programs feeds the workforce preparation needs of the region.

The committee spent considerable time considering the organizational structure issue of a multi-college system versus a single-college/multi-campus system or perhaps a blend of the two structures. It is the consensus of this group that regardless of the overall structure each campus and center should have a specific identity and focus that serves the needs of transfer, associate degree and career education students. One consideration is the concept of clusters of quality with different sites/

campus/centers having a unique identity through specified program offerings. Examples of cluster of quality identities that could capitalize on exemplary programs include Nursing, Sciences, Technology, Fine Arts, and Education. This would not mean that an academic focus such as the sciences or performing arts would be limited; but that each site would develop a unique identity or specialization that would not be duplicated at all sites across the District, and would be responsive to the needs of that specific geographical area.

To support these efforts there is a need to continue to explore alternative funding sources similar to the four grants recently awarded the college. Although not a replacement for state funding, grant funding can provide an augmentation to state funding and provide additional services and programs to support student access and success. Existing state funding sources provide for current operating expenses. However, in order to support the facilities growth needed in the future, major funding decisions will be required in the next few years. The board will need to consider a variety of options for long term debt financing as illustrated in the table:

There are clearly a variety of options to fund the necessary growth in required facilities. In the end the most effective decision may be one that combines a significant number of these options in a coherent strategy to maximize resources and establish a successful master plan for facilities development.

All of the decisions required for facilities master planning and long-term debt management will require both input and agreement of the public. An essential element to the success of these plans in the future will be the ability of the college district to clearly communicate the value, success and excellence of programs, faculty and staff. This message must be communicated through a high quality, well integrated and collaborative approach to outreach and marketing.

Outreach and Marketing

All college functions require some type of outreach and/or marketing. As a growing institution, we cannot expect all outreach and marketing to be handled by one or two people. It is imperative to have a *centralized* and *consistent* outreach and marketing strategy to sustain awareness in the community and throughout the college of the many developing and continuing programs at Mt. San Jacinto College. Key considerations include evaluating the effectiveness of

current strategies, the resources available and the additional resources or methods that are needed to expand and improve the efforts.

For many years, outreach/marketing has largely been the responsibility of individual department chairs and program directors with support from the administration through the Director of Marketing. However, there has not been a centralized organizational structure that could pool ideas, staff, and resources towards a common outreach and marketing strategy. This can lead to a lack of awareness and understanding of various programs by many staff.

Several major efforts of outreach and marketing have significant benefit to the college image yet frequently operate independent of each other. Some



outreach activities are conducted by representatives of the departments that specialize in providing services to students. Many additional outreach and marketing efforts are conducted through advertising a variety of different college events and programs. For example, art and leisure activities are communicated on a variety of arts partnerships, gallery events, theatre productions and Community Education classes.

Community events offer special outreach opportunities. Information tables at events such as Banning Stagecoach Days, Temecula Valley Balloon and Wine Festival, Soboba Pow Wow and the Day of the Young Child Celebrations (hosted by Mt. San Jacinto College) offer excellent opportunities to reach the community we serve. The Mt. San Jacinto College Foundation routinely participates in events to showcase the college through fundraising, community mixers, and other ongoing community relations efforts.

In all these activities there is a clear opportunity to do more. The college needs to take advantage of every opportunity to communicate excellence, both internally and externally, and utilize every available means of marketing and outreach. The college already benefits from an excellent Marketing/Public

Information office that communicates press releases, develops news articles, prints advertisements and provides a consistency to public statements.

Finding multiple and layered efforts for outreach and marketing will include both internal and external efforts; a good illustration can be found in our athletics programs. The college has some of the finest athletic programs in the California community college system, particularly in the football and basketball program. This department effectively uses several methods for outreach and marketing. First, there is the natural benefit of newspaper sports coverage. The department also makes every effort to share successes internally through email to the college community. Finally, the department conducts its own outreach and recruitment efforts.

This method of multiple, layered efforts is also seen in departments such as art, dance, theatre, and multimedia. Career education and workforce development benefit from participation in advisory groups and chambers of commerce. Yet there is a need to expand and coordinate all these efforts.

Outreach and Marketing services need to be mobilized to promote programs as the college grows. While there are many significant and collaborative individual relationships, the task force identified a need for increased communication between many departments. There is a need for a specific Marketing Plan with both internal and external components. This type of Marketing Plan, enhanced by a consistent corporate promotional look to marketing and outreach materials, will aide every segment of the college community to clearly and effectively communicate its message.

The group also looked at significant change forces likely to influence outreach and marketing goals of the college. First, there is a perceived overall change in attitudes toward community college in the southwest corridor. Also, demographics of the District continue to represent a wide range of individuals from various age and socio-economic backgrounds. Increasingly, the college is being seen as “*the*” regional college for this area. Finally, there will be an increasing demand for career education programs as the area moves from retirement and agricultural to a regional technical and light industrial center.

It is critical that all outreach/marketing components be supported by an Outreach Council with representation from every college constituency. The benefits of the council are numerous. This program will develop an outreach/marketing strategy

that can have quality control through appropriate collaboration and evaluation. An important element would be development of a true master calendar and communication network. Additional benefits include pooling marketing resources to promote the “total college” and addressing dynamic social, political, and economic forces that directly impact the image of the college.

Quality

There are many ways to address issues of quality as Mt. San Jacinto College grows. Ultimately, what will be important about these proposals is that the college is united in the effort. In applying a quality systems model to the future growth, development and organization of the District, it is clear that providing excellent customer services can enhance the college. The emphasis on providing quality *services* augments the competitive edge of the college in the regional educational market. A generous use of proactive techniques for support of these services will be developed along the way to respond creatively to the needs of the student and the college.

The college can encourage and elaborate on these creative responses by fostering a collaborative and progressive environment that supports student-faculty-staff interactions. This in turn fosters personal development and supports members of these groups in a cooperative learning environment that extends across job classifications. This affirmation of personal needs strengthens employee morale, which then reinforces the quality of service we provide in meeting student and department expectations.

Along with the progressive improvements within its own structure the college should also emphasize and enhance public relations with the policy makers and communities. By continuing to develop creative innovations within public awareness, the college establishes a reputation in the educational community as the institution that makes a difference. Continuing with proactive and progressive programs that enhance the quality of people’s lives will establish an effective method for growth over time. Word-of-mouth advertising is among the most cost effective methods of marketing.

A high quality product that is already provided at the college is an excellent academic experience. Enhancing this learning experience with the internal support of faculty in a collaborative effort, while minimizing bureaucratic challenges to the students,

will be a significant outcome that promotes students' success. Institutional effectiveness can be enhanced through review of performance indicators such as student feedback. In this way, students have a stake in the administration of the college. One area of the academic experience that will have to continue to be evaluated and addressed is the maintenance of appropriate standards for curricula.

As the college begins to introduce more learning centers and sites, several issues need to be addressed to continue to meet the program expectations of the student body. Consideration will have to be given to make sure that all courses for a particular program/certificate are available at that center. As the college grows, decisions will need to be made regarding programs that are currently split on both campuses. Similarly, the issue of consistent standards for the curriculum committee will have to be maintained in the structure, policies and processes to provide for appropriate consistency in programs throughout the District.

Programs

This group considered a number of themes related to the integration of academic and career programs. This process also included looking at important considerations in academic and career education, distance education and program review. In addition the group looked at possibilities for increased collaboration with partners such as working with business and local K-12 system.

One key point of discussion began to take shape in what the group termed a Career Pathway approach. This idea builds on the recent concept known as a Career Ladder that offers framework for integrated efforts such as work-based learning, certificate programs, employer funded training and degree programs. These programs endeavor to combine work and learning to enable individuals to obtain needed skills while simultaneously pursuing work and career objectives. In addition, the programs strive to offer lifelong learning and training opportunities to enable workers to gain needed skills periodically over the course of their careers.

A guiding principal is to provide some structure to building a workable system that provides clear career progression. However, the reality is that most people don't set out and follow a specific pathway or work their way up by climbing a defined ladder in their career. In actuality the career climb of most people is



more accurately likened to a vine climbing on a piece of lattice.

What is really needed then is a flexible, coherent, integrated series of learning opportunities that people can access intermittently as they traverse their own "Career Pathway". There is school and then there is work, not necessarily in that order. One builds on and feeds the need for the other. From a first step, interest may be drawn to the side for a new opportunity, or technology changes requiring new efforts. Each new change may involve new educational requirements that link to previous skills; then it's on to the next point on the pathway to try out those new skills.

Good illustrations can be found in the modern automotive and health care industries. In the automotive industry, as recently as the early 1990's many jobs could be accessed through on-the-job training. To be successful in this field, it was common to learn hands on from a master automotive technician. The advent of significant technological advances has dramatically shifted that thinking. Automobiles, trucks and busses now are equipped with on board computers and electronics. Shop manuals have given way to high tech computer diagnostics. On their Career Pathway, many auto technicians are finding a need to return to school to either upgrade or change their skills.

Interestingly, similar requirements can be found in health care. Advances in medicine and technology drive an almost continuous need to enhance and augment skills. In addition, many health care professionals choose to change focus completely after relatively brief careers.

Providing educational programs to effectively meet the needs of students in a Career Pathway approach will involve significant shifts in thinking and planning. First, the essence of this concept is integration. Not just interdisciplinary, but transdisciplinary efforts. Developing new areas of courses that transcend what is currently offered and draws on talents from faculty in a variety of disciplines to meet emerging needs.

In considering the future development of new programs, it is important to look at programs that reflect the needs of regional industry. An almost equal consideration is to work as a partner in the economic development of the region to assist in attracting new industry to the region.

Occupational forecasts for the Employment Development Department for the inland empire suggest a number of emerging occupations that the committee suggests the college consider in future program growth and development. Several possible interdisciplinary programs integrating academic and career education are suggested including: Environmental Protection Agency Compliance jobs, Hazardous waste Technicians, Local Area Network LAN Related Jobs in the Information Industry, Specialized Medical Professional, Technical Occupations in Medicine, Tele-Communicating: Sending the work to workers, Engineering Occupations Robotics and Automated Systems, Computer Specialist Occupations, Professional Occupations in Multi-Media, Biotechnology Occupations and Adult Day Care.

In any effort to build new innovative programs,



there is a real need to balance career and technical education with general education program needs. In 2002-2003 Mt San Jacinto College staff and faculty participated in a number of focus groups, regional business surveys and advisory meetings to learn from regional business partners what they need from Mt. San Jacinto graduates. The message was clear; critical thinking, reading and writing, above basic math, work ethic and ability to work well with others.

These responses support statewide and national research that identify effective oral communication, mathematical reasoning, problem solving skills, critical thinking, interpersonal skills, the ability to plan and organize well and a commitment to continuous learning as fundamental to being able to fully participate and remain competitive as California's workforce adjusts to

new businesses, industry and services.

Balancing the development of new courses and programs that serve both career and technical education as well as maintaining and expanding opportunities in high quality general education programs is imperative. Modern Career and Technical education programs are highly technical, requiring advanced level skills in reading comprehension, writing, math and critical thinking.

There is a clear need to develop coherent series of courses in both English and math that are relevant to industry clusters and develop skills from pre-collegiate to transfer level skills. Learning opportunities provided in the context and concepts of an industry will allow students to re-enter the series at every stop on the Career Pathway. The minimum suggested would be a series for Allied Health Careers and another for Business and Technology careers.

A well-developed series of courses will serve to assist students to achieve success at the beginning of their career and to later advance, or change direction in their career. In addition this group sees the need to increase General Education coursework availability for students at all locations, to enhance south Riverside County students' academic performance.

There is a need to support and increase programs with well-developed interdisciplinary course sequences. This will offer further opportunities for students who have completed a certificate program and started a career to return and use those courses as a foundation for advancing their educational plan. Sound interdisciplinary programs serve to broaden the overall academic experience of career education students and provide transfer-focused students opportunities to increase awareness of business and industry.

The District should continue to develop industry focused Employment Concentrations, which reflect the needs of industry and serve to rapidly develop new skills for a career. This can work to develop first time skills as well as concentrations of skills to advance careers in an industry. In health careers, employment concentrations can serve to advance or redirect a career track to an area of specialization or supervision and management.

All of these programs need to have frequent review to maintain consistency with industry standards. Most of this review is accomplished through an accreditation and program review that forms the basis of standards for ongoing improvement. While there is an established and somewhat effective process in place for program review, this group sees

the need for expansion. In addition, this process needs to have standards that will be consistent throughout the system and include methods of effective dissemination. In other words, there should be a means for all departments to conduct effective program review processes to take a look at their best practices and continue to develop quality programs.

Finally, this group looked at a Distance Education. The college has already met many of the initial goals established under the Technology for Student Learning Plan, including a fully online certificate. A fully online Associates degree will be implemented by Fall 2004. However, major challenges in delivery and quality loom in the future due to growth and the need to remain abreast of technology. It is clear the college will require a much more stable infrastructure to continue to enhance the Distance Learning program in the future.

The determination of this group is that the college should investigate the procurement of funds to create a fully online campus, or “virtual college”. The online campus would provide anytime, anywhere access to a wide variety of courses, certificates and degrees. The completely online campus would piggyback the online course offerings currently available to students. The online campus could offer the full complement of student, instructional, and administrative services currently available to students and faculty campuses or centers.

The move to a fully online campus would require a substantial investment of fiscal and human resources. The proposal would require significant resource investment be incurred in the purchase of technology, i.e. web and mail servers, an upgrade in the licensing agreement for the online course management system, and extra bandwidth to accommodate increased students. Additional personnel costs will occur in establishing a structured system for professional development for faculty, staff and administration to prepare to teach online courses.

KEY ISSUES FOR PROGRAMS

Future course development should include increased interdisciplinary programs that incorporate both academic and career education coursework.

Clusters of Quality in both Academic and Career Education programs that are unique to each campus or center will avoid duplication of programs and costs.

Career Pathway approaches to new program development will allow students to access interdisciplinary programs with multiple certificates that integrate more than one specific discipline focus.

Expanding the range of instructional delivery methodologies, scheduling, and modalities along with an expansion of multiple sites will enhance student access.

Expanding the Occupational Internship program to provide students increased opportunities for contextual experiences. This expansion will be enhanced by researching development of a Service Learning component across the curriculum in both academic and career education to support transference of theory to application.



TASK FORCE 9 | QUALITY OF LIFE

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INTRODUCTION

Task Force Nine began their work by defining the goal of the Quality of Life Task Force as follows: Look at areas that affect the campus climate and morale, what areas are working for the College now and what areas are perceived as needing improvement and/or as enhancing the quality of life now and for the next 5 years.

Task Force Nine was comprised of faculty, administrators, and classified staff members. Efforts were made to include student input. Scheduling conflicts prevented direct student participation on Task Force Nine. The committee included members from the following areas: Art; Campus Police & Security; Child Development; Dance & Theatre Arts; Facilities; Nursing & Allied Health; Psychology; and Support Services. The group task was to address the Quality of Life at Mt San Jacinto Community College District.

The assessment of the core quality of life issues is a monumental task because of the diverse and dynamic college population of students, staff and faculty members. Addressing quality of life issues is a challenging process; however, it is the essence of promoting students' educational advancement and their psychological, emotional, physical and social welfare. Therefore, fostering the mental and physical health of staff and faculty is of paramount importance to ensure that students are engaged in the enterprise of education in a positive learning, working, and teaching environment that models outstanding professional standards of safety, service and beauty.

The quality of life philosophy supports an overall feeling of well-being, safety, and comfort, in which all involved feel supported and informed, and includes fostering an environment of personal and professional growth. The identification of quality of life issues, therefore, is all encompassing and may be used to develop integrated strategies to address, in a meaningful way, the promotion of the mental and physical health of college community members. The task force reviewed the previous Master Plan document (2000-2005) for an understanding of past quality of life issues that MSJC faced. The task force, in combination with student and staff interviews and personal communications, as well as student surveys, gained knowledge about professional opinions and personal experiences. With this input the committee was able to identify the following quality of life themes: communication; motivation and morale; physical and mental health; cultural diversity; physical environment; and public safety. Following are assessments, research findings, current and future goals, and student survey findings for the above-mentioned areas.

COMMUNICATION

Interviews with the college community indicate that communication is a key factor and an integral part in fostering a sense of importance to the members of the institution. Communication also fosters successful completion of the mission statement and core values of the college. Communication is a two way process and, to be successful to the college, must open means for the transfer of information to all members of the collegiate family and the community at large.

Communication remains an important issue as indicated by student surveys and faculty and staff feedback. For example, the college community identified that campus activities need to be advertised more efficiently and there needs to be a process of communication among students, staff and faculty beyond the classroom setting.

Staff, faculty and students indicated, in different forms, that communication should be prompt and accurate; consideration should be given to the method of delivery, to encourage easy access for the sender and the recipient. Meaningful and relevant communication lines among students, faculty, staff, administration and our community are integral to the success of the college and the students' academic needs.

ASSESSMENT

Continual, meaningful and relevant communication is one of the most difficult challenges facing the college community. Creating a sense of inclusive community through timely communication processes builds respect and trust among its members. The college recognizes that in the near future communication will be a paramount issue because of the growth of the college, and anticipated new strategies that will need to be developed. Several of the issues previously identified are being currently addressed, such as the upgrading of the infrastructure of the college website, more advanced telephone systems, and the ongoing development of marketing and outreach strategies for the community. However, institutional communication must encompass the use of a broad range of input and output vehicles designated to disseminate current and accurate information on all areas of campus life.

KEY ISSUES

1. Advertise/communicate college activities, such as educational, social, athletic and cultural events, more efficiently, promptly, and accurately to the college community and the general public.
2. Establish meaningful and relevant lines of communication beyond the classroom setting for students and staff.
3. Optimize the use of technology and improve accessibility for students, faculty, and staff to foster a more inclusive community.
4. Generate a positive and productive environment for the college community.
5. Utilize communication processes that foster mutual respect and trust based on high ethical standards, where all members of the college community are valued.

MOTIVATION AND MORALE

We are living through complicated times for many people and there is general apprehension about many things, from the state of the economy to violence and terrorism alerts. These conditions create a challenge to institutions and businesses worldwide, and community colleges are no exception. Motivation and morale are important factors during the best of times. They become an even bigger issue in times of stress and general unease.

Motivation and morale are directly related to determining employee satisfaction and productivity, especially in times of stress. Motivated employees are generally happier at work and perform at higher levels. The concepts of motivation and morale are also related to the communication of clear goals and objectives, as well as having appropriately high expectations. This is an important area in the community college setting because of the critical need for staff and faculty with leadership skills that foster motivation, morale, and a positive environment.

ASSESSMENT

It is important for the MSJC student, staff, and faculty communities to feel that their input, ideas, and efforts are recognized for the good of the institution. Currently, we have several vehicles in place which do recognize outstanding contributions and may foster motivation and morale, such as the classified professional of the month program, student scholarships and awards, faculty and classified

employee recognition, the Honors program, athletic teams which foster collaboration and teamwork, and interdisciplinary projects and programs, among others. The task force strongly encourages continuation of programs and opportunities that motivate college employees and students.

The student surveys indicate that student motivation focuses on more school activities, such as study groups and cultural activities, and the clear communication of these events. From interviews with faculty and staff, the emphasis seems to focus on the importance of mutual respect and trust. Additionally, MSJC employees place importance on their work environment and enjoy the camaraderie of their college family. Overall, students, staff and faculty have shared the belief that we need to have an environment that fosters collaboration and positive interactions. One staff member stated, “Motivation and morale are challenging concepts for all of us. We need to view our college community members as assets, and find ways to work together.” In task force meeting discussions, the team determined that there are concerns about world-wide issues as well as general anxieties regarding the local economy that affect the morale of the college community as well as the general public.

KEY ISSUES

1. Continue/increase methods of recognizing staff’s outstanding contributions, ideas, and performance
2. Communicate events and activities in a clear and efficient manner.
3. More student involvement/ownership in activities.
4. Plan events and activities that foster collaboration and positive interaction among students, staff, and faculty.

PHYSICAL AND MENTAL HEALTH

Campuses across the country represent a cross-section of America; the students and staff come from all sectors and all ages. Today’s colleges are faced with many health issues that affect their community’s mental and physical health and have a significant impact on their students’ academic success. College campuses have been compared to small towns that offer many services including physical and mental

health services for their community. Some colleges have experienced success with the establishment of a college health center to cope with the needs of their staff and students.

ASSESSMENT

The college recognized the need for a student health center in the 2000-2005 Master Plan goals. In 2001, a feasibility study was conducted to address the development of a Student/Wellness Center. The hypothesis of the study was to demonstrate the need for on-campus health services for all students enrolled at Mt San Jacinto College. A five question survey designed for easy completion was given to twenty percent of all active class sections that were randomly selected by the college’s computerized enrollment system. Statistically, the results indicated student support for on-campus health services that include, at least, check-ups for cold and flu, flu shots, immunizations and mental health counseling. This study identified some of the challenges that are unique to the college student. Issues on topics of healthy choices—such as smoking, drinking, and newly explored sexual behaviors; as well as the need for educational information on preventive health issues—nutrition, stress management, hepatitis, and pregnancy. While the study was focused on students, many of the health challenges apply to staff and faculty as well.

The significance of a health center has resurfaced with strong student, staff and faculty support. Surveys and personal opinions confirm the need for an affordable, convenient healthcare clinic for students, staff and faculty to have access for screening procedures, urgent care and health education. Creating stress-free environments and healthier food choices in the cafeteria were also among the responses.



KEY ISSUES

1. Investigate collaborating with local healthcare agencies to provide low-cost healthcare services.
2. Increased educational information for students and staff on topics of healthy choices and preventive health issues.
3. Investigate ways to create a more stress-free environment. Understand sources of stress and mitigate if possible.
4. Initiate wellness activities for students and staff that address stress-reduction and coping skills.
5. Healthy food alternatives offered in cafeterias, particularly during instructional hours that are non-operational hours of the cafeteria.

CULTURAL DIVERSITY

The concept of cultural diversity includes many things, including race, gender, ethnicity, age, sexual orientation, economics and nationality. A positive outcome to the blending of cultures is the recognition that the human race is more alike than different, in spite of perceived or real diversities. Addressing diversity issues is a matter that goes beyond political and social issues. It is a matter of promoting higher ethical and moral standards by validating students, staff, and faculty—those socio-psychological, cultural and biological factors that form the core of their identity.

The academic setting is the ideal place to embrace diversity for the essence of academic discourse is based on different scientific, artistic and humanistic philosophical views. Therefore, addressing diversity in academic courses and in the larger college community validates the heritage and the dreams of students and staff by having access to different

educational models and academic philosophies. The academic setting, by its nature, is an evolving intellectual mosaic.

ASSESSMENT

Promoting diversity is one of the most challenging goals of the college mission and future visions. The college has been active in this area by supporting the plans and activities of the Diversity Committee. The committee is formed of students, faculty, administrators, staff, and community members. The following are some of the programs that the committee has planned in the past: Women's History Month; Cinco de Mayo; Racial and Religious Tolerance; Black History Month; and programs concerning sexual identity issues.

Studies conducted in academic settings indicate that addressing diversity issues has a positive impact on students' attitudes toward other groups. In a recent focus group study in California that included students, faculty and staff, one male student had the following comment: "...the college is helping me to be able to walk up to people of another race and feel comfortable doing so, and at the same time still continue to be myself" (College Student Journal, Dec, 2000). Recent trends in business indicate that addressing diversity is also a priority. Continued attention to diversity issues seems to be warranted, and may result in the institution embodying a broader set of assumptions and a broader way of looking at things. MSJC students indicated in a survey that the college needs to offer more courses about other cultures and have more clubs that represent the diverse student population.



KEY ISSUES

1. A more active presence of the Diversity Committee on both campuses.
2. Supporting the development of new curriculum representative of diverse cultures.
3. Promotion of more diverse student groups involved in activities that support cultural diversity.



Sources

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PHYSICAL ENVIRONMENT

Physical environment as related to quality of life enhances and assures the aesthetic appearance, functionality, cleanliness, accessibility, and safety of our current facilities, while effectively planning for future needs based on educational programs and services. The District is embarking on the acquisition of two new campuses, one in Banning and one in Wildomar; the physical environment must be considered in both our current and long-range planning as well as the future plans for our existing campuses.

ASSESSMENT

Much has been done to enhance the physical environment for MSJC students and staff. The development of student lounges on each campus provides a place for studying, eating, and relaxing. The institution needs to study the expansion of facilities in order to accommodate increased student enrollment, especially on the Menifee campus. The expansion of the Menifee Bookstore provided a much-needed lift to campus morale and has greatly improved the students' acquisition of textbooks and study materials. The development of the Menifee Lab Theatre has helped to house performing arts and cultural events on the Menifee Campus. Renovation of the San Jacinto Library and the planning of the Menifee Learning Resource Center are both projects that are important to the educational culture developing on both campuses.

Generally, the campus grounds and surroundings create a friendly environment and are well maintained. Trees, shrubbery, and flowers have been planted and are growing to help make the exterior of the two campuses feel more aesthetically inviting, along with the installation of shade structures, allowing for a bit more comfort.

KEY ISSUES

1. Review the established maintenance plan throughout the district to insure the commitment to a clean, energy-efficient and environmentally sound learning and working environment. Explore the use of sustainable landscaping.
2. Continue to develop strategies to address space requirements for classrooms and faculty/associate faculty offices.
3. Develop more outdoor, shaded, aesthetically pleasing gathering places and facilities for students, faculty and staff. Investigate stress-free quiet areas on both campuses—meditation rooms.
4. Implement a master signage plan for all District facilities, including easy-to-understand campus maps, building identification, electronic marquees, and other information. Signage should be designed and developed to promote our logo, and to inform and direct students, staff and visitors in a friendly, inviting manner.
5. Conformity in sustainable architecture, for building projects. Incorporate a more motivating

building atmosphere (interior and exterior) that supports creativity and safety. Incorporate improved temperature controls for existing and buildings on both campuses, for comfort and resource efficiency.

6. Long range key issues: Develop plans for an athletic facility on MVC. Develop long-range plans for new theatres on MVC and SJC, as well as a Student Lounge and Cafeteria on MVC

PUBLIC SAFETY

The task force identified public safety as an important category that affects the overall quality of life for employees and students at MSJC. In these uncertain times, it is incumbent upon the college to protect its employee and students, as well as visitors to the campuses. A safe atmosphere, free from intimidation, harassment, and criminal activity enhances learning and working environments, as well as student and staff health. A positive learning environment, one that fosters interaction and invites opinions, is desired.

ASSESSMENT

The District recently moved from a security campus to a law enforcement environment. Strategic planning in this area is under development. Currently, patrol and parking are the primary operational functions that require the majority of the department's resources—patrol services to the college community are the backbone of this organization.

In the transition from security to law enforcement, there have been perceived gains and losses to our sense of safety and well-being, as shared by students, staff, and faculty. With this stronger force, we have a stronger image of security—patrol cars, uniformed and armed officers. For most employees and students, the presence of a campus police department is a positive addition to support the ever-increasing numbers that frequent the campuses. There is some feeling that this strong law enforcement presence does not fill the need for personal connection and accessibility to the security team, as in the past. Historically, security personnel were called for life-threatening emergencies or criminal activity, as well as being there to support students and staff during peculiar, unusual, or difficult interactions. For a very few, the changes are perceived to be a loss.

KEY ISSUES

1. Develop a clear and collaborative relationship among police, faculty, staff, and students.
2. In cooperation with the Safety Committee, develop a strategic plan for public safety, District-wide.
3. Communicate emergency procedures and police policies to the college community in a clear and efficient manner. Provide this information to all departments.
4. In cooperation with the Safety Committee, ensure personal safety, with professional respect, for all members of the MCJS community. The following items should be considered:
 - a. Telephones in classrooms.
 - b. Strategically placed emergency telephones.
 - c. Investigate the development of escort protection service.
 - d. Visible and accessible security presence (on foot, in carts, on bicycles) during all hours of operation.
 - e. Lighting improvements throughout both campuses
 - f. Develop a secure process for key control issues.

