



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

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2014 Annual Report**Final Submission**

03/27/2014

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Rebecca Teague
3.	Phone number of person preparing report:	951-487-3072
4.	E-mail of person preparing report:	rteague@msjc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	www.msjc.edu
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.msjc.edu/InstitutionalPlanningandEffectiveness/Pages/Accreditation-and-Affiliations.aspx
6.	Total unduplicated headcount enrollment:	Fall 2013: 15,351 Fall 2012: 15,129 Fall 2011: 15,622
	Total unduplicated headcount	

7.	enrollment in degree applicable credit courses for fall 2013:	14,747
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	3,942
9.	Number of courses offered via distance education:	Fall 2013: 203 Fall 2012: 238 Fall 2011: 238
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,459 Fall 2012: 3,794 Fall 2011: 3,780
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	Yes

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	66%
14b.	Successful student course completion rate for the fall 2013 semester:	69.5%
	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of	

degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.																										
15.	<table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>965</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>912</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>123</td> </tr> </table>	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	965	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	912	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	123																
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16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year: 1,263																									
16b.	Number of students who received a degree in the 2012-2013 academic year: 1,137																									
16c.	Number of students who received a certificate in the 2012-2013 academic year: 175																									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it? 394																									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013: 403																									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates? No																									
18b.	If yes, please identify them: Not applicable																									
19a.	Number of career-technical education (CTE) certificates and degrees: 38																									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification: 38																									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates: 4																									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates: 0																									
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																									
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.###)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>ADN</td> <td>51.3801</td> <td>national</td> <td>85 %</td> <td>85.96 %</td> </tr> <tr> <td>CNA</td> <td>51.3902</td> <td>state</td> <td>80 %</td> <td>100 %</td> </tr> <tr> <td>DMS</td> <td>51.0910</td> <td>national</td> <td>75 %</td> <td>87.5 %</td> </tr> <tr> <td>EMS</td> <td>51.0904</td> <td>national</td> <td>80 %</td> <td>84 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.###)	Examination	Institution set standard	Pass Rate	ADN	51.3801	national	85 %	85.96 %	CNA	51.3902	state	80 %	100 %	DMS	51.0910	national	75 %	87.5 %	EMS	51.0904	national	80 %	84 %
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	ADN	51.3801	0 %	75 %
	CNA	51.3902	0 %	25 %
	DMS	51.0910	0 %	75 %
	EMS	51.0904	0 %	45 %

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

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Retention	Percentage of students that are retained from fall to fall semesters	49.9%

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

Mt. San Jacinto College's primary method for establishing institution-set standards is through the shared governance structure that analyzes trend data provided by the Office of Institutional Research. The committees primarily involved in dialog regarding the standards are the following: College Council, Research , Budget , Institutional Planning, and the Institutional Program Review Committee. The committees review, discuss, analyze and develop recommendations for the standards that are based on data and forwards the advisements to the Executive Cabinet Leadership for formal adoption. The college has embedded the set standards within its student achievement and outcome database which provides access to disaggregated data for the faculty and administration. This structure provides staff an opportunity to directly evaluate course, program and institutional level student achievement against the set standard and identify recommendations for improvement. These recommendations are documented in the annual program review, linked to requests for resource allocations, and assessed to determine effectiveness. Changes in course scheduling have been made as a result to improve the time to completion for students seeking degrees/certificates

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 812
	b.	Number of college courses with ongoing assessment of learning outcomes 428
	Auto-calculated field: percentage of total: 52.7	
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 90
	b.	Number of college programs with ongoing assessment of learning outcomes 74
	Auto-calculated field: percentage of total: 82.2	

Courses			
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	18
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	18
	Auto-calculated field: percentage of total:		100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	https://elumen.msjc.edu/elumen	
28.	Number of courses identified as part of the GE program:	432	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	65%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	0	
32.	Number of Institutional Student Learning Outcomes defined:	6	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).		
	<p>The college utilizes two innovative practices to measure ILOs that include both authentic and in-direct assessments: A comprehensive Graduation Survey is distributed to all graduating students annually to determine perceptions of whether they accomplished the 6 ILOs in their particular program of study; A Critical Assessment Test (essay) is also provided to a cohort of students twice each term (pre/post) to measure improvements in critical thinking skills. A team of interdisciplinary faculty score and validate the tests. Results are used to drive changes at the programmatic level. Accomplishments of ILOs in non-instructional areas are primarily documented within the annual program review cycle for both the Student Services and Administrative Services. A matrix embedded within the program review template outlines the linkages between service unit outcomes and the ILOs and therefore the achievement of an outcome correlates to the accomplishment of the ILOs. The college informs its constituent groups about ILOs through the college website, elumen assessment database, catalog, and through institutional communication (minutes/agendas) and dialog in shared governance committees of which all constituent groups are equally represented.</p>		
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>			
<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character</p>			

<p>36.</p>	<p>limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Alignment or mapping practices of SLOs occurs at all levels of the institution and for both instructional/non-instructional programs. Course learning outcomes are mapped to program learning outcomes; course learning outcomes are also mapped to ILOs (core competencies); and program learning outcomes are mapped to core competencies. This comprehensive charting of outcomes to programs has occurred during all faculty and department meetings, including convocation and has been documented and recorded in the college's assessment database (elumen). Beyond the actual mapping exercises performed by faculty and staff, the alignment of courses to programs has been used as the foundation for discussions and dialog with institutional leadership to design program goals, outcomes, align curriculum and correctly sequence course offerings to achieve and attain intended learning outcomes for students. Informal but program specific Action Plans have been developed through collaboration between institutional leadership and faculty to support improvements to academic and student support programs/services. Specifically, improvements have been made to course scheduling and as a result students have a clearer pathway to degree completion as a result.</p> </div>
<p>37.</p>	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Communications strategies used to share SLO assessment results include: institutional planning documents-annual program review and assessment reports, course improvement plans, resource allocation proposals, presentations during all faculty, department, and convocation meetings, assessment report reviews with Instructional leadership/faculty, strategic planning retreats, shared governance meeting communications/dialog, academic senate updates, and presentations to the Board of Trustees. Each communication strategy was intentionally developed to influence and drive decision-making processes for each particular audience through the use of data. Formal documentation of the SLO assessment results in program review are linked to resource allocation requests and therefore when reviewed, ranked and prioritized the data is used to drive funding allocations. Faculty presentations are intended to foster collaboration among disciplines/programs so that duplication of efforts are reduced, usage of best practices/pedagogy, and teaching strategies are modeled, shared, and replicated. Information shared with leadership is intended to drive adjustments at an institutional level impacting policy and practice to impact student behavior/achievement</p> </div>
<p>38.</p>	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Dialog of SLO results occurs in the context of major planning processes (Educational, Master Plan, Strategic Plan and Program Review). Dialog takes place at the departmental level through development of course improvement plans that require input from all faculty. Dialog at the institutional level takes place through shared governance and assessment review meetings with college leadership. Assessment results are integrated in the college's planning cycles with all programs undergoing comprehensive program review every 3 years. Program review utilizes results gathered in the annual program assessment reports which are completed along with resource allocation requests and prioritizations. Assessment results are included in discussions about schedule development, changes to curriculum/pedagogy, degree/certificate offerings, and staffing decisions. The college links resource requests to the program review/annual program assessment reports and institutional priorities and goals, ranking the requests using a rubric and tracking the prioritized requests until funding decisions are made by Institutional Planning and Budget Committees. Utilization and Assessment Reports are required at the end of each academic year documenting use of funds</p> </div>
	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Mt. San Jacinto College has invested leadership and resources to develop and sustain an institutional infrastructure that promotes the use of assessment results to make improvements. Results of assessment are systemically embedded in program review and are</p> </div>

39.	<p>used to prioritize resource allocations based on linkage to institutional planning, goals, and mission. Student learning improvement is a visible priority with nearly all planning practices and structures focused on student success. Recent specific examples of assessment analysis and practices leading to improvements in student learning include: curriculum revisions in the Music program to address improvisation skills deficiency found in students' performance ensembles. As a result of this assessment finding, the Music department identified this deficiency in student learning within the annual program assessment and submitted a resource allocation proposal documenting the need using the department's SLO assessment results. The resource proposal was favorably ranked and prioritized and as a result the music department received approximately \$80,000 to develop a new music skills lab to strengthen the students' performance skills. Assessment of the efficacy of the new lab is ongoing.</p>
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Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 3
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Change in sites offering 50% or more of a program, certificate, or degree Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Addition of courses that constitute 50% or more of the units in a program offered through a mode of distance education: Administration of Justice certificate; AS-T in Business Administration; BUS Event Operations (ECC); AS-T in Early Childhood Education; CDE Administration (ECC); CDE Assistant Teacher (ECC); CDE Nutrition (ECC); CIS Desk Service Desk Hardware Support (ECC); CIS Internet Authoring Apprentice (ECC); CIS LAN/WAN Administration (ECC); GIS Geographic Information Science (ECC); GIS Programming (ECC); HORT Irrigation Technician (ECC) New Programs/Degrees/Certificates: A.A. in American Indian Studies; A.A. in Anthropology; AA-T in Anthropology; AS-T in Business Administration; Business Event Operations Management (ECC); AS-T in Early Childhood Education; A.S. Early Intervention and Inclusion; CDE Certificate in Early Intervention and Inclusion; CIS Database Developer (ECC)

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Not applicable
	List all instructional sites other than the home campus	Temecula Education Complex,

42b.	where 50% or more of a program, certificate, or degree is offered:	Menifee Valley Campus
43.	List all of the institution's instructional sites out of state and outside the United States:	Not applicable

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

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