2022 Midterm Report

Mt. San Jacinto Community College District

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Submitted by

Mt. San Jacinto Community College District
1499 N. State St., San Jacinto, CA 92583

Submitted to

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

Date Submitted

March 15, 2022

Certification of 2022 Midterm Report

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

From: Roger Schultz, Ph.D.
         Mt. San Jacinto Community College District
         1499 N. State St.
         San Jacinto, California 92583

I certify that there was broad participation/review by the campus community and I believe this report accurately reflects the nature and substance of this institution.

Signatures

Thomas K Ashley
Thomas K Ashley (Mar 14, 2022 10:20 PDT)   03/14/22

| Tom Ashley | President, Board of Trustees | Date |

Roger W. Schultz   03/11/22

| Roger Schultz, Ph.D. | President/Superintendent | Date |

Rebecca Teague
Rebecca Teague (Mar 10, 2022 16:52 PST)   03/10/22

| Rebecca Teague | Interim Vice President, Student Services & Accreditation Liaison Officer | Date |

Ryan Sullivan   03/01/22

| Ryan Sullivan | President, Academic Senate | Date |

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4. Report Preparation

Mt. San Jacinto College (MSJC) has robust and inclusive participatory governance processes. The 2022 Midterm Report is a product of the collaborative spirit between the students, faculty, staff, and administrators and an authentic assessment of the progress made since the 2017 Institutional Self-Evaluation Report.

The 2017 ACCJC Action Letter in response to MSJC's 2017 Institutional Self-Evaluation reaffirmed the College's accreditation for seven years. The Action Letter included:

- Six commendations
- No compliance requirements.

The Action Letter also included a request to address three recommendations for improving institutional effectiveness that were mentioned in the External Evaluation Report:

1. Establish more challenging benchmarks for institutional set-standards
2. Deploy software for tracking and timely completion of all employee evaluations
3. In order to improve institutional effectiveness, the Board should balance its focus on ensuring student access and institutional growth with an enhanced focus on promoting student equity and success.

This report addresses the three recommendations and our progress in the topics of our two Quality Focus Essays. In preparing this Midterm Report, the College used a similar process to the writing and approval of its 2017 Self Evaluation, with the goal of ensuring that administration, faculty, staff, and students were encouraged to participate in discussion and in shaping the document. The topics were discussed, and drafts of the proposals were shared at the following:

- Academic Senate
- Classified Senate
- Institutional Planning Council
- Partnership for Academic Achievement Committee
- Student Success Committee (Guided Pathways).

The Accreditation Liaison Officer, the Faculty Accreditation Co-Chair, and the Dean of Institutional Effectiveness took the lead in writing the Midterm Report in fall of 2021 and spring of 2022. The Board of Trustees reviewed and approved the report on March 10, 2022. The final report will be submitted to the ACCJC with all required signatures following Board approval.

5. Plans Arising from the Self-Evaluation Process

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline
Ensure Consistency of Dual Enrollment Program	II.A.3 III.A.5	Dual Enrollment Advisory Committee Academic Senate Deans of Instruction Department Chairs	2016-17

Anticipated outcomes
- Track syllabi submission for all Dual Enrollment program courses
- Evaluate syllabi for current Course Learning Outcomes and compliance with Academic Senate Syllabus Checklist
- Monitor assessment of CLOs in Dual Enrollment courses
- Establish clear evaluation schedules and procedures for all off-site dual- enrollment faculty

Progress
- COMPLETED
- Dual Enrollment program courses use the same evaluation and curriculum processes as credit courses at MSJC. Syllabi are submitted each semester via a common submission platform and evaluated by the department chair and/or academic dean to ensure current CLO inclusion, and alignment with the Academic Senate Syllabus Checklist.
- Dual enrollment faculty are evaluated during the first semester of teaching in the district and at least once every six regular semesters thereafter, in alignment with MSJC adjunct faculty evaluation procedures outlined in the UPTE-CWA agreement and the Dual Enrollment Program Affiliation Agreement.

Evidence
- Syllabus Collection (1)
- Dual Enrollment Affiliation Agreement (2)
- UPTE-CWA Bargaining Agreement (3)

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline
Establish Permanent Tutoring Resources at Temecula Education Complex (TEC)	II.B.1	Vice President of Instruction Dean of Academic Programs & LRC MVC Learning Center Coordinator LRC Center Staff	2016-17

Anticipated outcomes

- Improve access to and awareness of FTF tutoring for students in the southern area of the district
- Creation of new funding for TEC tutoring
- Creation of clear, measurable goals for meeting students' learning needs at TEC

Progress

- COMPLETED
- In 2018 MSJC acquired property in Temecula to establish the Temecula Valley Campus. With the acquisition of this property maintaining the Temecula Education Complex was unnecessary. The TVC opened in Fall 2021 with limited offerings due to COVID-19 protocols. The TVC has an established Learning Resource Center as part of an innovative Learning Commons space where tutoring will occur. The TVC LRC is currently offering limited on services, however, will resume in person tutoring in alignment with the other campus LRC in Fall 2022 (pending COVID-19 protocols).
- Funding for tutoring at TVC has been established through the office of the Vice President of Instruction budget development process.
- The LRC has established measurable goals as part of the Administrative Unit Comprehensive Program Review process.

Evidence

- MSJC Website: Temecula Valley Campus (4)
- LRC APA 2021-2022 (5)

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline
Refine Early Alert (Early Connect)	II.B.1 II.C.2	Deans of Instruction and Counseling Learning Resource Center Staff Information Technology	2016-17

Anticipated outcomes

- Establish Early Alert (Early Connect) within the Instructional Division through the College Learning Centers.
- Create processes to communicate with students more effectively via faculty, staff, and technology
- Notify faculty when students satisfy the requirement to access support services
- Increase retention of students on academic probation

Progress

- COMPLETED
- Faculty can refer students throughout a term via embedded link in Canvas.
- Tutor Center staff reach out to students referred by faculty. Counseling is notified of alerts.
- Our current software for alerts does not have a method within it to report satisfying the referral. We are exploring software programs that include an Early Alert component, including Starfish and Navigate that do include an easier way to provide more information to the referring faculty.
- Counseling staff have wholistically revised the workshop for probationary students. We are using software, Illume by Civitas, to target students on probation with positive supportive messages.

Evidence

- [Early Connect Canvas Integration (6)](#)

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline
Align Non-Credit/Continuing Education with Credit Assessment and Evaluation Processes	I.B.5 I.B.7 II.A.3 II.A.4	Provost Director of Adult/Continuing Education IAPRC Assessment Coordinator	2017-18

Anticipated outcomes
- Establish Program Reviews of Non-Credit/ Continuing Education Programs
- Monitor assessment of Non-Credit/ Continuing Education Courses
- Create structured transition processes for students moving from Non-Credit courses into Credit courses

Progress
- COMPLETED
- Adult Education/Continuing Education completed an administrative unit program review in 2020.
- Needs assessments for Adult Education/Continuing Education programs are conducted annually to determine gaps in services. These programs are monitored by the program Director and Provost.
- The program has expanded noncredit career training courses. These non-credit classes will prepare students to succeed as an apprentice or a continuing student in the certificate or degree programs offered by MSJC.

Evidence
- [Continuing Education CPR 2020-23 (7)](#)
- [MSJC website: Adult Education Career Training Classes (8)](#)

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline
Create Online Counseling Portal	II.C.3 II.C.5	Vice President of Instruction Provost Academic Deans Director of Counseling Counseling Staff	2017-18

Anticipated outcomes
- Establish online access to counseling services
- Communicate service to constituent groups, students, and the public
- Monitor usage of online counseling portal
- Establish measures of effectiveness of online counseling

Progress
- COMPLETED
- MSJC Established an online counseling service in 2017 using the Cranium Café virtual platform. As of 2022 all counselors have been trained and are using the Cranium Café platform to provide comprehensive educational plans, career, transfer, personal and crisis counseling
- Students can gain access to scheduling appointments and drop-in counseling through the virtual counseling lobby via the Student Hub website. The availability of online counseling services has also been communicated to students via email, announcements on the college website and in Canvas, at Student Town Halls, and Campus Brown Bag events.
- Usage is monitored by the director of counseling, academic deans, the provost, and the VP of Instruction utilizing monthly reports provided by information technology and cranium café. Counselor schedules are shifted as needed to meet peak demand periods, and ongoing training is part of bi-weekly counseling faculty meetings.

Evidence
- [MSJC Student Support Hub (9)](#)
- [CraniumCafe Counseling Meeting Report Jan2022 (10)](#)

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline
Complete Development of a Comprehensive Employee Evaluation Tracking and Notification Process	III.A.5	Human Resources Administrators/Managers Academic Senate	2017-18

Anticipated outcomes
- Ensure that evaluations are submitted in a timely manner for all Mt. San Jacinto College employees
- Develop an assessment process to provide for continuous improvement of the newly developed comprehensive tracking and notification system
- Define process for notifying administrators/managers regarding upcoming evaluations for staff/faculty

Progress
- COMPLETED
- The district has adopted the "Perform" module of NeoEd (formerly NeoGov) to facilitate the comprehensive employee evaluations for classified and management staff. HR regularly reports on the status of evaluations at the monthly management/leadership meeting.
- Supervisors receive system generated reminder emails at defined time intervals for all tasks that are part of the evaluation process with due dates for upcoming and past due evaluation tasks. The "Perform" module of NeoEd allows for running of reports to monitor the status of evaluations.

Evidence
- NeoGov Perform Training Guide (11)
- Sample Eval Notification (12)

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline
Establish Total Cost of Operation (TCO) Model	III.B.4	Physical Resources Committee Budget Committee Institutional Planning Committee College Council	2017-18

Anticipated outcomes
- Integrate Total Cost of Ownership into all projects and new facilities, including all Master Plans and Resource Allocation Proposals (RAPs)
- Measure the effectiveness of the Facilities Master Plans and the TCO and assess its impact on the strategic plan goals

Progress
- COMPLETED
- Resource Allocation Proposals (RAPs) are routed through appropriate departments (e.g., Facilities, Information Technology) for review to ensure alignment with Master Plans and future resource allocation needs. These departments are identified in Section V.3 & VI.2 of the 20-21 RAP template.
- Effectiveness of the Facilities Master Plan and TCO is evaluated by the Physical Resources, Budget, and Institutional Planning committees, as well as College Council, to assess its impact on the strategic plan goals.

Evidence
- [RAP 2020 2021 PSYC SPSS Expansion (13)](#)

6. Institutional Reporting on Quality Improvements

6.A. Recommendations for Improvement or Institutional Effectiveness Noted in the Commission Action Letter

No Recommendations for Improvement were received however MSJC received three Recommendations for Institutional Effectiveness.

College Recommendation 1

In order to improve institutional effectiveness, the College should establish institution-set standards that provide more challenging benchmarks in pursuit of continuous improvement (I.B.3).

Response

The discussions about revising the institution-set standards began soon after receiving the ACCJC's action letter reaffirming accreditation for seven years. The ALO worked with several college committees, including the Accreditation Steering Committee, Institutional Planning Council, Program Review Committee, and the Academic Senate in developing new standards, Stretch Goals, that challenged the college to strive for improvement.

The table below shows several years of data in four different categories. Also shown is the Institutional Set Standard (ISS) and the Stretch Goals (14a) that were collectively agreed upon by the college community.

Institution Set Standards and Stretch Goals, 2016-2021

	Academic Year					ISS	Stretch Goal
	16-17	17-18	18-19	19-20	20-21		
Success Rate	69.0%	70.4%	69.2%	70.4%	72.2%	69.0%	73.0%
Number of Certificates	136	142	362	306	565	220	320
Number of Degrees	2,010	2,423	2,979	3,111	3,196	2,400	3,200
Transfer to 4yr College/University	2,248	2,372	2,571	2,841	2,950	2,200	3,000

The following actions were implemented in order to achieve the stretch goals:

- Increase in disciplines offering ADTs
- Course revisions resulting in the reduction of units in high unit courses (14b) in English and in STEM disciplines
- Reducing and eliminating below college-level math and English offerings
- Creating and publishing program maps for certificate and degree programs
- Training on incorporating equity into course outlines of records
- Targeting of students with 45+ credits for communication about graduating and transferring
- Enhanced marketing of transfer fairs

- Focusing professional development on equitable teaching practices
- Enhanced professional development on effective online instruction
- Enhanced support for the Transfer Centers at each campus.

College Recommendation 2

In order to improve institutional effectiveness, the College should accelerate the implementation of its system for automating the tracking and timely completion of all employee evaluations (III.A.5).

Response

The college implemented the use of software, NEOGOV, for the application process for new employees in 2015. The use of software shifted the application process from paper to online. In 2019, the college implemented a NEOGOV module, Perform (11), for the employee evaluations. Perform shifted the evaluation process from paper to online. Perform has several features to help keep the employee evaluation process on track, such as automatic messaging about upcoming deadlines, status reports (Current, Pending, Overdue, etc.), and a dashboard that allows supervisors to see evaluation schedules of all of the staff who report to them. For higher level administrators there are automatic messages when their signature is needed for evaluations done by supervisors who report to them. Faculty evaluations (including Associate Faculty) remain separate from the NEOGOV system because of the various evaluation components that could not be integrated into the NEOGOV system and are tracked in the same manner they were during the most recent site visit.

College Recommendation 3

In order to improve institutional effectiveness, the Board should balance its focus on ensuring student access and institutional growth with an enhanced focus on promoting student equity and success (IV.C.5).

Response

The Board of Trustees took to heart Recommendation 3, particularly after the demonstrations in spring 2020 about racial injustice. Many students, staff, faculty, and administrators expressed the need to enhance efforts to enhance student success and equity. At a system level, the Chancellor's office had shifted emphasis making student success and equity a central focus of its initiatives. The Board has been supportive and eager to see MSJC be a leader in student equity and has been given presentations on some of the activities. Board members have participated in many college equity events.

The following are examples of the commitment to student success and equity that have been fully supported by the Board through funding and through their participation:

- Board Resolution Supporting Antiracism (June 25, 2020) (15)
- Board Resolution to Affirm District's Commitment to Prioritize the Success of MSJC's Latinx/Chicanx/Hispanic Students (October 21, 2021) (16)
- Board Resolution Declaring Diversity, Equity, and Inclusion Awareness Month (April 2021) (17)
- Board Resolution on Diversity, Equity, and Inclusion (June 10, 2021) (18)
- MSJC Equity Pledge Presentation (November 14, 2019) (19)
- The creation of an EEO HR Director position (May 2019) (20)
- Presentation of Strategic Equity Plan 2021-2024 (November 2020) (21)
- Board approval of Strategic Equity Plan 2021-2024 (February 11, 2021) (22)

- [Call to Action/Equity Update (June 10, 2021) (23)](#)
- [Inaugural Asian American Pacific Islander Heritage Month Celebration (April-May 2021) (24)](#)
- [Inaugural Latinx Heritage Month Celebration (September-October 2020) (25)](#), [Latinx Heritage Month (September-October 2021) (26)](#)
- [Inaugural Native American Heritage Month Celebration (November 2020) (27)](#), [Native American Heritage Month Celebration (November 2021) (28)](#)
- [Inaugural Juneteenth Celebration, (June 2020) (29)](#), [Second Annual Juneteenth Celebration (June 2021) (30)](#)
- [Inaugural Raza and Indigenous Student Graduation (May 2021) (31)](#)

6.B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

6.B.1. Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." Reflect on assessment processes since the last comprehensive review:

What are the strengths of the process that help the college to improve teaching and learning?

- MSJC has institutionalized the ongoing process of updating Program Learning Outcomes and Course Learning Outcomes. Courses submitted to curriculum are reviewed by the Assessment and Program Review coordinator, who works with departments to identify and modify outcomes for measurability and a focus on lifelong learning. [(MGT-500 COR) (32)](#)
- Departments annually review assessment data for specific courses identified in program reviews. Courses are assessed for equity gaps, success, retention, and fill rates relative to all demographics. In the process, outcomes are adjusted to provide the best snapshoot for those metrics. [(ENGL APA-2021-22) (33)](#)

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

- Reflective activities, action steps and strategies are embedded in the program review process, which address course assessment. MSJC departments rely on assessment data to identify modifications to their process, which will best serve students.
- Faculty and departments taking ownership of the process through Academic Senate actions and departments exercising responsibility for changes.
- Development of a consistent instructional services review process for all departments and units.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

- This would show up in Program Reviews and in eLumen data. Unfortunately, eLumen does not compare data, plus departments updated their CLOs in F2021.
- eLumen
  - ENGL101 D2021 (34)
  - BIOL F2021 (35)
- Program Review
  - BIOL APA 2021-22 (36)
  - ENGL APA 2021-22 (33)

6.B.2   Institution Set Standards (Standard I.B.3)

ACCJC Standard I.B.3 states: "The institution establishes institution set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

Using the most recent Annual Report, reflect on trends in data for institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students:

Has the college met its floor standards (FS)?

Topic	Meet FS	Notes
Course completion	Y	
Certificate completion	Y	
Degrees awarded	Y	
Transfer	Y	Data for 19-20 in 2021 Annual Report was incomplete.
Licensure examination pass rates	Y	
Employment rates for career and technical education (CTE) students	Y	

Has the college achieved its stretch (aspirational) goals (SG)?

Topic	Met SG	Notes
Course completion	N	Course completion rates have risen by 1 to 3 percentages points, but are just below the SGs.
Certificate completion	Y	In the AY18/19 and AY19/20, the number of certificate completions exceeded the SGs.
Degrees awarded	N	The number of degrees awarded has been rising. In one year (18/19) the SG was exceeded. In the other two years, the numbers of degrees were about 80 short of the number needed to reach the SGs.

Topic	Met SG	Notes
Transfer	Y	The number of transfers has exceeded the SGs. Latest date for AY1920 is 3277.
Licensure examination pass rates	Y	The pass rates for ADN have exceeded the SG. The pass rates for DMS exceeded the SG in two of the three years.
Employment rates for career and technical education (CTE) students	Y	There is data for 13 CTE awards. The results vary. Some disciplines significantly exceed the SGs. Others slightly exceed or are slightly below the SGs.

What initiative(s) is the college undertaking to improve its outcomes?
The College has taken a much broader perspective on success by turning a critical eye towards the entire college experience from start to finish. Much of this work has been undertaken as part of the Guided Pathways project (37), for example, looking at the onboarding process and making recommendations. In the Instructional division, faculty have created additional Associate Degrees for Transfer (ADT), which guarantees a student a spot at a California State University. Also in Instruction, program maps that provide students a term-by-term course sequence for their degree program are now available. A great deal of professional development is focused on equitable practices in the classroom, such as creating a welcoming environment, connecting students to resources, and new ways of grading. Our events, such as Latinx Heritage Month and Asian Pacific Islander Heritage Month have a completion/retention/transfer focus. The broad goal is to keep students engaged and committed to MSJC and to their success.

How does the college inform its constituents of this information? Evidence: Provide the most recent Annual Report used for this reflection.
The College informs its constituents through the shared governance process (38). The standards and outcomes are reviewed periodically in different committees. The annual reports (39) are shared at committees. Additionally, the instructional deans are provided the data in the annual reports to share with department chairs, so that faculty can incorporate the data into their annual program reviews. Input is also provided to Instruction by Institutional Research and Institutional Effectiveness on topics such as scheduling higher level/specialty courses needed for degrees that perhaps may not be offered on a regular basis.

6.C.   Report on the Outcomes of the Quality Focus Projects

Action Plan 1
Strengthen institutional capacity to improve student preparation, transition, and successful course completion in distance education and online learning (Distance Education)

Goal 1 – Improve instructional design and other distance education training and support for instructors teaching via distance education.

The college is committed to providing instructional faculty the expertise needed to support high quality educational experiences for students (40). Distance Education & Learning Technology Advancement (DELTA) (41) provides instructional design support for distance education faculty. There are three instructional designers in the DELTA office. They provide guidance, assistance, and technical support to faculty with an emphasis on online course development and technology integration. The designers also work with faculty to review online courses and provide actionable feedback to enhance student success. An important element is constant training and updating of skills, for example, in-depth knowledge of Zoom features, knowledge of the new and enhanced Canvas features, such as the reusable comments library. Assisting faculty with creating and captioning videos within Canvas is a major topic.

DELTA now offers two levels of training for faculty. The first training is called IOTA, (Introduction to Online Teaching Assignments). The second is called SQOT (Standards for Quality Online Teaching (SQOT). Resulting in over 640 full and part-time faculty completing at least one online professional development course.(42). In addition, free and not-free trainings, through entities, such as the CVC-OEI are announced and promoted.

COVID-19 funding (43) was utilized to support the shift to online classes. Areas of support included:

- Technology Hardware to Students, $58,582
- Hi-Speed Internet for Students and Faculty, $36,136
- Instructional Equipment and Supplies for Distance Education, $102,606
- Technology to Support Distance Learning, $270,239
- Support to Students in Navigating Online Systems, $153,047

Goal 2 – Enhance quality and consistency of distance education and online learning instruction through effectively resourced distance education support centers.

The college has a strong commitment to maintaining the distance education support centers. Distance Education & Learning Technology Advancement (DELTA) is a comprehensive support system for distance education instructors (41). DELTA Centers are located at the San Jacinto and Menifee Valley Campuses. There were drop-in hours on both campuses Monday - Thursday and by appointment.

- Monday & Tuesday 9:00am - 12:00pm | SJC room 1425 & MVC room 2106
- Wednesday & Thursday 1:00pm - 4:00pm | SJC room 1425 & MVC room 2106

Due to COVID-19, in-person appointment and drop-in hours were cancelled. Assistance with Canvas and other technology for virtual teaching is currently being provided virtually. Faculty can email 24/7 through the help@msjc.edu address.

The position responsible for managing the DELTA services was upgraded to an Associate Dean from a Director position. Staff transitions have resulted in temporary vacancies and interim positions, there are currently two vacant DELTA positions.

- Administrative Assistant to the Associate Dean of Distance Education and Professional Development
- Program Support Coordinator (vacant)
- Technician, Level III
- 3 Instructional Designer Specialists (one vacancy)
- Faculty Distance Education Coordinator.

Goal 3 – Design effective student onboarding structure for distance education and online learning

In order to be matriculated, students must complete an orientation (44) and must attend a New Student Counseling session (45). The orientation is now available online. It presents a comprehensive look at the three main modalities of classes-face-to-face, hybrid, and online-and the expectations for each.

The New Student Counseling Session covers three main topics:

- A Counseling presentation regarding important information and resources to brand new MSJC students to ensure their success (40 Minutes)
- Creating a first semester course plan (Abbreviated Educational Plan) with a counselor (40 Minutes)
- A Success Mentor teaching students how to navigate Self-Service (40 Minutes)

The Counseling presentation includes an initial discussion of the pros and cons of distance education courses, for example, the importance of keeping tracking of due dates in different courses. These discussions lead to a first semester course plan that might be all face-to-face classes, all online classes, or a mixture of both.

Self-Service is the software students use to register for classes (46). This is another opportunity for student mentors (47) to engage the students about successfully navigating online classes, for example, by reminding them of the importance of the check-in assignments for online classes.

An important element of the onboarding structure for distance education is the training of faculty in best practices for online teaching. The college has adopted the CVC-OEI Course Design Rubric. An important element of the rubric is that it encourages faculty to promote student services, such as the Mental Health Center and food pantry, early and often in the course. In addition, the Academic Senate publishes a Syllabus Checklist that encourages faculty to incorporate the following:

- Include welcoming and supportive language
- Convey excitement about the course and enthusiasm about your discipline
- Appreciate racial, ethnic, cultural, and other diversities
- Make clear a commitment to supporting students

Action Plan 2

Create structured educational experiences that support students from point of entry to attainment of educational goal (Student Success Pathways).

Goal 1 – Clarify and develop clear and integrated educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes

MSJC devoted several years to developing and implementing a Guided Pathways project. There are five Pathways at the College (37). All degree and transfer programs are in a Pathway. The result is a set of clear program maps (48) with specific course sequences, milestones, and outcomes. All transfer and certificate programs have detailed recommended courses by semester. Milestones and program learning outcomes for each program are in the college catalog.

Goal 2 – Enhance early alert (early connect) communications between students, counselors, faculty and student support services

At MSJC, Early Connect (6) is a collaborative early alert project between Student Services and Instruction. The Early Connect referral system provides a quick and simple mechanism for faculty members to identify problems or concerns about a student and make appropriate referrals to address those concerns. Early Connect is entirely web-based and can be used multiple times throughout the semester. The Learning Resource Centers (LRCs), supported by an instructional dean, provide tutoring. The two faculty coordinators of the LRCs, together with a Student Support Counselor, supported by the dean of counseling, manage the project. Service providers (Counseling Center and Learning Resource Center) may also use this system to update the system to indicate whether the student has satisfied the referred recommendation.

Recent enhancements include:

- Automated reports that generate student contact information with phone numbers
- The utilization of LRC staff to contact students by phone
- Coordinated messaging to faculty at key points in the semester
- Feedback to faculty about student referral actions.

Goal 3 – Foster and support broad and authentic engagement of College faculty and staff – in the design, implementation, evaluation, and ongoing improvement of pathways for students

Years of trainings, workshops, working in collaborative teams at all-faculty meetings and professional development sessions has resulted in the implementation of pathways at MSJC. There is still more to be done, and ongoing evaluation and improvements are the responsibility of the Student Success Committee which has broad responsibility for improving pathways processes and keeping the project moving forward.

Recent actions include:

- Formation of a subcommittee tasked with assigning new programs to one of the five pathways
- Incorporating new Ethnic Studies and Social Justice courses into course sequences
- Facilitating the elimination of basic skills math and English from course sequences

- Re-organizing student support (Libraries, LRC, Learning Skills, Accommodation Services Center, Transfer), in the Instructional Division
- Re-organizing guided pathways work under three new design teams: Onboarding, Student Success, Ensure Learning
- Funding for design team projects that address equity gaps
- Re-organization that shifted academic counselors from the Student Services division to Instruction.

Goal 4 – Align college-level programs of study with requirements for success in employment and at the next level of education pursued

MSJC has made great strides in aligning programs of study to employment (49). The program maps (48) created clear curricular pathways to employment and further education.

Actions include:

- Many of the program maps tailored to the specific majors at the most popular public transfer institutions (California State Universities San Marcos and San Bernardino and UC Riverside)
- A Career and Salaries section is part of each award program documentation. Annual salaries and the number of expected job openings is presented
- Revision of main Pathways web pages to include links to academic counselors
- Regular career exploration events
- Implementation of Career Coach, an online career assessment that also includes information on careers and programs of student
- Expansion of both internship program. MSJC offers two opportunities for students to receive course credit by linking academic coursework with paid or unpaid workplace experiences: Occupational Internship and General Work Experience.
- Approved the hiring of a Director of Regional Employer Engagement. The director will support community colleges and K12 Local Education Agencies (LEAs) with their Career Technical Education (CTE) advisory events, skills panels, job fairs, etc. by assisting with employer participation. The director will also assist community colleges and K12 LEAs with the expansion of work-based learning programs and opportunities and will facilitate college responsiveness to the training needs of employers, including connecting employers to contract education.
- Implementation of an apprenticeship programs (50). The program is sponsored by the LAUNCH Apprenticeship Network (51), the experienced organization that supports collaboration between industry participants and community colleges throughout the Inland Empire and desert region. The student-apprentice is hired by the employing company, receives instruction overseen by a mentor within the company, attends prescribed classes at MSJC, receives wages commensurate with progress in learning, is registered with the California Department of Apprenticeship Standards, receives a certificate from that Agency after completing the program, and begins a career with a solid foundation. At present, MSJC is accepting candidate students for apprenticeship in five MSJC Career Education areas (49):
  - Automotive
  - Cybersecurity
  - Engineering Drafting
  - Water Technology
  - Wine Technology

Goal 5 – Establish transfer pathways through alignment of pathway course and expected learning outcomes with transfer institutions to optimize applicability of community college credits to university majors

Actions include:

- Many of the program maps are tailored to the specific majors at the most popular public transfer institutions (California State Universities San Marcos and San Bernardino and UC Riverside)
- Increase in the number of disciplines with approved Associate Degrees for Transfer (ADTs) The Associate in Art for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees are two-year associate degrees that are fully transferable to the CSU and are no more than 60 semester units or 90 quarter units. With these Associate Degrees for Transfer (ADT) — sometimes called a Degree with a Guarantee — students who meet the CSU's minimum eligibility requirements are guaranteed priority admission to a CSU campus, though not necessarily to a particular campus or major. Currently there are 35 approved ADTs at MSJC.
- Increase in articulation agreements (52). Articulation, for our purposes, refers specifically to course articulation--that is, the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution. MSJC now has articulation agreements with approximately 90 WASC accredited degree granting independent colleges and universities in California, most of which accept the IGETC transfer pattern from MSJC.

Goal 6 – Embed academic and non-academic supports throughout student's programs to promote student learning and persistence

Supplemental Instruction (53) is a strongly supported program. A Supplemental Instruction Leader (SIL) is a student who has successfully completed the course they will serve as SIL for. SILs have, preferably, a previous relationship with the instructor of the SI targeted course. SILs serve as a "near-peer" to the students in class and model good student behavior (attend all classes, are attentive, take notes, and model organizational and study skills.) SILs conduct two out-of-class review sessions that enable participants to *process* the course content delivered in class.   SIL are trained in the beginning of and throughout the semester.

In fall of 2021, MSJC was able to recruit and train 22 SI leaders who were able to be assigned to a total of 25 classes.

In fall of 2021 MSJC's Supplemental Instruction Program was re-accredited by the International Center for Supplemental Instruction for the second time in the program's long history at MSJC. To date, the MSJC SI Program is one of two California Community Colleges to achieve this distinction.

Goal 7 – Create opportunities for open dialogue and communication between instructional services, student services and administrative services

MSJC is committed to open dialogue and to fostering communication between College constituencies. The College believes that communication enhances institutional effectiveness and the student experience.

Mt. San Jacinto College has participated twice in the USC Equity Institute program. For each Equity Institute, the Student Equity and Achievement (SEA) Committee paid for a group of 20 faculty, classified professionals, and administrators to participate in an 8-week experience. Participants are selected to ensure that staff from different areas are brought together. In an Institute, the 20 participants work in four teams (five members per team) to design projects in each opportunity area. They work together on "homework" between modules – assignments are design templates for their projects. Institute faculty give feedback on each team's design, implementation, accountability, assessment, and communication plans. The USC Equity Institutes enable institutional leaders to achieve long-term, significant, and sustainable organizational change.

Executive Cabinet has always done brown bags (54) in which all members of the college community are invited to participate for updates and to ask questions. Prior to the pandemic, the brown bags were not regularly scheduled, and participation was low, approximately 10 to 20 people for a session. With the pandemic, the brown bags began to be held virtually on a monthly basis during the fall and spring semesters. Participation increased tremendously, sometimes approaching 300 people. The virtual brown bags are a silver lining of the pandemic in that they provide a forum for many members of the campus community to come together for dialogue and to share ideas.

With the state-led merging of SSSP, Basic Skills and Equity plans and funds into one program and one pot of money, Student Equity and Achievement (SEA), the administration proposed studying a reconfiguration of established shared governance committees. A group that included students, classified professionals, faculty, and administrators developed a proposal for a new shared governance system focused on equity and allowing for greater participation from all college constituencies. The work included several listening sessions and surveys. A new shared governance configuration was adopted after review and input from all the shared governance entities. The new configuration differentiates between committees, subcommittees, workgroups, implementation teams, and advisories (Affinity Groups). While participation on committees and subcommittees requires adherence to establish protocols, participation in workgroups, implementation teams, and advisories is broader and open to more people. Additionally, under the revised shared governance plan, there is a tri-chair system. Each entity three co-chairs-a classified professional, a faculty member, and an administrator.

The Student Success (Guided Pathways) Committee has played an important role bringing together people from Business Services, Instruction, and Student Services. It is a large committee with each of the three main groups/teams- Onboarding, Success/Completion, and Ensure Learning-comprised of people from Instruction, Student Services, and Business Services.

Goal 8 – Create opportunities for students to maximize success through development of alternative and short-term course pathways in basic skills

Since the 2017 Institutional Self Evaluation Report there has been a dramatic shift in perspectives on basic skills. The Chancellor's office and the state legislature have pursued policies that advocate for the elimination of basic skills courses, particularly in mathematics and English (55). As a result, the College is no longer pursuing Goal 8. In spring of 2022 (56), MSJC is not offering any standalone below transfer math or English courses. There are several below transfer level courses, however, they are co-requisite "support" courses attached to transfer level offerings.

Co-Requisite Math (57) and English (58) Courses

- ENGL-094, English Composition Support. Corequisite is ENGL-101, College Composition
- MATH-081, Support for Ideas for Mathematics. Corequisite is MATH-115, Ideas for Mathematics
- MATH-082, Support for College Algebra, Corequisite is MATH-105, College Algebra
- MATH-083, Support for Introduction to Statistics, Corequisite is MATH-140, Introduction to Statistics
- MATH-084, Support for Pre-Calculus, Corequisite is MATH-110, Pre-Calculus

Number of Co-Requisite Class, Spring 2022 (56)

- ENGL-094 5 sections/classes
- MATH-081 1 section/class
- MATH-082 7 sections/classes
- MATH-083 8 sections/classes
- MATH-084 1 section/class

6.D   Fiscal Reporting

Annual Fiscal Report
California Community College
Reporting Year: 2019-2020
REVIEW

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

General Information

#	Question	Answer
1.	Confirm College Information	**Confirmed**
2.	District Name: Is the college a single college district?	**Mt. San Jacinto College** **Yes**

2. Additional Information:
If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively.

3.	a. Name of College Chief Business Officer (CBO)	**Beth Gomez**
	b. Title of College CBO	**Vice President of Business Services**
	c. Phone number of College CBO	**951-300-2721**
	d. E-mail of College CBO	**bgomez@msjc.edu**
	e. Name of District CBO	**Beth Gomez**
	f. Title of District CBO	**Vice President of Business Services**
	g. Phone number of District CBO	**951-300-2721**
	h. E-mail of District CBO	**bgomez@msjc.edu**

3. Additional Information:
The District CBO email address will be copied on the final report once it has been approved by the CEO.

District Data (including single college organizations) Revenue

4. (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 17/18	FY 18/19	FY 19/20
a. Total Unrestricted General Fund Revenues (excluding account 8900)	**$ 82,000,105**	**$ 79,625,874**	**$ 95,336,630**
b. Other Unrestricted Financing Sources (Account 8900)	**$ 0**	**$ 0**	**$ 0**

i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (if applicable):

Year	Description	Amount	Sustainable/One-time
FY 17/18	**N/A**	**$ 0**	
FY 17/18	**N/A**	**$ 0**	
FY 18/19	**N/A**	**$ 0**	
FY 18/19	**N/A**	**$ 0**	
FY 19/20	**N/A**	**$ 0**	
FY 19/20	**N/A**	**$ 0**	

4. Additional Information:
ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue.

5. (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 17/18	FY 18/19	FY 19/20
a. Net (Adjusted) Unrestricted General Fund Beginning Balance	**$ 10,408,924**	**$ 14,672,617**	**$ 13,576,325**
b. Net Unrestricted General Fund Ending Balance, including transfers in/out	**$ 14,672,617**	**$ 13,576,325**	**$ 24,112,719**

5. Additional Information:
a. Use adjusted beginning fund balance from CCFS 311 Annual.
b. This amount is the amount reported on the CCFS 311 report after transfers in/out

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

6.

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 17/18	FY 18/19	FY 19/20
a. Total Unrestricted General Fund Expenditures (including account 7000)	$ 77,326,374	$ 80,589,111	$ 83,777,093
b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	$ 64,663,752	$ 68,217,174	$ 72,517,987
c. Other Unrestricted General Fund Outgo (6a - 6b)	$ 12,662,622	$ 12,371,937	$ 11,259,107
d. Unrestricted General Fund Ending Balance	$ 14,672,617	$ 13,576,325	$ 24,112,719
e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 2020-21 with a deficit?			No
i. If yes, what is the estimated unrestricted deficit?			N/A

6. Additional Information:
d. 6.d. same as 5.b., which includes transfers in/out

Liabilities

7.

	FY 17/18	FY 18/19	FY 19/20
Did the District borrow funds for cash flow purposes?	No	No	No

8.

Total Borrowing

	FY 17/18	FY 18/19	FY 19/20
a. Short Term Borrowing (TRANS, etc)	$ 0	$ 0	$ 0
b. Long Term Borrowing (COPs, Capital Leases, other long term borrowing):	$ 0	$ 0	$ 0

9.

	FY 17/18	FY 18/19	FY 19/20
a. Did the district issue long-term debt instrumentsor other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
b. What type(s)	N/A	N/A	N/A
c. Total amount	$ 0	$ 0	$ 0

10.

	FY 17/18	FY 18/19	FY 19/20
Debt Service Payments (General Fund/Operations)	$ 0	$ 0	$ 0

10. Additional Information:
This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments.

Other Post Employment Benefits (OPEBs)

11.

(Source: **Most recent GASB 74/75 OPEB Actuarial Report**)

	FY 19/20
a. Total OPEB Liability (TOL) for OPEB	$ 14,093,583
b. Net OPEB Liability (NOL) for OPEB	$ 7,048,986
c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	50 %
d. NOL as Percentage of OPEB Payroll	11 %
e. Service Cost (SC)	$ 812,692
f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	$ 2,266,945

11. Additional Information:
Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.

12.

Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date (mm/dd/yyyy)	06/30/2019

13.

a. Has an irrevocable trust been established for OPEB liabilities?	Yes		

	FY 17/18	FY 18/19	FY 19/20
b. Amount deposited into OPEB Irrevocable Reserve/Trust	$ 500,000	$ 500,000	$ 500,000
c. Amount deposited into non-irrevocable Reserve specifically for OPEB	$ 0	$ 0	$ 0

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d. OPEB Irrevocable Trust Balance as of fiscal year end	$ 5,475,696	$ 6,312,970	$ 7,046,841
e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in ?			No

13. Additional Information:
b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit.
e. If "yes", that description and amount should be reported in 4.b.i. for FY 19/20

Cash Position

		FY 17/18	FY 18/19	FY 19/20
14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted- accounts 9100 through 9115)	$ 38,093,967	$ 42,758,782	$ 45,190,351

15.	a. Does the district prepare cash flow projections during the year?	Yes
	b. Does the district anticipate significant cash flow issues during 2020-21?	No

15. Additional Information:
b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted general fund revenues

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	02/23/2021

NOTE: Audited financial statements are due to the ACCJC no later than April 9, 2021. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.

		FY 17/18	FY 18/19	FY 19/20
17.	a. List the number of audit findings for each year (enter 0 if none):	0	0	0

b. From Summary of Auditors Results (Annual Audit) for 2019-20 (this is usually a single page at the beginning of the Findings and Questioned Costs section):

Financial Statements

i. Type of auditor's report issued	Unmodified
ii. Internal Control Material Weaknesses identified	No
iii. Internal Control Significant Deficiencies identified	No

Federal Awards

i. Type of auditor's report issued on compliance	Unmodified
ii. Internal Control Material Weaknesses identified	No
iii. Internal Control Significant Deficiencies identified	No
iv. Qualified as low-risk auditee	No

State Awards

i. Type of auditor's report issued on compliance	Unqualified / Unmodified
If qualified, how many state programs were qualified	N/A
ii. Internal Control Material Weaknesses identified	No
iii. Internal Control Significant Deficiencies identified	No

Other District Information

		FY 17/18	FY 18/19	FY 19/20
18.	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	12,420	12,420	11,304
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	10,805	12,032	11,776

18. Additional Information:
a. Resident FTES only.
b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.

		FY 17/18	FY 18/19	FY 19/20
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	3	1	0

19. Additional Information:
If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

20.		
	a. During the reporting period, did the district settle any contracts with employee bargaining units?	No
	b. Did any negotiations remain open?	Yes
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	
	Due to the COVID 19 stay home order, all contract negotiations remain open.	

College Data

NOTE: For a single college district the information is the same that was entered into the District section of the report.

21.		FY 17/18	FY 18/19	FY 19/20
	a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)	12,420	12,420	11,304
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	10,805	12,032	11,776
	c. Is the college experiencing enrollment decline in the current (2020-21) year?			Yes
	i. If yes, what is the estimated FTES decline?			400

21. Additional Information:
Report resident FTES only.

22.		FY 17/18	FY 18/19	FY 19/20
	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	$ 82,000,105	$ 79,625,874	$ 95,336,630

23.		FY 17/18	FY 18/19	FY 19/20
	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	$ 77,326,374	$ 80,589,111	$ 83,777,093

24.		FY 17/18	FY 18/19	FY 19/20
	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	$ 14,672,617	$ 13,576,325	$ 24,112,719

25.		FY 17/18	FY 18/19	FY 19/20
	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	100 %	100 %	100 %

26.		Cohort Year 2015	Cohort Year 2016	Cohort Year 2017
	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	12%	14%	11%

District and College Data

27.		
	a. Were there any executive or senior administration leadership changes at the College or District during the fiscal year, including June 30? List for the District and for the College.	Yes
	b. Please describe the leadership change(s)	
	Rebecca Teague **From: Dean of Institutional Effectiveness** **To: Executive Dean of Institutional Effectiveness/Strategic initiative** **Jeremey Brown** **From: Interim Vice President of Instruction** **To: Vice President of Instruction**	
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant?	0

27. Additional Information:
Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.

This survey was submitted on 2021-03-17
RELEASE THE ANNUAL FISCAL REPORT
(Allows institute to modify previously submitted answers)

7. Appendix

7.A. Glossary

- ACCJC .... Accrediting Commission for Community and Junior Colleges
- ADT .... Associate Degree for Transfer
- AST .... Associate of Science for Transfer
- ALO .... Accreditation Liaison Officer
- ASC .... Accommodation Service Center
- BOT .... Board of Trustees
- CSUSB .... California State University, San Bernardino
- CSUSM .... California State University, San Marcos
- CVC-OEI .... California Virtual Campus-Online Education Initiative
- DELTA .... Distance Education & Learning Technology Advancement
- EEO .... Equal Employment Opportunity
- IGETC .... Intersegmental General Education Transfer Curriculum
- IOTA .... Introduction to Online Teaching Assignments
- ISER .... Institution Self Evaluation Report
- ISS .... Institutional Set Standards
- LRC .... Learning Resource Center
- MSJC .... Mt. San Jacinto College
- MSJCCD .... Mt. San Jacinto Community College District
- SQOT .... Standards for Quality Online Teaching
- SEA .... Student Equity & Achievement
- SEP .... Student Educational Plan
- SI .... Supplemental Instruction
- SIL .... Supplemental Instruction Leader
- SSSP .... Student Success and Support Programs
- STEM .... Science, Technology, Engineering & Math
- USC .... University of Southern California
- UCR .... University of California, Riverside

7.B. Evidence List

1. Syllabus Collection
2. Dual Enrollment Affiliation Agreement.
3. UPTE-CWA Bargaining Agreement
4. Temecula Valley Campus
5. LRC APA 2021-2022
6. Early Connect Referral & Canvas Integration
7. Continuing Education CPR 2020-23
8. Adult Education Career Training Classes
9. MSJC Student Support Hub
10. CraniumCafe Counseling Meeting Report Jan2022
11. NeoGov Perform Training Guide
12. Sample Evaluation Notification
13. RAP 2020-2021 Psychology SPSS Expansion
14. a ISS-Stretch Goal Recommendations IPC 11-17-20
14. b High Unit Workgroup Recommendations
15. MSJC BOT Resolution Supporting Antiracism Jun2020
16. MSJC BOT Resolution to Prioritize Latinx/Chicanx/Hispanic Students Oct2021
17. MSJC BOT Resolution DEI Awareness Month Apr2021
18. MSJC BOT Resolution DEI Jun2021
19. MSJC BOT Info Item Equity Pledge Nov2019
20. EEO Director of Human Resources
21. MSJC BOT Info Item Strategic Equity Plan Nov2020
22. MSJC BOT Action Strategic Equity Plan Feb2021
23. MSJC BOT Info Item Call to Action & Equity Update
24. Inaugural Asian American & Pacific Islander Heritage Month Celebration
25. Inaugural Latinx Heritage Month Celebration
26. Latin Heritage Month Celebration
27. Inaugural Native American Heritage Month Celebration
28. Native American Heritage Month Celebration
29. Inaugural Juneteenth Celebration
30. Second Annual Juneteenth Celebration
31. Inaugural Raza and Indigenous Student Recognition
32. MGT500 Introduction to Management
33. English APA 2021-2022
34. ENGL101 Fall2021
35. BIO115 Fall2021
36. Biology APA 2021-2022
37. MSJC Guided Pathways
38. MSJC Participatory Governance
39. MSJC Annual Reports (20-21included)
40. MSJC Online Learning
41. Distance Education - DELTA
42. IOTA & SQOT Completions
43. COVID-19 (HEERF) Funding Jan2021
44. MSJC New Student Orientation
45. New Student Counseling Sessions