

INSTITUTIONAL SELF-EVALUATION REPORT



August 2024



Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Mt. San Jacinto Community College District
1499 N. State Street
San Jacinto, California 92583

to

Accrediting Commission for Community and Junior Colleges

August 2024

Certification

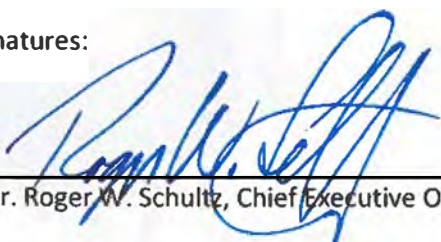
To: Accrediting Commission for Community and Junior Colleges

From: Dr. Roger W. Schultz
Mt. San Jacinto Community College District
1499 N. State Street, San Jacinto, California 92583

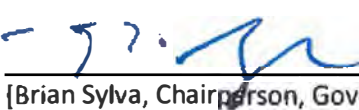
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:


[Dr. Roger W. Schultz, Chief Executive Officer]

6/27/2024
[Date]


[Brian Sylva, Chairperson, Governing Board]

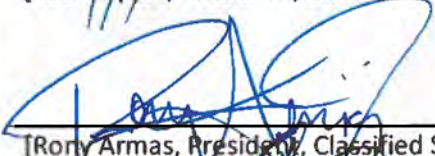
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[Rebecca Teague, Vice President of Student Services/Accreditation Liaison Officer]

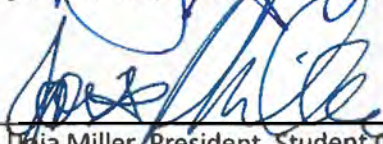
6/27/2024
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[Nick Zappia, President, Executive Academic Senate]

6/27/2024
[Date]


[Rory Armas, President, Classified Senate]

6/27/2024
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[Julia Miller, President, Student Government Association]

6/27/2024
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A. Introduction

College History

Mt. San Jacinto College (MSJC) has a rich history of growth and transformation, having served its communities for over 60 years. The journey of Mt. San Jacinto College began with its formation in 1960, following a vote by citizens in Banning, Beaumont, Hemet, and San Jacinto, leading to the enrollment of its first students in 1963. The opening of the San Jacinto Campus in 1965 marked the start of a period of rapid growth and expansion that mirrored the development of the surrounding region. Over the decades, Mt. San Jacinto College has evolved into one of the largest community college districts in California. Mt. San Jacinto College, a single college district serves a vast area of over 1,700 square miles and a diverse student body not only in the areas of Banning, Beaumont, Hemet, and San Jacinto, Lake Elsinore, but also Menifee, Perris, Temecula, Wildomar and nearby areas. The College's mission to enrich the lives of its students and foster economic growth in the region has been a driving factor behind its continuous expansion and innovation.

The Mt. San Jacinto College district encompasses multiple campuses and learning centers, each designed to cater to the unique needs of its community. These include the San Jacinto Campus, Menifee Valley Campus, Temecula Valley Campus, and San Geronimo Pass Campus, along with additional partnership facilities and a dedicated online learning program. Mt. San Jacinto College's commitment to providing state-of-the-art educational facilities is evident in its ongoing infrastructure projects, including modern classrooms, technology centers, science labs, and student support services, designed to enhance the learning experience and support student success.

Campus Site Overview

Mt. San Jacinto Community College is a vital educational institution nestled in the heart of Southwestern Riverside County and serves as a beacon of learning and growth. Established with a commitment to enriching lives through education, Mt. San Jacinto College boasts multiple campuses, strategically located to cater to an expansive and service area.

San Jacinto Campus

The San Jacinto Campus, the original campus of Mt. San Jacinto College, occupies 160 acres in the City of San Jacinto, and serves as the historical heart of the College. It features a comprehensive range of academic programs, student services, and athletic facilities. This campus has undergone significant upgrades over the years, including the addition of modern learning resources and technology centers, making it a vibrant hub of academic activity and community engagement.

Menifee Valley Campus

Opened in 1990, the Menifee Valley Campus has quickly grown into a full-fledged educational facility, offering a wide array of academic programs and services. This 80-acre campus is known for its focus on health sciences, technology, and the arts, featuring specialized facilities like the Nursing and Allied Health Building and the Learning Resource Center. Infrastructure projects here have consistently aimed at expanding academic resources and improving student life.

San Geronimo Pass Campus

The San Geronimo Pass Campus, a 50-acre property, catering to the communities in and around the Banning and Beaumont areas, has offered a range of academic and vocational programs. It has been instrumental in providing higher education and workforce development opportunities to this rapidly growing region. The campus is now home to the Beaumont Middle College High School, a unique

partnership program that allows high school students to earn college credits alongside their high school curriculum.

Temecula Valley Campus

The newest addition to Mt. San Jacinto College's array of campuses, the Temecula Valley Campus, represents the College's response to the growing demand for higher education in the region. Officially opened in 2021, the campus boasts 350,000 square feet of modern architecture design and innovative facilities, including specialized classrooms, technology labs, and community spaces.

I - 15 Corridor – Wildomar

In 2017, Mt. San Jacinto College acquired an 80-acre parcel of undeveloped land in Wildomar, aimed at bolstering educational opportunities along the I-15 corridor. This parcel is yet to be developed, presenting a blank canvas for future educational innovations. While there are no immediate plans for its development the College envisions future utilization of this land in close partnership with the city of Wildomar, aiming to meet emerging educational demands that cannot be accommodated by existing campus facilities.

Academic and Student Support Services

Mt. San Jacinto College is committed to providing an accessible, equitable, and high-quality education that empowers students to transform their lives and those around them. Our students are offered a diverse range of transfer and career education programs, reflecting our dedication to combating systemic barriers and promoting social mobility. In a nurturing and culturally affirming environment, we focus on fostering self-advocacy, civic responsibility, and the pursuit of educational advancement. As we grow and evolve, our commitment to developing academic programs and services that meet the future needs of our diverse student population and the industries we serve remains steadfast, in line with our mission to be a dynamic agent of change in our communities and beyond.

For the 2023-2024 academic year, Mt. San Jacinto College offered over 3,600 sections, 33 Associate Degree, 34 Associate Degree for Transfer, 44 State Approved Certificates of Achievement, and 22 Employment Concentration Certificate options across 5 Success Pathways, as well as 5 non-credit Certificates of Competency, and 5 non-credit Certificates of Completion for students to realize their personal, academic, and professional goals.

Mt. San Jacinto College offers a comprehensive suite of services aimed at supporting the diverse needs of its student body, enhancing academic success, and fostering personal growth. Academic support is a cornerstone, with tutoring and extensive resources available through the Learning Resource Center to help students excel in their studies. Financial assistance is readily accessible, including a variety of federal, state, and locally funded programs designed to alleviate the financial burden of education and ensure that students from all backgrounds can achieve their academic goals.

Through these multifaceted services, Mt. San Jacinto College demonstrates a deep commitment to the academic progress and well-being of its students, providing a nurturing environment that supports a diverse student population and their unique needs. Service and support programs include, but are not limited to:

- Accommodation Service Center
- Athletics
- CalWORKs
- Career Center
- CARE / EOPS
- Counseling
- Eagles Landing
- Enrollment Services
- Financial Aid
- First Year Experience

- Honors Enrichment Program
- Learning Resource Center
- Library
- Personalized Academic Learning Skills
- Puente Project
- Student Life and Development Program
- Student Health Center
(including mental health offerings)
- Student Life and Development Program
- Transfer Center
- Umoja
- UndocuDREAMers
- Veterans Services

Leading Enrollments

Despite the widespread challenge of declining enrollments faced by many community colleges across California, Mt. San Jacinto College stands out as a remarkable exception, maintaining its position as a leader in student enrollments, serving over 25,000 students annually. This resilience can be attributed to Mt. San Jacinto College's proactive approach in adapting to the evolving needs of students and the broader community it serves. By offering a wide range of accessible, high-quality educational programs, and focusing on innovative initiatives like the MSJC Promise Program for tuition-free education, the College has successfully attracted and retained students. Additionally, Mt. San Jacinto College's commitment to enhancing student support services, expanding its campus facilities, embracing technology in education, and responding effectively to student needs has further solidified its appeal to new and returning students.

Notable Infrastructure

Across each campus, Mt. San Jacinto College has launched notable infrastructure projects aimed at enhancing the educational landscape. College officials unveiled the first project that Measure AA funds built from the ground up, the \$50.2 million Athletics & Kinesiology Complex – home to HCN Bank Stadium – at the Menifee Valley Campus. The new \$50.2 million, three-story, 30,722-square-foot facility includes: 5,000-seat Stadium, Softball Field, Beach Volleyball Court, Press Box, Team Rooms, Kinesiology Facility Training Rooms, Classrooms, Rooftop Patios, and Stadium Courtyard. The development of the Athletics & Kinesiology Complex at the Menifee Valley Campus and the state-of-the-art Student Health Centers across campuses underscore Mt. San Jacinto College's commitment to promoting student health and wellness and highlights the College's efforts to foster community engagement through sports and recreation.

Mt. San Jacinto College's newest campus, a 350,000-square-foot modern structure in the heart of Temecula, was officially opened in 2021. The Temecula Valley Campus stands as the first permanent higher education campus in Southwest Riverside County. This new facility supports the growing need for quality higher education in the region. Doors to the Temecula Valley Campus opened to students for the 2021-2022 academic year. An official dedication ceremony was held on December 8, 2022. Mt. San Jacinto College secured funding from voter-approved Measure AA for the \$56.5 million project, saving taxpayer dollars by purchasing the facility instead of embarking on the time-consuming and costly process of constructing a new campus. Formerly owned by Abbott Laboratories, the five-story building on Motor Car Parkway was re-purposed by C.W. Driver Companies, which completed a seismic retrofit and transformed former offices into classrooms to meet student needs. Classrooms and laboratories with state-of-the-art technology aren't the only amenities this campus has to offer. It has a gym, kitchen, cafe, library, veterans services center, and lounges for students and staff. Up to 15,000 Mt. San Jacinto College students seeking college credits, certificates, and degrees now have a new campus closer to home.

Science, Technology, Engineering and Mathematics (STEM) will be transformed as Mt. San Jacinto College opens two new facilities on the San Jacinto and Menifee Valley campuses. The two state-of-the-art

facilities, representing a combined total of \$88.9 million, were funded through the Measure AA facilities bond and matching funds from California's Prop. 51. Each facility features laboratory and multi-use, and computer-based instructional areas. Both STEM buildings, scheduled to open for classes in 2024, are two stories, with the San Jacinto STEM measuring 56,863 square feet and Menifee's at 41,865 square feet.

The College celebrated the new Animatronic Makerspace at the San Jacinto Campus in 2021. Redlands visionary Garner Holt Education Through Imagination (GHETI) built the two-room AniMakerspace in the 100 Building. The project was funded by the California Strong Workforce Program, a state initiative aimed at developing more workforce opportunities and lifting low-wage workers into living-wage jobs through Career Education.

Economic Cornerstone

Mt. San Jacinto College plays a pivotal role in the economic vitality of its region, generating over \$500 million annually. The economic ripple effect of Mt. San Jacinto College extends through its 1,978 graduates in the Class of 2023, who will transition into various sectors, becoming integral parts of the local economy as members of city councils, entrepreneurs, and business leaders. The College's commitment to innovation, evident through its development of programs aligned with high-demand and high-wage careers, positions Mt. San Jacinto College as a critical workforce development partner in the region. The economic benefits of Mt. San Jacinto College are further amplified by its strategic focus on diversity, equity, inclusion, and accessibility, ensuring that the workforce it nurtures is reflective of the community's diverse fabric. Through creating campuses equipped for the future and fostering an environment of academic excellence, Mt. San Jacinto College not only fulfills its educational mission but also contributes significantly to the regional economy. The support from the community and generous donors underscores the value placed on Mt. San Jacinto College's contributions, fueling its ongoing Legacy of Transformation. As Mt. San Jacinto College continues to expand and evolve, it remains a cornerstone of economic development, and higher education in Southern California, committed to empowering students and enriching the communities it serves.

Notable Achievements

Mt. San Jacinto College partnered with two local unified school districts to support Middle Colleges on the San Jacinto and San Geronio Pass Campuses. Mt. San Jacinto College and the Beaumont Unified School District entered into a partnership to launch Beaumont Middle College High School (BMCHS) at the San Geronio Pass Campus in Banning in fall 2022. The program allows students to begin college-level coursework as they are finishing high school and prepare for either a four-year institution or receive their associate degree and enter the workforce. Additionally, Mt. San Jacinto College has partnered with San Jacinto Unified School District (SJUSD) to launch the San Jacinto Middle College High School at Mt. San Jacinto College's San Jacinto Campus. The program is intended to provide a seamless pathway for students from high school to community college. The middle college high school provides SJUSD high school students direct access to college-level courses and services. The courses offered through the program are English, dance, biology, and art and prepares students for associate degrees or to transfer to universities.

As a Hispanic-Serving Institution, Mt. San Jacinto College serves a diverse student population from various identities, cultures, socioeconomic backgrounds, life experiences, abilities, and educational needs that represent our community.

Mt. San Jacinto College earned recognition from The Campaign for College Opportunity for excelling in equitable course placement for Black and African American students. Mt. San Jacinto College, one of 55 community colleges to receive one of the awards from The Campaign for College Opportunity, earned

recognition for its Equity Designation for Black Transfer-Level English Enrollment. Colleges earning this distinction are recognized for supporting 100% of Black students to enroll directly into transfer-level English.

As a proud Hispanic-Serving Institution for over 20 years, Mt. San Jacinto College has continued its commitment to its growing Latinx community. Hispanic Outlook on Education magazine ranked Mt. San Jacinto College as one of its Top 25 Community Colleges in the nation for Hispanics. The national publication ranked the College 18th in degrees awarded to Hispanics. The previous year, Mt. San Jacinto College ranked 24th. Latinx students earned about 53 percent of all Mt. San Jacinto College degrees. Additionally, the U.S. Department of Education awarded Mt. San Jacinto College a \$2.8 million Title V Hispanic-Serving Institution (HSI) Grant in 2021. The five-year grant is designed to provide students with access to more programs that will help them stay in college, succeed, and improve graduation and transfer rates.

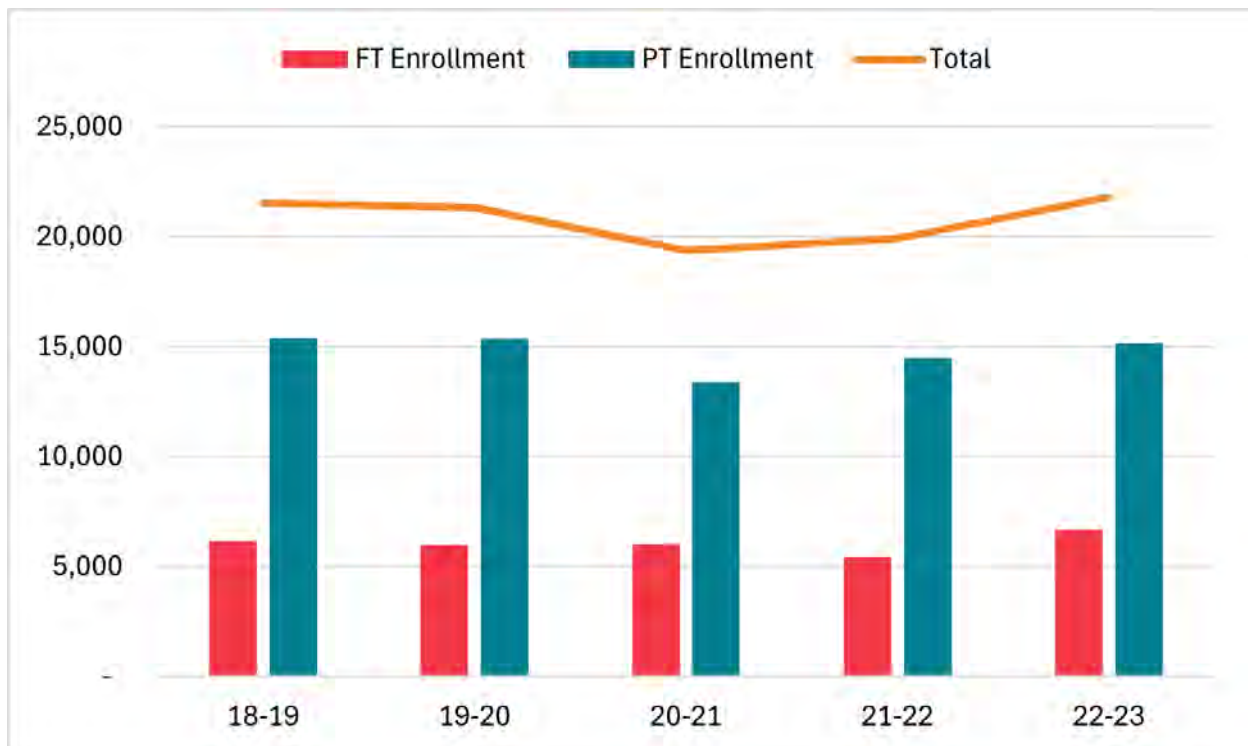
Mt. San Jacinto College secured two significant grants from the California Community Colleges Chancellor's Office aimed at bolstering student success: a \$600,000 Native American Student Support and Success Program award and a \$297,170 Culturally Responsive Pedagogy & Practices award. The \$600,000 grant is aimed at eliminating equity gaps and developing Native American leaders. The \$297,170 grant will help grow DEIA-minded and culturally competent professional development training for faculty.



Student Enrollment Data

Annual Headcount, Full-Time Vs. Part-Time Enrollment Headcount

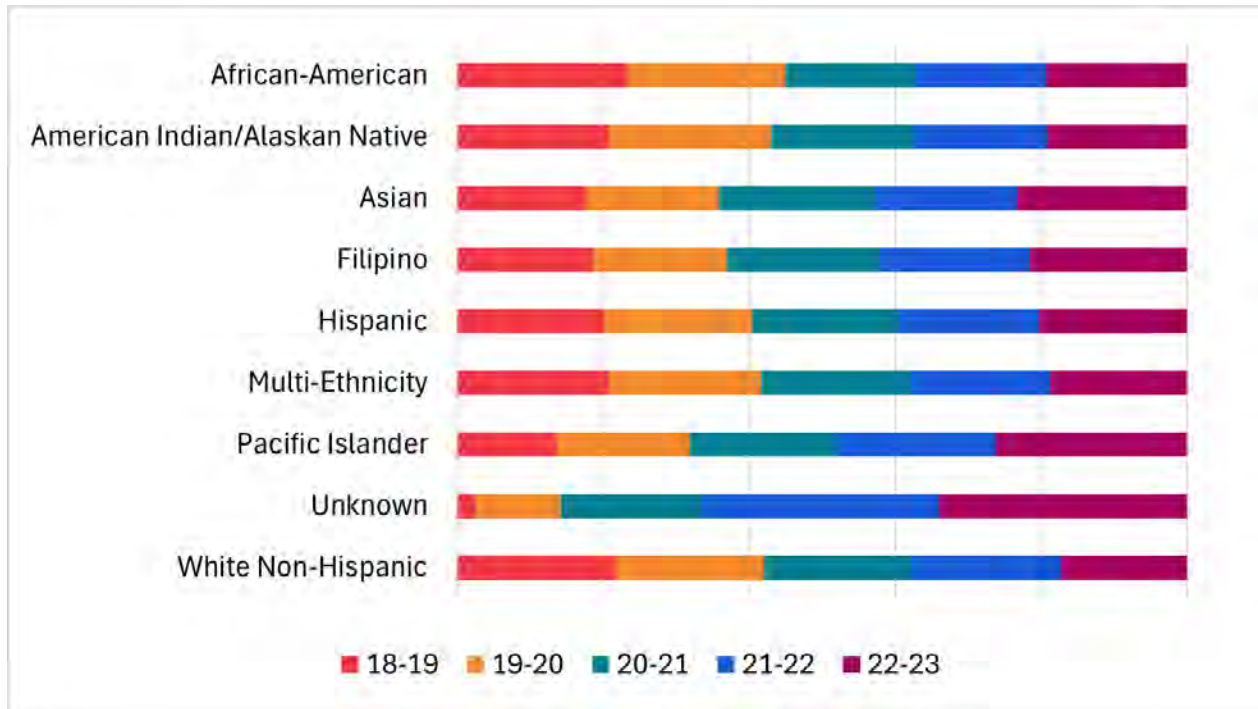
Over the past five academic years, Mt. San Jacinto College has experienced fluctuating enrollment patterns in both full-time (FT) and part-time (PT) students, excluding non-credit and dual enrollment students. The total headcount slightly decreased from 21,529 in 2018-19 to 19,907 in 2021-22, before rebounding to 21,788 in 2022-23. Full-time enrollment showed a similar trend, initially decreasing from 6,162 in 2018-19 to 5,433 in 2021-22, but then increasing significantly to 6,656 in 2022-23. Part-time enrollment remained relatively stable, with a notable dip to 13,350 in 2020-21 during the peak of the COVID-19 pandemic but recovered to 15,132 in 2022-23. These enrollment trends, when compared to the FTES data disaggregated by ethnicity, age, and gender, reflect consistent patterns where Hispanic students and younger age groups (18-19 and 20-24) dominate the student body. Female students also consistently outnumber male students, aligning with the higher FTES figures for females. The increase in older students during the pandemic, seeking new opportunities through education, is evident in both headcount and FTES data, indicating the College's adaptability and outreach efforts during uncertain times.



Headcount	18-19	19-20	20-21	21-22	22-23
FT Enrollment	6,162	5,967	6,013	5,433	6,656
PT Enrollment	15,367	15,354	13,350	14,474	15,132
Total	21,529	21,321	19,363	19,907	21,788

Annual Headcount Disaggregated by Ethnicity

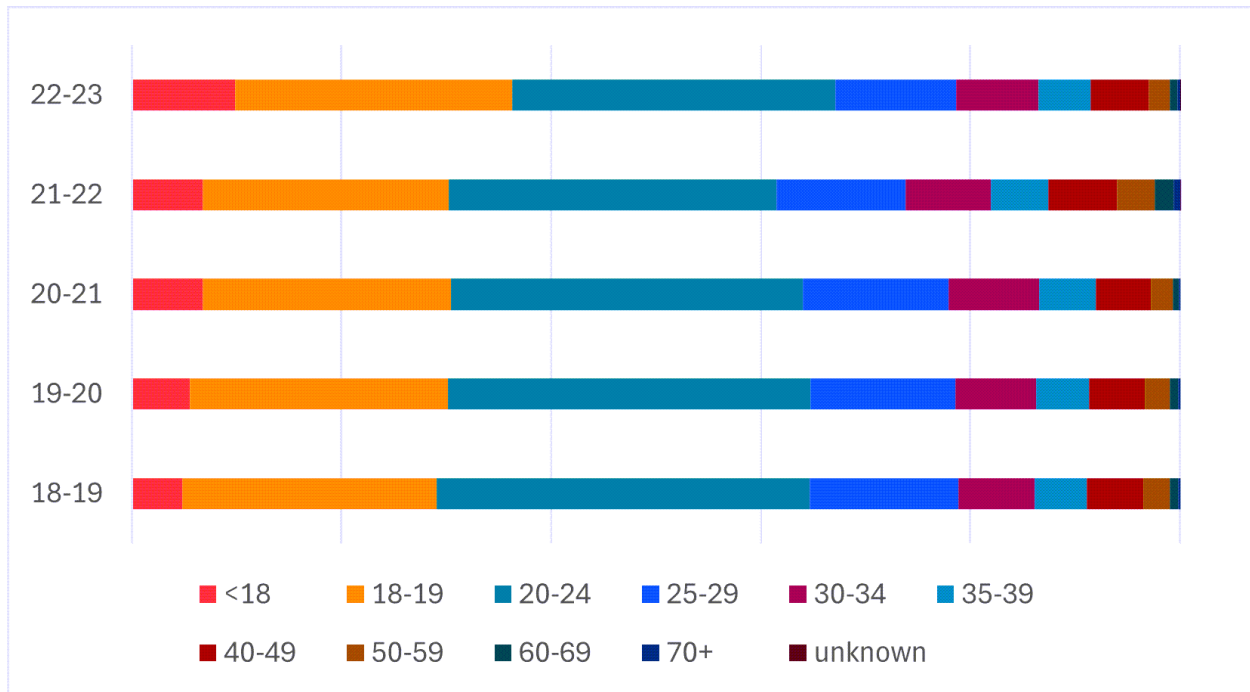
Over the past five academic years, Mt. San Jacinto College has experienced varied trends in student enrollment when disaggregated by ethnicity, age, and gender. The headcount data, excluding noncredit and dual enrollment students, reveals that the Hispanic student population remains the largest ethnic group, showing a fluctuation from 11,212 in 2018-19 to 11,461 in 2022-23, despite a dip during the academic years affected by COVID. This demographic data influenced the adoption of a new Mission statement, emphasizing Mt. San Jacinto College's commitment as a Hispanic-Serving Institution (HSI). Notably, the headcount for students identifying as "Unknown" has sharply increased from 98 in 2018-19 to 1,338 in 2022-23, indicating a growing trend of students not disclosing their ethnicity.



Headcount	18-19	19-20	20-21	21-22	22-23
African-American	1,497	1,375	1,027	1,061	1,253
American Indian/Alaskan Native	96	101	81	78	89
Asian	523	539	568	532	699
Filipino	716	699	721	731	836
Hispanic	11,212	11,262	10,093	9,897	11,461
Multi-Ethnicity	1,443	1,423	1,266	1,225	1,308
Pacific Islander	45	59	59	66	87
Unknown	98	452	678	1,169	1,338
White Non-Hispanic	5,899	5,411	4,870	5,148	4,717
Total	21,529	21,321	19,363	19,907	21,788

Annual Headcount Disaggregated by Age

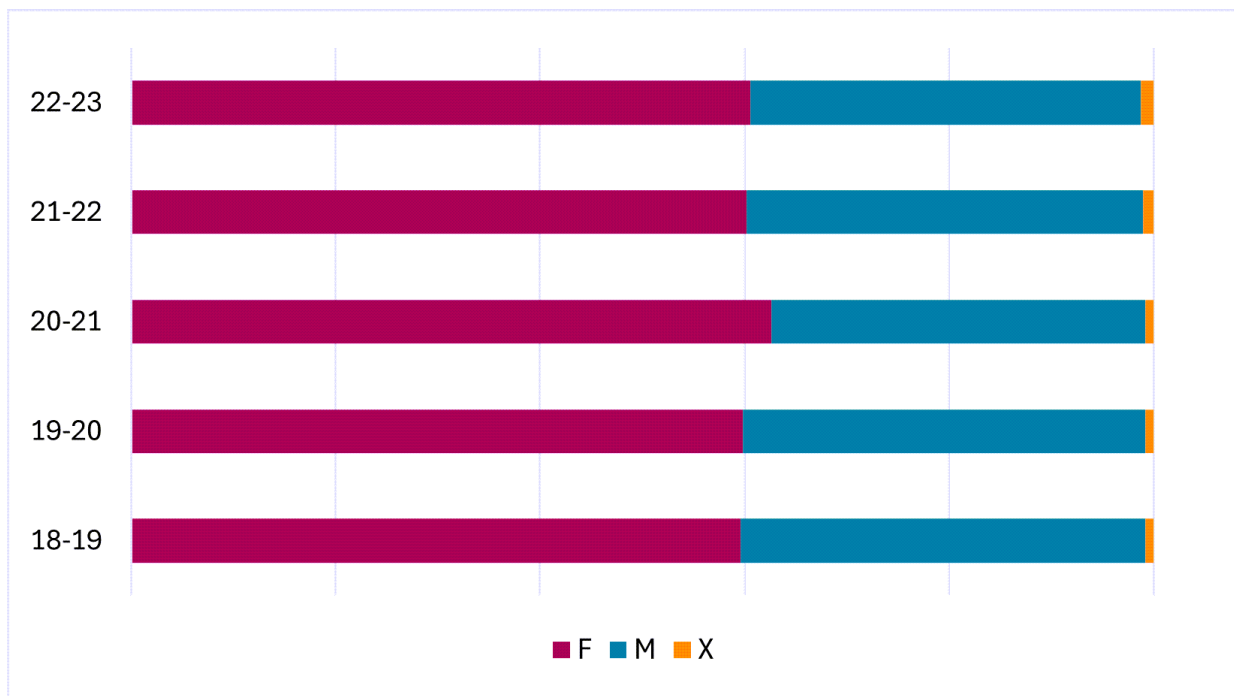
When examining enrollment by age, the data shows that the 18-19 age group consistently makes up a significant portion of the student body, peaking at 5,756 (26.42%) in 2022-23. The under-18 age group has also seen a notable rise, increasing from 4.83% in 2018-19 to 9.88% in 2022-23, likely reflecting increased outreach and early college programs. The 20-24 age group, while the largest in earlier years, has seen a decline from 7,655 (35.56%) in 2018-19 to 6,708 (30.79%) in 2022-23. Older age groups, particularly those aged 50 and above, show lower and more variable headcounts, with the 50-59 age group peaking at 3.54% in 2021-22 and then dropping to 2.00% in 2022-23. This trend may be attributed to the impact of COVID-19, which prompted many older adults to seek new opportunities and skills through higher education during the pandemic.



Headcount	18-19	19-20	20-21	21-22	22-23
<18	1,040	1,173	1,306	1,351	2,152
18-19	5,227	5,263	4,597	4,673	5,756
20-24	7,655	7,369	6,499	6,217	6,708
25-29	3,049	2,945	2,687	2,452	2,522
30-34	1,576	1,643	1,669	1,626	1,713
35-39	1,068	1,076	1,054	1,088	1,084
40-49	1,166	1,135	1,016	1,308	1,200
50-59	532	509	397	705	435
60-69	174	171	120	367	168
70+	42	37	18	119	49
unknown	0	0	0	1	1
Total	21,529	21,321	19,363	19,907	21,788

Annual Headcount Disaggregated by Gender.

Gender-based enrollment trends indicate that female students consistently outnumber male students. The female headcount increased from 12,832 in 2018-19 to 13,200 in 2022-23, while male enrollment, though fluctuating, remained lower, with a headcount of 8,306 in 2022-23. Students identifying as a non-binary gender (X) also show an increase, from 175 in 2018-19 to 282 in 2022-23, reflecting the College's inclusive policies and growing recognition of gender diversity. These trends align with the College's commitment to equity and inclusion as outlined in our institutional policies and procedures.

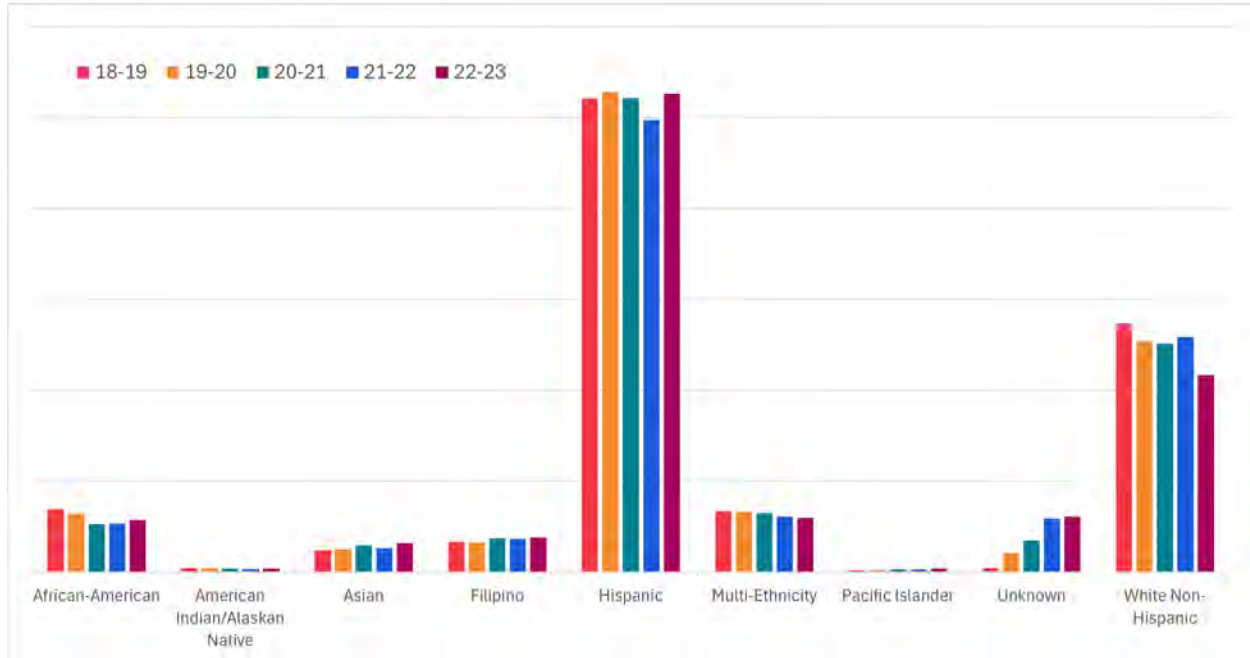


Headcount	18-19	19-20	20-21	21-22	22-23
Females	12,832	12,759	12,123	11,981	13,200
Males	8,522	8,383	7,080	7,713	8,306
Non-Binary (X)	175	179	160	213	282
Total	21,529	21,321	19,363	19,907	21,788



Annual Full Time Equivalent Student (FTES) Disaggregated by Ethnicity.

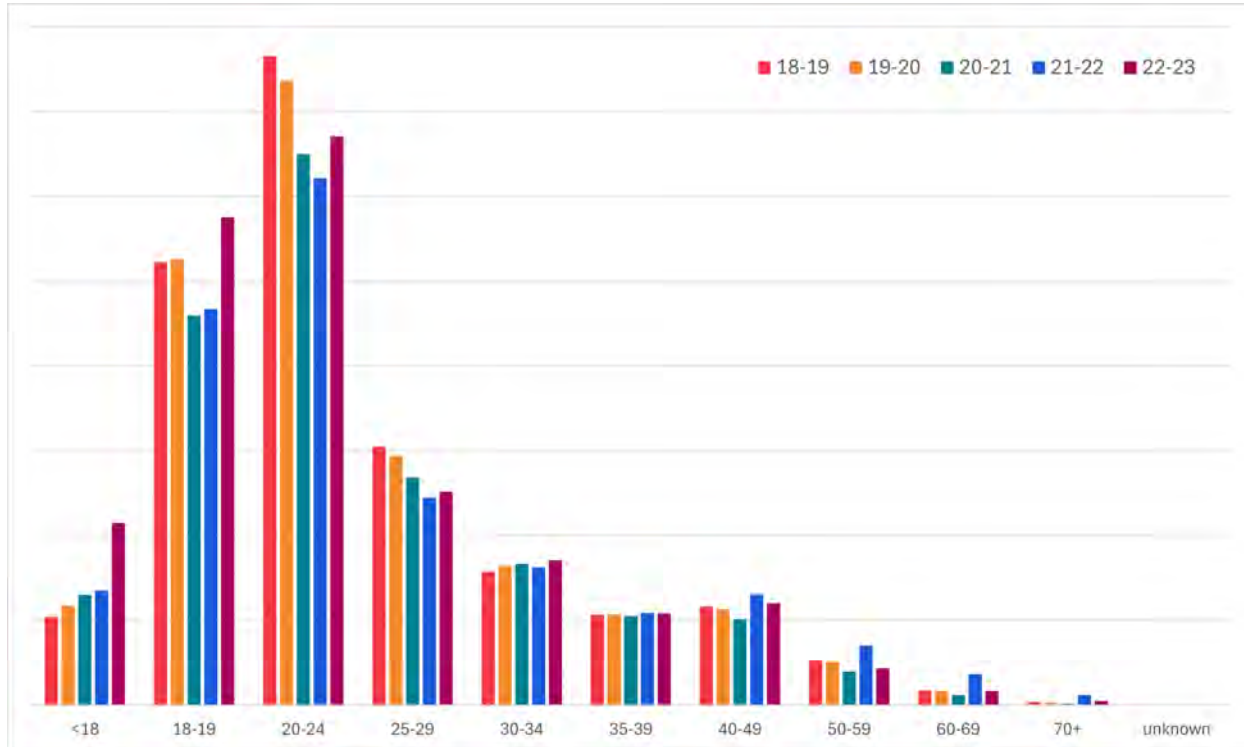
Over the past five academic years, Mt. San Jacinto College's Full Time Equivalent Student (FTES) data, excluding non-credit and dual enrollment students, shows similar trends aligning with headcount data when disaggregated by ethnicity, age, and gender. The FTES data reveals that Hispanic students consistently make up the largest portion, increasing from 5,795 FTES in 2018-19 to 6,441 FTES in 2022-23. The FTES for White Non-Hispanic students has slightly declined from 3,009 in 2018-19 to 2,545 in 2022-23, which mirrors the decrease in their headcount.



FTES	18-19	19-20	20-21	21-22	22-23
African-American	740	681	556	562	679
American Indian/Alaskan Native	50	48	41	40	46
Asian	278	264	311	286	366
Filipino	416	367	451	432	525
Hispanic	5,795	5,489	5,626	5,480	6,441
Multi-Ethnicity	782	718	723	699	743
Pacific Islander	24	31	34	36	54
Unknown	44	200	365	554	712
White Non-Hispanic	3,009	2,614	2,696	2,527	2,545
Total	11,136	10,413	10,804	10,617	12,110

Annual FTES Disaggregated by Age

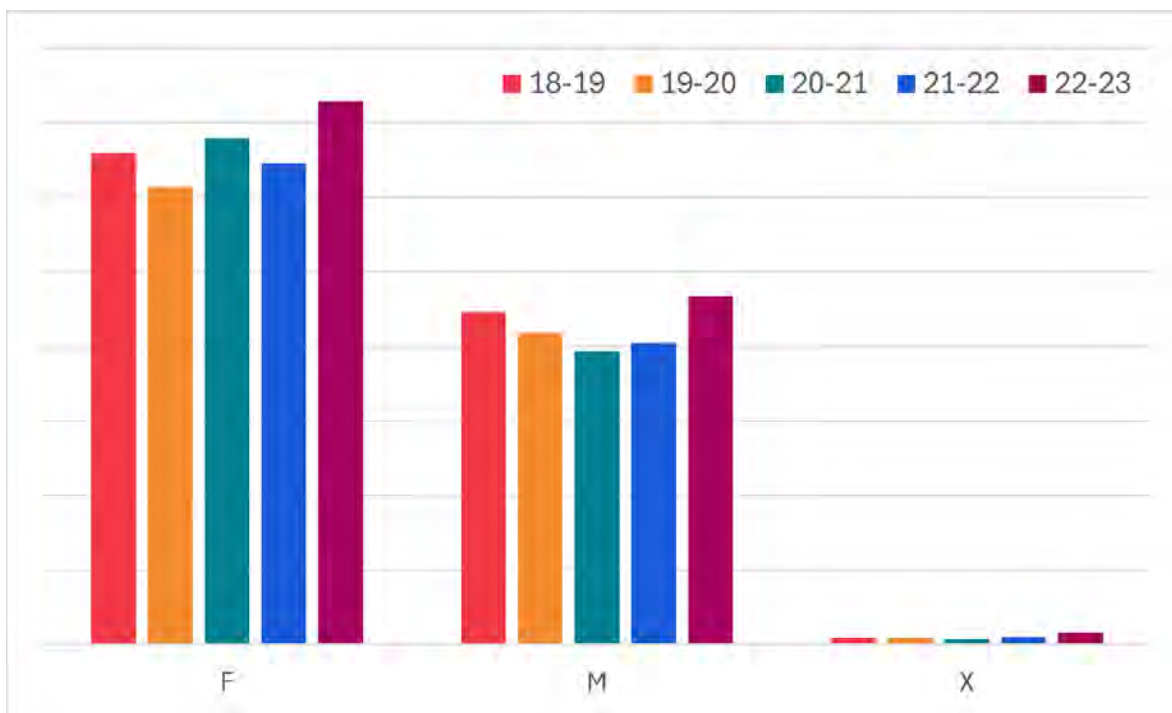
When analyzing FTES by age, the 18-19 and 20-24 age groups consistently have the highest FTES, with 18-19 year-olds peaking at 4,237 FTES in 2022-23. This is consistent with the headcount data where these traditional college-age demographic groups also dominate. Interestingly, the <18 age group saw a significant rise in FTES from 456 in 2018-19 to 823 in 2022-23. Older age groups, particularly those aged fifty and above, similarly align with headcount trends, showing lower and more variable FTES figures.



FTES	18-19	19-20	20-21	21-22	22-23
<18	456	494	541	535	823
18-19	3,412	3,352	3,323	3,414	4,237
20-24	3,947	3,490	3,553	3,357	3,690
25-29	1,416	1,278	1,379	1,223	1,264
30-34	710	690	809	776	836
35-39	480	446	513	480	507
40-49	465	434	472	499	517
50-59	184	166	165	212	164
60-69	57	55	42	94	56
70+	7	7	5	23	12
unknown	2	1	1	5	4
Total	11,136	10,413	10,804	10,617	12,110

Annual FTES Disaggregated by Gender

Gender-based FTES data indicates that female students consistently contribute to a higher FTES than male students, increasing from 6,588 FTES in 2018-19 to 7,284 FTES in 2022-23. This trend mirrors the headcount data where female enrollment also remains higher. Male FTES, although fluctuating, increased to 4,669 in 2022-23, similar to their headcount trends. Students identifying as non-binary (X) have shown a gradual increase in FTES from 92 in 2018-19 to 157 in 2022-23, reflecting the institution's inclusive policies and the growing recognition of gender diversity. These FTES trends align closely with headcount data, underscoring the College's consistent enrollment patterns across different demographics.



FTES	18-19	19-20	20-21	21-22	22-23
Females	6,588	6,142	6,788	6,461	7,284
Males	4,457	4,179	3,937	4,049	4,669
Non-Binary (X)	92	91	79	108	157
Total	11,136	10,413	10,804	10,617	12,110

Annual Per Student Averages

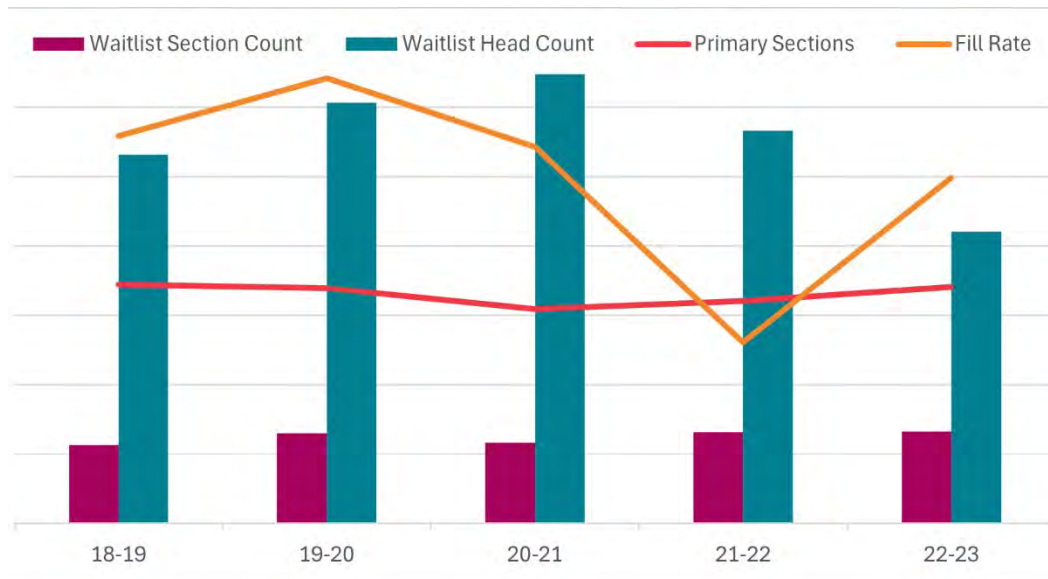
Comparing the FTES trends with the annual per-student averages from 2018-19 to 2022-23 provides a deeper insight into student engagement and academic load at Mt. San Jacinto College. Despite fluctuations in total headcount and FTES, the average number of enrollments per student has remained relatively stable, peaking at 4.54 in 2020-21 and slightly declining to 4.38 in 2022-23. This indicates consistent course-taking behavior even during the pandemic. The average units attempted per student saw a slight drop during the pandemic years, from 14.61 in 2018-19 to 13.39 in 2021-22, before rebounding to 14.01 in 2022-23, aligning with FTES trends showing a dip and subsequent recovery. Similarly, units completed per student also dipped during the pandemic from 10.82 in 2020-21 to 9.49 in 2021-22, but recovered to 10.33 in 2022-23, indicating a return to more typical academic performance post-pandemic. These trends are consistent with the overall FTES data, which reflect significant impacts

during the pandemic but show resilience and recovery in recent years, particularly among the Hispanic student population and younger age groups (18-19 and 20-24) who lead both headcount and FTES figures. The consistent increase in FTES also mirrors the higher units completed per student, highlighting strong academic engagement and persistence.

Average Per Student	18-19	19-20	20-21	21-22	22-23
Enrollments	4.30	4.46	4.54	4.19	4.38
Units Attempted	14.61	14.27	14.57	13.39	14.01
Units Completed	10.40	10.32	10.82	9.49	10.33

Enrollment Summary

Mt. San Jacinto College has managed to maintain relatively consistent scheduling efficiency despite fluctuations in FTES and headcount over the past five academic years. The primary section count (excluding non-credit and dual enrollment sections) remained stable, with slight variations from 3,443 in 2018-19 to 3,410 in 2022-23, indicating the College's ability to adapt its course offerings to meet changing enrollment demands. Fill rates, which measure how well classes are filled to capacity, experienced a dip during the peak of the COVID-19 pandemic, dropping to 76.72% in 2021-22 but rebounded to 82.81% in 2022-23, aligning with the recovery in FTES and headcount. This rebound demonstrates effective scheduling adjustments and increased student engagement post-pandemic. The waitlist section count, and headcount show that demand for courses remained high, with waitlist sections peaking at 1,325 in 2022-23 and waitlist headcount reaching a high of 6,478 in 2020-21. These trends, in conjunction with stable average enrollments per student and units attempted/completed, highlight the College's efficiency in managing course availability and maintaining robust fill rates, ensuring that the majority of students were able to enroll in their desired courses while optimizing resource utilization.



All sites/modalities	18-19	19-20	20-21	21-22	22-23
Primary Section Count	3,443	3,394	3,094	3,206	3,410
Fill Rate	84.35%	86.49%	83.95%	76.72%	82.81%
Waitlist Section Count	1,137	1,305	1,168	1,319	1,325
Waitlist Head Count	5,313	6,061	6,478	5,662	4,207

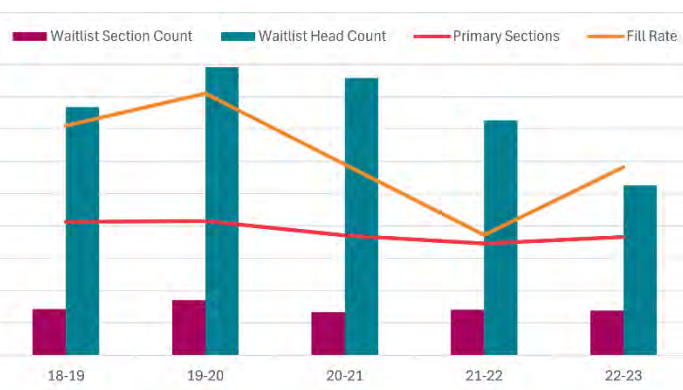
Enrollment Summary by Site

Over the past five academic years, the enrollment trends at Mt. San Jacinto College's three main sites—Menifee Valley Campus (MVC), San Jacinto Campus (SJC), and Temecula Valley Campus (TVC)—have shown distinct patterns that reflect the broader institutional changes in headcount, FTES, and scheduling efficiency.

Menifee Valley Campus

At MVC, primary section counts have fluctuated, initially decreasing from 2,067 in 2018-19 to 1,729 in 2021-22 before slightly rebounding to 1,830 in 2022-23. Fill rates at MVC followed a similar trend, dropping to a low of 76.18% in 2021-22, likely due to the impact of the COVID-19 pandemic, but improving to 82.48% in 2022-23. Despite the fluctuations, MVC managed a high waitlist headcount, peaking at 4,458 in 2019-20, which underscores the consistent demand for courses at this site.

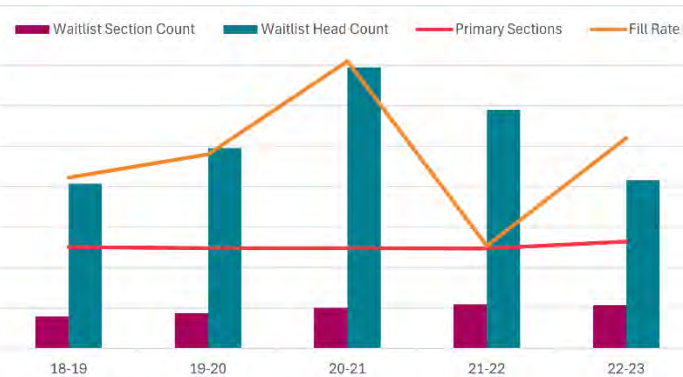
MVC	Primary Sections	Fill Rate	Waitlist Section Count	Waitlist Head Count
18-19	2,067	86.33%	716	3,842
19-20	2,080	89.29%	856	4,458
20-21	1,854	82.71%	668	4,290
21-22	1,729	76.18%	703	3,636
22-23	1,830	82.48%	689	2,627



San Jacinto Campus

At SJC, the primary section count remained relatively stable, hovering around 1,240 sections from 2018-19 to 2021-22, with a slight increase to 1,321 in 2022-23. Fill rates at SJC showed resilience, maintaining a steady level above 79%, even peaking at 85.76% in 2020-21 during the pandemic. This stability in section offerings and high fill rates indicates effective scheduling and resource management, allowing SJC to accommodate a consistent number of students. The waitlist section count and headcount also remained robust, reflecting ongoing high demand for classes at SJC.

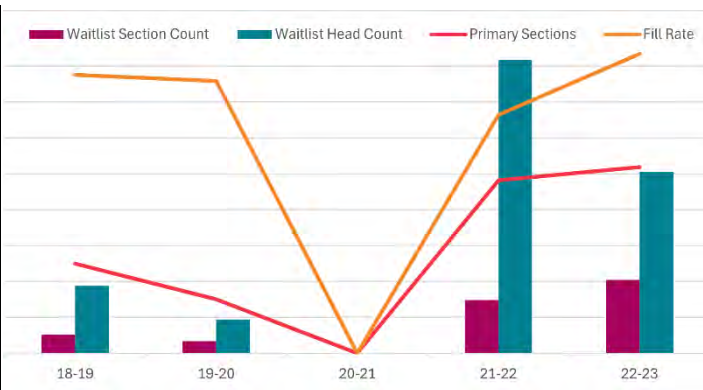
SJC	Primary Sections	Fill Rate	Waitlist Section Count	Waitlist Head Count
18-19	1,251	81.81%	395	2,034
19-20	1,239	82.61%	433	2,475
20-21	1,240	85.76%	500	3,477
21-22	1,236	79.49%	543	2,950
22-23	1,321	83.16%	534	2,079



Temecula Valley Campus

TVC, the newest of the three campuses, displayed unique trends due to its developing infrastructure and response to the pandemic. The primary section count at TVC was notably impacted, with no sections offered in 2020-21, but it rebounded to 241 in 2021-22 and further to 259 in 2022-23. Fill rates at TVC dropped to 66.42% in 2021-22 but improved significantly to 83.36% in 2022-23, indicating a recovery and growing student engagement. The waitlist section count and headcount at TVC, although smaller compared to MVC and SJC, showed a recovery trend post-pandemic, highlighting the increasing demand and the campus's capacity to attract more students.

TVC	Primary Sections	Fill Rate	Waitlist Section Count	Waitlist Head Count
18-19	125	77.58%	26	94
19-20	75	75.81%	17	47
20-21	0	0.00%	0	0
21-22	241	66.42%	74	409
22-23	259	83.36%	102	253



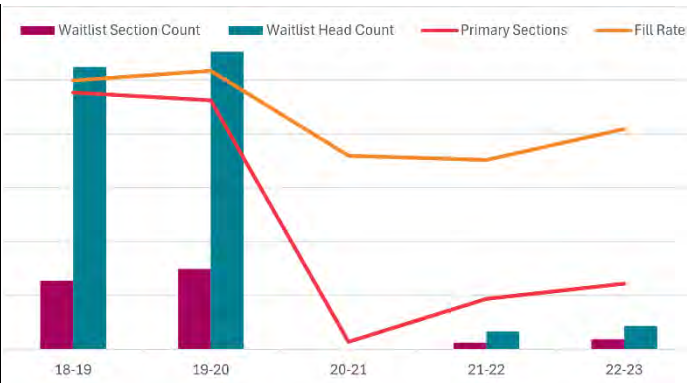
Overall, the fill rates and consistent demand across all three sites illustrate Mt. San Jacinto College's strategic scheduling efficiency and resource utilization to maintain high enrollment and meet student needs effectively.

Enrollment Summary by Modality

Face-to-face

Over the past five academic years, Mt. San Jacinto College's enrollment by modality—face-to-face (F2F), hybrid, and online—has shown significant shifts, primarily driven by the COVID-19 pandemic. Prior to the pandemic, F2F sections constituted the majority, with 2,385 sections in 2018-19 and a high fill rate of 83.15%. However, the onset of COVID-19 in 2020-21 drastically reduced F2F sections to just 69, reflecting the shift to remote learning mandates. Although there was a gradual increase in F2F sections to 609 by 2022-23, fill rates remained lower than pre-pandemic levels, at 68.18%, indicating a slower return to in-person classes as students adapted to and preferred online learning environments.

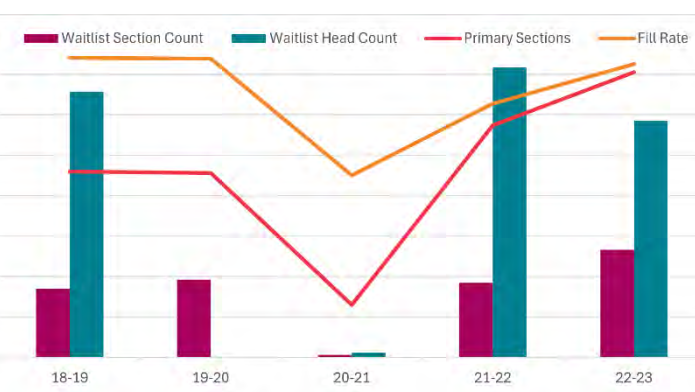
F2F	Primary Sections	Fill Rate	Waitlist Section Count	Waitlist Head Count
18-19	2,385	83.15%	639	2,620
19-20	2,311	86.14%	747	2,761
20-21	69	59.89%	0	0
21-22	469	58.52%	63	166
22-23	609	68.18%	95	216



Hybrid

The hybrid modality also experienced changes, although to a lesser extent than F2F. From a relatively stable count of 230 sections in 2018-19, hybrid sections dipped to 65 in 2020-21 before increasing to 353 by 2022-23. Fill rates for hybrid classes showed a similar trend, dipping to 50.62% during the pandemic but rebounding to 81.70% in 2022-23. This rebound reflects a growing preference for a blended learning approach that combines the flexibility of online learning with the benefits of in-person interaction. The increase in hybrid sections and improved fill rates suggest that hybrid courses have become a viable alternative for students balancing the convenience of online learning with the structure of face-to-face instruction.

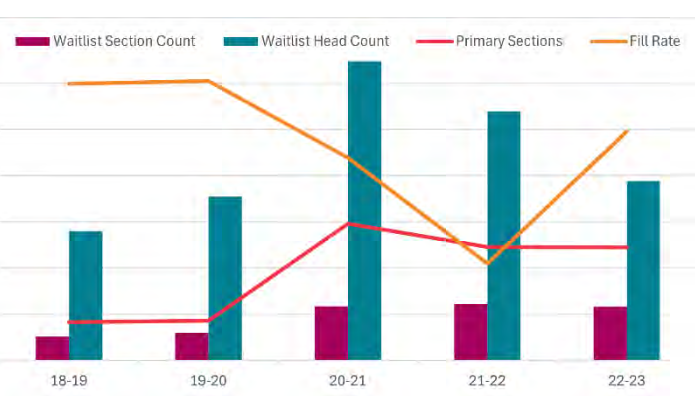
Hybrid	Primary Sections	Fill Rate	Waitlist Section Count	Waitlist Head Count
18-19	230	228	65	287
19-20	83.33%	83.20%	50.62%	70.62%
20-21	85	96	3	92
21-22	329	0	6	359
22-23	230	228	65	287



Online

Online sections saw the most significant growth during the pandemic, with a surge from 855 sections in 2019-20 to 2,960 in 2020-21, reflecting the immediate need to transition to remote learning. Despite a slight reduction in online sections to 2,448 in 2022-23, fill rates remained robust, peaking at 87.98% in 2018-19 and stabilizing around 85.90% in 2022-23. The high waitlist numbers for online courses throughout this period further indicate strong demand for this modality. The converse relationship between the rise in online sections and the decline in F2F sections during the pandemic highlights students' preference for and adaptation to online learning environments. Overall, the data suggests that while F2F and hybrid modalities are regaining traction post-pandemic, online learning remains a preferred choice for many students.

Online	Primary Sections	Fill Rate	Waitlist Section Count	Waitlist Head Count
18-19	828	87.98%	514	2,798
19-20	855	88.10%	600	3,549
20-21	2,960	84.77%	1165	6,473
21-22	2,450	80.18%	1220	5,396
22-23	2,448	85.90%	1164	3,881

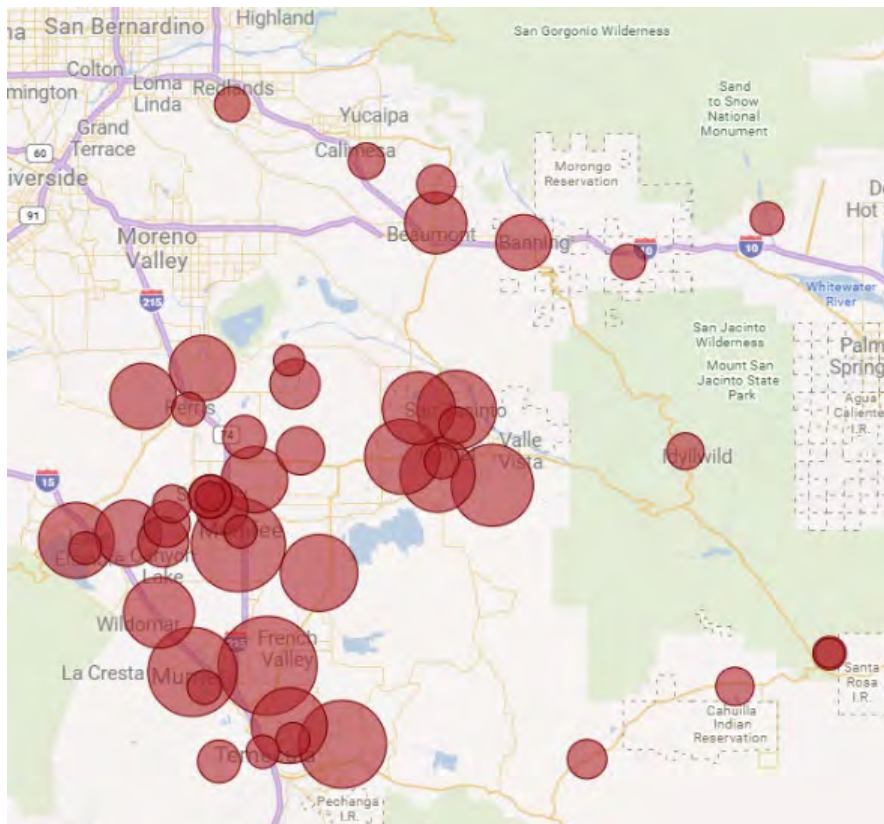


Labor Market Data

2022 Service Area Enrollments

Mt. San Jacinto College enrollment data reveals that over 60% of students attending MSJC live near a primary campus location, with many students enrolling from Murrieta, Hemet, Menifee, Temecula, and San Jacinto. This distribution demonstrates that with over 90% of students enrolling from within the District boundaries, Mt. San Jacinto College is successfully fulfilling its mission to provide accessible, equitable education and to serve a diverse student population from its service area. This, in turn, has positive implications for the local labor market by supplying a steady stream of educated and skilled graduates, ready to meet regional employment needs and contribute to economic growth and social mobility.

	% of Enrollments
Murrieta	16.54%
Hemet	13.69%
Menifee	12.40%
Temecula	11.38%
San Jacinto	8.60%
Other In District	28.04%
All Out of District	9.35%



Riverside County Educational Attainment

The educational attainment data (Feb 2024) suggests a potential market for associate degree programs and vocational training with a greater proportion of individuals in Riverside County having completed high school or some college but no degree. The lower percentage of residents with bachelor's or advanced degrees in Riverside County relative to the state also suggests that there is opportunity for programs that facilitate transfer to four-year institutions.

Educational Attainment	Riverside County
Less Than 9 th Grade	9.29%
9 th Grade to 12 th Grade	7.91%
High School Diploma	27.13%
Some College	23.10%
Associate's degree	8.59%
Bachelor's degree	15.32%
Graduate Degree and Higher	8.66%



Riverside County Labor Force Breakdown

Mt. San Jacinto College is actively enhancing workforce development by offering associate degrees, associate degrees for transfer, vocational training, certification programs, and general education courses to boost employability among Riverside County's employment-eligible population of 1,961,014 (Feb 2024). The College is providing targeted job placement services, career counseling, and retraining programs to assist the 65,018 unemployed individuals in re-entering the labor market. Additionally, Mt. San Jacinto College provides education for personal growth and enrichment to engage the 795,804 individuals not in the labor force. These offerings ensure Mt. San Jacinto College is fulfilling its mission to provide accessible education, foster workforce development, and contribute to the economic and community advancement in Riverside County.

Riverside County Population	2,479,564
Employment Eligible Population	1,961,014
Labor Force	1,165,210
Employed	1,100,192
Unemployed	65,018
Employment Ineligible Population	518,550
Not in Labor Force	795,804

Demographic Data

The demographic data for Mt. San Jacinto College's service area has been sourced using data analyst tools in Lightcast. Lightcast integrates economic, labor market, demographic, education, profile, and job posting data from numerous government and private-sector sources, offering a comprehensive and current dataset with full United States coverage. Their data includes industry, occupation, education, demographic, job postings, and profiles data at various geographic levels, updated quarterly. The demographic data presented here is derived from Lightcast's robust methodology, incorporating detailed estimates and recent updates to provide an accurate reflection of the service area's population.

Service Area Demographic Data

2022 Population by Age

The demographic data for Mt. San Jacinto College's service area reveals a youthful and diverse population compared to Riverside County and California as a whole. In 2022, a significant portion of the service area's population was under 19 years old, with 6.50% under 5 years, 7.48% aged 5 to 9 years, and 7.58% aged 10 to 14 years. These percentages are higher than those for Riverside County and the state of California, indicating a strong presence of young families in the service area. The proportion of residents aged 20 to 34 years shows a slight decline, reflecting a transition period where younger individuals either move away for higher education or early career opportunities or start families. This demographic trend aligns with the enrollment patterns at Mt. San Jacinto College, where younger age groups, particularly those aged 18-19 and 20-24, form a significant part of the student body, peaking at 26.42% and 30.79% respectively in recent years.

	California	Riverside County	Service Area
Under 5 years	5.45%	5.75%	6.50%
5 to 9 years	6.04%	6.63%	7.48%
10 to 14 years	6.34%	7.13%	7.58%
15 to 19 years	6.57%	7.27%	7.19%
20 to 24 years	6.79%	6.93%	6.19%
25 to 29 years	7.07%	6.74%	6.39%
30 to 34 years	7.66%	7.08%	6.98%
35 to 39 years	7.13%	6.86%	6.94%
40 to 44 years	6.68%	6.65%	6.74%
45 to 49 years	6.14%	6.02%	5.84%
50 to 54 years	6.33%	6.10%	6.01%
55 to 59 years	6.11%	5.89%	5.66%
60 to 64 years	5.90%	5.63%	5.52%
65 to 69 years	5.06%	4.81%	4.65%
70 to 74 years	4.07%	3.91%	3.80%
75 to 79 years	2.92%	2.98%	2.91%
80 to 84 years	1.83%	1.87%	1.83%
85 years and over	1.89%	1.75%	1.79%

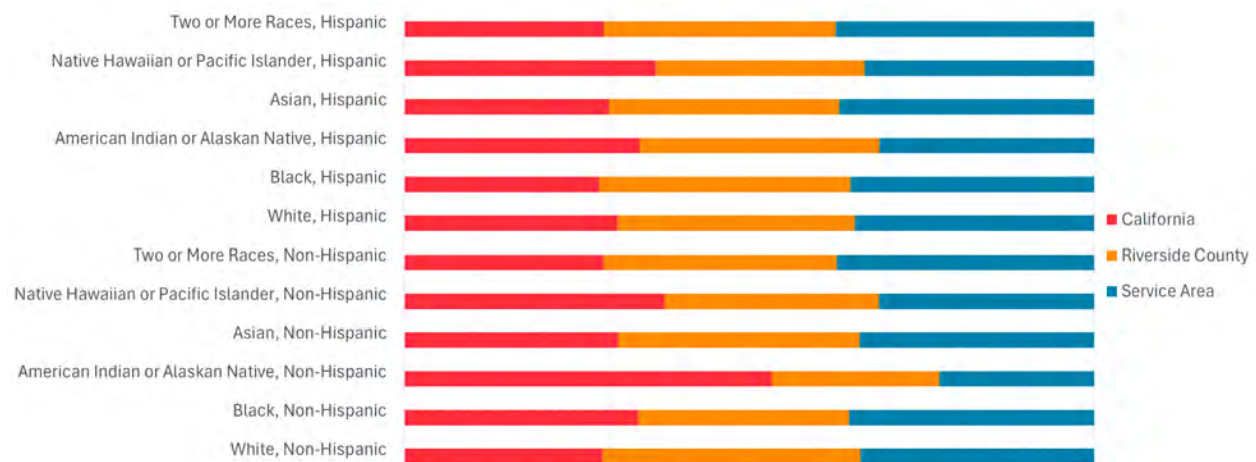
2022 Population by Gender

In terms of gender distribution, the service area population in 2022 was almost evenly split, with males comprising 50.24% and females 49.76%. This balanced gender distribution is inconsistent with the headcount data at Mt. San Jacinto College, where female students consistently outnumber male students. While not included in the state, county, or service area data, the College's commitment to inclusivity and gender diversity is reflected in the growing number of students identifying as non-binary, mirroring broader societal trends towards recognizing and supporting gender diversity.

	California	Riverside County	Service Area
Males	50.05%	50.28%	50.24%
Females	49.95%	49.72%	49.76%

2022 Population by Ethnicity

Ethnically, the service area is predominantly White, Non-Hispanic at 42.57% and Black, Non-Hispanic (36.36%), with Hispanic populations at 4.2%. However, this diversity is not mirrored in the enrollment data at Mt. San Jacinto College, where Hispanic students form the largest ethnic group, consistently making up around 50% of the headcount.



	California	Riverside County	Service Area
White, Non-Hispanic	36.00%	47.07%	42.57%
Black, Non-Hispanic	34.73%	31.31%	36.36%
American Indian or Alaskan Native, Non-Hispanic	15.59%	7.11%	6.56%
Asian, Non-Hispanic	5.58%	6.29%	6.12%
Native Hawaiian or Pacific Islander, Non-Hispanic	3.01%	2.48%	2.49%
Two or More Races, Non-Hispanic	1.32%	1.54%	1.70%
White, Hispanic	1.25%	1.39%	1.41%
Black, Hispanic	0.91%	1.17%	1.13%
American Indian or Alaskan Native, Hispanic	0.68%	0.69%	0.62%
Asian, Hispanic	0.41%	0.46%	0.51%
Native Hawaiian or Pacific Islander, Hispanic	0.37%	0.31%	0.34%
Two or More Races, Hispanic	0.15%	0.17%	0.19%

Employee Demographic Data

Annual Employee Headcount disaggregated by Ethnicity.

Mt. San Jacinto College has seen various trends in the ethnic composition of its employees across Classified, Supervisory/Confidential, Management, and Faculty (both full-time and part-time) groups. From November 2019 to November 2023, the total employee headcount increased from 998 to 1,069. Hispanic employees saw the most significant growth, rising from 27.4% (273 out of 998) in 2019 to 33.4% (357 out of 1,069) in 2023, indicating a positive trend towards greater Hispanic representation. White non-Hispanic employees, while still the largest group, decreased in percentage from 51.7% (516 out of 998) in 2019 to 44.7% (478 out of 1,069) in 2023. African American employees maintained a steady presence, slightly increasing from 7.5% (75 out of 998) in 2019 to 8% (86 out of 1,069) in 2023. Overall, these trends reflect Mt. San Jacinto College's ongoing efforts to diversify its workforce, in alignment with the mission to foster an inclusive and equitable educational environment.

Headcount	Nov 2019	Nov 2020	Nov 2021	Nov 2022	Nov 2023
African-American	75	72	79	75	86
American Indian/ Alaskan Native	14	11	12	11	15
Asian	38	35	40	42	50
Filipino	18	17	18	18	18
Hispanic	273	263	275	306	357
Multi-Ethnicity	25	27	26	23	26
Pacific Islander	3	3	2	2	3
Unknown	36	27	31	26	36
White Non-Hispanic	516	459	461	425	478
Total	998	914	944	928	1,069

[included employee groups: Classified, Supervisory/Confidential, Management, Faculty (FT&PT)]

Annual Employee Headcount disaggregated by gender.

The gender distribution of employees at Mt. San Jacinto College, including Classified, Supervisory/Confidential, Management, and Faculty (both full-time and part-time), shows a consistent trend towards a balanced workforce. From November 2019 to November 2023, the total employee headcount increased from 998 to 1,069. Female employees consistently made up the majority of the workforce, with their numbers growing from 574 in 2019 to 599 in 2023. However, male employee headcount also increased from 424 in 2019 to 470 in 2023. The proportional balance between female and male employees has remained relatively stable, indicating consistent hiring practices that support gender diversity within the institution.

Headcount	Nov 2019	Nov 2020	Nov 2021	Nov 2022	Nov 2023
Females	574	538	545	530	599
Males	424	376	399	398	470
Total	998	914	944	928	1,069

[included employee groups: Classified, Supervisory/Confidential, Management, Faculty (FT&PT)]

Socio-Economic Data

State, County, and Service Area (where available) Comparisons

The Mt. San Jacinto College Service Area population is projected to see a marginal increase from 998,309 in 2025 to 999,441 in 2030. This projection may not fully account for migration dynamics of people from nearby counties. Such migration patterns can significantly alter demographic trends, potentially leading to a higher or lower population than projected. The influence of neighboring counties' economic opportunities, housing market conditions, and other factors could drive migration trends that impact the Mt. San Jacinto College Service Area population size and composition beyond what is captured in this projection.

Projection	2025 Population	2030 Population
California	38,623,442	38,046,033
Riverside County	2,481,874	2,500,801
MSJC Service Area	998,309	999,441

The household income data reveals significant economic disparities across California, Riverside County, and the Mt. San Jacinto College service area. California has a high mean income of \$131,504, with over 46% of households earning \$100,000 or more, while Riverside County's mean income is \$109,719, with about 33% of households earning \$100,000 or more. The Mt. San Jacinto College service area's mean income is much lower at \$76,806, with over 65% of households earning \$75,000 or less. Additionally, the median home value in the Mt. San Jacinto College service area (\$423,100) is considerably lower than both the statewide median (\$715,900) and Riverside County's median (\$555,400), highlighting local economic challenges. These disparities underscore the importance of Mt. San Jacinto College's mission to provide "accessible education" and empower students. By offering equitable education opportunities, Mt. San Jacinto College promotes social mobility, addresses economic disparities, and supports a diverse student population, ultimately contributing to regional economic growth and stability.

2022 Annual Data

	California	Riverside County	Service Area
Total Population 2022	39,029,342	2,473,902	997,761
Average annual Unemployment Rate (2022)	4.28%	4.23%	N/A
Mean Household Income (2022)	\$ 131,504	\$ 109,719	\$ 76,806
Median Home Value (2022)	\$ 715,900	\$ 555,400	\$ 423,100

Projected High School Graduates

The Mt. San Jacinto College Service Area is exhibiting a consistently rising trend in the senior headcount at feeder high schools from eight school districts, and over 40 unique schools. This increase of students represents a significant upward trajectory in the potential pool of graduating high school seniors who could attend Mt. San Jacinto College. If this positive trend continues Mt. San Jacinto College could continue to experience an increasing student body.

Graduation Year	2021-22	2022-23	2023-24
MSJC Feeder School Senior Headcount	13,127	14,046	15,343

Financial Aid Awards

Various forms of financial aid are available to students at Mt. San Jacinto college, including Pell Grants, Promise Grants (tuition fee waivers), scholarships, work-study, and loans. Over the past five years, the headcount of students receiving financial aid has increased from 29,357 in 2018 to 35,947 in 2022. The number of awards given has also risen significantly, from 121,157 in 2018 to 210,831 in 2022. The total amount awarded to students each year has varied, reaching a peak of \$43,184,664 in 2021, and amounting to \$35,753,908 in 2022. On average, the amount awarded per student has also seen fluctuations, with the highest average being \$1,218.56 in 2021, and \$994.63 in 2022. These trends highlight the College's commitment to supporting its students financially, ensuring that they have the resources needed to pursue their education.

	2018	2019	2020	2021	2022
Headcount	29,357	29,442	30,820	35,439	35,947
Award Count	121,157	137,701	161,711	174,902	210,831
Total Amount Awarded	\$24,051,658	\$29,120,578	\$28,458,066	\$43,184,664	\$35,753,908
Average amount awarded per Student	\$819.28	\$989.08	\$923.36	\$1,218.56	\$994.63

Sites

Sites where 50% or more of a program, certificate, or degree is available.

San Jacinto Campus (SJC)

- The San Jacinto Campus, the original campus of Mt. San Jacinto College, located at 1499 N. State St., San Jacinto, CA 92583, occupies 160 acres in the City of San Jacinto, and serves as the historical heart of the College. It features a comprehensive range of academic programs, student services, and athletic facilities. This campus has undergone significant upgrades over the years, including the addition of modern learning resource and technology centers, as well as the addition of a new state of the art STEM facility, making it a vibrant hub of academic activity and community engagement.

Menifee Valley Campus (MVC)

- Opened in 1990, the Menifee Valley Campus, located at 28237 La Piedra Rd. Menifee, CA, 92584, has quickly grown into a full-fledged educational facility, offering a wide array of academic programs and services. This 80-acre campus is known for its focus on health sciences, technology, and the arts, featuring specialized facilities like the Nursing and Allied Health building and the Learning Resource Center. Infrastructure projects here have consistently aimed at expanding academic resources and improving student life including the new Athletics & Kinesiology Complex (HCN Stadium) and contemporary STEM complex.

Temecula Valley Campus (TVC)

- The newest addition to Mt. San Jacinto College's array of campuses, the Temecula Valley Campus, located at 41888 Motor Car Parkway, Temecula, CA 92591, represents the College's response to the growing demand for higher education in the region. Officially opened in 2021, this campus boasts 350,000 sq. feet of modern architectural design and cutting-edge facilities, including specialized classrooms, technology labs, and community spaces. It serves as a symbol of Mt. San Jacinto College's future direction, focusing on its ability to adapt to the evolving educational landscape and community partnerships.

Other off-campus sites or centers

San Geronio Pass Campus (SGP)

- The San Geronio Pass Campus, located at 3144 W. Westward Avenue Banning, CA 92220, is a 50-acre property, catering to the communities in and around the Banning and Beaumont areas, has offered a range of academic and vocational programs. It has been instrumental in providing higher education and workforce development opportunities to this rapidly growing region. The campus is now home to the Beaumont Middle College High School, a unique partnership program that allows high school students to earn college credits alongside their high school curriculum.

Specialized or Programmatic Accreditation

The College has been approved to offer veterans educational benefits under the Department of Veterans Affairs Veterans Educational Improvement Assistance Act and various United States public laws and California veteran enactments.

The Bureau of Citizenship and Immigration Services has approved Mt. San Jacinto College for international students under educational visas. Mt. San Jacinto College is authorized under federal law to enroll non-immigrant and alien students.

Programmatic Accreditations

Mt. San Jacinto College has career technical education programs that undergo external evaluation and are accredited by industry-specific agencies. Each program is noted below, along with the associated accrediting body's name and contact information.

Associate Degree Nursing (ADN) Program

The ADN program is accredited by the State of California Board of Registered Nursing (BRN), a division of the California Department of Consumer Affairs and the Board of Vocational Nursing and Psychiatric Technician Examiners.

California Board of Registered Nursing

PO Box 944210
Sacramento, CA 94244-2100
(916) 322-3350

Board of Vocational Nursing & Psychiatric Technicians

2535 Capitol Oaks Drive Suite 205
Sacramento, CA 95833
Phone (916) 263-7827

Certified Nurse Assistant Program

California Department of Public Health
PO Box 997416
Sacramento, CA 95899-7416
Phone (916) 327-2445

Diagnostic Medical Sonography Program

Commission Accreditation of Allied Health Programs
9355 113th Street, N. #7709
Seminole, FL 33775

B. Presentation of Student Achievement Data and Institution-Set Standards

Mt. San Jacinto College is committed to student achievement and institutional effectiveness through the establishment of institution-set standards aligned with its mission, following ACCJC guidelines. These standards include metrics for course success rates, degree and certificate completion, and transfer rates. The Office of Institutional Effectiveness collaborates with faculty, staff, students, and administration to analyze trend data and develop recommendations for each metric. These standards are reviewed by the Institutional Planning Committee, adopted by the Executive Cabinet, and presented to the Board of Trustees. The College includes institution-set standard metrics within its data warehouse, providing disaggregated student data to faculty and staff to develop informed data-driven improvement recommendations.

Successful Course Completion (Success) Rates compared to ISS

Analyzing Mt. San Jacinto College's institution-set standards (ISS) for successful course completion rates from 2018-19 to 2022-23 reveals a consistent alignment with the established benchmarks. The ISS for course completion rates was set at 67% in 2018-19 and increased to 69% from 2019-20 onwards, with a stretch goal of 73% throughout this period. Actual completion rates met or exceeded the ISS, achieving 69% in 2018-19 and 70% in 2019-20, peaking at 73% in 2020-21, which matched the stretch goal. However, in 2021-22, the rate dipped to 68%, slightly below the ISS, but rebounded to 70% in 2022-23. This fluctuation highlights the College's general success in meeting its ISS while aiming for continuous improvement towards the stretch goals. The proactive use of data analysis and participatory governance in setting and revising these standards has facilitated targeted interventions and resource allocation to enhance student success rates.

	18-19	19-20	20-21	21-22	22-23
ISS	67%	69%	69%	69%	69%
Stretch goal	71%	73%	73%	73%	73%
Actual	69%	70%	73%	68%	70%

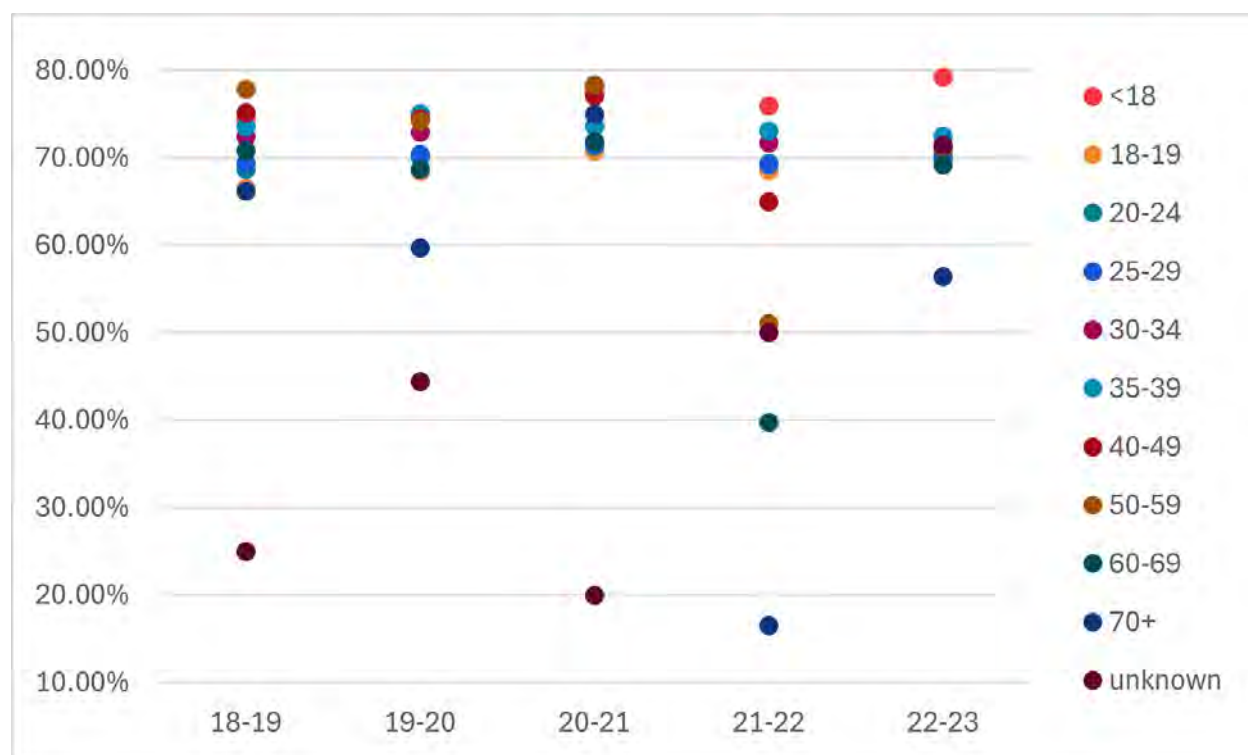
Course Success & Retention Rates

Reviewing the overall course success and retention rates from 2018-19 to 2022-23 reveals a generally positive trend with some fluctuations. The success rate steadily increased from 69.23% in 2018-19 to a peak of 72.15% in 2020-21, before dipping slightly to 68.73% in 2021-22, and then rebounding to 71.02% in 2022-23. Retention rates remained relatively high throughout the period, starting at 85.22% in 2018-19, dipping to 80.64% in 2019-20, but then increasing to 86.34% in 2020-21 and stabilizing around 84-87% in subsequent years, reaching 87.46% in 2022-23. Correspondingly, withdrawal rates reflected these trends, with a noticeable increase to 19.36% in 2019-20 during the pandemic but decreasing to 12.54% by 2022-23. These patterns highlight the College's resilience and effective measures in maintaining and improving student success and retention despite challenges such as the COVID-19 pandemic.

Overall	18-19	19-20	20-21	21-22	22-23
Success Rate	69.23 %	70.37 %	72.15 %	68.73 %	71.02 %
Retention Rate	85.22 %	80.64 %	86.34 %	84.28 %	87.46 %
Withdraw rate	14.78 %	19.36 %	13.66 %	15.72 %	12.54 %

Course Success & Retention Rates Disaggregated by Age

The course success and retention rates from 2018-19 to 2022-23, disaggregated by age, reveal notable trends and variations across different age groups. Younger students under 18 consistently achieved high success rates, increasing from 74.43% in 2018-19 to 79.19% in 2022-23. Similarly, students aged 18-19 showed improvement, with success rates rising from 66.51% to 70.15% over the same period. The success rates for students aged 20-24 and 25-29 remained relatively stable and above average, reflecting consistent performance. However, success rates for older students (50-59 and 60-69) experienced significant fluctuations, particularly during the pandemic years, with a notable drop in 2021-22 but rebounding in 2022-23. The data suggests that while younger students maintained or improved their success rates, older students faced more challenges during the pandemic, impacting their course success temporarily.



Success Rate	18-19	19-20	20-21	21-22	22-23
<18	74.43%	74.52%	77.73%	75.96%	79.19%
18-19	66.51%	68.42%	70.75%	68.49%	70.15%
20-24	68.64%	69.93%	71.32%	69.40%	70.06%
25-29	69.48%	70.39%	71.51%	69.19%	70.38%
30-34	72.41%	72.91%	73.73%	71.68%	71.37%
35-39	73.49%	75.04%	73.60%	73.07%	72.48%
40-49	75.19%	74.50%	77.04%	64.92%	71.34%
50-59	77.85%	74.19%	78.34%	51.07%	71.11%
60-69	70.86%	68.68%	71.90%	39.77%	69.18%
70+	66.18%	59.68%	75.00%	16.50%	56.38%
unknown	25.00%	44.44%	20.00%	50.00%	71.43%
Success Rate Avg	69.23%	70.37%	72.15%	68.73%	71.02%

Retention rates also varied across age groups, with younger students under 18 maintaining high retention rates, increasing from 89.64% in 2018-19 to 93.22% in 2022-23. Students aged 18-19 and 20-24 also showed strong retention improvements, peaking at 88.23% and 87.14% respectively in 2022-23. Older students, particularly those aged 50-59 and 60-69, exhibited more significant volatility in retention rates, with sharp declines during the pandemic but recovering to 84.60% and 82.71% respectively by 2022-23. The retention rates for students aged 70 and above fluctuated more dramatically, reflecting the unique challenges faced by this group during the pandemic.

Retention Rate	18-19	19-20	20-21	21-22	22-23
<18	89.64 %	88.54 %	91.83 %	90.36 %	93.22 %
18-19	85.51 %	80.23 %	87.21 %	86.13 %	88.23 %
20-24	84.80 %	79.99 %	85.89 %	85.07 %	87.14 %
25-29	83.56 %	79.26 %	83.98 %	83.34 %	85.55 %
30-34	85.17 %	80.68 %	85.19 %	83.63 %	85.38 %
35-39	85.94 %	82.55 %	85.59 %	83.32 %	86.31 %
40-49	85.93 %	82.27 %	86.48 %	78.51 %	84.86 %
50-59	86.46 %	80.90 %	86.85 %	68.26 %	84.60 %
60-69	87.43 %	79.38 %	85.12 %	60.10 %	82.71 %
70+	79.41 %	77.42 %	91.67 %	46.60 %	78.72 %
unknown	56.25 %	55.56 %	60.00 %	60.00 %	92.86 %
Retention Rate Avg	85.22%	80.64%	86.34%	84.28%	87.47%

Course Success & Retention Rates Disaggregated by Gender

The course success and retention rates from 2018-19 to 2022-23 disaggregated by gender show distinct trends among female, male, and non-binary (X) students. Female students consistently demonstrated higher success rates compared to their male counterparts, with success rates increasing from 70.69% in 2018-19 to 72.91% in 2020-21, then experiencing a slight dip during the pandemic to 69.48% in 2021-22 and rebounding to 71.65% in 2022-23. Male students' success rates followed a similar pattern, starting at 67.08% in 2018-19, peaking at 70.95% in 2020-21, dipping to 67.65% in 2021-22, and then rising to 70.16% in 2022-23. Non-binary students (X) showed more variability in success rates, fluctuating between 65.51% and 69.34% over the years.

Success Rate	18-19	19-20	20-21	21-22	22-23
Females	70.69%	72.30%	72.91%	69.48%	71.65%
Males	67.08%	67.57%	70.95%	67.65%	70.16%
Non-Binary (X)	69.34%	67.59%	67.74%	65.51%	68.06%
Success Rate Avg	69.23%	70.37%	72.15%	68.73%	71.02%

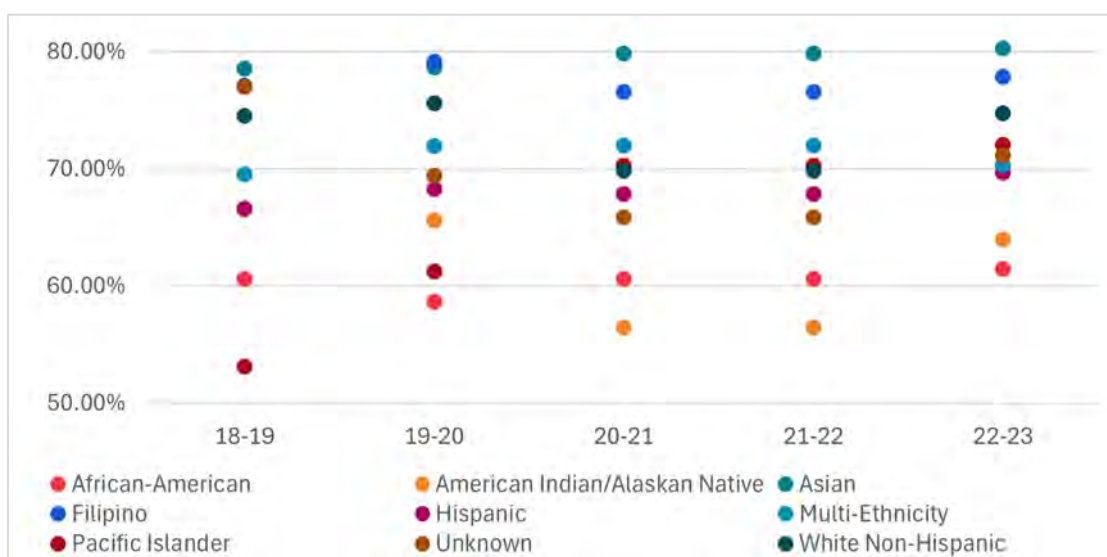
Retention rates for all genders showed significant improvement over the analyzed period. Female students' retention rates increased from 85.63% in 2018-19 to 87.46% in 2022-23, while male students saw an increase from 84.62% to 87.49% over the same period. Non-binary students (X) maintained strong retention rates, peaking at 87.61% in 2020-21 and ending at 87.37% in 2022-23. The overall retention rate for all students improved from 85.22% in 2018-19 to 87.47% in 2022-23, demonstrating the College's successful efforts in maintaining student engagement and persistence across different gender groups.

despite the challenges posed by the COVID-19 pandemic. These trends underscore Mt. San Jacinto College's commitment to fostering an inclusive and supportive learning environment for all students.

Retention Rate	18-19	19-20	20-21	21-22	22-23
Females	85.63 %	81.89 %	86.52 %	84.42 %	87.46 %
Males	84.62 %	78.81 %	86.02 %	84.02 %	87.49 %
Non-Binary (X)	85.77 %	79.44 %	87.61 %	86.18 %	87.37 %
Retention Rate Avg	85.22%	80.64 %	86.34 %	84.28 %	87.47 %

Course Success & Retention Rates Disaggregated by Ethnicity

Success rates disaggregated by ethnicity reveal significant variability among different groups. Asian students consistently achieved the highest success rates, increasing slightly from 78.53% in 2018-19 to 80.26% in 2022-23. In contrast, African-American students had lower success rates, fluctuating around 60%. Hispanic students, who make up a substantial portion of the student body, saw their success rates improve from 66.62% in 2018-19 to 69.66% in 2022-23. The overall average success rate increased from 69.23% in 2018-19 to 71.02% in 2022-23, showing a positive trend despite the challenges posed by the COVID-19 pandemic.



Success Rate	18-19	19-20	20-21	21-22	22-23
African-American	60.59 %	58.65 %	60.60 %	60.60%	61.48 %
American Indian/ Alaskan Native	66.51 %	65.59 %	56.47 %	56.47%	63.96 %
Asian	78.53 %	78.68 %	79.82 %	79.82%	80.26 %
Filipino	77.10 %	79.17 %	76.58 %	76.58%	77.86 %
Hispanic	66.62 %	68.30 %	67.85 %	67.85%	69.66 %
Multi-Ethnicity	69.50 %	71.96 %	71.97 %	71.97%	70.34 %
Pacific Islander	53.09 %	61.23 %	70.30 %	70.30%	72.07 %
Unknown	76.99 %	69.42 %	65.85 %	65.85%	71.13 %
White Non-Hispanic	74.51 %	75.57 %	69.86 %	69.86%	74.75 %
Overall Avg	69.23%	70.37%	72.15%	68.73%	71.02%

Retention rates by ethnicity also displayed notable trends, with Asian and Filipino students consistently achieving the highest retention rates, peaking at 91.50% and 89.92% respectively in 2022-23. Hispanic students showed significant improvement, increasing from 84.13% in 2018-19 to 87.01% in 2022-23. African-American students, while experiencing a dip to 73.43% in 2019-20, recovered to 83.05% by 2022-23. Overall, the average retention rate increased from 85.22% in 2018-19 to 87.47% in 2022-23.

Retention Rate	18-19	19-20	20-21	21-22	22-23
African-American	82.72 %	73.43 %	80.06 %	79.92 %	83.05 %
American Indian/ Alaskan Native	86.79 %	75.75 %	76.60 %	76.03 %	86.18 %
Asian	88.03 %	85.76 %	90.36 %	88.08 %	91.50 %
Filipino	89.24 %	87.20 %	90.09 %	88.67 %	89.92 %
Hispanic	84.13 %	79.46 %	85.43 %	84.53 %	87.01 %
Multi-Ethnicity	85.48 %	81.49 %	87.03 %	86.21 %	87.12 %
Pacific Islander	73.71 %	78.26 %	90.82 %	90.43 %	90.38 %
Unknown	88.35 %	80.60 %	85.75 %	83.88 %	88.95 %
White Non-Hispanic	87.11 %	83.47 %	88.54 %	83.21 %	88.48 %
Retention Rate Avg	85.22%	80.64%	86.34%	84.28%	87.47%

Course Success & Retention Rates Disaggregated by Modality

The course success and retention rates at Mt. San Jacinto College from 2018-19 to 2022-23, disaggregated by modality, highlights significant shifts due to the COVID-19 pandemic. Face-to-face (F2F) enrollments dropped drastically to 0.62% in 2020-21 but partially rebounded to 12.41% in 2022-23. Success rates for F2F courses remained strong, peaking at 95.40% in 2020-21 due to the limited number of in-person courses offered, and stabilizing at 75.43% in 2022-23. Retention rates for F2F courses followed a similar trend, reaching a high of 98.53% in 2020-21 and maintaining 90.04% in 2022-23. Hybrid courses, though a smaller portion of enrollments, saw their success rates fluctuate, peaking at 85.79% in 2020-21 and stabilizing at around 70% by 2022-23, with retention rates also remaining high at 86.83% in 2022-23.

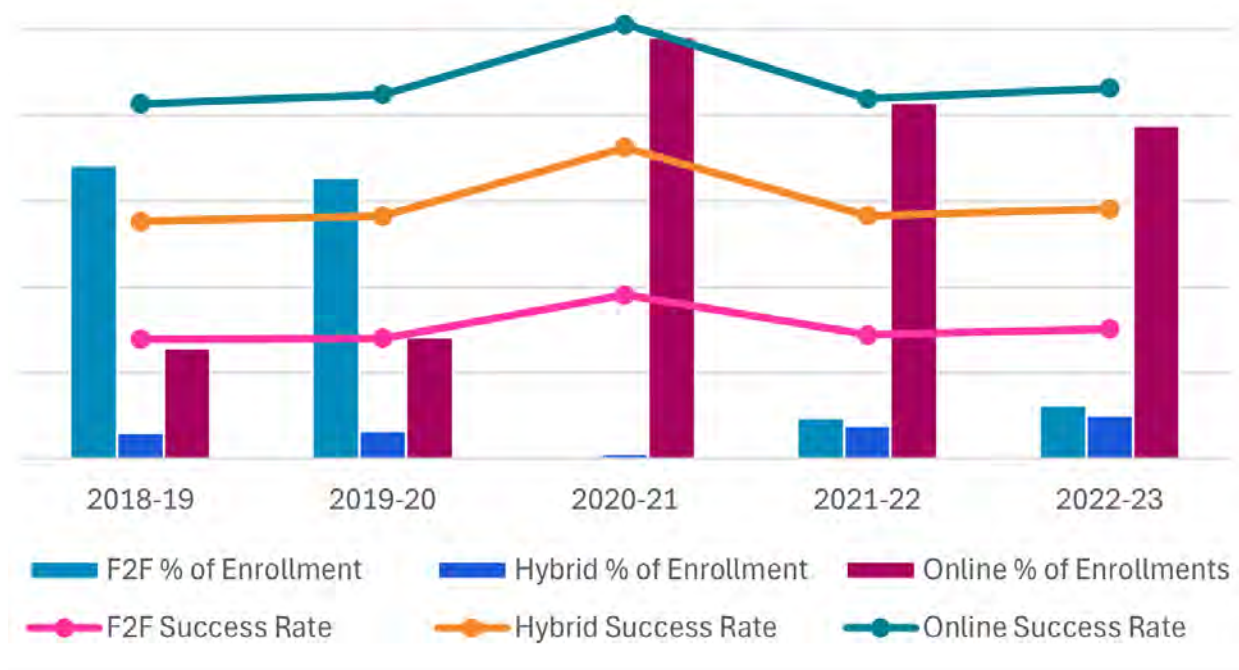
F2F	18-19	19-20	20-21	21-22	22-23
% of Enrollments	68.30%	65.41%	0.62%	9.42%	12.41%
Success Rate	69.50%	70.03%	95.40%	72.02%	75.43%
Retention Rate	85.60%	80.44%	98.53%	86.88%	90.04%

Hybrid	18-19	19-20	20-21	21-22	22-23
% of Enrollments	6.04%	6.28%	1.07%	7.62%	9.93%
Success Rate	68.75%	71.33%	85.79%	69.49%	69.99%
Retention Rate	86.92%	82.15%	94.06%	86.05%	86.83%

Online enrollments surged to 98.31% in 2020-21 due to pandemic restrictions, stabilizing at 77.66% in 2022-23. Success rates for online courses varied, peaking at 71.85% in 2020-21 and slightly decreasing to 70.45% in 2022-23. Retention rates for online courses improved over time, from 83.81% in 2018-19 to 87.13% in 2022-23. These trends reflect the College's adaptability in transitioning to online and hybrid modalities while maintaining robust success and retention rates. The fluctuations in success and

retention rates highlight the challenges and adjustments faced by students and faculty in adapting to different learning environments during and after the pandemic.

Online	18-19	19-20	20-21	21-22	22-23
% of Enrollments	25.65%	28.31%	98.31%	82.96%	77.66%
Success Rate	68.60%	70.94%	71.85%	68.29%	70.45%
Retention Rate	83.81%	80.76%	86.18%	83.83%	87.13%



Course Success & Retention Rates Disaggregated by Site

Analyzing the course success and retention rates from 2018-19 to 2022-23, disaggregated by site, shows distinct trends across the primary campus locations. At SJC, enrollments remained relatively stable around 35-41%, with success rates improving from 66.45% in 2018-19 to 69.68% in 2022-23. Retention rates also saw an increase, rising from 84.17% to 86.86% over the same period, while withdrawal rates decreased from 15.83% to 13.14%, indicating improved student persistence and success at this campus.

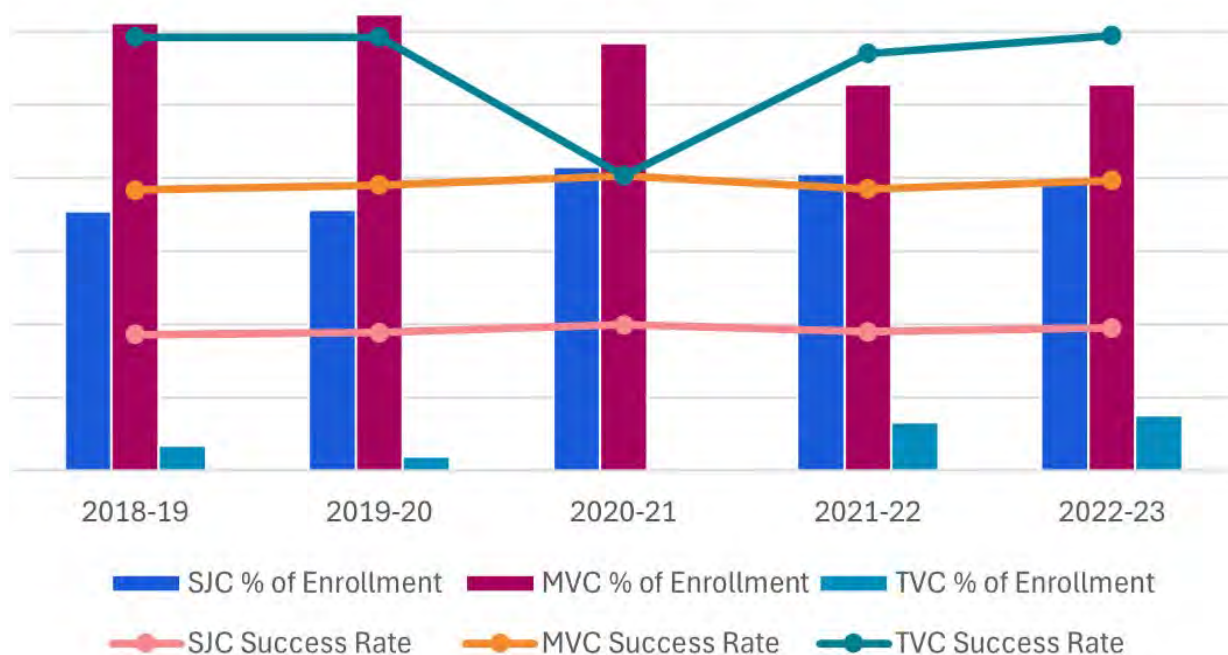
SJC	2018-19	2019-20	2020-21	2021-22	2022-23
% of Enrollments	35.42%	35.65%	41.53%	40.57%	39.60%
Success Rate	66.45%	67.47%	71.34%	67.80%	69.68%
Retention Rate	84.17%	78.54%	86.02%	83.99%	86.86%
Withdraw Rate	15.83%	21.46%	13.98%	16.01%	13.14%

At MVC, which consistently had the highest percentage of enrollments (around 52-62%), success rates showed steady improvement, peaking at 72.72% in 2020-21 and maintaining a high rate of 72.11% in 2022-23. Retention rates increased from 85.65% in 2018-19 to 87.83% in 2022-23, while withdrawal rates decreased from 14.35% to 12.17%.

MVC	2018-19	2019-20	2020-21	2021-22	2022-23
% of Enrollments	61.17%	62.36%	58.47%	52.74%	52.77%
Success Rate	70.54%	71.97%	72.72%	69.78%	72.11%
Retention Rate	85.65%	81.82%	86.57%	84.63%	87.83%
Withdraw Rate	14.35%	18.18%	13.43%	15.37%	12.17%

The newest campus, TVC, experienced fluctuating enrollments and success rates due to its growing phase and the impact of the pandemic. Enrollments at TVC increased from 3.41% in 2018-19 to 7.63% in 2022-23, with success rates recovering to 70.49% in 2022-23 after a drop during the pandemic. Retention rates at TVC also improved significantly, reaching 88.09% in 2022-23, while withdrawal rates decreased to 11.91%, indicating more student engagement as the campus becomes more established.

TVC	2018-19	2019-20	2020-21	2021-22	2022-23
% of Enrollments	3.41%	1.99%	0.00%	6.69%	7.63%
Success Rate	74.59%	72.14%	0.00%	66.04%	70.49%
Retention Rate	88.48%	81.11%	0.00%	83.32%	88.09%
Withdraw Rate	11.52%	18.89%	N/A	16.68%	11.91%



Number of Certificates compared to ISS (Certificate of Achievement)

Analyzing the Institution Set Standards (ISS) data for certificates awarded from 2018-19 to 2022-23 reveals a strong performance consistently exceeding the ISS. The ISS for certificates was set at 130 in 2018-19, and increased to 300 by 2022-23, with stretch goals rising from 180 to 500 over the same period. The actual number of certificates awarded surpassed these benchmarks, with 394 certificates in 2018-19, peaking at 605 in 2020-21, and remaining above the ISS in subsequent years, despite a dip to 347 in 2022-23.

	18-19	19-20	20-21	21-22	22-23
ISS	130	220	220	220	300
Stretch goal	180	320	320	320	500
Actual	394	326	605	496	347

Top 5 Certificates Awarded

Analyzing the top five certificates awarded at Mt. San Jacinto College from 2018-19 to 2022-23 reveals trends that reflect the College's responsiveness to student and workforce needs. The General Education Breadth, CSU Certificate, and IGETC Certificate consistently emerged as the most awarded certificates from 2020-21 onwards, highlighting students' focus on transfer readiness and further education. The Associate Teacher Low-Unit Certificate also remained popular throughout the years, underscoring the College's strong programs in education and early childhood development. The consistent awarding of the Accounting Certificate indicates sustained interest in business-related fields. Meanwhile, the Water Technology Certificate and Automotive/Transportation Technology Certificate showed variability but remained significant, pointing to the College's commitment to providing vocational training aligned with local industry needs. These trends illustrate Mt. San Jacinto College's dedication to offering certificates that support both academic advancement and career readiness, aligning with its mission to empower students and address the diverse educational and workforce demands of the region.

- 18-19** Associate Teacher Low-Unit Certificate; Teacher Certificate; Water Technology Certificate; Child Development and Education Certificate; Accounting Certificate
- 19-20** Associate Teacher Low-Unit Certificate; Teacher Certificate; Water Technology Certificate; Accounting Certificate; Automotive/Transportation Technology Certificate
- 20-21** General Education Breadth, CSU Certificate; General Education Breadth, IGETC Certificate; Associate Teacher Low-Unit Certificate; Teacher Certificate; Accounting Certificate
- 21-22** General Education Breadth, CSU Certificate; General Education Breadth, IGETC Certificate; Associate Teacher Low-Unit Certificate; Accounting Certificate; Teacher Certificate
- 22-23** General Education Breadth, CSU Certificate; General Education Breadth, IGETC Certificate; Associate Teacher Low-Unit Certificate; Accounting Certificate; Automotive/Transportation Technology Certificate

Number of Degrees Awarded (AA, AS, AAT, AST) compared to ISS

The Institution Set Standards (ISS) data for the number of associate degrees awarded over the five-year data period, shows consistent outperformance against both the ISS and stretch goals. The ISS for degrees was set at 2000 in 2018-19, increased to 2500 by 2022-23, with stretch goals consistently set at 3200 from 2019-20 onwards. Actual degrees awarded consistently exceeded the ISS benchmark, with 2977 in 2018-19, peaking at 3738 in 2020-21, and 2764 in 2022-23. This demonstrates the College's effectiveness in supporting student achievement and degree completion through robust academic programs and student services, highlighting its commitment to exceeding academic goals and fostering student success.

	18-19	19-20	20-21	21-22	22-23
ISS	2000	2400	2400	2400	2500
Stretch goal	2700	3200	3200	3200	3200
Actual	2977	3116	3738	3062	2764

Top 5 Degrees Awarded

The top degrees awarded at Mt. San Jacinto College from 2018 to 2023 reveal a consistent emphasis on Associate of Arts degrees with transfer options, such as Liberal Arts with a focus on Social & Behavioral Science (Option B) and Math and Science (Option B and C). These transfer degrees indicate that many students are pursuing additional education beyond their associate degree, aligning with Mt. San Jacinto College's mission to provide accessible education and empower students to transform their lives and those around them. The prominence of these degrees also reflects Mt. San Jacinto College's commitment to fostering educational advancement, promoting social mobility, and supporting the diverse student population as outlined in the mission statement.

- 18-19** A.A., Liberal Arts, Social & Behavioral Science, Option B; A.A., Social & Behavioral Science; A.S., Science; A.A., Liberal Arts, Math and Science, Option B; A.A., Liberal Arts, Arts and Humanities, Option B
- 19-20** A.A., Liberal Arts, Social & Behavioral Science, Option B; A.A., Social & Behavioral Science; A.S., Science; A.A., Liberal Arts, Math and Science, Option B; A.A., Liberal Arts, Math and Science, Option C
- 20-21** A.A., Liberal Arts, Social & Behavioral Science, Option B; A.A., Liberal Arts, Math and Science, Option B; A.S., Science; CSU-General Education Breadth ; A.A., Liberal Arts, Math and Science, Option C
- 21-22** A.A., Liberal Arts, Math and Science, Option B; A.S., Science; A.A., Liberal Arts, Math and Science, Option C; A.A., Liberal Arts, Social & Behavioral Science, Option B; CSU-General Education Breadth
- 22-23** A.S., Science; A.A., Liberal Arts, Math and Science, Option C; A.A., Liberal Arts, Math and Science, Option B; A.A., Liberal Arts, Social & Behavioral Science, Option B; A.A., Liberal Arts, Social & Behavioral Science, Option C

Number of transfers compared to ISS

The number of transfers in comparison to the institution-set standards (ISS) reveals that the College consistently surpassed its goals. The ISS for transfers started at 1000 in 2018-19 and increased to 2800 by 2022-23, with stretch goals set at 1700 in 2018-19, rising to 3800 in 2022-23. Actual transfers exceeded the ISS targets, beginning with 1086 in 2018-19 and peaking at 3215 in 2020-21. Although there has been a slight decline in actual transfers, the College continues to exceed the ISS. Despite fluctuations in total enrollment, the College has been successful in facilitating a significant proportion of students to transfer, particularly during the pandemic years. The increase in actual transfers, even as enrollment numbers varied, reflects the College's robust support systems and initiatives aimed at promoting transfer opportunities, aligning with its mission to empower students through education and promote further educational advancement.

	18-19	19-20	20-21	21-22	22-23
ISS	1000	2200	2200	2200	2800
Stretch goal	1700	3000	3000	3000	3800
Actual	1086	2950	3215	3015	3175

Top 5 Transfer locations

The transfer data from 2018 to 2023 shows that students predominantly prefer to transfer to colleges near the Mt. San Jacinto College service area, with California State University - San Marcos, University of California – Riverside, and California State University - San Bernardino consistently being the top three choices. Transfers to Grand Canyon University and Western Governors University peaked in 2020, potentially due to students seeking established online programs with demonstrated success in the online modality. The preference for nearby colleges suggests that students value staying within their regional community, positively impacting the local economy by retaining educated individuals who can contribute to the regional workforce and economic growth.

- 2018** CSU – San Marcos; UC – Riverside; CSU – San Bernardino; California Baptist University; Grand Canyon University
- 2019** CSU – San Marcos; UC – Riverside; CSU – San Bernardino; California Baptist University; Arizona State University
- 2020** CSU – San Marcos; UC – Riverside; CSU – San Bernardino; Grand Canyon University; Western Governors University
- 2021** CSU – San Marcos; UC – Riverside; CSU – San Bernardino; California Baptist University; CSU – Fullerton
- 2022** CSU – San Marcos; UC – Riverside; CSU – San Bernardino; Western Governors University; California Baptist University
- 2023** CSU – San Marcos; UC – Riverside; CSU – San Bernardino; UC – San Diego; California Baptist University

Institution-Set Standards: Licensure Examination Pass Rates

The Institution-Set Standards (ISS) for licensure examination pass rates at Mt. San Jacinto College demonstrate the institution's commitment to high academic and professional outcomes. For both the Associate Degree in Nursing (ADN) program, and the Diagnostic Medical Sonography (DMS) program pass rates consistently exceeded ISS. These achievements reflect the College's robust educational programs and support systems, aligning with its mission to provide students with the skills and credentials necessary for success in their professional fields.

Associate Degree in Nursing Program (ADN) Program

Analyzing the Institution Set Standards (ISS) data for the Associate Degree in Nursing (ADN) program at Mt. San Jacinto College shows consistently high performance relative to both the ISS and stretch goals. The stretch goals were ambitiously set at 95% initially and raised to 100% from 2020-21 onward. The actual success rates exceeded the ISS every year, achieving 95% in 2018-19, 100% in 2019-20, slightly dipping to 92.86% in 2020-21, and then experiencing a more significant drop to 84% in 2021-22, likely reflecting the impact of the COVID-19 pandemic. By 2022-23, the success rate rebounded impressively to 95.5%. These results demonstrate the program's resilience and strong performance, maintaining high standards of student achievement.

	18-19	19-20	20-21	21-22	22-23
ISS	80%	80%	75%	75%	75%
Stretch goal	95%	95%	100%	100%	100%
Actual	95%	100%	92.86%	84%	95.5%

Diagnostic Medical Sonography (DMS) Program

Examination of the Institution Set Standards (ISS) data for licensure examination pass rates in the Diagnostic Medical Sonography (DMS) program at Mt. San Jacinto College reveals a consistent record of high achievement. The actual pass rates consistently exceeded the ISS, achieving 88% in 2018-19, and a perfect 100% in both 2019-20 and the last two years (2021-22 and 2022-23). Even in 2020-21, the pass rate was an impressive 88.90%. These results highlight the program's robust quality and the effectiveness of the College's support systems, ensuring that students are well-prepared for licensure examinations. This aligns with Mt. San Jacinto College's mission to provide comprehensive education that equips students with the skills and credentials necessary to succeed in their professional fields.

	18-19	19-20	20-21	21-22	22-23
ISS	80%	80%	80%	80%	75%
Stretch goal	95%	95%	95%	95%	100%
Actual	88%	100%	88.90%	100.00%	100.0%

C. Organization of the Self-Evaluation Process

During the past six years Mt. San Jacinto College has been actively engaged in various Accreditation activities including the completion of ACCJC Annual Reports, ACCJC Annual Fiscal Reports, Substantive Change requests, as well as a Midterm Report. The College has also participated in training sponsored by the ACCJC to keep current on changes to the Accreditation process. As such, planning for Accreditation has become integrated into the College's culture, organizational structure, and institutional processes, making it possible to seamlessly commence the planning structure for the 2024 Accreditation Institutional Self-Evaluation Report.

Planning for the 2024 Accreditation Institutional Self-Evaluation Report began in fall 2022. Dr. Catherine Webb, ACCJC Vice President and staff liaison for Mt. San Jacinto College, provided a virtual institutional self-evaluation training on September 30, 2022. The training gave an overview of Accreditation's purposes, a summary of the Accreditation Standards, the components of the Self-Evaluation Report and Quality Focus Essay, and the benefits of a two-semester review process. Additionally, information was provided related to institutional-set standards, institutional data, evidence requirements, and ACCJC adopted revisions to align with the new Distance Education and on Correspondence Education policy.

Mt. San Jacinto College assembled an Accreditation Liaison Team and Accreditation Steering Committee in which members representing all constituent groups (faculty, classified professionals, and administration) as well as institutional divisions (Instruction, Student Services, and Administrative Units) were organized to facilitate the coordination of the next accreditation cycle.

The College utilized the Accreditation Liaison Team and Accreditation Steering Committee to design the organizational structure of the Self-Evaluation process and act as part of the institutional accreditation leadership over the two years leading up to the site visit. These two leadership teams, along with the ALO and the Faculty ALO facilitated the following:

- Developed a timeline for completing the Institutional Self-Evaluation Report
- Defined organizational oversight structure (Accreditation Steering Committee)
- Recommended faculty, classified professionals, and administrators to participate on the Accreditation Steering Committee and Standard Workgroups
- Designed Accreditation training presentations
- Created an Accreditation Standard Writing Template
- Identified methods for communicating issues related to Accreditation
- Established a SharePoint site to act as the central comprehensive clearinghouse for all Accreditation and planning resources.

Accreditation Structure and Responsibilities

In fall 2022, the ALO and Faculty ALO worked with the Academic Senate, Classified Senate, and Student Government Association (SGA) leadership to do a call-out for participation in the College's Accreditation efforts. The results were the development of the Accreditation Liaison Team, Accreditation Steering Committee, and the Accreditation Standard Workgroups. The Accreditation Liaison Team managed the accreditation processes, while the Accreditation Steering Committee acted as the oversight committee with chair representatives from each of the Standard Workgroups as well as resource and support staff. The Accreditation Liaison Team included the ALO, Faculty ALO, classified representation, and administrative representation. The Accreditation Steering Committee was chaired by the Superintendent/President, the ALO, and the Faculty ALO.

The Accreditation Steering Committee met monthly since early spring 2023 to provide updates on

progress relative to the drafting of each standard and evidence collection. Agendas and meeting minutes of the Accreditation Steering Committee were posted on the Mt. San Jacinto College Accreditation SharePoint site to keep the College apprised of Accreditation-related updates.

Steering Committee

Steering Committee Chairs: Roger Schultz, Rebecca Teague, Belinda Heiden Scott

Administrative Support: Selena Paez-Mendez, Anna Stirling

- *Administration:* Brandon Moore, Katherine Stratton, Jeremy Brown, Marc Donnhauser, Jeannine Stokes, Gail Jensen, Michael Beckham, Carlos Tovares
- *Faculty:* Belinda Heiden Scott, Lauren Springer, Michelle Vogel Trautt, Nicholis Zappia
- *Classified:* Jill Lanphere, Debbie Grace, Jennifer Marrs, Jacqua Morrison

The Accreditation Standard Workgroup's key role was to provide draft bullet summaries and document evidence for each Accreditation Standard. The College had (4) Standard Workgroups. Each Standard workgroup was divided into sub-standards. Each Standard workgroup was led by a tri-chair structure between a faculty member, classified professional, and administrator.

Standard I Leadership and Workgroup

Standard Chairs: Brandon Moore, Katherine Stratton, Belinda Heiden Scott

Administrative Support: Jill Lanphere

- *Administration:* Lisa Campbell, Heather Jones, Terry Russell, Pamela Wright, Von Lawson, Karin Marriott, Alma Ramirez
- *Faculty:* John Torres, Amanda Fierro, Russell Forsee, Sterling York Davenport, Carla Maroudas, David Moss, Jason Hlebakos, Morgan Hoodenpyle
- *Classified:* Camille Perry, Kailey Baez, Liliana Castro, Alyssa West

Standard II Leadership and Workgroup

Standard Chairs: Jeremy Brown, Marc Donnhauser, Lauren Springer

Administrative Support: Debbie Grace

- *Administration:* Joyce Johnson, Marilyn Harvey, Chen Naish, Alma Ramirez, Leticia Luna Sims, Citlali Gonzales, Elizabeth Mascaro, Kevin Baker, Patrick Springer, Shanae Williams
- *Faculty:* Anya Franklin, Sherri Moore, Carrie Consalvi, Michelle Stewart, John Tribelhorn, Ted Blake, Alberto Jimenez, Luis Mondragon, Patrick Kenyon, Baherah Alaei, Lyndzey Tone, Roy Ramon, Shartelle Fears, Miranda Angeles, Christina Yamanaka Vu, Elizabeth Correia Jordan, Quinlan Strong, Karina Mejia, Andrea Mardichian
- *Classified:* Aileen Calderon, Amber Rogers, Christine Abriam, Frank Jamison, Meaghan Kauffman, Annie Rivera, Martina Moncada, Naomi Del Rio, Maria Aquino

Standard III Leadership and Workgroup

Standard Chairs: Jeannine Stokes, Gail Jensen, Michelle Vogel Trautt,

Administrative Support: Jennifer Marrs

- *Administration:* Debbie Perez-Flores, Todd Franco, Brian Twitty, Brian Orlauski, Micah Orloff, Stacy Kimbrough, Elizabeth Worthington
- *Faculty:* Bil Bergin, Adam Manriquez, Michael Weldon, Farah Firtha, Gina Oliver, Jorge Hernandez-Calderon, Ron Newman, Samantha St. Claire, Dejan Stekovic
- *Classified:* Suzanne Ortega, Stephanie Cason, Joseph Marin, Daisy Wettstein, Sharon Mungo

Standard IV Leadership and Workgroup

Standard Chairs: Michael Beckham, Carlos Tovares, Nicholis Zappia

Administrative Support: Jacqua Morrison

- *Administration:* Jenny Hughes, Anna Stirling, Rebecca Orlauski
- *Faculty:* Susan Winslow, Anjeanette Oberg, Beverly Nativdad, Chelsea Johnson, Lindsay Weiler, Chet Glaze, Angelica Baccari, Donna-Maria Trehwella
- *Classified:* Todd Hoover, Dominique Duarte, Jeremy Sparks, Renee Jones

Once membership for all the committee and workgroup structures had been identified, the College held an Accreditation Workgroup Training with the Chairs of the four Standard Workgroups, the Accreditation Liaison Team, and the Accreditation Steering Committee along with key resources and support staff. The Accreditation Workgroup Training was held on February 3, 2023, to formally start the Institutional Self-Evaluation Report process. The attendees received an overview of the roles and responsibilities, templates for developing the standard drafts, and support materials, tools, resources, and guides. Documents including past Accreditation reports were also included as resources and a comprehensive review of the MSJC Accreditation SharePoint site was provided.

The Standard Workgroups began working after the Workgroup Training, workgroups met during spring 2023 to discuss and draft bullet summaries for each of the Standard criteria identified in the ACCJC's *Guide to Improving and Evaluating Institutions*. The Accreditation Liaison Team met with the Standard Workgroups frequently to ensure that the Workgroups were adhering to the timelines and summary templates. Bullet summary drafts and evidence collecting for each Standard were completed by the Workgroups throughout spring and summer 2023. An evidence inventory was developed and used to catalog and collect all evidence used within the Institutional Self-Evaluation Report.

As drafts were completed by the Standard Workgroups, the ALO and Faculty ALO assumed the roles of writers and content editors and assistance from the Accreditation Liaison Team. As full drafts were completed, they were distributed to the Standard Workgroups, the Accreditation Steering Committee, Academic Senate, Classified Senate, Student Government Association, and the College's Board of Trustees. Given that the Institutional Self-Evaluation Report is an extremely complex document, it was important to the College that all groups had opportunities to review and provide feedback one Accreditation Standard at a time versus waiting until an entire draft of the Institutional Self-Evaluation Report was completed. The drafts were made available to the College community via the College website and listening session for review, discussion, and feedback.

Throughout the development of the Institutional Self-Evaluation Report, the ALO and Faculty ALO made numerous presentations regarding the drafts, accreditation updates, and evidence collection to faculty, classified professionals, students, administrators, and the Board of Trustees.

Institutional Self-Evaluation Report Timeline

Fall 2022 (August-December)

- Kick-Off Training with ACCJC Representative, Dr. Catherine Webb
- The Accreditation Liaison Team assembled to review all Accreditation publications related to Eligibility Requirements, Accreditation Standards, and Commission Policies
- Develop Steering Committee and Self-Evaluation Organizational Structure -Roles/responsibilities of groups/committees participating in the process
- Developed Accreditation Timeline
- Developed Accreditation Website and Repository

- Developed Evidence Collection Practices for the Self-Evaluation Report
- Identified and recruited Steering Committee Members
- Identified and recruited Standard Workgroup Chairs/Members
 - Collaboration with Academic Senate, Classified Senate, and Student Government Association for membership appointments
- Provided updates to participatory governance committees, Academic Senate, Classified Senate, Student Government Association, and Institutional Planning Committee.

Spring 2023 (January-May)

- Kick-Off Meeting with Steering Committee and Standard Workgroups
 - Scheduled monthly Steering Committee Meetings
 - Training for Steering Committee Members
 - Standards Workgroup Outlining
 - ISER Evidence Collection Practices
- ALO/ Faculty ALO draft ISER Introductory Sections
- Standard Workgroups Meet and draft Standard's I, II, III, and IV Outlines
- Provided updates to participatory governance committees, Academic Senate, Classified Senate, Student Government Association, and Institutional Planning Committee.

Summer 2023 (June – August)

- Continue AOL/Faculty AOL draft ISER
 - Introductory Sections
 - Standards I, II, III, and IV from Workgroup Outlines

Fall 2023 (August – December)

- Monthly Steering Committee and Workgroup Meetings
- Standard Workgroups review standard drafts and provide feedback
- ALO/Faculty ALO compile ISER first draft and disseminate for College community review/feedback
- Complete first draft of Quality Focus Essay
- Provide accreditation training and presentations to constituent groups
- Disseminate ISER first draft to campus constituents for review/feedback
- Provided updates to participatory governance committees, Academic Senate, Classified Senate, Student Government Association, and Institutional Planning Committee

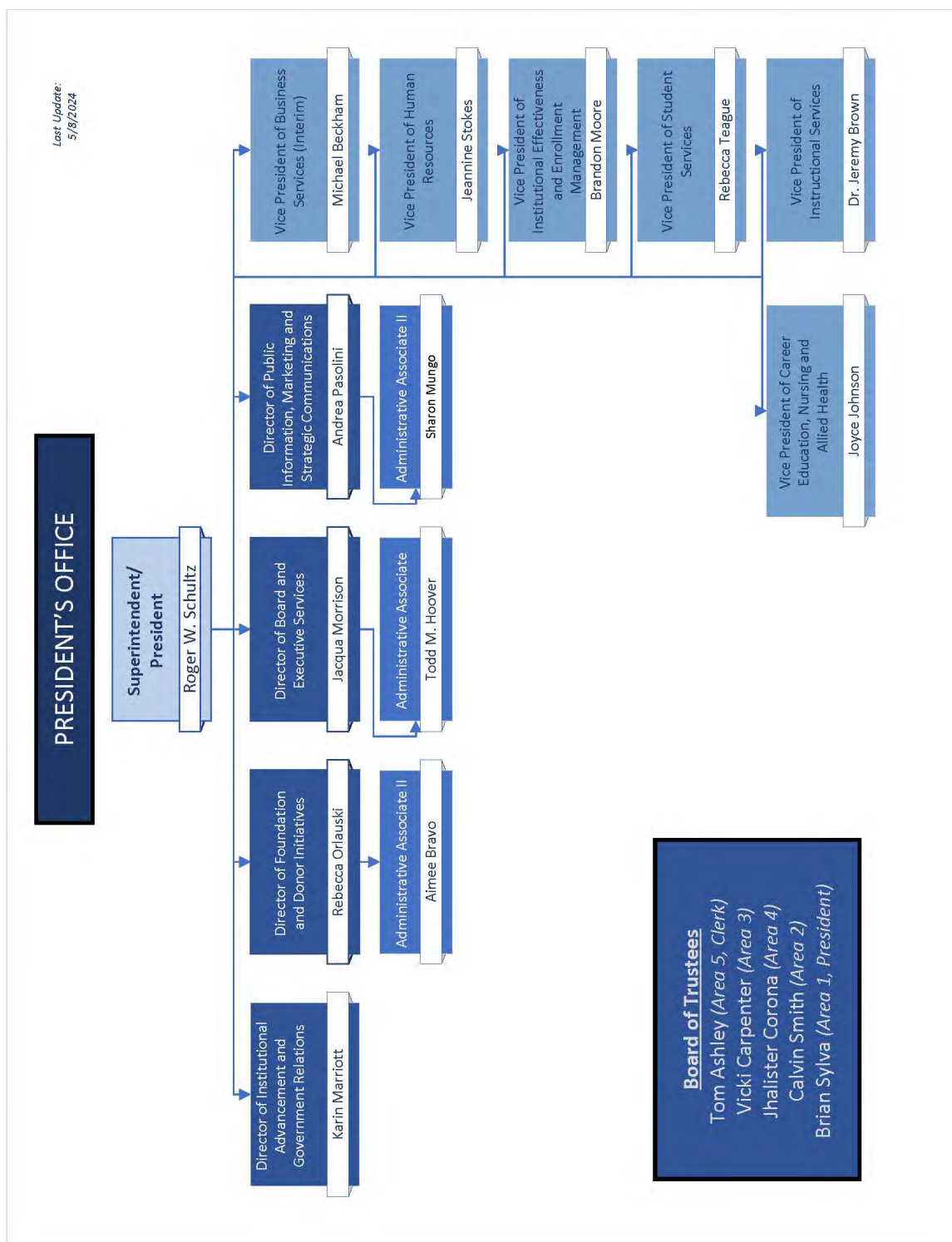
Spring 2024 (January – June)

- Monthly Steering Committee and Workgroup Meetings
 - Finalize Evidence Collection
- Provide Listening Sessions for College Community on first draft
- ALO/Faculty ALO complete ISER second draft and disseminate for College community review/feedback
- Provided updates to participatory governance committees, Academic Senate, Classified Senate, Student Government Association, and Institutional Planning Committee
- Final Vetting/Approvals of ISER to Academic Senate, Classified Senate, Student Government Association, Institutional Planning Committee, and Institutional Leadership
- June 2024 Present ISER Final Draft to the Board of Trustees

Summer 2024 (June – August)

- Compile and format final draft
- August 1, 2024, ISER Full Report due to the ACCJC

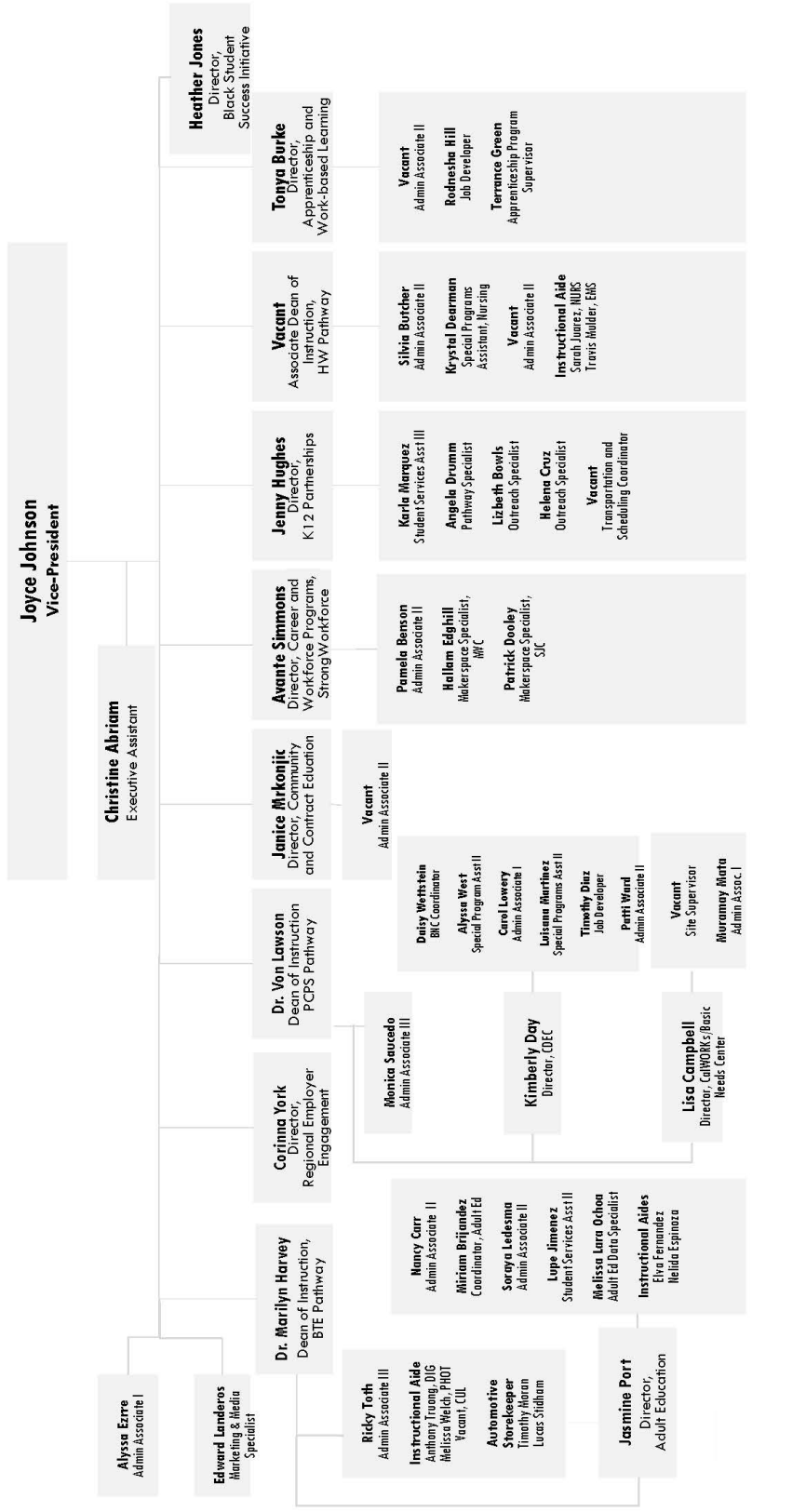
D. Organizational Information



Last Updated March 2024



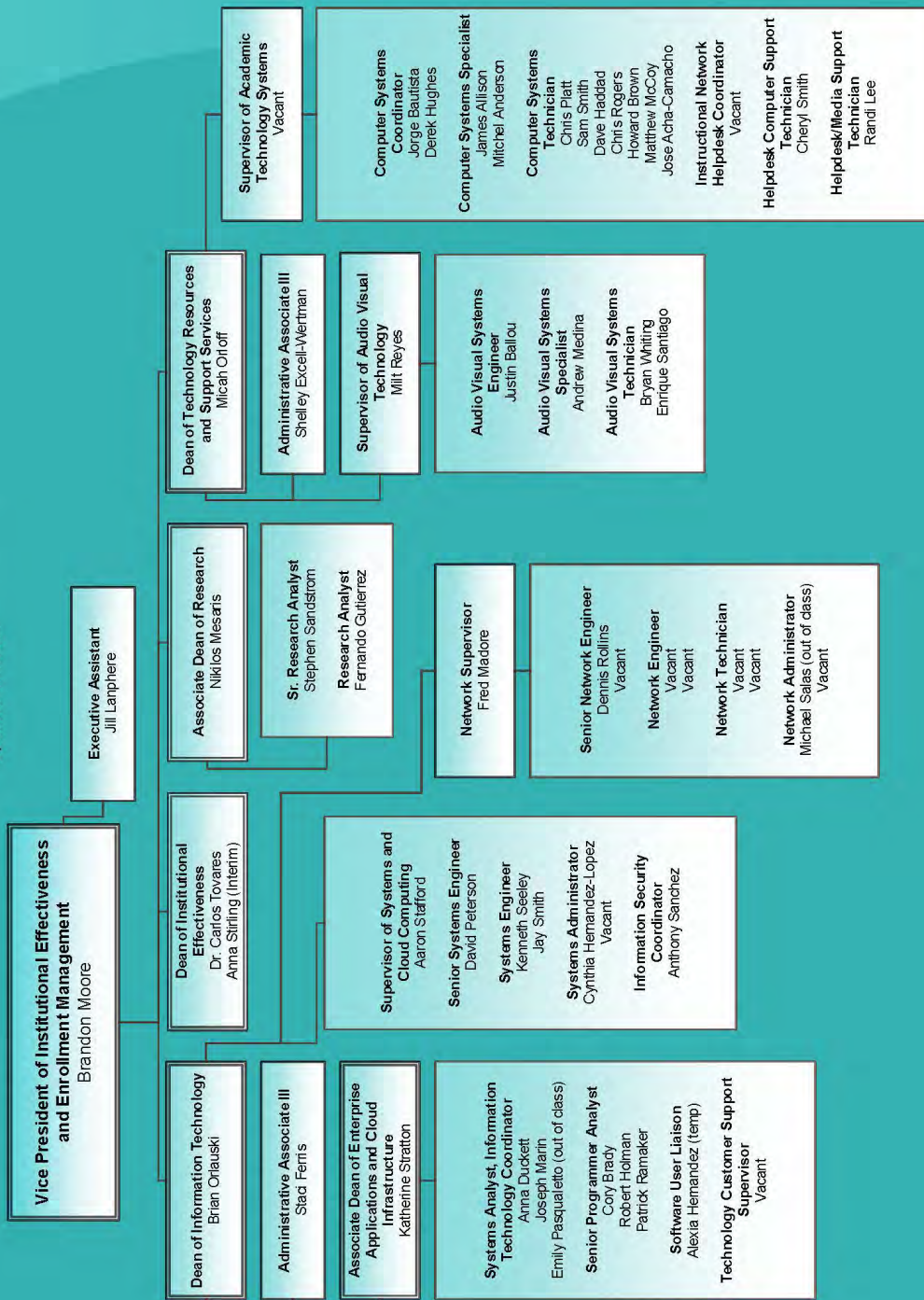
CAREER EDUCATION, NURSING AND ALLIED HEALTH



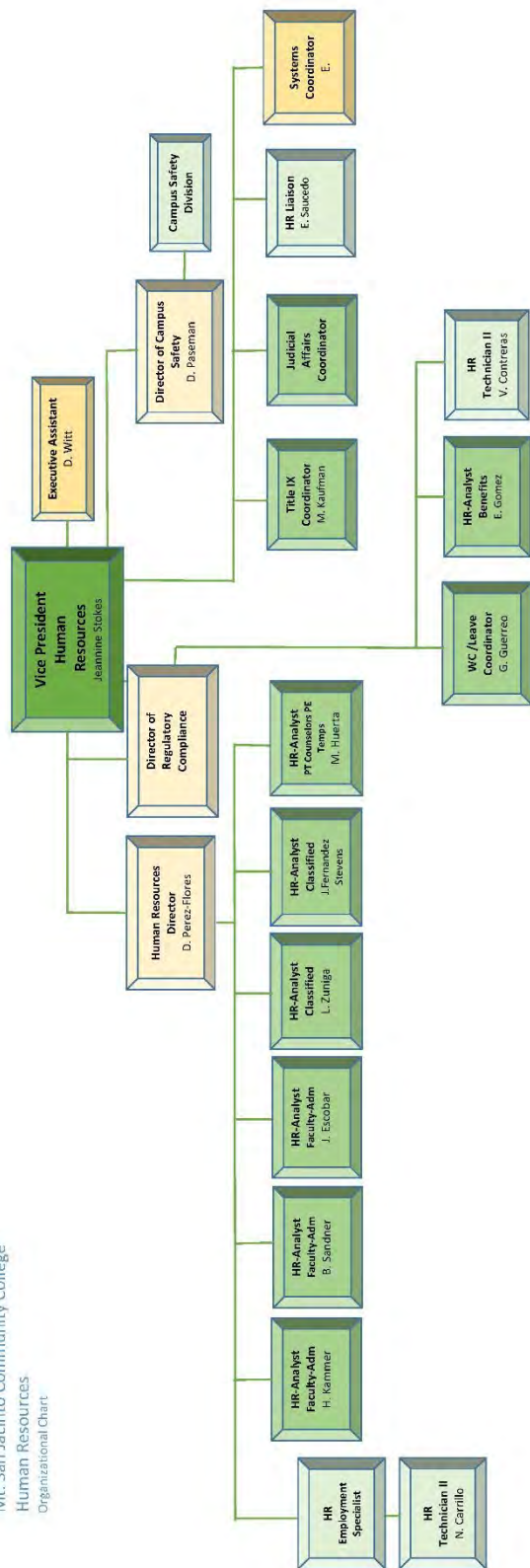


Institutional Effectiveness

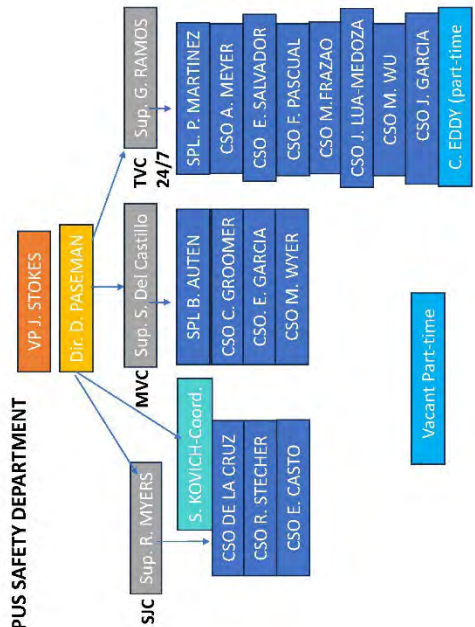
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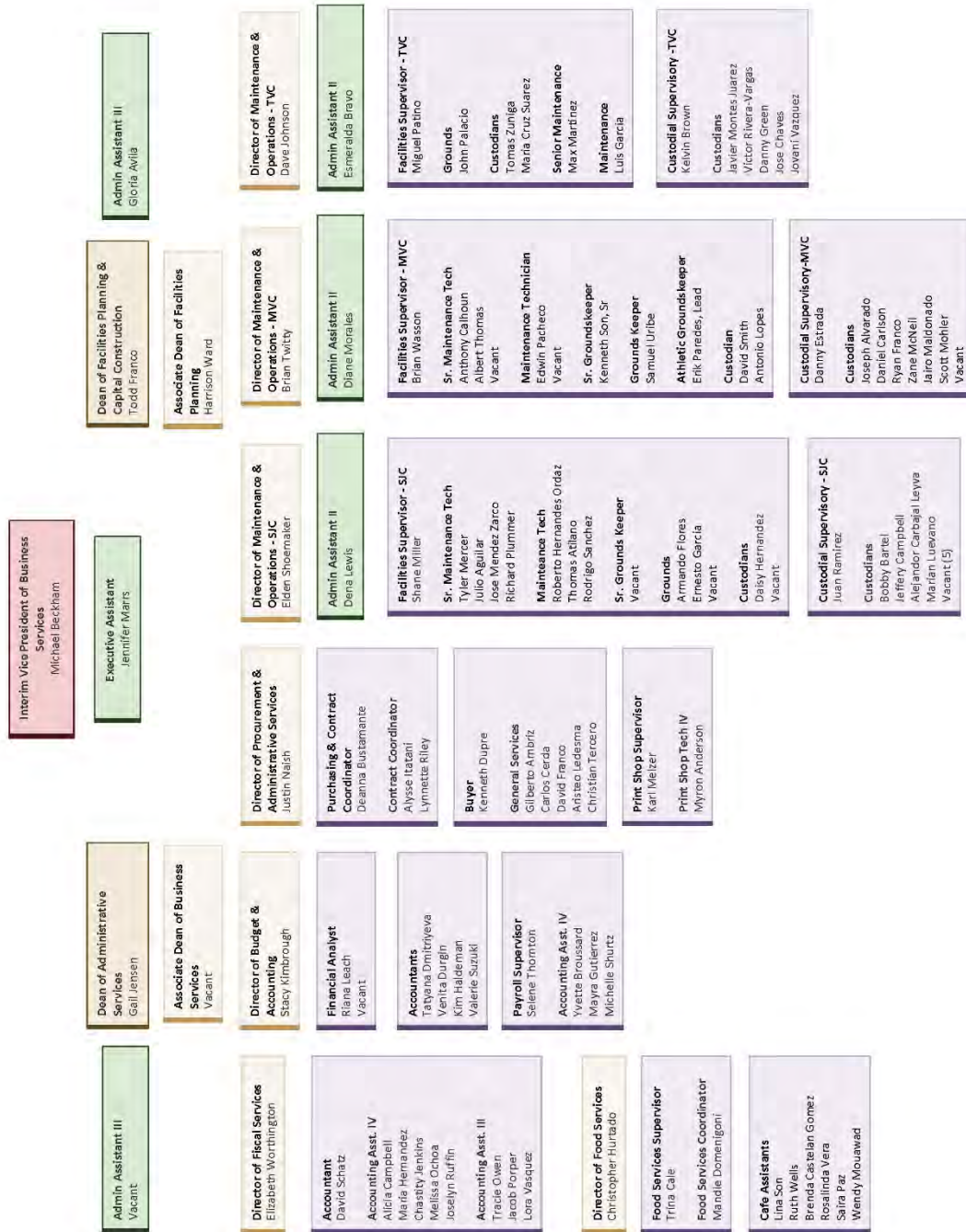
Mt. San Jacinto Community College
Human Resources
Organizational Chart



MSJC CAMPUS SAFETY DEPARTMENT



Vacant Part-time



E. Certification of Continued Compliance with Eligibility Requirements

Mt. San Jacinto College has separately addressed Eligibility Requirements 1, 2, 3, 4, and 5 in the Institutional Self-Evaluation Report. The remaining Eligibility Requirements are addressed in the College's response to the appropriate sections of the Accreditation Standards where relevant.

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each jurisdiction or region in which it operates. If required by the appropriate statutory regulatory body, private institutions must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Mt. San Jacinto College, a public two-year community college, operates as a post-secondary degree-granting educational institution authorized by the State of California, the Board of Governors of the California Community College System, and the Governing Board of Mt. San Jacinto College. Since its inception in 1963, the College has maintained continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Additionally, the U.S. Department of Education has approved Mt. San Jacinto College to participate in federal student financial aid programs.

Evidence List

- [California Community College Chancellor's Office – List of Colleges](#)
- [Board Policy 1100 - The Mt. San Jacinto Community College District](#)
- [Accrediting Commission of Community and Junior Colleges List of Accredited Colleges](#)
- [MSJC College Catalog 2023-2024 – Accreditation](#)
- [Mt. San Jacinto College Letter of Affirmation of Accreditation](#)

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Mt. San Jacinto College has been fully operational and continuously serving the community since its establishment in 1963. Each term, the College serves about 15,000 students, offering full- and part-time credit programs that include degree and certificate programs and transfer preparation to four-year universities. In addition, Mt. San Jacinto College offers fee-based community services classes to help students develop skills to advance their careers. Classes are available during the day and evenings in various modalities including in-person, hybrid, and online formats. Information about all courses offered at the College's various campus locations is published in the Schedule of Classes, posted on the College's website, and published in the College catalog annually.

Evidence List

- [MSJC Schedule of Classes](#)
- [MSJC College Catalog 2023-2024](#)
- [Institutional Research – Enrollment](#)
- [Institutional Research – Student Demographics](#)
- [MSJC Website](#)

- [Board of Trustees – Enrollment Management Presentation March 2023](#)
- [Institutional Research – Enrollments in Institutional Degree Programs](#)

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Mt. San Jacinto College provides students with the opportunity to explore 50 different career paths, offering 68 associate degrees, 39 certificates, and 28 employment concentration certificates across a wide range of disciplines. Each of the College's academic programs spans two academic years. The requirements for all associate degrees, including the Associate of Arts (A.A.), Associate of Sciences (A.S.), and associate degrees for Transfer (A.A-T or A.S-T), are published in the College Catalog. All degree programs require at least 60 units for completion, incorporating a general education component and concentration within a major. During the 2022-2023 academic year, the College offered 3,837 sections affiliated with credit instructional programs. Mt. San Jacinto College conferred 1,985 degrees, and 1,108 students transferred to four-year institutions in 2022-2023.

Evidence List

- [MSJC College Catalog 2023-2024 - Degrees & Certificates](#)
- [MSJC College Catalog 2023-2024 – Graduation & General Education Requirements](#)
- [Institutional Research – Enrollment Data](#)
- [Institutional Research – Graduation Rates](#)
- [Institutional Research – Transfer Rates](#)

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Mt. San Jacinto College Board of Trustees appoints the Superintendent/President as the chief executive officer in a full-time capacity and delegates to them the authority to administer the policies and procedures adopted by the Board of Trustees and to manage the District. Additionally, the Superintendent/President serves as the secretary of the Board of Trustees. Dr. Roger Schultz has served as the Mt. San Jacinto College Superintendent/President since his appointment by the College's Board of Trustees in June 2008. In this role, Dr. Schultz makes recommendations, proposals, and suggestions on matters that come before the Board of Trustees and does not serve as the chair of the governing board. Since the last comprehensive site visit, Dr. Schultz has continued to serve as Superintendent/President, ensuring stability in leadership with no staffing changes requiring communication to the Commission. The role of the CEO is discussed in depth in Standard 4.B.

Evidence List

- [Board Policy 2430 – Delegation of Authority to Superintendent/President](#)
- [Board Policy 2210 – Officers](#)
- [MSJC Superintendent/President Job Description](#)
- [Board of Trustees – Superintendent/President Contract Renewal April 2022](#)

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Mt. San Jacinto Community College District contracts with a certified public accounting firm to conduct an audit annually. As stated in Administrative Procedure 6400 – Financial Audits – and in accordance with Education Code Section 84040 (b) and the California Community College Chancellor's Office Budget and Accounting Manual, Mt. San Jacinto College provides an annual financial and compliance audit of all College auxiliary organizations and Foundation funds, books, and accounts. The audit is conducted by certified public accountants licensed by the California Board of Accountancy. Audits and financial reports are posted publicly on the College website. Audit findings are communicated to appropriate College leadership and constituents, and the departments involved prepare corrective action plans and provide documentation for a timely and cohesive response. The Board of Trustees reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm annually during a public Board of Trustees session. Evidence of annual external audit reports is addressed in detail in Standard 3.D.

The Financial Aid Office ensures the College complies with all federal requirements in the packaging and disbursing of federal financial aid. The Financial Aid Department and Business Services work collaboratively with dual responsibility in monitoring Title IV funds. The College has a separate checking account and a dedicated Accounting Assistant to oversee the activity of the Federal Financial Aid Fund.

Evidence List

- [Administrative Procedure 6400 – Financial Audits](#)
- [Board of Trustees – Audit Presentation & Approval November 2023](#)
- [MSJC Website – Financial Audits](#)
- [Financial Aid Office Website – Programs & Policies and Guidelines](#)



F. Certification of Continued Institutional Compliance with Commission Policies

Mt. San Jacinto College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of Peer Review Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The institution has made an appropriate and timely effort to solicit third party comments in advance of a comprehensive evaluation visit.

- Mt. San Jacinto College posted a notification of evaluation team visit to the public on the website.
- Mt. San Jacinto College provided individuals the opportunity to provide third-party comments about the institutional self-evaluation process by posting the ACCJC Third Party Comment form link on the College website and through public comment at open Board of Trustees meetings.
- See response to Standards I.C.12
- Eligibility requirement 21

The institution cooperates with the review team in any necessary follow-up related to the third-party comment.

- The College has not been notified of any third-party comments and remains committed to working with the visiting team and Commission if any third-party comments are submitted.
- Eligibility requirement 21

The institution demonstrates compliance with the Commission Policy on *Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third-party comment.

- Mt. San Jacinto College provides the correct link via the College website to the College community and the public so that any third-party comment is submitted directly to the Commission and meets the Commission requirements.
- The College Superintendent/President takes a lead role in meeting this expectation by informing the public in an adequate timeframe so that comments can be received by the Commission (at least five weeks prior to the scheduled Commission consideration).
- Eligibility requirement 21

Conclusion

Mt. San Jacinto College is in full compliance with the Commission Policy on Public Notification of an Evaluation Team Visit and Third-Party Comment. Mt. San Jacinto College has proactively solicited third-party comments for the evaluation visit by posting notifications on its website and providing opportunities for public comment. The College complies with all relevant standards and eligibility requirements and is prepared to work with the evaluation team if comments are submitted. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.

Evidence List

- [Notice of Evaluation Team Visit - MSJC Website](#)
- [Accreditation Website](#)

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19(a-e).

Mt. San Jacinto College has defined elements of student achievement performance across the College and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the College's mission.

- The College has established institution-set standards at the College level.
- The institution-set standards were established as part of the participatory governance process.
- The College has institution-set standards of performance for successful course completion, degrees and certificates awarded, transfer to four-year colleges and universities, licensure pass rates, and job placement rates.
- Institution set standards and stretch goals are set by the Institutional Planning Committee and increased once institution-set standards and stretch goals are met.
- See response to Standard I.B.3.
- Eligibility Requirement 11

The institution-set standards for programs and across the College are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the College and are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, determine needed changes, allocate resources, and make improvements.

- The College evaluates progress in fulfilling its mission and meeting the goals and outcomes of its Strategic Equity Plan.
- The Institutional Assessment and Program Review Implementation Team (IAPR-IT) evaluates and discusses the College's performance on the goals and outcomes and makes recommendations to other College committees.
- Student performance metrics are included in Program Review and Annual Program Assessments, and questions guide units to consider reasons for underperformance in various areas.
- See response to Standards I.B.3, I.B.5.
- Eligibility Requirement 11

The College analyzes its performance (institution-set standards and student achievement), and takes appropriate measures in areas where its performance is not at the expected level.

- Student performance metrics are included in program review data.
- The program review process allows programs to evaluate the extent to which they have aligned with the College's core competencies, strategic equity plan, analyzed student performance, and used the results of learning assessment for programmatic improvement.
- See response to Section B Presentation of Student Achievement Data and Institution-Set Standards, and Standards I.B.3, I.B.5.
- Eligibility Requirement 11

Conclusion

Mt. San Jacinto College is in full compliance with the Commission Policy on Standards and Performance with Respect to Student Achievement. Mt. San Jacinto College has established, through participatory governance, student achievement performance measures including course completion, degrees and

certificates awarded, and transfers to four-year institutions. Regular evaluations ensure these standards guide institutional improvement and mission fulfillment, with results informing program-level and college-wide planning and resource allocation. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements.

Evidence List

- [Board of Trustees - ACCJC Annual Report \(ISS\) April 2024](#)
- [Comprehensive Program Review Templates \(Instructional, Student Services & Administrative\)](#)

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- The College conforms to the accepted minimum program length of 60 semester units, as outlined in Board Policy 4100 and Administrative Procedure 4100.
- The Course Outline of Record, degrees, and certificates are assessed by the Curriculum Committee, under the direction of the Academic Senate, to ensure that the credit hours and units comply with the regulations set forth by the California Community Colleges Chancellor's Office (CCCCO) in the Program and Course Approval Handbook.
- The College has established Board Policy 4020 and Administrative Procedure 4020 for determining a credit hour that meets commonly accepted academic expectations.
- See response to Standards II.A.5, II.A.9, II.A.10, II.A.11, II.A.12.
- Eligibility Requirements 9, 10, and 12

The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- All courses, regardless of delivery mode, must meet the specified number of contact hours identified in the Course Outline of Record (COR).
- All new degree proposals, degree revisions, and certificates of achievement are reviewed by the Curriculum Committee to confirm they meet the overall unit requirements and the required minimum number of units for the major.
- All courses, degrees, and certificates of achievement are approved by the CCCCCO, which is the final step in the validation process.
- See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12.
- Eligibility Requirements 9, 10, and 12

Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

- Tuition at the College is a uniform rate per unit with additional fees for labs where relevant or appropriate. Otherwise, tuition is consistent.
- See response to Standards I.C.6.

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

- The College does not offer clock-hour based courses.

The institution demonstrates compliance with the Commission Policy on Credit Hour, Clock Hour, and Academic Year.

- The College conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree.
- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook.
- All programs and courses are approved under the California Education Code and administrative regulations promulgated there under.
- See response to Standards I.C.6, II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12.
- Eligibility Requirements 9, 10, and 12

Conclusion

Mt. San Jacinto College is in full compliance with the Commission Policy on Credit Hour, Clock Hour, and Academic Year. The College meets the Commission's requirements by ensuring credit hour assignments and degree program lengths align with higher education standards. The minimum program length is 60 semester units, as codified in Board Policy 4100. The Curriculum Committee, under the Academic Senate, evaluates courses, degrees, and certificates to ensure compliance with California Community Colleges Chancellor's Office (CCCCO) regulations. Tuition is consistent across programs, and all courses meet the required contact hours as specified in the Course Outline of Record (COR). All programs and courses are approved by the CCCCCO, ensuring reliability and accuracy.

Evidence List

- [Course Outline of Record \(COR\) Samples](#)
- [Curriculum Committee Agenda: New Program/Degree Revision/Certificate of Achievement](#)
- [CCCCO Program and Course Approval Handbook](#)

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are appropriately disclosed to students and to the public.

- Board Policy 4050 and Administrative Procedure 4050 on the transfer of credit are available on the College's website.
- The College catalog describes the transfer evaluation process and the necessary forms to complete the process.
- See response to Standard II.A.10.
- Eligibility Requirement 20

Policies contain information about the criteria the institution uses to accept credits for transfer.

- College policies require courses awarded as credit to satisfy degree requirements to be from an institution accredited by either the U.S. Department of Education or the Council on Postsecondary Accreditation.
- Administrative procedures 4050 and 4100 specify the policies and criteria for the transfer and award of credit between the College and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other colleges and for military service transfer credit.

- The Request for Evaluation form provides students with the Request for Evaluation of Transcript Form and transcripts are reviewed by a counselor and transcript evaluator.
- See response to Standard II.A.10.
- Eligibility Requirement 20

Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.

- The College website provides students with transfer guides and articulation agreements for California State Universities, University of California institutions, California Private Universities, and out of state Universities.
- The College website provides students with Transfer Guarantee information for: Associate Degree for Transfers (ADT) to CSU schools, University of California Transfer Admission Guarantees (UC TAG), as well as Arizona State University.

Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.

- Board Policy 4235 and Administrative Procedures 4235 on Credit for Prior Learning are available on the College website.
- The College catalog describes the process for determining eligibility for and awarding credit for prior learning (CPL).
- The College has identified procedures for awarding CPL for Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), Credit by Exam, Military Articulation, Exams Administered by Other Agencies, Industry Recognized Credentials, and Student Portfolios.

The institution complies with the Commission Policy on Transfer of Credit

- The College has clear institutional policies on how academic credit is awarded and on how students can transfer academic credit.
- To evaluate and grant transfer credit, College faculty, counselors, students, and staff use a common articulation system (ASSIST) to determine course-to-course articulation for general education and major requirements. When appropriate, course descriptions and Course Outlines of Record are reviewed to determine the nature, content, associated student learning outcomes, and level of credit(s) earned at the sending institution are comparable to those of the credits awarded at Mt. San Jacinto College.
- The California State Chancellor's Office Course Identification Numbering System (C-ID) is used to articulate the College's courses with the California State University system and to streamline transfer among institutions.
- See response to Standard II.A.10.
- Eligibility Requirement 20

Conclusion

Mt. San Jacinto College is in full compliance with the Commission *Policy on Transfer of Credit*. The College meets the Commission's requirements by transparently disclosing transfer policies on its website and in its catalog, guided by Board Policies and Administrative Procedures. These policies ensure the acceptance of credits from accredited institutions and prior learning. The website also provides articulation agreements, transfer guides for various universities, and necessary forms and details on credit evaluation, conducted by faculty counselors and transcript evaluators.

Evidence List

- [Board Policy 4050 - Articulation](#)
- [Administrative Procedure 4050 - Articulation \(Transfer\)](#)
- [MSJC General Education Patterns Website](#)
- [MSJC College Catalog 2023-2024 – Transfer & ADT](#)
- [Administrative Procedure 4100 - Graduation Requirements for Degrees and Certificates](#)
- [Request for Evaluation Form](#)
- [Transfer Center Website - Transfer Guides and Articulation Agreements](#)
- [Transfer Guarantees Website](#)
- [Board Policy 4235 - Credit for Prior Learning](#)
- [Administrative Procedure 4235 - Credit by Examination](#)
- [MSJC College Catalog 2023-2024 - Credit for Prior Learning](#)
- [MSJC College Catalog 2023-2024 - Policy for Earning College Credit](#)
- [ASSIST.org Website](#)
- [CCCCO Course Identification Numbering System \(C-ID\)](#)

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The institution demonstrates regular and substantive interaction between students and the instructor.

- The College has established Administrative Procedures 4105 and 4107 to ensure regular and substantive interaction among students and between students and the instructor.
- The Academic Senate has established a Regular and Substantive Interaction Policy (formerly regular effective contact policy) as a required component for all distance education course Syllabus.

The institution ensures regular interaction between a student and an instructor prior to the student's completion of a course or competency.

- All course offerings, regardless of delivery method, follow the same Course Outline of Record (COR), and Distance Education course outlines contain a DE supplement that details the online adaptation of the methods of instruction, methods of evaluation, assignments, and regular substantive interaction.
- The College provides professional development for Distance Education Faculty on effective online teaching practices including the use of the course management system (Canvas), Introduction to Online Teaching Assignments (IOTA) and Standards for Quality Online Teaching (SQOT).

The institution demonstrates comparable learning support services and student support services for distance education students.

- Students have access to all Mt. San Jacinto College learning and student support services regardless of course delivery method.
- Students have quick access to learning and student support services through the Canvas learning management system Help menu.
- See response to Standard II.B.1 and II.C.3.

The institution verifies that the student who registers in a distance education program is the same person

who participates every time and completes the course or program and receives the academic credit.

- The College employs a single sign-on authentication process, using multi-factor authentication to access the course management system (Canvas).
- Administrative Procedure 4105 establishes the existence of a mandatory check-in process for all hybrid and fully online courses and requires faculty to use the College sponsored CMS for course delivery to ensure course activity is conducted (as much as possible) within the authenticated environment.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

- The College employs administrators, faculty, and staff who oversee and support online instructional programs and support services, including online and hybrid course sections.
- Mt. San Jacinto College has adopted a singular information technology support system that provides students and faculty access to technology support for distance education courses.
- Eligibility Requirements 9, 15, and 17

The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

- Distance Education courses are evaluated as part of the established instructor evaluation process.
- The College has published Board Policy 3800 and Administrative Procedures 3745 and 3800 to ensure the protection of student privacy.

Conclusion

Mt. San Jacinto College complies with the Commission Policy on Distance Education and Correspondence Education by ensuring regular and substantive interaction between students and instructors through administrative procedures and Academic Senate policies. All courses adhere to the same Course Outline of Record, with DE supplements detailing online adaptations, and the College provides professional development for online teaching. Students have access to all support services via Canvas, and the technology infrastructure supports online learning. Distance Education courses are evaluated regularly, and policies ensuring student privacy are available on the College website.

Evidence List

- [Administrative Procedure 4105 - Distance and Correspondence Education](#)
- [Administrative Procedure 4107 - Regular Substantive Interaction](#)
- [RSI - Syllabus Checklist](#)
- [Course Outline of Record \(COR\) Samples \(DE Addenda\)](#)
- [Introduction to Online Teaching Assignments \(IOTA\)](#)
- [Standards for Quality Online Teaching \(SQOT\)](#)
- [Faculty Flex Day - Canvas Workshop](#)
- [Canvas Help Menu](#)
- [MSJC Support Portal \(FreshWorks\)](#)
- [Board Policy 3800 - Personal Data Protection](#)
- [Administrative Procedure 3745 - Privacy Notice](#)
- [Administrative Procedure 3800 - Personal Data Protection](#)

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.

- To ensure that students at the College can fully participate in the academic and social opportunities at the College without being discriminated against or harassed, Mt. San Jacinto College has established Board Policies 5500 - Standards of Conduct, Board Policy 3410 - Nondiscrimination, BP 3430 Prohibition of Harassment, BP 3540 Sexual and Other Assaults on Campus, Board Policy 3433 - Prohibition of Sexual Harassment under Title IX, and Board Policy 5300 - Student Equity.
- Board Policy 5530 - Student Grievances includes a list of other available procedures in place to address specific concerns and outlines the steps a student or applicant should take in resolving a grievance when no other administrative procedure, District departmental procedure, collective bargaining agreement, or statutory procedure applies.
- The College catalog and the Student Resource Guide provide detailed information regarding the purpose, types, and process for filing a student grievance.
- The forms for generating a student grievance are available on the College website.
- Eligibility Requirement 20

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)

- The College posts information for the agencies that accredit, or license the College's programs, along with contact information for filing complaints with these organizations, on the Accreditation and Affiliations page of the College website.

Conclusion

Mt. Jan Jacinto College is in full compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions. The College meets the Commission's requirements by providing students with comprehensive information on informal and formal complaint processes, as well as grievance policies and procedures, available on the College website.

Evidence List

- [Board Policy 5500 - Standards of Conduct](#)
- [Board Policy 3410 - Nondiscrimination](#)
- [Board Policy 3430 - Prohibition of Harassment](#)
- [Board Policy 3540 - Sexual and Other Assaults on Campus](#)
- [Board Policy 3433 - Prohibition of Sexual Harassment under Title IX](#)
- [Board Policy 5300 - Student Equity](#)
- [MSJC College Catalog 2023-2024 - Student Grievance and Due Process Procedures](#)
- [Student Resource Guide 2023-2024](#)
- [Accreditation Website](#)

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- Integrity is assured through having multiple people across the College review major documents such as the catalog and class schedule. Subject matter experts review publications and advertising pertaining to specific areas of the College.
- The College catalog accurately provides the College's official name, address, telephone numbers, and website addresses. The catalog also provides the College mission statement, vision and values, and admission requirements and procedures. Admission requirements and procedures can be also found on the Applying for Admission webpages.
- The catalog is revised and reissued every year, and the class schedule is published three times per year (fall, spring, and summer). Inaccuracies and ambiguities are corrected promptly with errors noted.
- College staff and faculty who are well versed in the College admissions procedures and programs handle student recruitment.
- See response to Standard I.C.2.
- Eligibility Requirement 20.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- The College ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.
- The use of the term "accredited" is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. It is stated accurately and fully in a comprehensive statement that identifies the accrediting body by name. No program is referred to as "this program is accredited" unless it has a specific accreditation, such as the nursing programs.
- See response to Standards I.C.1, I.C.12, 1.C.13.
- Eligibility Requirement 21.

The institution provides required information concerning its accredited status.

- The College posts information for the agencies that accredit or license the College's programs, along with contact information for filing complaints with these organizations, on the Accreditation and Affiliations page of the College website and in the Standards of Conduct section of the College Catalog.
- See response to standards I.C.12.
- Eligibility Requirement 21

Conclusion

Mt. San Jacinto College is in full compliance with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials. The College has reviewed the criteria regarding this policy and finds that it meets the Commission's requirements providing accurate, timely, and detailed information about its programs, locations, and policies. Integrity is ensured through reviews by multiple staff, subject matter experts, and accurate documentation in the catalog. Recruitment is handled by knowledgeable

staff and faculty. The College ensures all publications and advertising are clear and accurate, using the term "accredited" in compliance with ACCJC policies. Information about accredited status and complaint procedures is available on the College website and in the catalog.

Evidence List

- [MSJC College Catalog 2023-2024 - Campus Locations](#)
- [Admission Requirements - Applying for Admission Webpage](#)
- [Accreditation Webpage](#)
- [MSJC College Catalog 2023-2024 - Accreditation](#)

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The institution has presented evidence on the required components of the Title IV Programs, including findings from any audits and program or other review activities by the USDE.

- The College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and continuous professional development of financial aid staff.
- The Financial Aid Office ensures that the College is in compliance with all federal requirements in the packaging and disbursing of federal financial aid. The Financial Aid and Business Services Departments work collaboratively with dual responsibility in monitoring Title IV funds. The College has contracted with an outside agency to process student Financial Aid disbursements that offer more options for students while ensuring compliance with federal regulations.
- The Student Federal Financial Aid Fund is a separate checking account set up to account for the deposits and direct payments of government-funded student financial aid, including grants or other funds intended for similar purposes, and the required College matching share of payments to students. Per the College's 2021-2022 audit, there were no material findings, and no deficiencies identified, receiving an unmodified opinion.
- Annual external audits by the U.S. Department of Education review the College's policies and procedures regarding institutional and student eligibility, individual student financial aid and academic files, attendance records, student account ledgers, and default rate management procedures. No compliance deficiencies have been identified confirming drawdowns of federal funds are completed in a timely and compliant manner.
- See response to Standard IIID.15.
- Eligibility Requirement 5.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

- The USDE has not identified any issues with the College's financial responsibility, including student financial aid responsibility.
- See response to Standard III.D.15.
- Eligibility Requirement 5

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable

range.

- The College contracts with a third-party provider to process student financial aid disbursements, which ensures compliance with federal regulations. Default rates are monitored and are within federal guidelines. The three most recently completed fiscal years default rates were:
 - o 2019-2020 – 3.1%
 - o 2018-2019 – 8.6%
 - o 2017-2018 – 11.9%
- See response to Standard III.D.15.
- Eligibility Requirement 5

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

- The College's contractual agreements processes follow established Board Policies and Administrative Procedures to ensure control and integrity of the College in all agreements.
- The College uses standardized agreements that have been reviewed and approved by legal counsel, risk management, budget analysts, and contract coordinators that provide for the control of the terms and conditions to maintain the integrity and quality of programs, services, and operations.
- See response to Standards III.D.16.
- Eligibility Requirement 5

Conclusion

Mt. San Jacinto College is in full compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. The College meets the Commission's requirements by ensuring compliance with Title IV through an internal oversight system and continuous professional development for financial aid staff. The Financial Aid Office collaborates with Business Services to monitor Title IV funds, with external audits confirming compliance. The College has no material audit findings and maintains acceptable student loan default rates. Contractual agreements are reviewed and approved to ensure integrity and quality, meeting accreditation standards.

Evidence List

- [Financial Audit 2021-2022](#)
- [Annual Fiscal Report - Default Rates](#)
- [Board Policy 6300 Purchasing](#)
- [Board Policy 6340 Bids and Contracts](#)
- [Administrative Procedure 6340 Bids and Contracts](#)
- [Administrative Procedure 6345 Bids and Contracts – CUPCCAA](#)

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Mt. San Jacinto College mission statement defines the College's purpose, intended student population, the types of degrees, certificates, as well as opportunities for lifelong learning and enrichment. ([IA1.1](#)) The Mt. San Jacinto College mission states:

Mt. San Jacinto College's purpose is to provide an accessible education, to instill hope, and to empower our students to transform their lives and those around them. We provide equity-minded education to combat systemic barriers, promote social mobility, and provide opportunities for educational advancement.

Mt. San Jacinto College offers degrees and certifications for career and university preparation, as well as opportunities for lifelong learning and enrichment.

As a Hispanic-Serving Institution, we serve a diverse student population from various identities, cultures, socioeconomic backgrounds, life experiences, abilities, and educational needs that represent our community. Mt. San Jacinto College is committed to learning and achievement through inclusive and culturally affirming environments that celebrate student voices and create space for self-exploration and growth. We encourage self-advocacy, civic responsibility, and commitment to becoming ambassadors of change in our communities and our world.

The College reviews its mission every six years in alignment with Board Policy 1200 ([IA1.2](#)) – District Mission – and the institution's planning processes. The College engaged in this review cycle during the 2020 Pandemic and recently completed the final evaluation and approval of the updated Mission Statement by the Board of Trustees on December 14, 2023. ([IA1.3](#))

The modifications made during this cycle were a deliberate choice to prioritize equity and equitable outcomes, placing them at the forefront of the Mission Statement. Additionally, there was a heightened emphasis for all students to advance their social and economic mobility. This discussion took place shortly before the creation of the five-year Educational Master Plan to intentionally ensure that the Mission Statement guided the priorities and themes outlined in the document. ([IA1.4](#))

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.A. 1 and Eligibility Requirement 6. The Mt. San Jacinto College mission statement accurately describes the College's broad educational purposes as an institution of

higher education. The College mission clearly communicates the intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The College has institutional processes in place for examining and determining identified student and community needs that drive the establishment of academic, career education, and student learning support services and programs.

1.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Mt. San Jacinto College uses data to set institutional priorities and accomplish its mission and meet the educational needs of students. Review of the mission statement coincides with the institution's six-year planning calendar in that the timing of the review links directly to the timelines of the College's major Educational Master planning and Strategic Plan development process. This interrelated timeline is critical to ensuring that the mission statement of Mt. San Jacinto College is central to institutional planning, decision-making and is incorporated into the development of district-wide annual goals and priorities.

[\(IA2.1\)](#)

The mission drives data analysis, planning, and evaluation in the College's Educational Master Plan and Comprehensive Program Review for all programs, departments, service areas, and administrative units. As a data-driven institution, Mt. San Jacinto College focuses the Educational Master Plan discourse and analysis on three major data components: 1) a comprehensive environmental scan of the District's 1,700 square mile service area; 2) internal data and research focus on student demographics, achievement, and learning outcomes; 3) programmatic information specific to the College's Academic and Career Education degree/certificate programs as well as the numerous student support services, programs, and initiatives.

[\(IA2.2\)](#)

The mission statement is closely integrated with the College's three-year comprehensive Program Review cycle. The Mt. San Jacinto College integrated planning process includes both comprehensive program reviews along with annual updates. [\(IA2.3; IA2.4\)](#) Results of the College's ongoing comprehensive Program Review process are used in the development of the Educational Master Plan, particularly as it relates to current and future academic programming. Mt. San Jacinto College's comprehensive institutional framework for Program Review is built upon institutional research and disaggregated data [\(IA2.5\)](#). Institutional data from the College is incorporated into every cycle of Program Review, including the Annual Program Assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the College [\(IA2.6\)](#). Data sets are developed for programs in instruction and for non-instructional departments and service areas. Program Review provides analysis of course and program offerings with respect to unduplicated headcount served, the full-time equivalent students (FTES), the number of fulltime equivalent faculty (FTEF) per student, success and retention rates within courses, number of sections offered, percentage of students taking courses online, and degrees and certificates awarded (where appropriate). In addition to the data, each program assesses its area and program considerations for the future, as specified in the program review templates. The program review data is analyzed and used to inform the resource allocation process.

Institutional-Set Standards are also embedded into the comprehensive three-year Program Review cycle as another mechanism to ensure that the College is using data to determine the extent to which the

College is meeting its mission and identifying any gaps and disparities in service or success rates. ([IA2.7](#)) By establishing Institutional-Set Standards specific to graduation, transfer, and success, the College is reaffirming its commitment to continuous quality improvement. ([IA2.8](#)) Additionally, as part of the program review process, the College defines and assesses student learning outcomes for all instructional programs. Student learning outcomes are mapped to program learning outcomes to ensure student needs are part of the integrated planning process. Program reviews are made available to the College community through the program review SharePoint site. ([IA2.9](#))

The Office of Institutional Effectiveness has developed multiple internal and interactive databases designed to create easy access to critical disaggregated student data for all institutional planning, Program Review and Assessment ([IA2.5](#)), enrollment management ([IA2.10](#)), scheduling efforts ([IA2.11](#)), and core institutional mission functions ([IA2.12](#); [IA2.13](#)). During each Program Review cycle, faculty receive data specific to each academic program and institution-wide data to allow for comparisons within the Program Review. The specificity in the data and its incorporation with the College's Program Review and planning processes has allowed for assessment of the mission and greater efficiencies specific to location, program and course as well as improvements in student performance outcomes.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.A.2. The College uses data to determine whether it is accomplishing its mission, and the mission directs priorities established for meeting students' educational needs. By analyzing disaggregated institutional data, local demographics, and student outcomes, the College identifies gaps and disparities in service and success rates. This data-driven approach guides institutional priorities, shaping goals outlined in the Educational Master Plan, Strategic Equity Plan, and other master planning documents.

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Mt. San Jacinto College aligns its programs and services to its mission in all planning documents, including the College's Educational Master Plan ([IA3.1](#)). As evidenced in the mission statement and in various planning documents, the College has a full range of programs and services aligned with its purposes, its character, and the diverse needs of its student population ([IA3.2](#)). Wide-ranging student educational goals, and identified student and community needs, drive the establishment and development of academic, career technical education, student learning support services and programs that are supported through institutional resources. Differences in student populations across the College's service area are utilized to guide program and service planning.

The annual Program Review and Resource Allocation Proposal (RAP) process demonstrates the College's commitment to aligning programs and services with its mission, decision-making, and resource allocation ([IA3.3](#)). This integration is reflected in the connection between these processes and the College's overarching goals. It initiates with the review and revision of the mission statement ([IA1.4](#)), influencing both the Educational Master Plan ([IA3.1](#)) and Strategic Equity Plan ([IA3.4](#)). These planning documents, in turn, guide alignment with all College plans, reports, documents, and resource allocation models. The Program Review and RAP processes are foundational, intricately linked to the mission statement and mission-driven strategic goals. Specific fields within these processes mandate direct alignment with the mission, Educational Master Plan, and Strategic Equity Plan.

The College's Comprehensive Program Review is completed in year one of a three-year planning cycle. The Comprehensive Program Review requires units/departments/service areas/administrative units to reflect on the College's mission while reviewing its institutional research and disaggregated data, including enrollment, productivity, gaps for disproportionately impacted student groups, institutional set standards, and student learning outcome data ([IA3.5](#); [IA3.6](#); [IA3.7](#)). The Comprehensive Program Review process requires a goal setting response with an action plan to improve on the current data. In years two and three of the cycle, an Annual Program Assessment review takes place, which reviews the current data to see if a goal and its action plan need to be adjusted ([IA2.4](#)). Additionally, the Comprehensive Program Review and Annual Program Assessment process requires the review of the administrative units/departments/service area's Program Learning Outcomes (PLOs) in relation to the institution's Core Competencies, also known as Institutional Learning Outcomes (ILOs). ([IA3.8](#)) This process requires a narrative for each PLOs connection to the institution's Core Competencies.

Mt. San Jacinto College's RAP is tied to the College's mission statement and institutional priorities. The RAP requirements and templates are reviewed and vetted by participatory governance committees annually. ([IA3.9](#); [IA3.10](#)) After the RAP template has been vetted and is complete, all College areas are encouraged to submit a RAP for one-time funding for the following academic year. The RAP is directly tied to the College area's Comprehensive Program Review/Annual Program Assessment, all seven of Mt. San Jacinto College's Strategic Equity Plan goals, and alignment with other Institutional Plans. Additionally, the RAP requires a list of goals, measurable outcomes, and an implementation plan. A Prioritization Allocation Rubric (PAR) is used to score each RAP by an administrator, faculty member, and classified professional ([IA3.11](#)). The PAR scores are averaged, and the final scores are shared with the Budget Committee ([IA3.12](#)), Institutional Planning Committee ([IA3.13](#)) and taken to the Executive Cabinet for approval ([IA3.14](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.A.3. The mission is the foundation of all College planning, programs, and services. College plans and documents demonstrate that the mission guides the College in all decision-making processes, planning, and resource allocation. The College processes ensure that the mission guides all course and program development. Through the College's Comprehensive Program Review and Annual Program Assessment cycle, the College's constituencies can demonstrate alignment of all key decisions with student learning and achievement. The College's planning and resource allocation processes have matured and developed into a sustainable, standardized model fully integrated and embedded into the College's infrastructure.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The Mt. San Jacinto College mission statement is widely published and approved by the governing board. Board Policy 1200 – District Mission ([IA1.2](#)) – establishes the six-year cycle for review of the mission. The Board of Trustees approved the Mt. San Jacinto College's mission statement on December 14, 2023, after a comprehensive and inclusive review process initiating with a participatory task force with representation from all College constituent groups. ([IA1.3](#)) The comprehensive review of the mission statement occurs before developing the Educational Master Plan and Strategic Equity Plan to ensure a mission-driven approach to planning.

The College's mission statement is published in numerous institutional documents, the College Catalog

([IA4.1](#)) and the College website ([IA1.1](#)). Additionally, the mission is printed and displayed in College meeting rooms and other high-traffic areas of the institution, including classrooms and library and learning resource centers.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.A.4 and Eligibility Requirement 6. Mt. San Jacinto College articulates its mission in a published statement approved by the Board of Trustees. The College's mission statement is reviewed and updated, as necessary, every six years with the most recent taking place in December 2023.

Conclusions on Standard I.A: Mission

The Mt. San Jacinto College mission defines the institution's general educational purposes, the student population it serves, and the programs it offers. The College's programs and student support services are consistent with the College's mission, as reflected in program reviews across units and disciplines. Quantitative and qualitative data determine how effectively and equitably each program and service area is achieving its outcomes and how the institution is progressing toward meeting established priorities. The College articulates its mission which is Board of Trustees approved, and every six years reviews and updates its mission to guide all levels and activities of the institution.

Improvement Plan(s) : Not applicable.

Evidence List

- I.A.1
 - o [IA1.1 - MSJC Mission Statement - Mt. San Jacinto College website](#)
 - o [IA1.2 - BP1200 - District Mission](#)
 - o [IA1.3 - BOT agenda 12.14.23 - MSJC Mission Statement - AA](#)
 - o [IA1.4 - BOT 11.9.23 - Mission Statement Presentation](#)
- I.A.2
 - o [IA2.1 - MSJC Integrated Planning Timeline](#)
 - o [IA2.2 - Educational Master Plan 2024-2030 - \(PPT+Plan\)](#)
 - o [IA2.3 - Instructional Comprehensive Program Review Template](#)
 - o [IA2.4 - Instruction Annual Program Review Template](#)
 - o [IA2.5 - Instructional Research - PR Data Reports](#)
 - o [IA2.6 - Instruction Annual Program Review Template](#)
 - o [IA2.7 - IPC agenda 11.14.23 - Institution Set Standards and Stretch Goals -AAM](#)
 - o [IA2.8 - BOT agenda 4.11.24 - ACCJC Annual and Fiscal Reports - AA](#)
 - o [IA2.9 - CLO and PLO Inventory Library SharePoint](#)
 - o [IA2.10 - IR - Enrollment Summary Dashboard Sample](#)
 - o [IA2.11 - IR - Enrollment Timeline Comparison Sample](#)
 - o [IA2.12 - IR - Student Performance Data Summary Sample](#)
 - o [IA2.13 - IR - Student Equity Data Sample](#)
- I.A.3
 - o [IA3.1 - Educational Master Plan 2024-2030](#)
 - o [IA3.2 - College Catalog Programs and Services](#)

- o [IA3.3 - Resource Allocation Proposal \(RAP\) Template](#)
- o [IA1.4 - BOT 11.9.23 - Mission Statement Presentation](#)
- o [IA3.4 - Strategic Equity Plan](#)
- o [IA3.5 - Instructional Comprehensive Program Review Overview](#)
- o [IA3.6 - Instructional Comprehensive Program Review Template](#)
- o [IA3.7 - AU Comprehensive Program Review Template](#)
- o [IA2.4 - Instruction Annual Program Review Template](#)
- o [IA3.8 - Core Competencies - Mt. San Jacinto College website](#)
- o [IA3.9 - Budget Committee agenda 10.5.23 - RAP & PAR Templates for 2024-2025 -AAM](#)
- o [IA3.10 - IPC agenda 11.14.23 - RAP and PAR Templates for 2024-2025 -AAM](#)
- o [IA3.11 - Prioritization Allocation Rubric \(PAR\) Template](#)
- o [IA3.12 - Budget Committee agenda 5.2.24 - RAP review - AAM](#)
- o [IA3.13 - IPC agenda 5.14.24 - RAP Review - AAM](#)
- o [IA3.14 - RAP Info Sheet 24-25 Final - EC Review](#)
- I.A.4
 - o [IA1.2 - BP1200 - District Mission](#)
 - o [IA1.3 - BOT agenda 12.14.23 - MSJC Mission Statement - AA](#)
 - o [IA4.1 - MSJC Mission Statement - College Catalog](#)
 - o [IA1.1 - MSJC Mission Statement - Mt. San Jacinto College website](#)

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Mt. San Jacinto College engages in sustained, substantive, and collegial dialogue around student outcomes, equity, academic quality, and institutional effectiveness to improve student learning and achievement continually. Constructive dialogue occurs in all College participatory governance committees, implementation teams, discipline and division meetings, and events.

The College Council serves as the principal conduit for formal communication across all constituent groups, fostering ongoing dialogue within the College community. Comprising representatives from administration, faculty, classified professional staff, and students, the College Council ensures that the collective perspectives of various stakeholders inform recommendations, excluding curriculum matters. Meeting bi-monthly, the Council routinely deliberates and recommends proposed actions and information items for the Board of Trustees, while also reviewing reports from Participatory Governance committees. Additionally, it serves as the decision-making body for forwarding recommendations on Participatory Governance issues not requiring mutual agreement between the Academic Senate and Board of Trustees to the Superintendent/President for action or presentation to the Board for consideration. ([IB1.1](#))

To maintain regular communication and meaningful engagement among College constituent groups, various strategies are employed to facilitate continuous improvement in student learning and achievement. College leadership hosts a series of events throughout the academic year to disseminate information on significant College updates and progress on college-wide initiatives. These include events such as Faculty Convocation ([IB1.2](#)), Classified Convocation ([IB1.3](#)), and Brown Bags ([IB1.4](#)), providing faculty, classified professional staff, and students with opportunities to offer feedback and input. Facilitated by the College's Executive Cabinet and Superintendent/President, these sessions aim to promote transparency and collaboration.

To enhance collegial dialogue on student learning and achievement, Mt. San Jacinto College implemented a tri-chair participatory governance leadership model. This model, approved by the Board of Trustees in spring 2021 ([IB1.5](#)), involves representatives from administration, faculty, and classified professional staff chairing committees. Moreover, numerous committees and implementation teams work closely with the Student Government Association (SGA) to involve students and ensure their voices are heard.

Substantive and sustained dialogue models in support of student achievement, equity, and institutional effectiveness are outlined below:

Student Outcomes

The College's integrated planning, Program Review, and resource allocation practices support regular, structured, and collegial college-wide dialog about student learning outcomes and assessment results ([IB1.6](#)) amongst all constituent groups.

The Institutional Assessment and Program Review Implementation Team ([IB1.7](#)) is the primary participatory governance group that formalizes processes and practices related to program review learning outcomes, and assessments. This group serves as the catalyst to formalize dialog amongst all

constituent groups in all academic, student support service, and administrative areas of the institution to examine and document the effectiveness of College programs and services ([IB1.8](#)). The collegial dialog among faculty, administrative leadership, and administrative professional staff about improving student learning and institutional effectiveness at the department, unit, and division levels is organized through the completion of the Comprehensive Program Reviews ([IB1.9](#)) and Annual Program Assessments ([IB1.10](#)).

Analyzing student learning outcomes data and implementing improvements to enhance student learning and achievement are integral components of the Program Review process. Throughout the comprehensive Program Review and Annual Program Assessment cycle, faculty in academic and Career Education (CE) programs, along with administrative leadership and staff, regularly review student learning outcomes and achievement results. ([IB1.11](#)) By evaluating assessment and student success data, both full- and part-time faculty engage in collaborative discussions to develop annual plans for improvement at the course and program levels ([IB1.12](#)). These improvement strategies serve as catalysts for further discussions within participatory governance. As requests for resource allocations progress through the College's planning ([IB1.13](#)) and budget development processes ([IB1.14](#)), these discussions inform decision-making.

Student Equity

Through robust dialogue and discussion, the College's participatory governance committees diligently address existing or emerging opportunities and equity issues. They provide guidance to College leadership in developing responsive policies and procedures and offer recommendations for action based on relevant research, data, and best practices. The College hosts participatory governance committees and other college-wide groups dedicated to identifying, discussing, planning, and implementing strategies aimed at promoting student equity, diversity, learning, and achievement. Each committee or group advocates for the development and implementation of institutional practices and processes that support the success of the College's diverse student population. These core groups include the Student Success Committee ([IB1.15](#)), Inclusion, Diversity, Equity, and Accessibility Implementation Team ([IB1.16](#)), and the College's Student Affinity groups ([IB1.17](#)).

Committees systematically analyze data, evidence, and research to evaluate student learning and develop institutional strategies aimed at reducing achievement gaps among high priority student populations. The Office of Institutional Research produces disaggregated student learning and achievement data, which is readily accessible on the College's website ([IB1.18](#)), integrated into planning documents, and utilized by committees to fuel discussions on institutional enhancements. Moreover, this disaggregated data is incorporated into the College's Comprehensive Program Review and Annual Program Assessment process. ([IB1.19](#))

Thanks to the concerted efforts of these dedicated committees, the College has initiated a range of targeted projects, programs, and events that have effectively enhanced student learning and achievement among disproportionately impacted student groups ([IB1.20](#); [IB1.21](#)). The College is building and enhancing its equity efforts by creating and expanding initiatives through collegial dialogue to address achievement gaps. Efforts range from supporting Curriculum Committee diversity efforts ([IB1.22](#)) to supporting cultural graduation ceremonies, celebrations, ([IB1.23](#)) and equity-focused professional development. Faculty has incorporated equity and cultural responsiveness in the Course Outline of Record within the curriculum approval process. ([IB1.24](#)) Changes include incorporating culturally sensitive and inclusive readings, integrating students' experiences and backgrounds by validating students' knowledge and diverse perspectives, more equitable assessment practices, and inclusive and student-friendly schedule and catalog descriptions.

Other efforts include expanding the Puente program ([IB1.25](#)) and increasing support for Umoja ([IB1.26](#)), among other heritage monthly activities. The College has end-of-year cultural celebrations for nearly all affinity groups including but not limited to the Raza Scholars Celebration, a graduation celebration for Latinx and indigenous students and their families ([IB1.27](#)), the Imani Celebration for African American Students ([IB1.28](#)), LGBTQ+ Lavender Recognition Ceremony ([IB1.29](#)), CalWORKs/EOPS/CARE Celebration ([IB1.30](#)), and The Puente Project End of Year Celebration ([IB1.31](#)). Professional development opportunities include CORA: Supporting Men of Color in Community Colleges, the Equity Literacy Institute, Black Minds Matter, and SEEDS: Student Empowerment, Equity, and Diversity Series ([IB1.32](#)).

Academic Quality and Institutional Effectiveness

Ongoing, robust, and widespread dialogue about institutional effectiveness is a hallmark of Mt. San Jacinto College, with data and analyses widely disseminated and utilized across the institution. The College employs structured mechanisms to actively engage constituents in formal and informal discussions about institutional planning, learning, teaching, and assessment of learning outcomes. ([IB1.18](#); [IB1.33](#)) These dialogues about enhancing academic quality and institutional processes are integrated into all major institutional planning processes, including the development of master plans such as the Educational Master Plan ([IB1.34](#)), Strategic Equity Plan ([IB1.35](#)), Facilities Master Plan, and Technology Master Plan ([IB1.36](#)), as well as initiatives.

Various structures are utilized to foster inclusive discussions, including focus groups, retreats, public forums, presentations, and meetings with constituent and participatory governance groups such as the Academic Senate, Classified Senate, and Student Government Association. The Academic Senate plays a significant role in reviewing drafts and offering support and recommendations for college-wide and instructional plans ([IB1.37](#); [IB1.38](#)).

Faculty, classified professional staff, and students are kept informed about institutional efforts to achieve goals and improve learning through regular communication of college-wide goals, progress updates, and plans for improvement. Recent planning cycles, such as the development of the Educational Master Plan ([IB1.39](#)) and the Strategic Equity Plan ([IB1.40](#)), involved extensive dialogue with faculty, classified professional staff, students, and administrators. These processes were coordinated by the Offices of Institutional Effectiveness and Research to ensure access to data and full participation from all constituencies.

The Institutional Planning Committee (IPC), comprising academic and classified professional leadership and constituent group representatives ([IB1.41](#)), plays a crucial role in facilitating broad discussions on institutional integrated planning, resource allocation practices, accreditation processes, and other activities that promote institutional effectiveness. The minutes of IPC meetings serve as evidence of substantive dialogue among all groups. ([IB1.42](#))

Faculty, administrative professionals, and students are informed about institutional efforts to achieve goals and improve learning due to the College's efforts to regularly and consistently communicate college-wide goals, progress toward meeting goals, and develop improvement plans.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.1. The College engages the campus community in widespread, sustained, and collegial dialog about student outcomes, student equity, institutional effectiveness, and continuous improvement of student learning and achievement through its committee structures and implementation teams. Institutional dialog utilizes the analysis of internal and external data, evidence and research to stimulate plans for improvement that become embedded within the College's master planning priorities, goals, and objectives.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Mt. San Jacinto College has an established and comprehensive institutional framework for defining and assessing Student Learning Outcomes (SLOs), Course Learning Outcomes (CLOs), and Program Learning Outcomes (PLOs) ([IB2.1](#)) for all instructional programs and student support and learning services. Also, Service Area Outcomes (SAOs) are created and assessed by the respective student service programs ([IB2.2](#)), and Administrative Unit Outcomes (AUOs) are created and assessed by each Administrative Unit ([IB2.3](#)). The College has systematic Curriculum ([IB2.4](#)) and Program Review ([IB1.11](#)) processes and procedures established to create, approve, administer, deliver, and evaluate student SLOs, CLOs, PLOs, SAOs, and AUOs at the course, program and institutional levels.

The College's instructional programs, student support, and learning services assess SLOs at the course level through the faculty-developed CLOs. The CLOs are derived from and connected to the PLOs. ([IB2.1](#)) Furthermore, the PLOs are created in alignment with the Institutional Learning Outcomes (ILOs), the Core Competencies ([IB2.5](#)). The SLOs/CLOs are assessed twice within a three-year period with each assessment analyzed. This process allows department faculty to meet and analyze the data, share effective teaching strategies, or revise test questions and CLOs as needed. ([IB2.6](#))

All SLOs/CLOs assessment results are housed within eLumen ([IB2.7](#)) along with examples of individual student assessments ([IB2.8](#)). The data is used in Program Review and reflected upon by department faculty for student improvement and success. Department faculty can change or re-write CLOs and PLOs at any time through the Curriculum process in CourseLeaf ([IB2.9](#)). The CLOs are also reviewed through the curriculum course revision process in the Course Outline of Record (COR). Additionally, all PLOs and the alignment to the ILOs are reviewed in the Program Review process. All CLOs are in the Continuous Improvement SharePoint site ([IB2.10](#)) and listed in each course syllabus ([IB2.11](#)). The College Catalog and website feature PLOs ([IB2.12](#)), SAOs, AUOs, and ILOs ([IB2.5](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.2 and Eligibility Requirement 11. Mt. San Jacinto College defines and assesses student learning outcomes for all instructional programs, student support, and learning services twice within three years. The data is analyzed in the Program Review process to adjust and set goals for student improvement.

I.B.3 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. (ER 11)

Evidence of Meeting the Standard

Mt. San Jacinto College has established institution-set standards for student achievement appropriate to its mission, regularly assesses for continuous improvement, and publishes the results on its website. Following the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, Mt. San Jacinto College set two types of goals on student outcome metrics: institution-set standards and stretch goals that include course success rates, degree and certificate completion, transfer, job placement rates, and licensure pass rates ([IB3.1](#)).

The Office of Institutional Planning and Effectiveness facilitates developing and revising the institution-set standard metrics. Developing and revising institution-set measurements, the College utilizes the participatory governance committee structure, representatives from faculty, classified professional staff, students, and administration analyze trend data provided by the Office of Institutional Planning and Effectiveness for each performance metric ([IB1.6](#)). The Institutional Planning Committee reviews, discusses, and collaboratively develops recommendations for the standards based on a five-year longitudinal trend data analysis ([IB3.2](#)). Recommendations are forwarded to the Executive Cabinet leadership for formal adoption and presented to the Board of Trustees ([IB3.3](#)). The adopted institution-set standards are also submitted in the ACCJC Annual Report and published on the website ([IB3.1](#)).

Comprehensive data related to each academic and career education program are incorporated into every cycle of the Program Review process utilized by the faculty ([IB1.19](#)). Department faculty can fully evaluate courses and program-level student achievement against the institution-set standards and develop informed data-driven improvement recommendations ([IB3.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.3 and Eligibility Requirement 11. Mt. San Jacinto College has established institution-set standards and stretch goals for student achievement appropriate to its mission and publishes the information on its College website. Disaggregated student data, institution-set standards, and stretch goals are assessed annually.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The use of assessment data is the foundation and framework of Mt. San Jacinto College integrated planning and resource allocation practices that allows for assessment of the College's mission. The College collects, analyzes and distributes accurate, current, and disaggregated qualitative and quantitative data. The College's highly organized data structures support all the College's comprehensive long and short-term planning efforts intended to make sustained and impactful improvements to institutional processes affecting student learning and achievement.

Assessment outcomes play a crucial role in the program review procedures at Mt. San Jacinto College, helping to pinpoint needs and advocate for resources to enhance student learning and success. Student Learning Outcome (SLO) assessments are seamlessly integrated into the evaluation processes of both annual updates ([IB4.1](#)) and comprehensive program reviews ([IB4.2](#)). Within the program review framework, all programs are mandated to furnish data on program assessments, student achievements such as success rates, retention, and awards, alongside program trends. Program reviews are conducted collaboratively, involving faculty members and department representatives. This collective effort aims to assess program strengths and challenges comprehensively, while also identifying the requisite resources necessary to realize program objectives effectively.

The Student Services departments conducts annual program reviews for its programs ([IB4.3](#)), encompassing a comprehensive array of data including service area outcomes, program service level data, service trends, factors affecting student access to services, and established goals. In non-instructional program reviews, specific attention is given to Service Area Outcomes (SAOs), which are meticulously defined and assessed. Utilizing the Student Services Administrative Comprehensive Program Review template ([IB4.4](#)), Student Services ensures a structured and thorough evaluation process.

The Institutional Assessment and Program Review Implementation Team conducts continuous evaluation of the program review process ([IB4.5](#)), comprising of representatives from instruction, student services, administrative services, and the Office of Institutional Planning and Effectiveness ([IB1.7](#)).

The Office of Institutional Planning and Effectiveness plays a pivotal role in overseeing College-wide evaluation and assessment endeavors. This includes communicating data, facilitating data analysis, and coordinating the integration and utilization of data into core institutional planning efforts and initiatives aimed at enhancing student success ([IB1.6](#)). Mt. San Jacinto College utilizes a native data warehouse system managed by the Office of Institutional Planning and Effectiveness. This system allows for seamless improvements, modifications, and additions, ensuring the data warehouse remains continually updated and responsive to evolving needs ([IB4.6](#)). This flexibility in developing and maintaining an organized, open, and accessible data system tailored to the College's specific research, data, and analysis requirements has become integral to nearly all decision-making processes and policies.

The College delivers comprehensive reporting and analysis on assessment and achievement data through Comprehensive Program Review (CPR) to various College programs, services, departments, and administrative units. The augmentation of the data warehouse has notably enhanced institutional dialogue by providing data at an institutional level and disaggregated by various demographics, facilitating comparisons and discussions on achievement gaps ([IB4.7](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.4. The College has implemented processes using assessment data to improve student learning and achievement. The comprehensive data warehouse, Comprehensive Program Review, and outcomes assessment process illustrate strong institutional structures that allow for data-driven decisions. The Educational Master Plan and other College planning documents show using assessment data to improve student success.

Institutional Effectiveness

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Mt. San Jacinto College assesses the accomplishment of its mission through the evaluation of goals and objectives as demonstrated in the program review process. Program review processes at Mt. San Jacinto College are ongoing, systematic and used to assess and improve student learning and achievement and advance the mission of the College. The College has established a regular review cycle to correspond with the long-term and short-term planning needs. ([IB5.1](#))

Mt. San Jacinto College establishes institutional themes/priorities to fulfill its mission through the Educational Master Plan (EMP) ([IB5.2](#)). These priorities are crafted with the mission, vision, and core values of the College serving as guiding principles, supplemented by input gathered from the College community through environmental impact studies. The Strategic Equity Plan translates the EMP into actionable objectives and tasks ([IB5.3](#)).

Mt. San Jacinto College uses an annual program review process within a three-year cycle to assess accomplishments of its mission and to evaluate each program's goals and objectives for student learning and achievement. All instructional programs complete a Comprehensive Program Review (CPR) ([IB4.2](#)) in

year one and an Annual Program Assessment (APA) ([IB4.1](#)) in years two and three of the three-year cycle. Administrative units complete a CPR annually ([IB5.4](#)). All program reviews are completed with a template developed and collaborated through the College participatory governance process the prior year. ([IB4.5](#); [IB5.5](#))

The Office of Institutional Planning and Effectiveness provides research and support with program and course disaggregated data in areas of student success measurements, including mode of delivery and campus location ([IB4.7](#)). Institutional data has been incorporated into every cycle of Program Review, including the Annual Program Assessment templates ([IB4.1](#)) utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the College. In addition to developing a list of resources needed in the current program review to support goal attainment, the program review also includes the ability to explain how resources received in the past affect student success.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.5. Through the annual program review process, the College examines qualitative and quantitative student learning outcomes and achievement data, disaggregated by program type, campus location, and mode of delivery to assess the accomplishment of its mission and to evaluate and develop college planning priorities.

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Mt. San Jacinto College effectively disaggregates and analyzes student achievement data for subpopulations of students to identify and address disproportionate performance gaps. This data has consistently been embedded in the College's Comprehensive Program Review and Annual Program Assessments over many cycles and integrated into the College's master planning efforts and resource allocation priorities.

The College's home-grown, internal and interactive performance data warehouse organizes student achievement data for broad consumption by the institution. The data warehouse provides detailed disaggregated data for student outcomes by demographics, modality of instruction, time of day and location. The warehouse features the following data components: (1) FTES generation by district, modality, and academic program by campus site; (2) student success rate by district, modality, academic program and course by campus site (3) retention rate by district, modality, academic program and course by campus site; (4) withdrawal rate by district, modality, academic program and course by campus site; (5) graded seats by district, program and course by campus site; (6) awards by district and academic program; (7) student demographics by district and campus site; and (8) time of day by district. ([IB6.1](#))

The College continues to make improvements to its data warehouse, including a multitude of institutional data elements, additional student performance measures, multi-year and semester ten-year trend analysis, section, course, program, and institutional indicators, individual course section, and faculty data, course level data (developmental, basic skills, college level), key scheduling efficiency measures (percentage of cap, enrollment counts/rates, census counts/rates, FTES generation and fill rates, and wait lists), terms (academic year and semester terms), student demographics, and the capability of running a

variety of queries in real-time. ([IB1.6](#), [IB1.33](#))

Institutional student achievement data is incorporated into every cycle of Program Review, including the Annual Program Assessment templates ([IB4.1](#)) utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the College. During each Program Review cycle, faculty access data specific to each academic program and discipline and institution-wide data to allow for comparisons within the Program Review ([IB4.7](#)). The Comprehensive Program Review (CPR) and Annual Program Assessment (APA) process includes student learning outcome data integrated and analysis regarding student learning outcomes into its three-year Program Review cycle ([IB6.2](#)).

The instructional departments use eLumen as a comprehensive learning outcome database to act as a clearinghouse for all assessment data, analysis, and housing results at the course, program, and institutional levels ([IB2.8](#)). Faculty develop learning outcomes through the curriculum process ([IB2.9](#)) and utilize eLumen to assess student learning outcomes by assigning rubrics ([IB6.3](#)), entering assessment scores, examples of student coursework, and analyzing the data. The eLumen database is a cloud-based system in which the College can access data and results and customize reports and queries. Faculty are required through the CPR and APA process to view institutional disaggregated data, look for performance gaps, and develop a plan to close the gap ([IB1.12](#)).

Using the disaggregated data allows the College to have a more robust dialog during institutional planning efforts and participatory governance committee meetings related to student achievement, learning, and equity. ([IB6.4](#)) The College's disaggregated data is a critical institutional resource for accessing and analyzing the data for disproportionate impact and effectiveness of academic and student support programs and services. The data is used to develop institutional plans, grant proposals, and initiatives that specifically work to address the performance gaps in subpopulations ([IB6.5](#); [IB5.3](#); [IB5.2](#)).

The Student Equity Plan ([IB6.5](#)) and the U.S. Department of Education Title V grant ([IB6.6](#)) act as prime examples illustrating how the College uses disaggregated data to implement strategies and allocate resources for the purpose of improving student achievement and learning outcomes. Through the Title V Grant and Student Equity, the data showed that specific student populations were not as successful as their peers. Through the Inclusion, Diversity, Equity and Accessibility Implementation Team ([IB1.16](#)), the College determined several student populations, particularly African American males were disproportionately impacted. The Title V grant showed similar findings; however, this grant specifically focuses on the Hispanic student population and the inequities in success, retention, persistence, and transfer rates. Both programs commit resources, including human and fiscal, to work towards mitigating the disproportionate impacts related to student achievement. The Student Equity Plan clearly outlines the intended goals, objectives and evaluation strategies to gauging effectiveness.

The development of the College's Strategic Equity Plan ([IB5.3](#)) and Educational Master Plan ([IB5.2](#)) is deeply informed by student equity data and other disaggregated institutional data. These efforts form the cornerstone for establishing institutional goals, objectives, and outcomes. Through facilitated discussions, retreats, and collaborative workgroup activities focused on the institutional priorities endorsed by the Board of Trustees, these plans are shaped ([IB1.39](#)). Proposed goals and objectives within the Strategic Equity Plan and Educational Master Plan draw from a blend of internal data, external insights, and best practices. The utilization of disaggregated data plays a pivotal role in steering planning processes, decision-making, and resource allocation. Strategies outlined within these plans are meticulously linked to measurable, time-specific outcomes and are anchored to performance indicators and evaluation criteria ([IB6.7](#)). This ensures the institution can effectively gauge the attainment of its goals and objectives.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.6. The College disaggregates student achievement data from its data warehouse and utilizes eLumen as a comprehensive learning outcome database for all assessment data, analysis, and results at the course, program, and institutional learning outcome data in its Comprehensive Program Review and Annual Program Assessments process. The College consistently uses disaggregated data on specific student populations to identify performance gaps and disproportionate impacts. Through the College's participatory governance structure, program review, and planning processes, the College uses the data to identify differences among student groups' achievement and learning. It develops strategies for mitigating the differences and making improvements. Additionally, the strategies are embedded in core planning documents and institutional grants to prioritize and allocate appropriate resources for effective implementation.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Mt. San Jacinto College consistently evaluates its policies and practices across all aspects of the institution. The primary method for these evaluations is through program review, conducted regularly and systematically for all programs and services ([IB5.1](#)). Instructional, non-instructional, and administrative program reviews are completed via a three-year cycle including comprehensive and annual program assessments ([IB7.1](#)). The program review process incorporates both qualitative and quantitative data to assess whether programs and service areas are aligning with the College's mission and upholding academic standards.

Instructional program reviews include analysis of outcome assessment data, examination of demographic trends, assessment of program impacts, goal setting, and resource allocation to support program objectives and enhancement plans ([IB4.2](#)). Non-instructional ([IB4.4](#)) and administrative program reviews ([IB5.4](#)) follow a similar framework but focus on service area outcomes (SAOs) and administrative unit outcomes (AUOs) instead of student learning outcomes. These reviews also encompass discussions on services provided and analysis of student data disaggregation. All program reviews, both instructional and non-instructional, are available on the College website in the program review library ([IB7.2](#)). Moreover, both types of reviews require programs and service areas to identify necessary resources to achieve their goals, which are then integrated into the resource allocation process.

The Academic Senate and Curriculum Committee play crucial roles in ensuring the College adopts effective policies and procedures for curriculum and instruction. The Curriculum Committee regularly reviews new and revised curricula ([IB7.3](#)), forwarding recommendations for changes to the Board of Trustees for approval ([IB7.4](#)). This rigorous process ensures the academic quality of courses and programs offered.

Board Policies and Administrative Procedures, in their entirety, are reviewed on a three-year cycle. The College has developed an Annual Tracking and Request for Changes Form for each Board Policy and Administrative Procedure ([IB7.5](#)). The College conducts reviews of policies, procedures, and governance through participatory governance committees, which offer recommendations to the College Council. The College Council oversees and maintains the Participatory Governance Handbook ([IB7.6](#)), defining participatory governance and outlining constituency participation in governance committees. It includes

representatives from all constituency groups and recommends policy modifications or new implementations as necessary. Recommended changes are presented at College Council meetings, where further modifications may occur before recommendations are forwarded to the Superintendent/President and the Board of Trustees for consideration ([IB7.7](#)). Changes to procedures are reviewed and adopted by the Superintendent/President and reported to the Board, while changes to policies are presented to the Board of Trustees for review and adoption ([IB7.8](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.7. Through the College's comprehensive Board Policy and Administrative Procedures review process, the institution has a regular institutional effectiveness review and assessment cycle for all areas. Instructional and Administrative Unit program reviews, an annual evaluation of College governance, and Resource Allocation Proposal processes are in place to ensure effectiveness in supporting academic quality and accomplishment of the mission.

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Mt. San Jacinto College broadly communicates the results of all its assessment and evaluation activities so that the institution understands its strengths and weaknesses and sets appropriate priorities. The College is committed to being transparent and accessible so that the institution can collectively and collaboratively analyze, discuss, and establish appropriate priorities through a uniform structure.

The College disseminates its results through various institutional reports, databases, and presentations that monitor, track and report progress on key performance indicators. Reports and presentations are shared with College constituents including but not limited to the Board of Trustees ([IB8.1](#)), the Institutional Planning Committee ([IB8.2](#)), administration, faculty ([IB8.3](#)), classified professional staff ([IB1.4](#)), and students.

Mt. San Jacinto College also reports progress related to institutional effectiveness activities in meeting or exceeding institution-set standards published in the ACCJC Annual Report ([IB3.1](#)). These reports are made available on the College website ([IB8.4](#)) and presented to participatory governance ([IB8.5](#)) and constituent groups, including the Board of Trustees ([IB3.3](#)).

The College sets appropriate priorities and does so with broad input. An example of this is the adoption of the Strategic Equity Plan 2021-2024 ([IB5.3](#)), Student Equity Plan 2022-2025 ([IB6.5](#)) posted on the College's website, show how the College uniformly reviews results from institutional assessments to establish and direct the priorities and resources of the institution. The development of the plans entailed gathering information and input from the College community as well as data from internal and external sources. The resulting Strategic Equity Plan contains eight immediate equity actions and seven goals with 43 objectives ([IB6.7](#)).

Comprehensive Program Reviews and Annual Program Assessments are accessible via the Institutional Effectiveness webpage ([IB8.6](#)). Within Program Reviews, faculty and staff conduct detailed needs assessments and analyses regarding programmatic strengths, weaknesses, challenges, and opportunities associated with student learning and achievement outcomes. Assessment results embedded within the Program Reviews facilitate broad institutional discussions regarding plans for improvement, goal prioritization, and resource allocation ([IB1.11](#)).

Monthly Institutional Assessment and Program Review Implementation Team ([IB1.7](#)) meetings provide a platform for academic/Career Education program chairs, administrative and student support service managers to present detailed findings and results from Program Review and assessments ([IB8.7](#)). This information is further shared during Institutional Planning Committee meetings, planning focus groups, and retreats, which are responsible for integrating assessment results with institutional planning and resource allocation efforts ([IB1.13](#)).

The Office of Institutional Effectiveness and Planning plays a crucial role in supporting institutional assessment, planning, decision-making, and quality improvement by coordinating data collection efforts, generating reports ([IB1.33](#); [IB1.6](#)), and presenting findings. To enhance communication and dialogue surrounding assessment results, the Office maintains a current and up-to-date data warehouse on the College's website.

Through collaborative review, analysis, and discussion activities, the College ensures that both internal and external communities are informed of its effectiveness at various levels and integrates evaluation results into core institutional planning structures to establish priorities. Core planning documents such as the Strategic Equity Plan ([IB5.3](#)) and Educational Master Plan ([IB5.2](#)) exemplify how the College uniformly reviews results from institutional assessments to direct institutional priorities and resources.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.8. The College uses many documented assessment results to communicate quality assurance matters to appropriate constituencies, including the campus community and the public. Assessment results are disseminated regularly through numerous communication methods in planning documents, Institutional Reports, College's website, Program Review and Annual Program Assessments and presentations. Mt. San Jacinto College encourages transparency of the institution's strengths and challenges at all levels to ensure that all groups understand the issues, obstacles, and opportunities facing the College, student learning, and achievement.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Mt. San Jacinto College engages in continuous, broad based, systematic evaluation and planning through its integrated planning processes, including program review, the development and implementation of master plans, and the College's resource allocation processes. Educational planning is integrated with resource planning and allocation to support student achievement and learning. Mt. San Jacinto College's planning and resource allocation model directly links Resource Allocation Proposals (RAPS) ([IB9.1](#)) to the institution's three-year Program Review ([IB4.2](#)), Annual Program Assessment ([IB4.1](#)), and Strategic Equity Plan priorities and goals ([IB6.7](#)), ranking the requests using the College's Prioritization Allocation Rubric (PAR) ([IB9.2](#)) and tracking the prioritized request through the process until funding decisions ([IB9.3](#)) are cycled through the Budget Committee ([IB1.14](#)), the Institutional Planning Committee ([IB1.13](#)), Executive Cabinet, and the Superintendent/President ([IB9.4](#)).

The Educational Master Plan (EMP) ([IB5.2](#)) provides for long-term planning and priorities at the

institutional level. The Strategic Equity Plan (IB6.5) provides the tactical goals, objectives and activities to address the Educational Master Plan themes/priorities. The College completed the Educational Master Plan at the end of spring 2024 (IB1.39) with identified institutional themes and priorities guided by the mission of the College (IB9.5).

Program Review processes at Mt. San Jacinto College are ongoing, systematic, and used to assess and improve student learning and achievement (IB5.1). Program Review and Annual Program Assessment form the foundation of the College's collaborative and systematic planning structure. The Comprehensive Program Review, submitted by all departments (IB4.2), programs (IB4.4), and administrative units (IB5.4), involves addressing short-term and long-term needs and resource requests, including resource requests for staffing, facilities and equipment, technology, and professional development. As evidenced in the comprehensive program review and RAP templates (IB9.1), departments, programs, and administrative unit plans must align with the College's planning documents and mission, leading to institutional improvement.

The College's planning and budget processes are clearly defined in the integrated strategic and master planning processes and various participatory governance committees are actively engaged in these processes. Processes are in place to coordinate financial resource planning efforts with other institutional planning processes. The College has a fully operationalized resource allocation and planning process that links resource allocation proposals (IB9.1) requests to the Comprehensive Program Review (IB4.2), Annual Program Assessment, student learning outcomes, institutional priorities and goals, institutional plans, and outlining measurable assessment outcomes and key performance indicators. Prioritization of requests via the PAR (IB9.2) are tracked through the process until funding decisions are reviewed by the Budget Committee (IB1.14) the Institutional Planning Committee (IB1.13), Executive Cabinet, and ultimately approved by the Superintendent/President (IB9.4).

The evaluation of the complete resource allocation cycle includes a review of the existing processes, a comprehensive review of the RAP and PAR templates, and participatory governance collaborations regarding planning, assessment, and resource allocation annually which result in improvements to the process. The revised RAP and PAR are reviewed and approved by the Budget Committee (IB9.6), and the Institutional Planning Committee (IB5.5) and are made available to the Academic Senate for review and feedback (IB9.7). The revised templates are made available for use during each Program Review cycle.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.9 and Eligibility Requirement 19. The mission statement, collaborative planning and assessment drive all decisions regarding resource allocation. Through the program and institutional level evaluation and planning Mt. San Jacinto College provides a comprehensive process leading to the accomplishment of its mission and improvement of institutional effectiveness and academic quality. Mt. San Jacinto College allocates resources based on priorities outlined in the institutional goals and priorities established in the Educational Master Plan and Strategic Equity Plan. Both short-range and long-range financial plans are formulated to establish clear directives that meet projected obligations as they become due. Systematic and data-driven Program Review for all areas of the institution is integrated with institutional planning and resource allocation processes as demonstrated through the RAP and PAR used to score, rank, and prioritize budget augmentation requests that support to the College's planning agendas and mission.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Mt. San Jacinto College demonstrates a deep commitment to academic quality and institutional

effectiveness through ongoing substantive and collegial dialogue on student academic and services quality and continuous improvement. As demonstrated in the Program Review and Annual Program Assessments processes, student achievement and equity are the focus towards continual improvement. Mt. San Jacinto College's dialog and improvement efforts include SLO assessment at the course, program, and institutional level, and analysis of mission that is aligned with institution-set standards for student achievement. Furthermore, Program Review utilizes disaggregated and analyzes data on subpopulations of students to assess accomplishment of its mission, identify and mitigate performance gaps, and determine planning priorities.

Gaining approval and adoption through a participatory governance process for the institutional key planning documents indicates the Colleges commitment to appropriate priorities. Additionally, self-evaluation of College governance and resource allocation strengthen the organization and institutional processes. The institution's processes are self-reflective and align with the College and community's mission, vision, and values, as highlighted in the Resource Allocation Proposal (RAP and Prioritization Allocation Rubric (PAR) practices. Continuous, broad-based, systematic evaluation and planning occurs in various places throughout the College to assure mission accomplishment, improved institutional effectiveness, and academic quality.

Improvement Plan(s) : Not applicable.

Evidence List

- I.B.1
 - o [IB1.1 - College Council Charge](#)
 - o [IB1.2 - FA23 All College Convocation Faculty Schedule](#)
 - o [IB1.3 - FA23 All College Convocation Classified Schedule](#)
 - o [IB1.4 - Employee Brown Bags - Mt. San Jacinto College website](#)
 - o [IB1.5 - BOT agenda 4.8.21 - Participatory Governance Recommendations - AA](#)
 - o [IB1.6 - IR - Student Performance Data Summary Sample](#)
 - o [IB1.7 - IAPR IT Charge](#)
 - o [IB1.8 - IAPR IT agenda - 5.16.24 - AAM](#)
 - o [IB1.9 - CI SP 2023-24 Comprehensive Program Reviews](#)
 - o [IB1.10 - CI SP 2022-23 Annual Program Reviews](#)
 - o [IB1.11 - Instructional Comprehensive PR Library](#)
 - o [IB1.12 - Section Improvement Plans](#)
 - o [IB1.13 - IPC agenda 5.14.24 - RAP Scoring Review - AAM](#)
 - o [IB1.14 - Budget Committee agenda 5.2.24 - RAP Scoring review - AAM](#)
 - o [IB1.15 - Student Success Committee Charge](#)
 - o [IB1.16 - Inclusion, Diversity, Equity, and Accessibility \(IDEA\) IT Charge](#)
 - o [IB1.17 - IDEA IT - Affinity Group Report-Outs](#)
 - o [IB1.18 - IR - Student Equity Data Sample](#)
 - o [IB1.19 - IR - Program Review Data Reports](#)
 - o [IB1.20 - MSJC Equity Pledge](#)
 - o [IB1.21 - MSJC Call to Action](#)
 - o [IB1.22 - Curriculum Committee - COR Checklist](#)
 - o [IB1.23 - MSJC Graduation Celebrations 2024](#)
 - o [IB1.24 - COR excerpt - Equity Cultural Responsiveness](#)

- o [IB1.25 - The Puente Project at MSJC Mt. San Jacinto College website](#)
- o [IB1.26 - Umoja at MSJC - Mt. San Jacinto College website](#)
- o [IB1.27 - Raza Scholars Celebration](#)
- o [IB1.28 - Imani Celebration](#)
- o [IB1.29 - Lavender Celebration](#)
- o [IB1.30 - CalWORKs Celebration](#)
- o [IB1.31 - Puente Program Celebration](#)
- o [IB1.32 - MSJC Equity NOW Professional Development](#)
- o [IB1.33 - IR - Enrollment Summary Dashboard Sample](#)
- o [IB1.34 - Educational Master Plan - SharePoint](#)
- o [IB1.35 - Strategic Equity Plan SharePoint](#)
- o [IB1.36 - Technology Master Plan 2024-2030](#)
- o [IB1.37 - Academic Senate 4.17.24 - Educational Master Plan - AM](#)
- o [IB1.38 - Academic Senate 5.15.24 - Technology Master Plan - AA](#)
- o [IB1.39 - Educational Master Plan Timeline](#)
- o [IB1.40 - Strategic Plan Timeline](#)
- o [IB1.41 - Institutional Planning Committee \(IPC\) Charge](#)
- o [IB1.42 - Institutional Planning Committee - 2024 Minutes](#)
- I.B.2
 - o [IB2.1 - CLO and PLO Inventory Library](#)
 - o [IB2.2 - SAO Example - Financial Aid Program Review](#)
 - o [IB2.3 - AUO Example -M&O MVC Program Review](#)
 - o [IB2.4 - Curriculum Committee - Operating Procedures](#)
 - o [IB1.11 - Instructional Comprehensive PR Library](#)
 - o [IB2.5 - College Catalog - Core Competencies](#)
 - o [IB2.6 - CLO Assessment Schedule](#)
 - o [IB2.7 - eLumen Assessment website](#)
 - o [IB2.8 - eLumen Report of Assessments example](#)
 - o [IB2.9 - Curriculum Process - CLO Changes](#)
 - o [IB2.10 - Continuous Improvement SharePoint](#)
 - o [IB2.11 - MSJC Syllabus Checklist](#)
 - o [IB2.12 - College Catalog PLO Example](#)
- I.B.3
 - o [IB3.1 - ACCJC - MSJC 2024 Annual Report](#)
 - o [IB1.6 - IR - Student Performance Data Summary Sample](#)
 - o [IB3.2 - IPC agenda 11.14.23 - Institution Set Standards and Stretch Goals -AAM](#)
 - o [IB3.3 - BOT agenda 4.11.24 - ACCJC Annual and Fiscal Reports - AA](#)
 - o [IB1.19 - IR - Program Review Data Reports](#)
 - o [IB3.4 - IR - Course Success Outcome Indicator Sample](#)
- I.B.4
 - o [IB4.1 - Annual Program Review Template](#)
 - o [IB4.2 - Instructional Comprehensive PR Template](#)
 - o [IB4.3 - CI SP - Student Services Division - Program Review List](#)
 - o [IB4.4 - Student Services Program Review Template](#)
 - o [IB4.5 - IAPR IT agenda 2.15.24 - APR Template review - AAM](#)
 - o [IB1.7 - IAPR IT Charge](#)
 - o [IB1.6 - IR - Student Performance Data Summary Sample](#)
 - o [IB4.6 - IR - Research Requests Form](#)

- o [IB4.7 - IR - PR & Student Equity Data Reports](#)
- I.B.5
 - o [IB5.1 - 2023-24 Program Review Assessment Calendar](#)
 - o [IB5.2 - Educational Master Plan 2024-2030](#)
 - o [IB5.3 - Strategic Equity Plan](#)
 - o [IB4.2 - Instructional Comprehensive PR Template](#)
 - o [IB4.1 - Annual Program Review Template](#)
 - o [IB5.4 - Administrative Unit CPR Template](#)
 - o [IB4.5 - IAPR IT agenda 2.15.24 - APR Template review – AAM](#)
 - o [IB5.5 - IPC agenda 11.14.23 - RAP-PAR Template review - AAM](#)
 - o [IB4.7 - IR - PR & Student Equity Data Reports](#)
 - o [IB4.1 - Annual Program Review Template](#)
 - o
- I.B.6
 - o [IB6.1 - IR - Student Performance Data options](#)
 - o [IB1.6 – IR - Student Performance Data Summary Sample](#)
 - o [IB1.33 - IR - Enrollment Summary Dashboard Sample](#)
 - o [IB4.1 - Annual Program Review Template](#)
 - o [IB4.7 - IR - PR & Student Equity Data Reports](#)
 - o [IB6.2 - IR - Course Success Outcome Indicator AY2022](#)
 - o [IB2.8 - eLumen Report of Assessments example](#)
 - o [IB2.9 - Curriculum Process - CLO Changes](#)
 - o [IB6.3 - eLumen Rubrics](#)
 - o [IB1.12 - Section Improvement Plans](#)
 - o [IB6.4 - IR - Student Performance Data by Demographic](#)
 - o [IB6.5 - Student Equity Plan](#)
 - o [IB5.3 - Strategic Equity Plan](#)
 - o [IB5.2 - Educational Master Plan 2024-2030](#)
 - o [IB6.6 - MSJC Title V Grant Narrative](#)
 - o [IB1.16 - Inclusion, Diversity, Equity, and Accessibility \(IDEA\) IT Charge](#)
 - o [IB1.39 - Educational Master Plan Timeline](#)
 - o [IB6.7 - Strategic Equity Plan Outcomes](#)
- I.B.7
 - o [IB5.1 - 2023-24 Program Review Assessment Calendar](#)
 - o [IB7.1 - Integrated Planning Timeline](#)
 - o [IB4.2 - Instructional Comprehensive PR Template](#)
 - o [IB4.4 - Student Services Program Review Template](#)
 - o [IB5.4 - Administrative Unit CPR Template](#)
 - o [IB7.2 - CI SP - Program Review Library](#)
 - o [IB7.3 - Curriculum Committee - New Course Proposal - AAM](#)
 - o [IB7.4 - BOT agenda 5.9.24 - New Course Proposal](#)
 - o [IB7.5 - Summary of AP-BP Revisions SU 2023](#)
 - o [IB7.6 - Participatory Governance Handbook 4.2024](#)
 - o [IB7.7 - College Council agenda 12.11.23 - BP Updates - AAM](#)
 - o [IB7.8 - BOT agenda 1.11.24 - Board Policy Manual Revisions](#)
- I.B.8
 - o [IB8.1 - BOT agenda 5.9.24 - Student Success and Retention Update - AA](#)
 - o [IB8.2 - IPC agenda 3.21.23 - Enrollment Management update - AAM](#)

- o [IB8.3 - AS agenda 5.3.23 - Scheduling and Enrollment Management - AA](#)
- o [IB1.4 - Employee Brown Bags - Mt. San Jacinto College website](#)
- o [IB3.1 - ACCJC - MSJC 2024 Annual Report](#)
- o [IB8.4 - Accreditation Reports - Mt. San Jacinto College website](#)
- o [IB8.5 - IPC agenda 4.16.24 - ACCJC Annual Report - AAM](#)
- o [IB3.3 - BOT agenda 4.11.24 - ACCJC Annual and Fiscal Reports - AA](#)
- o [IB5.3 - Strategic Equity Plan](#)
- o [IB6.5 - Student Equity Plan](#)
- o [IB6.7 - Strategic Equity Plan Outcomes](#)
- o [IB8.6 - MSJC Institutional Planning and Effectiveness, Mt. San Jacinto College website](#)
- o [IB1.11 - Instructional Comprehensive PR Library](#)
- o [IB1.7 - IAPR IT Charge](#)
- o [IB8.7 - IAPR IT agenda 5.16.24 - Counseling PR Presentation - AAM](#)
- o [IB1.13 - IPC agenda 5.14.24 - RAP Scoring Review - AAM](#)
- o [IB1.33 - IR - Enrollment Summary Dashboard Sample](#)
- o [IB1.6 - IR - Student Performance Data Summary Sample](#)
- o [IB5.2 - Educational Master Plan 2024-2030](#)
- I.B.9
 - o [IB9.1 - Resource Allocation Proposal \(RAP\) Template](#)
 - o [IB4.2 - Instructional Comprehensive PR Template](#)
 - o [IB4.1 - Annual Program Review Template](#)
 - o [IB6.7 - Strategic Equity Plan Outcomes](#)
 - o [IB9.2 - Prioritization Allocation Rubric \(PAR\) Template](#)
 - o [IB9.3 - RAP Awards - Sample Memo](#)
 - o [IB1.14 - Budget Committee agenda 5.2.24 - RAP Scoring review - AAM](#)
 - o [IB1.13 - IPC agenda 5.14.24 - RAP Scoring Review - AAM](#)
 - o [IB9.4 - EC Review - RAP Scoring](#)
 - o [IB5.2 - Educational Master Plan 2024-2030](#)
 - o [IB6.5 - Strategic Equity Plan](#)
 - o [IB1.39 - Educational Master Plan Timeline](#)
 - o [IB9.5 - MSJC Mission Statement - Mt. San Jacinto College website](#)
 - o [IB5.1 - 2023-24 Program Review Assessment Calendar](#)
 - o [IB4.4 - Student Services Program Review Template](#)
 - o [IB5.4 - Administrative Unit CPR Template](#)
 - o [IB9.6 - Budget Committee agenda 10.5.23 - RAP & PAR Templates -AAM](#)
 - o [IB5.5 - IPC agenda 11.14.23 - RAP-PAR Template review - AAM](#)
 - o [IB9.7 - AS minutes 9.20.23 - RAP & PAR Templates](#)

I.C. Institutional Integrity

1.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Mt. San Jacinto College is dedicated to ensuring accurate and clear communication of information related to its mission, student learning outcomes, educational programs, student support services, and accreditation status. The College achieves this through regular and extensive communication via the College Catalog ([MSJC 2023-2024 Catalog](#)), Schedule of Classes ([IC1.1](#)), and the website ([IC1.2](#)) that are reviewed and updated annually. These platforms, along with social media, newsletters, and customized program brochures, serve as principle means of conveying information to personnel, current and prospective students, and the broader community.

When the pandemic began in March 2020, the College was forced to innovate ways to communicate information since in-person communication was extremely limited. Some of the innovations, such as a virtual Student Support Hub ([IC1.3](#)) on the College website, provided students with a centralized location to find resources. This infrastructure has been maintained beyond the pandemic as a best practice to support students' access to accurate and up-to-date information.

Mission Statement

The Mt. San Jacinto College mission statement is published in the College Catalog ([IC1.4](#)), within prominent master planning documents ([IC1.5](#)), and is posted in high visibility areas on campus such as conference rooms, classrooms, libraries and student learning and support service areas throughout all campus locations. Board Policy 1200 – District Mission ([IC1.6](#)) – is available on BoardDocs for public viewing and the mission, vision, and values are posted on the College website ([IC1.7](#)).

Student Learning Outcomes and Achievement

All learning outcome information at program ([IC1.8](#)) and institution level ([IC1.9](#)) is published in the College Catalog and website. Additionally, all Course Learning Outcomes are listed in each course syllabus ([IC1.10](#)) and reinforced in the faculty evaluation process for all faculty ([IC1.11](#)). The Student/Course Learning Outcomes and Program Learning Outcomes are listed in the Course Outline of Record ([IC1.12](#)) and available to the entire College community in the Continuous Improvement SharePoint site ([IC1.13](#)). Mt. San Jacinto College Institutional Assessment and Program Review Implementation Team serves as the main participatory governance body that ensures the integrity, accuracy, and clarity of learning outcomes at every level of the institution (Institutional Learning Outcomes/Core Competencies, Program Learning Outcomes, and Student/Course Learning Outcomes) ([IC1.14](#)).

Educational Programs

All educational programs, including program requirements, program learning outcomes, course descriptions, and requisites for courses and programs are published in the College Catalog ([IC1.15](#)). Additionally, the Mt. San Jacinto College Pathways website ([IC1.16](#)) shows all programs grouped within one of the following Pathways: Arts, Communication & Design, Business ([IC1.17](#)), Business, Technology & Entrepreneurship ([IC1.18](#)), Health & Wellness ([IC1.19](#)), People, Culture & Public Service ([IC1.20](#)), Science, Math & Engineering ([IC1.21](#)). Each program within the Pathway has a webpage giving an overview of the program, including transfer preparation coursework, a two-year program map scheduling plan, and

contact information for program department chairs ([IC1.22](#)).

Student Support Services

Details about the College's student support services are accessible in the College Catalog ([IC1.23](#)) and on the website under "Departments – Student Services," ([IC1.24](#)) which includes links to each program's website. Information is also found on the Student Support Hub ([IC1.3](#)). Each program has designated individuals responsible for maintaining accurate and clear information for their respective units.

Accreditation Status

Mt. San Jacinto College provides clear and accurate information regarding the accreditation status of the institution and any programs requiring additional external accreditations in the College Catalog ([IC1.25](#)) and on the College's website ([IC1.26](#)). A link to accreditation is on the main website homepage. This webpage includes archived reports, documents, and correspondence from ACCJC, as well as relevant resources about internal institutional structures. Information related to accreditation is also provided, as necessary, on the Accreditation SharePoint site ([IC1.27](#)), in the monthly College Newsletter, MSJCLinks ([IC1.28](#)). Updates are also provided during various participatory governance meetings. The Office of Institutional Planning and Effectiveness and the Accreditation Liaison Officer are responsible for maintaining the webpage and information to ensure accuracy and currency.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.1 and Eligibility Requirement 20. Mt. San Jacinto College's regular review of its policies, procedures, practices, and publications ensure integrity, accuracy, and clarity of the information shared with the public, prospective and current students, and employees. The College ensures information related to the mission, student learning outcomes, educational programs, and student support services are up-to-date, accurate, and accessible to the College's various audiences. Additionally, the College provides accurate information to students and the public about its accreditation status with its accreditors.

1.C.2. *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)*

Evidence of Meeting the Standard

Mt. San Jacinto College provides a comprehensive online College Catalog with precise, accurate, and current information on the College's website ([IC1.15](#)). The College Catalog includes facts, requirements, policies, and procedures required by Accrediting Commission for Community and Junior Colleges requirements listed under Eligibility Requirement (ER) 20. The Catalog includes the mission statement ([IC1.4](#)), requirements for admission ([IC2.1](#)), degrees, certificates ([IC2.2](#)), and transfer ([IC2.3](#)); major policies affecting students ([IC2.4](#)); and listings of all courses ([IC2.5](#)) and services ([IC1.23](#)).

The College Catalog ([IC1.15](#)) is published annually with a mid-year Addendum through the production cycle to provide up-to-date information ([IC2.6](#)). Mt. San Jacinto College departments, divisions, and faculty are tasked with reviewing program page information and submitting updates annually. The review includes looking at each program, verifying the proper sequence of courses is included in each, and evaluating and making changes to prerequisite requirements. The general education patterns ([IC2.7](#)) are updated by the Articulation Coordinator and added to the College Catalog and the Transfer Center website ([IC2.8](#)). Also, the general education pattern updates are given to the Enrollment Services–

Evaluation team to revise the Degree Audit site and ensure the changes are made in Colleague.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.2 and Eligibility Requirement 20. Mt. San Jacinto College provides its constituents with an annual Catalog containing precise, accurate, current information about the College, its mission, programs, services, and policies. The Catalog also provides information about the College's academic calendar, its certificate and degree programs, the faculty and administrators, their level of education, and the names of the Board of Trustees.

1.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Mt. San Jacinto College uses a documented process for assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. Mt. San Jacinto College's Core Competencies are published in the College Catalog ([IC3.1](#)), as are the Program Learning Outcomes (PLOs) for each academic degree and certificate award ([IC3.2](#)).

Access to the College's Comprehensive Program Reviews and Annual Program Assessments for all divisions (instructional ([IC3.3](#); [IC3.4](#)), student services ([IC3.5](#)), and administrative units ([IC3.6](#)) are also available on the website and feature data and analysis related to learning outcomes and achievement measurements. Course Learning Outcomes (CLO) information is also required on course syllabi, as listed in the Syllabus Checklist ([IC1.10](#)) in the Faculty Handbook ([IC3.7](#)) and the Academic Senate webpages ([IC3.8](#)). This information is disseminated to all students at the beginning of each course located in Canvas course shells and collected by the Office of Instruction.

The College maintains a database to track, collect, and record all student learning outcomes and assessment activity at the institution. The College's student learning outcome and assessment database (eLumen) is the central repository for the College's student learning outcome and assessment data and is primarily utilized by full- and part-time faculty for tracking, recording, reporting, and analyzing assessments at the course, program and institutional levels ([IC3.9](#)). Course Improvement Plans are embedded within the Program Review process ([IC3.10](#)). Section Improvement Plans are embedded in eLumen and used to provide analysis related to learning outcomes to support planning and resource allocation efforts through the College's Comprehensive Program Review and Annual Program Assessments published on the College's website ([IC3.11](#)).

In addition to the program review and assessment process, Mt. San Jacinto College demonstrates academic quality to the public through other published informational databases that present disaggregated student enrollment and achievement data ([IC3.12](#); [IC3.13](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.3 and Eligibility Requirement 19. Mt. San Jacinto College collects assessment data on student achievement and learning and utilizes the data to inform decision-making, planning, and resource allocation processes at the College. Student learning outcomes and assessment information are available on the College's website, Catalog, and course syllabi for internal and external constituencies. Data and student learning and achievement analysis are also broadly

accessible on the College's website and internal databases. The College is committed to ensuring transparency of data and analysis to communicate matters of academic quality to the public, current and prospective students, and internal constituent groups.

1.C.4. *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard

Mt. San Jacinto College describes its certificates and degrees in terms of purpose, content, course requirements and learning outcomes. The College Catalog presents information on certificates and degrees offered in a clear and organized manner ([IC4.1](#)). The Catalog includes an overview of Associate in Science and Associate in Arts Degree requirements and Transfer requirements for both CSU Breadth and IGETC general education patterns ([IC4.2](#)). All educational programs are listed in the Catalog with information on program requirements, program learning outcomes, course descriptions, and course and program requisites ([IC4.3](#)). The College website also provides an overview of program information on the Degrees and Certificates webpage which lists all academic programs in alphabetical order with a link to their respective webpages for additional information ([IC4.4](#)).

Programs at Mt. San Jacinto College are arranged into Pathways. Each Pathway is designed to create a path to a career and academic degree, certificate, concentration, or skill set. The website provides access to the Mt. San Jacinto College Pathways ([IC1.16](#)) which lists program descriptions, transfer preparation, program learning outcomes, comprehensive program maps designed by semester ([IC4.5](#)), course and unit requirements, in-demand local market statistics for careers with salary range and employment demand in California, and department chair contact information. Programs are organized into five distinct Pathways: 1. Arts, Communication and Design ([IC4.6](#)), 2. Business, Technology, and Entrepreneurship ([IC4.7](#)), 3. Health and Wellness ([IC4.8](#)), 4. People, Culture, and Public Service ([IC4.9](#)), and 5. Science, Math, and Engineering ([IC4.10](#)). The Pathways were all jointly designed by program faculty and counselors to ensure that all programs can be completed within two years, and students can readily see the recommended course-taking sequence.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.4. The institution assures students and prospective students receive complete and accurate information about the degrees and certificates offered, their purpose, course requirements, student learning outcomes, and transfer information in the College Catalog and the MSJC Pathways webpage. The College Catalog is updated annually through a comprehensive review process and with a mid-year addendum.

1.C.5. *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard

Mt. San Jacinto College has established processes for regular and systematic review of policies, procedures, and publications to ensure the integrity of the College's mission, programs, and services. The Mt. San Jacinto College mission, stated in Board Policy 1200 – District Mission ([IC1.6](#)) – is posted on the College website ([IC1.7](#)). The mission was recently revised and updated in December 2023 in accordance with the policy ([IC5.1](#)).

All Board Policies and Administrative Procedures are available to the public on BoardDocs and include a list of prior revision dates on the documents. Per Board Policy 2410 – Board Policies and Administrative Procedures ([IC5.2](#)) - the Board Policy and Administrative Procedure Manuals undergo a comprehensive review every three years. The policy review process, initiated in the summer through an annual workshop, involves key departmental and administrative staff ([IC5.3](#)). Updates from the Community College League of California (CCLC) are tracked in the President’s Office Policy and Procedure database. College departments are assigned responsibility for updating policies, using the Annual Tracking and Request for Changes Form. The President’s Office issues a memo summarizing CCLC revisions and local changes, distributing it for each Board Policy and Administrative Procedure ([IC5.4](#)). Revisions to existing and/or new policies are brought forward to College Council for review and recommendation for adoption ([IC5.5](#)). If recommended for approval by the various constituent groups within College Council, the policy is then forwarded to the Mt. San Jacinto College Board of Trustees for review and approval ([IC5.6](#)). Once approved by the Board of Trustees, the Board Policy Manual is updated and published on BoardDocs.

Departments and divisions regularly review and revise Administrative Procedures, aligning them with College goals. Revisions are forwarded to area Vice Presidents, and if approved, the Executive Cabinet reviews and approves the procedure, putting it into effect. Post-approval, the Administrative Procedure Manual is updated on BoardDocs, and electronic copies are distributed to each division for reference.

The College Catalog ([IC1.15](#)), Schedule of Classes ([IC1.1](#)), Academic Calendar ([IC5.7](#)), Student Resource Guide ([IC5.8](#)), and Faculty Handbook ([IC5.9](#)) undergo a systematic annual review to ensure compliance with Board Policy 3320 – Branding ([IC5.10](#)). Consistent branding maintains the College identity, visual consistency, and results in supporting integrity and excellence in institutional publications. Each publication has its review procedures and timelines. Publications are updated annually with input from various stakeholders to ensure current and future students receive accurate information about the College’s mission, programs, services, and policies.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.5. Mt. San Jacinto College has established institutional practices for regularly reviewing institutional policies, procedures, and publications. The College has a three-year review cycle for Board Policies and Administrative Procedures. The review cycle is vetted through the College’s participatory governance structure for feedback, input, and formal approval and adoption. The College has established standards and guidelines for publishing institutional documents and materials. The policies and procedures for developing publications ensure the integrity in the messaging and branding of the College, its mission, programs, and services.

1.C.6. *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

Evidence of Meeting the Standard

Mt. San Jacinto College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, which include textbooks, and other materials. The College Catalog ([IC1.15](#)) and the College website ([IC1.2](#)) are the primary sources of information for the total cost of education at the College for current and prospective students.

The College Catalog itemizes all student fees, including resident and non-resident, health fee, Student Government Association fees, parking fee, audit fee, and refund policy ([IC6.1](#)). The Schedule of Classes

([IC6.2](#)) also provides students with an updated list of fees, including transcript fees. Course specific information about the costs associated with specific courses, such as textbooks or other instructional materials, is available on the College website ([IC6.3](#)).

Information regarding fee structure descriptions is available on the College's website. The Financial Aid website ([IC6.4](#)) provides an overview of the total cost of education at Mt. San Jacinto College and has a Net Price Calculator tool that students can use to estimate the cost of education using a variety of scenarios ([IC6.5](#)). The Net Price Calculator is a personalized tool that provides the estimated net price information (defined as estimated cost of attendance, including tuition and required fees, books, supplies, room and board), and other related expenses based on various criteria input by the student.

The Schedule of Classes, the Mt. San Jacinto College virtual Bookstore, and Student Self-Service Portal identify courses with zero or low-cost textbooks ([IC6.6](#)). Mt. San Jacinto College has an open educational resources (OER) work group that works to inform faculty on how to build classes using zero or low-cost textbooks and how faculty can communicate this information to students ([IC6.7](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.6. The College accurately informs current and prospective students on the total cost of education through the Financial Aid webpage, information published in the College Catalog, and information from the Bookstore website. Students and the public are able to access information on the total cost of education at any time.

1.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Mt. San Jacinto College ensures institutional and academic integrity by adopting of governing board policies focused on academic freedom and responsibility. The Mt. San Jacinto College Board Policy 4030 – Academic Freedom ([IC7.1](#)) – addresses faculty members' academic freedom in classroom teaching, research, and publication activities. The policy expresses that academic duties must maintain accuracy, and faculty members are expected to exercise appropriate restraint and demonstrate respect for the opinions of others. The policy clearly states the College's commitment to ensuring an atmosphere of intellectual freedom of inquiry and dissemination of information and knowledge for all constituents exists. The policy was last updated in 2021 through a participatory process with key stakeholders, specifically the Academic Senate, approved by College Council ([IC7.2](#)), and approved by the Board of Trustees ([IC7.3](#)).

The Board Policy addressing academic freedom is published in BoardDocs and in the College Catalog ([IC7.4](#)) and is also available in the Faculty Handbook ([IC7.5](#)) and available on the College website.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.7 and Eligibility Requirement 13. The institution's commitment to the free pursuit and dissemination of knowledge is established through Board Policy 4030 – Academic Freedom. Mt. San Jacinto College publishes policies and procedures on academic freedom in several publications including the Catalog, Faculty Handbook, and on BoardDocs. All publications are published

and accessible on the College website. Through the board policy review process, faculty can provide input and feedback regarding revising policy verbiage.

1.C.8. *The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

Evidence of Meeting the Standard

The Mt. San Jacinto College Board of Trustees and the campus community are committed to an honest, productive, and safe learning environment. Mt. San Jacinto College adopts policies and procedures related to honesty and integrity for all constituencies, including students. The College maintains an Institutional Code of Ethics through Board Policy ([IC8.1](#)) and Administrative Procedure 3050 – Institutional Code of Ethics ([IC8.2](#)) - stating all employees “shall be committed to the principles of honesty and equity.”

To promote a fair and honorable learning environment for students, the Board of Trustees and the Superintendent/President have established policies and procedures on academic honesty and expected student conduct and behavior, and the imposition of discipline on students following the requirements for due process of the federal and state law and regulations.

The College’s academic honesty standards are outlined in Board Policy 5500 - Standards of Conduct ([IC8.3](#)) - and the corresponding Administrative Procedure 5500 ([IC8.4](#)). The policies and procedures regarding these standards are accessible in the College Catalog ([IC8.5](#)), Student Handbook ([IC8.6](#)), and Orientation Guide and posted on the College website. An entire webpage is dedicated to Student Conduct ([IC8.7](#)) and includes direct access and information related to the applicable policies and procedures. All students attending Mt. San Jacinto College are expected to read, understand, and abide by the College’s Student Code of Conduct.

Faculty must notify students in the course syllabus that academic honesty is one of the fundamental cornerstones of the academic community ([IC8.8](#)). Therefore, academic honesty statements are provided to students in the course syllabus in the first week of each semester. Faculty are encouraged to define acceptable academic standards of honesty, including cheating, plagiarism, and engaging in other forms of academic dishonesty ([IC1.10](#)). Faculty are provided with resources and information related to the approved Board of Trustees policies regarding their role and responsibility on academic honesty and integrity through the Student Conduct webpage ([IC8.9](#)) and in the Faculty Handbook ([IC8.10](#)) which is updated annually.

Analysis and Evaluation

Mt. San Jacinto College meets Standard 1.C.8. Mt. San Jacinto College has adopted and published clear policies and procedures concerning honesty, integrity, and responsibility of students and employees, including student conduct and academic honesty. The policies and procedures are readily accessible and available in several locations, including the Board Policy Manual, College Catalog, Student and Faculty Handbooks, and the College website designed to allow students to review the approved policies and procedures.

1.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Mt. San Jacinto College faculty are expected to distinguish between personal conviction and professionally accepted views in a discipline and to present information fairly, objectively, and without bias in an environment where students may freely pursue learning, ask questions, and present their points of view. Faculty adhere to Board Policy 4030 – Academic Freedom ([IC9.1](#)) and Administrative Procedures 3050 Institutional Code of Ethics ([IC8.2](#)); both items are reiterated in the Faculty Handbook ([IC7.5](#)) and the College Catalog ([IC7.4](#)).

Faculty are expected to adhere to and utilize the Course Outline of Record ([IC9.2](#)) as a guide to ensure course content is delivered using appropriate teaching methodologies and pedagogies. The curriculum approval process engages a robust peer evaluation process that ensures that course content is relevant, thorough, and balanced ([IC9.3](#)). The Course Outline of Record is the official District document that articulates course objectives and outcomes for individual courses.

Additionally, the faculty labor contract further solidifies a faculty member's commitment to excellent teaching in Section X A3b ([IC9.4](#)) and Section X A3c Self-Evaluation ([IC9.5](#)). Faculty peers hold each other accountable to those objectives and outcomes through the curriculum review process ([IC9.6](#)) and the peer evaluation process.

Analysis and Evaluation

Mt. San Jacinto College meets Standard 1.C.9. Through the College's Board Policy 4030 – Academic Freedom and Administrative Procedures 3050 - Institutional Code of Ethics along with the information contained in the Faculty Handbook and the College catalog regarding Professional Ethics, Mt. San Jacinto College sets an expectation that faculty distinguish between personal conviction and professionally accepted views within a discipline. Through these various institutional policies and practices, faculty are expected to utilize the Course Outlines of Record, adhere to the course curriculum, and present relevant discipline information and materials fairly, objectively, without bias, by using culturally responsive teaching practices.

1.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Mt. San Jacinto College is a California Community College governed by the Board of Governors of the California Community Colleges and the Mt. San Jacinto College Board of Trustees. The College does not require staff, faculty, administrators, or students to conform to specific codes of conduct or beliefs beyond codes of conduct required by accreditation.

Analysis and Evaluation

Mt. San Jacinto College meets Standard 1.C.10. As a public institution, Mt. San Jacinto College does not endorse or require faculty, staff, administrators, or students to adhere or conform to specific codes of conduct that instill specific beliefs or world views.

1.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Mt. San Jacinto College does not have instructional sites outside the United States or operate in foreign locations. The College has not sought authorization from the Commission to operate in a foreign location.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.11.

1.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Mt. San Jacinto College complies with the Commission's Eligibility Requirements, Accreditation Standards, policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes, as required by Board Policy 3200 – Accreditation ([IC12.1](#)). The College is transparent in its relationship with the Accrediting Commission of Community and Junior Colleges (ACCJC) and promptly responds to all Commission directives, including previous institutional self-evaluations, external evaluations, midterm reports ([IC12.2](#)), follow-up reports, annual reports ([IC12.3](#)), and substantive change proposals ([IC12.4](#)).

The College fully agrees to disclose all information required by the Commission. All reports and correspondence are collected and stored on the College's Accreditation webpage ([IC12.5](#)), accessible to the internal College community and the public. Currently, the College retains two full cycles and the start of a third cycle of Accreditation on the website representing 18 years of college-generated reports and action letters from the Commission. The College accurately discloses its accredited status and accreditation-related information to the public on the Accreditation webpage ([IC1.26](#)) accessible from the MSJC homepage.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.12 and Eligibility Requirement 21. Mt. San Jacinto College and the Board of Trustees adhere to the eligibility requirements, Standards, policies, and requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC) for public disclosure and reporting. The College responds to recommendations, requests, and requirements as evidenced by the timely submittal of reports to the ACCJC and prompt notification to College constituents regarding educational quality and institutional effectiveness activities. The College consistently demonstrates compliance and meets all reporting requirements per the ACCJC.

1.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting of Standard

Mt. San Jacinto College advocates and demonstrates honesty and integrity in its relationships with external agencies and accurately describes its accredited status to the public and other accrediting agencies. Currently, the College maintains program Accreditation affiliations with the ACCJC, California Board of Registered Nursing, and the Commission on Accreditation of Allied Health Accreditation Programs.

The College's affiliations with external accrediting agencies are publicized on the College's website ([IC1.26](#)) and the College Catalog ([IC1.25](#)). Changes occurring to the accreditation status with any of the external agencies prompt the College to disseminate the information via the College-wide newsletter (MSJCLinks), notifications to staff, faculty, and students through email blasts, and announcements during college-wide brown bags, or Board of Trustee meetings ([IC13.1](#)). The College follows all accrediting commission standards, guidelines, policies, and eligibility requirements as dictated by ACCJC. The current Mt. San Jacinto College accreditation status ([IC13.2](#)) is published on the website as well as the current and former self-evaluations, team evaluation reports, midterm and annual reports and follow up reports ([IC12.5](#)).

The College is approved for the training of veterans under various United States public laws and California veteran enactments. The Bureau of Citizenship and Immigration Services has approved Mt. San Jacinto College for international students under educational visas. Additionally, Mt. San Jacinto College is authorized under federal law to enroll non-immigrant students. The institution fully complies with the U.S. Department of Education's regulations on public notifications, including the Notice of Availability of Institutional and Financial Aid Information through the Student Consumer Information ([IC13.3](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard 1.C.13 and Eligibility Requirement 21. The College is affiliated with several external agencies and complies with all standards, statutes, regulations, and requirements. The College maintains consistent communication with its external accrediting agencies by submitting accurate fiscal and program-related reports. The College fully complies with the U.S. Department of Education regulations on public notifications. It promptly communicates any Accreditation status changes to the ACCJC, students, and the public. Public notifications are published and accessible on the College's website, Catalog, in reports, and planning documents.

1.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Mt. San Jacinto College is a state-funded, open-access institution of higher education. The College does not generate revenue, seek to ensure financial gains or contributions for external investors or parent organizations. The College's financial audit statements and other fiscal budget reports document and provide assurance Mt. San Jacinto College does not, in any manner, support external objectives and

motivations that would compromise the College's commitment to high educational quality.

Illustrated in the College's mission statement, Mt. San Jacinto College is committed to ensuring high quality education and committed to learning and achievement through inclusive and culturally affirming learning environments for the communities served by the institution. The College's Board Policies and Administrative Procedures define faculty, classified professionals, and management's operational roles and responsibilities in the development, implementation, and delivery of rigorous and high-quality academic programs and student support services resulting in learning environments promoting social mobility and educational advancement for students attending Mt. San Jacinto College.

The College's practices and policies keep institutional excellence and academic quality at the forefront of the College's decision-making and planning processes. Specifically, the College promotes and fosters an institutional climate committed to student learning and achievement through a variety of institutional practices, including the Colleges:

- Robust and comprehensive program review, learning outcome, and assessment cycle ([IC14.1](#))
- Integrated planning and resource allocation model linking student learning and achievement outcomes to planning and budget distribution ([IC14.2](#))
- Prioritization of student success and achievement goals and critical initiatives addressing achievement gaps for disproportionately impact student groups embedded with the College's Strategic Equity Plan and other master planning documents ([IC14.3](#); [IC14.4](#))
- A continuous cycle of evaluation and assessment of institutional programs and services to ensure the effectiveness of services, adequacy of resources, and achievement of stated outcomes ([IC14.5](#))
- Well-defined curriculum development and revision cycle ([IC9.3](#))

Through these various institutional processes, Mt. San Jacinto College demonstrates that finance decisions are wholly committed to ensuring high educational quality and are not compromised by external entities.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.C.14. Mt. San Jacinto College has clear policies and procedures demonstrating that delivering high-quality education is paramount to other external objectives. As a public, open-access institution funded by the State of California, The College does not generate financial returns or contributions for external investors, a related or parent organization, or support other external interests. The College's mission is to provide its students with an inclusive, equity-focused learning and achievement environment.

Conclusions on Standard I.C: Institutional Integrity

Mt. San Jacinto College demonstrates integrity in all policies, actions, and communication. The College communicates its decision-making processes and policies to the internal and external community and regularly reviews them for accuracy and currency. All strategic directions, decisions, and processes, including resource allocation processes, are designed to meet planning goals and to promote the College mission. The College ensures the truthfulness of its information through a systematic review of public-facing information found in the College Catalog and on the website for clarity, accuracy, and integrity. The College's mission, vision, and values are visible in publications, the website, planning documents, and campus commons. The College provides information on its website and publications, including total cost of attendance, student learning outcomes, evidence of student achievement and Accreditation status,

and standards.

Mt. San Jacinto College administrators, faculty, and classified professionals perform their duties honestly, ethically, and fairly. Mt. San Jacinto College uses and publishes governing policies on academic integrity, academic freedom, and responsibility. The institutional commitment to these standards is tied to clear policies and procedures governed by professional norms and regularly reviewed for currency and efficacy. Moreover, these policies and procedures are supported by broad and robust dialogue in shared governance participation among faculty across the institution, creating both an awareness and a productive framework for student interaction. The College is committed to ACCJC Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure. The College also demonstrates honesty, integrity, and compliance with federal, state, and other accrediting agencies and organizations.

Improvement Plan(s) : Not applicable.

Evidence List

- I.C.1
 - o [ISER - MSJC 2023-2024 College Catalog](#)
 - o [IC1.1 - SP23 Schedule of Classes](#)
 - o [IC1.2 - MSJC Homepage - 2024](#)
 - o [IC1.3 - MSJC Student Support Hub](#)
 - o [IC1.4 - College Catalog - Mission Statement](#)
 - o [IC1.5 - Educational Master Plan 2024-2030](#)
 - o [IC1.6 - BP1200 - District Mission](#)
 - o [IC1.7 - Mission Statement - MSJC website](#)
 - o [IC1.8 - College Catalog - PLOs example \(AJ\)](#)
 - o [IC1.9 - College Catalog -ILOs](#)
 - o [IC1.10 - MSJC Syllabus Checklist](#)
 - o [IC1.11 - Faculty Evaluation Forms](#)
 - o [IC1.12 - Course Outline of Record Sample - AJ101](#)
 - o [IC1.13 - CISP- CLOs & PLOs \(FA24 sample\)](#)
 - o [IC1.14 - IAPR IT Charge](#)
 - o [IC1.15 - MSJC 2023-2024 Catalog \(archive link\)](#)
 - o [IC1.16 - Pathways - MSJC website](#)
 - o [IC1.17 - Pathways - Arts, Communication & Design - MSJC website](#)
 - o [IC1.18 - Pathways - Business, Technology & Entrepreneurship - MSJC website](#)
 - o [IC1.19 - Pathways - Health & Wellness - MSJC website](#)
 - o [IC1.20 - Pathways - People, Culture & Public Service - MSJC website](#)
 - o [IC1.21 - Pathways - Science, Math & Engineering - MSJC website](#)
 - o [IC1.22 - Program Page Example - Kinesiology](#)
 - o [IC1.23 - College Catalog - Student Services](#)
 - o [IC1.24 - Student Services - MSJC website](#)
 - o [IC1.25 - College Catalog - Accreditation and Affiliations](#)
 - o [IC1.26 - Accreditation and Affiliations - MSJC website](#)
 - o [IC1.27 - MSJC Accreditation SP site](#)
 - o [IC1.28 - MSJCLinks - MarApr2024](#)

- I.C.2
 - o [IC1.15 - MSJC 2023-2024 Catalog](#)
 - o [IC1.4 - College Catalog – Mission Statement](#)
 - o [IC2.1 - College Catalog – Admissions Requirements](#)
 - o [IC2.2 - College Catalog – Degrees, Certificates and Curricula](#)
 - o [IC2.3 - College Catalog – Transfer](#)
 - o [IC2.4 - College Catalog – General Regulations](#)
 - o [IC2.5 - College Catalog – Courses](#)
 - o [IC1.23 - College Catalog – Student Services](#)
 - o [IC2.6 - College Catalog – 2023-2024 Catalog Addendum](#)
 - o [IC2.7 - College Catalog – General Education Pattern Options](#)
 - o [IC2.8 - Transfer Center – MSJC website](#)
- I.C.3
 - o [IC3.1 - College Catalog - ILOs \(Core Competencies\)](#)
 - o [IC3.2 - College Catalog - PLO example \(BIO\)](#)
 - o [IC3.3 - CI SP - Instructional - Program Review List](#)
 - o [IC3.4 - CI SP - Instructional - Annual Program Review List](#)
 - o [IC3.5 - CI SP - Student Services Division - Program Review List](#)
 - o [IC3.6 - CI SP - Administrative Units - Program Review List\)](#)
 - o [IC1.10 - MSJC Syllabus Checklist](#)
 - o [IC3.7 - Faculty Handbook - Syllabus-CLO](#)
 - o [IC3.8 - Academic Senate - MSJC website](#)
 - o [IC3.9 - eLumen Report of Assessments example](#)
 - o [IC3.10 - Instructional Comprehensive PR Library](#)
 - o [IC3.11 - Section Improvement Plans](#)
 - o [IC3.12 - IR - Enrollment Summary Dashboard Sample](#)
 - o [IC3.13 - IR - Student Performance Data Summary Sample](#)
- I.C.4
 - o [IC4.1 - College Catalog - Associate Degrees for Transfer](#)
 - o [IC4.2 - College Catalog - General Education Patterns](#)
 - o [IC4.3 - College Catalog - Instructional Programs](#)
 - o [IC4.4 - Academic Programs - MSJC website](#)
 - o [IC1.16 - Pathways - MSJC website](#)
 - o [IC4.5 - MSJC Pathway Program Maps](#)
 - o [IC4.6 - Pathway Program Map - Arts, Communication & Design](#)
 - o [IC4.7 - Pathway Program Map - Business, Technology & Entrepreneurship](#)
 - o [IC4.8 - Pathway Program Map - Health & Wellness](#)
 - o [IC4.9 - Pathway Program Map - People, Culture & Public Service](#)
 - o [IC4.10 - Pathway Program Map - Science, Math & Engineering](#)
- I.C.5
 - o [IC1.6 - BP1200 - District Mission](#)
 - o [IC1.7 - Mission Statement - MSJC website](#)
 - o [IC5.1 - BOT agenda 12.14.23 - MSJC Mission Statement – AA](#)
 - o [IC5.2 - BP2410 - Board Policies and Administrative Procedures](#)
 - o [IC5.3 - AP Update Admin Workshop + Summary](#)
 - o [IC5.4 - CCLC Statewide Policy & Procedure Update Summary](#)
 - o [IC5.5 - College Council agenda 12.11.23 - BP Updates - AAM](#)
 - o [IC5.6 - BOT agenda 2.8.24 Board Policy Manual - Revisions - AA](#)

- o [IC1.15 - MSJC 2023-2024 Catalog](#)
- o [IC1.1 - SP23 Schedule of Classes](#)
- o [IC5.7 - Academic Calendar 2023-2024](#)
- o [IC5.8 - Student Resource Guide](#)
- o [IC5.9 - Faculty Handbook - home](#)
- o [IC5.10 - BP3320 - Branding and Use of College Name](#)
- I.C.6
 - o [IC1.15 - MSJC 2023-2024 Catalog](#)
 - o [IC1.2 - MSJC Homepage - 2024](#)
 - o [IC6.1 - College Catalog - Student Fees \(combined\)](#)
 - o [IC6.2 - SP23 Schedule of Classes - Important Info](#)
 - o [IC6.3 - Section Detail - Course Specific Fees example](#)
 - o [IC6.4 - Financial Aid at MSJC - MSJC website](#)
 - o [IC6.5 - Cost of Attendance - Net Price Calculator - MSJC website](#)
 - o [IC6.6 - Zero-Cost Textbook Search example - MSJC Self-Service](#)
 - o [IC6.7 - Academic Senate - minutes - OER-ZTC update](#)
- I.C.7
 - o [IC7.1 - BP4030 - Academic Freedom](#)
 - o [IC7.2 - CC agenda 10.18.21 - Board Policy - Revisions - AA](#)
 - o [IC7.3 - BOT agenda 12.16.21 - Board Policy - Revisions - AA](#)
 - o [IC7.4 - College Catalog - Academic Freedom and Ethics](#)
 - o [IC7.5 - Faculty Handbook - Academic Freedom & Professional Ethics](#)
- I.C.8
 - o [IC8.1 - BP3050 - Institutional Code of Ethics](#)
 - o [IC8.2 - AP3050 - Institutional Code of Ethics](#)
 - o [IC8.3 - BP5500 - Standards of Conduct](#)
 - o [IC8.4 - AP5500 - Standards of Conduct](#)
 - o [IC8.5 - College Catalog - Standards of Conduct](#)
 - o [IC8.6 - Student Resource Guide - Student Conduct](#)
 - o [IC8.7 - Student Conduct - MSJC website](#)
 - o [IC8.8 - Student Resource Guide - Academic Honesty \(Plagiarism\)](#)
 - o [IC1.10 - MSJC Syllabus Checklist](#)
 - o [IC8.9 - Student Conduct & Violation Form - MSJC website](#)
 - o [IC8.10 - Faculty Handbook - Student Conduct](#)
- I.C.9
 - o [IC9.1 - AP4030 - Academic Freedom](#)
 - o [IC8.2 - AP3050 - Institutional Code of Ethics](#)
 - o [IC7.5 - Faculty Handbook - Academic Freedom & Professional Ethics](#)
 - o [IC7.4 - College Catalog - Academic Freedom and Ethics](#)
 - o [IC9.2 - COR Example - CDE-147](#)
 - o [IC9.3 - Curriculum Committee Operating Procedures](#)
 - o [IC9.4 - CTA Contract](#)
 - o [IC9.5 - Faculty Self Evaluation](#)
 - o [IC9.6 - Faculty Handbook - Curriculum](#)
- I.C.10
 - o N/A

- I.C.11
 - o N/A
- I.C.12
 - o [IC12.1 - BP3200 - Accreditation](#)
 - o [IC12.2 - Accreditation Reports - 2022 Midterm Report](#)
 - o [IC12.3 - Accreditation Reports - 2024 Annual Report](#)
 - o [IC12.4 - Substantive Change Approvals - MSJC website](#)
 - o [IC12.5 - Accreditation Reports - MSJC website](#)
 - o [IC1.26 - Accreditation and Affiliations - MSJC website](#)
- I.C.13
 - o [IC1.26 - Accreditation and Affiliations - MSJC website](#)
 - o [IC1.25 - College Catalog - Accreditation and Affiliations](#)
 - o [IC13.1 - BOT agenda 4.12.18 - Accreditation Site Visit Update -AA](#)
 - o [IC13.2 - Accreditation - 7.19.18 Certificate of Accreditation Letter - MSJC website](#)
 - o [IC12.5 - Accreditation Reports - MSJC website](#)
 - o [IC13.3 - Student Consumer Information - MSJC website](#)
- I.C.14
 - o [IC14.1 - Instructional CPR Inventory](#)
 - o [IC14.2 - Resource Allocation Proposal \(RAP\) Template](#)
 - o [IC14.3 - Strategic Equity Plan](#)
 - o [IC14.4 - Educational Master Plan](#)
 - o [IC14.5 - CI SP - Program and Course Learning Outcomes Library](#)
 - o [IC9.3 - Curriculum Committee Operating Procedures](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Mt. San Jacinto College's instructional programs- in-person, hybrid, and online, as well as credit and noncredit courses- are appropriate to higher education and consistent with the institution's mission statement ([IIA1.1](#)). Coursework is geared towards students attaining learning outcomes, certificates and degrees appropriate to higher education, to transfer, and for successful employment. A complete list of courses, pathways, degree and certificate programs can be found in the College Catalog ([IIA1.2](#)).

The Curriculum Committee, a committee of the Academic Senate, regularly evaluates the appropriateness and relevance of programs and courses to the College's mission, as well as the effectiveness of the programs in their design to achieve educational goals. The extensive curriculum process is designed to review courses and programs for content, transferability, or employment, and to ensure that courses and programs align with the College's mission ([IIA1.3](#); [IIA1.4](#); [IIA1.5](#)).

The College ensures that courses are chosen appropriately for distance education through the Curriculum Committee process ([IIA1.6](#)). Each course that is taught fully online or hybrid has a distance education addendum (DEA) to the course outline of record ([IIA1.7](#)). In each DEA, faculty account for how each method of instruction and evaluation will be adapted for virtual instruction.

Course Learning Outcomes (CLOs) are assessed by faculty to improve teaching and learning strategies where necessary as well as to plan course revisions to respond to student performance ([IIA1.8](#)). CLOs are clearly communicated to students on the syllabus for each course. Mt. San Jacinto College programs culminate in attainment of Student Learning Outcomes at the course, program, and institutional levels. CLOs map to PLOs, and PLOs map to Core Competencies ([IIA1.7](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.1. Through a faculty driven curriculum process, all courses and programs are designed to be offered at levels of quality and rigor appropriate for higher education. The Program Review process has established policies and procedures that are regularly reviewed and assessed to ensure the relevancy of course and program outcomes. The College Catalog clearly identifies

each program's course requirements on each program page. The overall process ensures educational experiences are relevant and that students are able to achieve their educational and career goals.

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The faculty-driven curriculum, program review, and CLO assessment processes create a culture of continuous improvement at Mt. San Jacinto College in which full- and part-time faculty ensure course content and methods of instruction meet generally accepted academic and professional standards and expectations ([IIA1.3](#); [IIA1.4](#); [IIA1.5](#)).

The Curriculum Committee, an Academic Senate committee, ensures the relevance and effectiveness of programs at the College, aligning them with its mission and educational goals ([IIA2.1](#)). It rigorously reviews courses for content, transferability, and employment suitability, including those offered online or in hybrid formats, which require a distance education addendum (DEA) for virtual instruction methods ([IIA2.2](#)). The Associate Dean of Distance Education oversees the DEA review, focusing on accessibility and partnership standards. Additionally, the College supports ongoing professional development for instructors, enhancing their skills in online and face-to-face pedagogy through programs like the Peer Online Course Review (POCR), which uses the CCC Online Education Initiative rubric to maintain high standards in distance education ([IIA2.3](#); [IIA2.4](#); [IIA1.6](#); [IIA2.5](#)).

Faculty also address the relationship between teaching methodologies and student performance through the assessment of Course Learning Outcomes using the Section Improvement Plan. The Section Improvement Plan includes questions related to adjustment in pedagogy, curriculum, student support, faculty support, procedural change or any other area to generate discussions of improving teaching and learning strategies ([IIA2.6](#)).

Continuous improvement at the program and services level is facilitated through a yearly program review process. All College programs and services complete a Comprehensive Program Review (CPR) once every three years, evaluating the currency, appropriateness, achievement of learning outcomes, and their relevancy. An Annual Program Assessment (APA) (less extensive than the CPR) is completed every second and third year after the CPR ([IIA2.7](#)).

Program review includes faculty analysis and evaluation of course and program SLO assessment data, discipline evaluation of prior goals, and a statement about the most significant needs of each program, progress on equity initiatives, and curriculum updates. The APA includes a specific focus on success and retention rates of the courses within each program as well as disaggregated performance data based on site location and modality. The yearly, faculty-written Program Review is a primary source for Mt San Jacinto College planning.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.2. A faculty-driven Curriculum Committee ensures that all courses meet generally accepted academic and professional standards and expectations, and the program review process provides a systematic approach to examine student success and improve teaching and learning strategies. The overall processes ensure that Mt. San Jacinto College courses

maintain currency, improve teaching, provide effective learning strategies, and promote student success.

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Mt. San Jacinto College regularly and systematically assesses learning outcomes for courses, programs, certificates, and degrees. The course outline of record, approved by the Curriculum Committee, lists course, program, and institutional learning outcomes. The approved outcomes are listed in the syllabi for each class. ([IIA3.1](#)). Program level outcomes are in the College Catalog ([IIA3.2](#)).

CLOs are written by teaching faculty and approved in conjunction with the Course Outlines of Record as defined in the College's curriculum policies. The methods of instruction and evaluation, assignments, and course content are reviewed to ensure alignment with the CLOs. Program Learning Outcomes (PLOs) are assessed by faculty and administration via the program review process. Current Course Outlines of Record (CORs) are housed in CourseLeaf and the Curriculum SharePoint site ([IIA3.3](#)).

Faculty collaborate to design a regular 3-year CLO assessment schedule to ensure that all course offerings are assessed at least twice within the three-year cycle, unless the course is offered less often ([IIA3.4](#)).

Effectiveness of learning within courses at each level in a program pathway are assessed and evaluated via the CLO process in eLumen and program review ([IIA3.4](#); [IIA3.5](#)).

Faculty utilize the results of CLO assessments and Program Reviews to justify new full-time faculty hires, the development of requisites and recommended preparations, additional professional development, expansion of support services, or acquisition of technology in the classrooms to enhance student learning ([IIA3.6](#)).

All faculty are required to submit copies of their syllabi each term to the Office of Instruction. Syllabi reviews are a component of every faculty's evaluation process, and each class syllabus is required to include the most current CLOs for the course ([IIA3.7](#)). The Academic Senate's Syllabus Checklist notes that CLOs are required elements of course syllabi and should also be posted within the course management system utilized for every class ([IIA3.8](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.3. CLOs and PLOs are in place and are regularly assessed by faculty and administration through the curriculum revision, CLO assessment, and program review. CORs are approved through a rigorous curriculum review process that includes the Program Review and Assessment Coordinator who verifies that each course contains appropriate CLOs. Syllabi for each course are required to list the current CLOs. The College directs faculty to provide each student with a syllabus for every class.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Mt. San Jacinto College no longer offers pre-collegiate level credit-bearing courses in English and math ([IIA4.1](#)). Instead, it offers a small number of co-requisite support courses in Math ([IIA4.2](#)). In addition, the College offers preparatory courses for students with learning disabilities through the Personalized Academic Learning Skills Program (formerly known as “Learning Skills”) and noncredit English as a Second Language (ESL) classes ([IIA4.3](#)). The College distinguishes pre-collegiate level (or co-requisite support) curriculum through course-numbering ([IIA4.4](#)). Courses numbered 100-698 are collegiate level courses. Courses numbered below 100 are pre-collegiate, non-credit courses are numbered 900 to 999.

To support students in acquiring the knowledge and skills needed to succeed in pre-collegiate and college-level courses, the College provides several services and resources under the auspices of the Libraries and Learning Resource Centers, which includes tutoring services and supplemental instruction (SI) in writing, math and additional subjects, workshops, and directed learning activities ([IIA4.5](#); [IIA4.6](#)). The Libraries have peer research assistants who assist students in finding resources for their papers and research projects ([IIA4.7](#)). The College has multiple groups that have examined the relationship between pre-collegiate and collegiate level courses, such as the Partnership for Academic Success Implementation Team and the AB705 task force, all under the larger structure of the Student Success Committee (formerly the Success! Pathways Committee) ([IIA4.8](#); [IIA4.9](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.4. The College has replaced pre-collegiate level curriculum with co-requisite support courses. The College clearly differentiates the co-requisite support curriculum from college-level curriculum in the College Catalog, on CORs, and in the Schedule of Classes. The support services help students to succeed in college-level curriculum.

II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard

Mt. San Jacinto College degrees and programs follow established curriculum best practices recommended by the Academic Senate of California Community Colleges (ASCCC) and the California Community Colleges Chancellor’s Office (CCCCO). Policies and procedures exist to ensure that these practices are followed ([IIA1.3](#)).

Criteria for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning are covered in the Curriculum Committee proposal and approval process, program review, and regular CLO assessment ([IIA1.4](#)).

College courses and programs must complete a rigorous process before being added as an official course or program. To ensure that courses have the appropriate depth, breadth, rigor and sequencing, each course and program Outline of Record requires faculty to follow guidelines established by the ASCCC and

CCCCO and in accordance with Title 5 ([IIA1.5](#)).

Faculty regularly review data about their program as part of the Program Review process to analyze and make decisions about course sequencing, time to completion, synthesis of learning (PLOs and CLOs) as well as the appropriateness of the length, breadth, depth, and rigor of the program or degree. Course Learning Outcomes (CLOs) tie to Program Learning Outcomes (PLOs) and General Education Learning Objectives ([IIA5.1](#)).

Minimum degree requirements for the associate's degree are 60 semester credits as stated in the Mt. San Jacinto College Catalog under "Degree Requirements" and are specified by the Board of Governors of the California Community Colleges and the Mt. San Jacinto College Board of Trustees. The College offers 34 ADT degrees. Each requires a minimum of 18 semester units in a major as detailed in the Instructional Programs section in the College Catalog ([IIA5.2](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.5. All Mt San Jacinto College's degrees and programs follow American higher education common practices, which stipulate that associate degree minimum requirements are 60 semester credit units or equivalent. Mt. San Jacinto College does not offer a baccalaureate degree. Faculty review and collaboration efforts as well as the Curriculum Committee ensure the appropriate, depth, breadth, rigor, course sequencing, time to completion, and synthesis of learning for each degree and program at the College.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard

The College schedules courses to maximize the ability of students to create schedules that allow them to complete sequences of courses and degrees in a timely manner consistent with established expectations in higher education ([IIA6.1](#)).

Schedule development begins with an analysis by the Instruction and Institutional Effectiveness Divisions, examining enrollment data and Pathway Maps (ideal course sequences). Adjustments are made to add sections with large waitlists, reduce sections with consistently low fill rates, modify start and end times to reduce overlaps, and change the balance of modalities to support access and student success. Instructional Services incorporates any curriculum changes and develops a first draft of the schedule. The rollover, with the modifications that are agreed upon by Institutional Effectiveness and Instructional Services is then provided to the instructional deans and department chairs for the next level of schedule development.

The next step is an iterative and collaborative process involving the pathway dean and department chairs adding or subtracting sections of a given course in response to student demand and program need. Some departments offer courses on a rotating basis so that at least one section of a course is available each year to students who need it.

The use of up-to-the minute enrollment data gives the College the ability to monitor fill rates for particular courses and to be able to make quick adjustments for courses that are low-enrolled, possibly replacing them with high-need and high-fill courses, while being careful to keep courses that students need to complete even if the enrollments are low ([IIA6.2](#); [IIA6.3](#)).

The College has been rising to the challenge of supporting student success and completion by increasing the number of online classes to meet student demand ([IIA6.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.6. The College is committed to scheduling courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The College continues to collaboratively refine the scheduling process to give students the ability to complete their programs of study in a timely manner.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College offers courses in face-to-face, hybrid, and fully online modalities adjusting the number of offerings in the different modalities to meet student demand. The Curriculum Committee ensures that academic standards and learning outcomes are equivalent across the different modalities. Regardless of modality, regular substantive and effective faculty-initiated contact is a key part of the educational experience. Changes to teaching methodologies are implemented as a result of regular assessment and faculty dialog ([IIA7.1](#); [IIA5.1](#)). The College regularly reviews enrollment and success data to determine whether it is meeting the needs of students in each modality.

Mt. San Jacinto College thrives because of the diversity of its students and the College is committed to the success of all students by narrowing disproportionate impact among student sub-populations ([IIA7.2](#); [IIA7.3](#); [IIA7.4](#)). To achieve this, the College has strong and consistent leadership for equity and student success. The Office of Institutional Research routinely collects and publishes data for faculty and administrators to discuss and evaluate ([IIA7.5](#)). As part of creating the required Student Equity Plans, the College identified the following groups most disproportionately impacted- African Americans, Latinx, foster youth, and first-generation students.

Equity in teaching and learning is supported by the Inclusion, Diversity, Equity, & Accessibility Implementation (IDEA) Team, the Curriculum Committee's equity and diversity requirements for course outlines of record, and a focus on equity in professional development opportunities and conference attendance ([IIA7.6](#); [IIA7.7](#); [IIA7.1](#)).

The College has a robust array of learning support services available to students (see Standard II.B for more information). On the San Jacinto, Meniffee, and Temecula campuses, the College operates Libraries and Learning Centers, in addition to web-based, online tutoring to serve the web-based student ([IIA7.8](#); [IIA4.5](#)). All three campuses also have a Veterans Resource Center, and learning support is also available to students in certain sub-populations through Academic Support Services (ASC formerly Disabled Students Program and Services), Personalized Academic Learning Skills spaces (intake testing, tutoring, workshops, classes), and the EOPS program, as well as Federal Title V Hispanic Serving Institution (HSI) grant programs ([IIA7.9](#); [IIA7.10](#); [IIA7.11](#); [IIA7.12](#); [IIA7.13](#)). Finally, programs such as the Puente Program and the Umoja Program are designed to support specific student sub-populations through cohort-based learning experiences ([IIA7.14](#); [IIA7.15](#)). All of these programs and services are designed to meet the diverse needs and learning styles of Mt. San Jacinto College students and are assessed through the Program Review process.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.7. The College is committed to ensuring students an effective educational experience regardless of modality. The College recognizes a diverse student population that requires varied and dynamic instructional methods. This is evidenced in the use of technology and the narrative provided on each Course Outline of Record, instructor observations, and the CLO assessment process. The College acknowledges systemic inequities. The College identifies students by subpopulation, and the data is used by faculty as they assess the student learning that occurs in courses and programs.

II.A.8. *The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

Evidence of Meeting the Standard

Mt. San Jacinto College has procedures for awarding credit for prior learning. Administrative Policy 4235 – Credit by Examination - establishes the process whereby students who have achieved an equivalent knowledge, understanding, or level of experience to that required by college courses may receive credit based on successful completion of an examination, project, or transcript evaluation ([IIA8.1](#)). Students may apply individually for Credit by Examination for a course offered in the College Catalog. Credit may be awarded for general education, program, or elective courses. The current catalog lists several additional ways a student can earn credit for prior learning including Advanced Placement (AP) examination, International Baccalaureate (IB) examinations, College Level Examination Program (CLEP), and Evaluation of Joint Service Transcripts (JST)/Military Articulation ([IIA8.2](#); [IIA8.3](#)).

Only a few departments and programs utilize a department-wide or program examination, mostly in Career Education programs, such as Nursing. These departments ensure that standards and protocols are in place to ensure that these exams are consistently and fairly administered at the appropriate times. The Associate Degree of Nursing (ADN) program ensures student mastery of key theories and practices by various methods. One such method includes having students practice the theoretical concepts and principals in the simulation setting of the nursing skills lab ([IIA8.4](#)). The program also uses standardized testing to ensure that the students meet mastery of concepts that other nursing students are expected to demonstrate at a national level. By utilizing resources such as ATI and NCLEX-RN resources to prepare for their national licensing exam, Mt. San Jacinto College nursing students are held to the same standard that is expected of a competent registered nurse ([IIA8.5](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.8. Only a few departments and programs utilize a department-wide or program examination. In these disciplines, faculty regularly review the results to ensure effectiveness of the exams and ensure that the results are unbiased and valid. Additionally, the College has clear procedures for allowing students to earn credit for prior learning.

II.A.9. *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Evidence of Meeting the Standard

Mt. San Jacinto College awards course credit, degrees, and certificates based on students attaining course and program outcomes that adhere to institutional standards and reflect standards of higher education. The learning objectives and outcomes identify the depth, breadth, and rigor of the course which consequently is used to calculate the award credit. The CLOs, authored by faculty are reviewed by the Curriculum Committee, by the Program Review and Assessment Coordinator, department faculty, department chairs, and deans ([IIA9.1](#); [IIA9.2](#); [IIA9.3](#)).

Mt. San Jacinto College students achieve degrees and certificates by meeting stated Program Learning Outcomes (PLOs). Faculty develop PLOs to ensure that a student gains the requisite knowledge by completing the program and achieving a degree ([IIA1.3](#); [IIA9.4](#)).

The Mt. San Jacinto College Catalog lists degrees and certificates for each program and the Program Learning Outcomes. At the beginning of each program section the transfer and non-transfer degrees are listed along with any cross-referenced degrees. Included are any Associate Degrees for Transfer (ADTs: A.A.-T or A.S.-T) that guarantee admission to a California State University. The program descriptions are standardized to include language to indicate consistent information, including Program Learning Outcomes ([IIA9.2](#)).

The Program Review and curriculum process offers open dialog opportunities for College faculty, classified professional staff, and administrators regarding learning expectations for degrees and certificates. During the curriculum process, each course is identified along with a rationale relating the course's objectives to the program objectives ([IIA9.5](#); [IIA9.6](#)). The Program Review process also supports dialog through review and assessment of existing programs ([IIA9.7](#); [IIA9.8](#)).

The College adheres strictly to all state and federal policies and educational codes regarding scheduling, including clock-to-credit-hour conversions for sections that require it, for example, early start (first 8 week) and late-start (last 8 week) courses. The Associate Dean of Instructional Services monitors all the details of section scheduling ([IIA1.4](#); [IIA9.9](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.9. Mt. San Jacinto College awards degrees and certificates based on learning outcomes. The District states program outcomes in the College Catalog. Each program clearly identifies the learning outcomes, transfer status, and applicable education pattern. Additionally, each program identifies career opportunities to assist students in planning for future careers. The curriculum development process and the awarding of course credit, degrees, and certificates are done in accordance with Title 5 and board policies. Mt. San Jacinto College assigns units of credit consistent with norms and equivalencies appropriate for higher education courses.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Mt. San Jacinto College supports transfer by establishing clear requirements for accepting transfer credit, and by certifying that College outcomes are transferable. The College has a robust ongoing process for establishing and maintaining articulation agreements ([IIA10.1](#); [IIA10.2](#); [IIA10.3](#)).

The policy and process are explained to students during New Student Counseling Sessions. Students also receive information during ongoing counseling sessions about the transferability of courses to the College and about transferring out of the College ([IIA10.4](#)).

Mt. San Jacinto College has approved policies and procedures in place to facilitate the transfer of courses to and from other institutions of higher learning as noted in the Reciprocity policy in the College Catalog ([IIA10.1](#); [IIA10.5](#); [IIA10.6](#)). Transferability and general education status is identified after each course description in the College Catalog ([IIA10.7](#)). For a student to transfer course work into Mt. San Jacinto College, an official transcript must be received by the College as well as a Request for Transcript Evaluation form which is evaluated by Enrollment Services. Enrollment Services consults with faculty as needed ([IIA10.8](#); [IIA10.9](#)).

Mt. San Jacinto College has an extensive articulation process that is clearly and openly communicated and regularly reviewed and assessed ([IIA10.10](#)). The Articulation Coordinator communicates with other institutions of higher education in setting up articulation agreements. The Articulation Coordinator communicates with the Counselors when a new agreement has been developed. Articulation agreements are placed on the Transfer website and updated on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST Next Gen) ([IIA10.3](#)).

The College maintains articulation agreements with a variety of four-year universities, including 20 California State University campuses, 10 University of California campuses, and all California private institutions that have adopted the CSU GE Breadth and IGETC general education pattern ([IIA10.11](#); [IIA10.12](#); [IIA10.13](#); [IIA10.14](#)). In addition, there are agreements with a number of out-of-state institutions ([IIA10.15](#)). These agreements include major preparation, General Education, course-by-course lists. Transferable course agreements are available to students through the ASSIST website.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.10. The College maintains a comprehensive process for reviewing coursework ensuring consistency in procedures that address the transfer of classes from and to other institutions. The College Catalog identifies the transfer status of each course and of each program. The Catalog also provides resources and information on how to transfer. The Articulation Coordinator communicates with the Curriculum Committee, counseling, and faculty. A regular assessment of each transfer agreement is completed to ensure relevancy and to maintain these agreements.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence for Meeting the Standard

All of the College's degrees and certificates have student learning outcomes that identify the competencies and skills students will possess upon completion ([IIA11.1](#)). Mt. San Jacinto College has eight Core Competencies, or Institutional Learning Outcomes— (1) Aesthetic Awareness; (2) Civic, Personal, and Professional Responsibility; (3) Communication; (4) Critical Thinking; (5) Cultural Awareness and Humility; (6) Information and Technology Literacy; (7) Scientific Awareness; and (8) Social Awareness ([IIA11.2](#)).

The Core Competencies are reviewed and revised through a comprehensive participatory governance approval process that includes the Academic Senate, Institutional Assessment and Program Review Implementation Team, and the Board of Trustees. The Core Competencies are reviewed on a six-year cycle to coincide with the conclusion of two cycles of the College's comprehensive Program Review and alignment with the development of the College's six-year Educational Master Plan ([IIA11.3](#); [IIA11.4](#); [IIA11.5](#); [IIA11.6](#)).

Accomplishments of Core Competencies in non-instructional areas are primarily documented within the Program Review cycle for both the Student Services and Administrative Services units ([IIA11.7](#)). A matrix embedded within the Program Review template outlines the linkages between service unit outcomes and the Core Competencies and therefore the achievement of an outcome correlates to the accomplishment of one or more Core Competencies. Faculty map Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs) and Course Learning Outcomes to Core Competencies (CCs) ([IIA11.8](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.11. Program learning outcomes are in place, regularly assessed, and drive program improvements. Core Competencies and the GE pattern ensure that students achieve communication, information, and quantitative competencies as well as ethical reasoning, analytic inquiry skills, the ability to engage diverse perspectives, and other program specific learning outcomes. Learning outcomes are regularly assessed, mapped to GE pattern and the College Core Competencies, and form the basis of program improvements.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Relying on faculty expertise, the College determines the appropriateness of each course for inclusion in

the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level ([IIA1.4](#); [IIA12.1](#)). The Curriculum Committee has a General Education Definitions/General Learning Objectives template based on Ed Code Title V Section 55061-55063 and this is utilized for each course coming through for revision or any new course proposal. If a course is to be considered a GE course, then a rationale must be submitted as part of the course approval process.

The College's 2023-2024 catalog clearly outlines the Core Competencies, which demonstrate the College's commitment to general education ([IIA11.2](#)). The catalog also outlines the general education patterns required for every associate's degree, pursuant to Title 5, Section 55061.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.12. The College requires all of its degrees to support a GE component. The objectives of the College's GE program and the GE requirements are clearly stated in the College Catalog. Courses proposed to fulfill GE areas need to provide a statement of rationale which is reviewed by the Curriculum Committee.

The College promotes the development of academic and personal development. Its Core Competencies specifically emphasize the College's commitment to educating students who understand their personal and civic responsibility to their communities; develop their intellectual, aesthetic, and personal identities, and ultimately enhance the communities in which they live. The College offers a breadth of activities that fulfill its institutional goals, its mission, and its Core Competencies.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All of the College's AA and AS degree programs include at least one area of focused study or interdisciplinary core with specific course sections listed. Discipline faculty determine which core courses will be included in programs in their department meetings and in discussion at Curriculum Committee meetings. Courses are identified for areas of inquiry or to form an interdisciplinary core based on Student Learning Outcomes of the course (CLOs) and how they relate to Program Learning Outcomes (PLOs) ([IIA13.1](#)). In eLumen, faculty map CLOs to PLOs, and CLOs to Core Competencies ([IIA13.2](#)).

For courses that are a part of the ADT degrees, course inclusion is governed by the state-wide discipline expert group that created AA-T/AS-T template and is verified by the state's assigned course identification numbering system (C-ID) reviewer ([IIA13.3](#)). However, it is the responsibility of the faculty to ensure that the outcomes of these "template" courses meet the outcomes of the programs they will be a part of ([IIA13.4](#); [IIA13.5](#)). For programs that do not have an ADT, the Articulation Officer ensures that the course aligns with curriculum at four-year institutions and that course content includes mastery of key theories and practices in the field.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.13. Mt. San Jacinto College degrees include study within a focused area of inquiry or discipline. Faculty ensure that programs include the key theories and practices within the discipline. Faculty ensure that CLOs map to PLOs and Core Competencies, ensuring that the program coheres and a student gains competency through the achievement of a certificate, associate's

degree, or ADT.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The College's students who earn career education certificates and degrees demonstrate discipline-specific technical and professional competencies and meet employment and other standards such as preparation for external licensure and certification ([IIA14.1](#); [IIA1.3](#)). The occupational certificates and degrees offered at Mt San Jacinto College are reviewed for accuracy and relevancy every two years. Career Education departments use workforce data to update career opportunities for each program, and advisory groups provide input to faculty on content areas that need to be included in courses and programs.

The members of Career Education Advisory Committee play an integral part in shaping Career Education curricula development at Mt. San Jacinto College ([IIA14.2](#)). They help ensure that programs remain in touch with the needs of local business and industry and that students receive relevant instruction. Career Education also offers Cooperative Work Experience Education courses where students can gain "hands-on" experience in their career field, reinforce learning, and make connections with industry. These internship programs also provide information on employment requirements and an opportunity for faculty to network with industry partners and are therefore an important part of determining competency levels as well as identifying external factors that may shape programs.

State requirements also determine competency levels and course learning outcomes. For example, the Associate Degree in Nursing Program (ADN) prepares students for successful careers as Registered Nurses (RN) ([IIA14.3](#)). Upon graduation from the program, students are eligible to sit for the national licensing examination, known as the National Council Licensure Examination, or NCLEX- RN. The Associate of Science Degree in Nursing Program is accredited by the California Board of Registered Nursing (BRN) ([IIA14.4](#)). Upon completion of the program, the graduate earns an Associate of Science Degree in Nursing and is eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for licensure as a Registered Nurse in the State of California.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.14. The College ensures Career Education graduates demonstrate technical and professional competencies that meet employment standards. Mt. San Jacinto College regularly reviews Career Education courses and programs for accuracy and relevance to employment competencies. The curriculum and Program Review processes verify that courses and programs meet the quality standard set by the College.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Mt. San Jacinto College assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies, including information about

major changes to or elimination of programs. Major changes to any existing programs are disseminated to students through the Counseling department and Enrollment Services. The Mt. San Jacinto College Catalog also references any programs or courses that have been discontinued or paused. Students who are currently enrolled in the program and students who have catalog rights to the discontinued program or course that would inhibit them from reaching their goal except for those which involve outside licensing (e.g. nursing) have the ability through Counseling and Enrollment Services to petition the Office of Instruction to allow them to complete the inactive coursework or program with an alternative course or a special project. The section “Continuous Enrollment Catalog Rights” in the College Catalog clearly communicates to students that they receive catalog rights based on the year they enrolled, so they can still graduate under program requirements for the year in which they matriculated if they were continuously enrolled ([IIA15.1](#)).

Administrative Procedure 4021 – Program Viability and Discontinuance - sets out the general principles that guide the program discontinuance process ([IIA15.2](#)). It is based in Ed Code, Title 5, and this Accreditation Standard. This document lists the principles, criteria, and procedures to be followed in the event that a program needs to be eliminated. If a program were to be eliminated, discipline Faculty, the Curriculum Committee, Academic Senate, and Enrollment Services would be involved in the process of deactivation with input from Counseling and the Articulation Coordinator to ensure the least amount of impact on students, unless specific conditions are met for a more expedited process.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.15. Mt. San Jacinto College has processes for the elimination of programs and clearly communicates both the procedure and how it will affect students, including the process for these students to complete their education in a timely manner. The faculty-driven Program Review process assesses courses and programs and implements changes and deactivations as needed. Changes are then clearly communicated to students, for example through academic counselors.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Mt. San Jacinto College regularly evaluates and continuously improves the quality and currency of all instructional programs offered, including collegiate, pre-collegiate, career education, and community education courses and programs. Program Review, unit plans, student success data, education planning, and career education advisory work together within the institutional framework to assure a program’s relevance and currency and to continually improve quality ([IIA16.1](#); [IIA16.2](#)).

Mt. San Jacinto College uses the Program Review process to regularly evaluate the effectiveness of its courses and programs at all sites and regardless of delivery mode. Program Review is the central connecting point for assessment of Course and Program Learning Outcomes, analyzing enrollment trends and success data, modifying or proposing curriculum, and requesting one-time programs are evaluated for relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future ([IIA16.3](#); [IIA16.4](#)). Program review also feeds directly into Unit Plans and the College-wide Educational Plan and Strategic Equity Plan efforts ([IIA11.6](#); [IIA7.4](#)).

Hiring practices, faculty evaluations, and professional development opportunities also play important roles in assuring quality programs ([IIA16.5](#); [IIA16.6](#); [IIA16.7](#)). The College's Professional Development Committee aims to provide a broad range of activities to support continuous improvement ([IIA2.3](#)). Robust, equity focused professional development encourages ongoing quality improvement to programs and services for all students.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.A.16. The College uses the program review process to regularly evaluate the effectiveness of all its courses and programs. The curriculum process requires continual assessment of courses either on a two-year cycle for Career Education or on a five-year cycle for academic courses. Advisory meetings verify the Career Education programs correlate with industry standards and needs. Academic courses are reviewed by the Articulation Officer to verify the relevance and accuracy to transfer agreements. Hiring practices, faculty evaluations, and professional development are structured to promote program quality. The results of program review, the curriculum processes, and professional development are geared to an integrated and systematic improvement of programs so that all students can succeed.

Conclusions on Standard II.A: Instructional Programs

Mt. San Jacinto College meets the standards for instructional programs by ensuring all courses, regardless of location or delivery method, align with the institution's mission and meet higher education quality standards. The College's curriculum process, driven by faculty, guarantees that instructional programs are regularly reviewed and updated to maintain relevancy and effectiveness. Mt. San Jacinto College systematically assesses course and program learning outcomes to ensure they support student attainment of degrees, certificates, and successful transfer or employment. This comprehensive review process, coupled with a faculty-driven curriculum committee, ensures that the instructional programs uphold academic rigor and are continually improved to meet the evolving needs of students.

The College's dedication to quality education is evident through its adherence to state regulations, robust faculty qualifications, and a commitment to equitable and accessible learning opportunities for all students. Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) are clearly communicated, regularly assessed, and mapped to core competencies to foster intellectual inquiry and breadth of knowledge. Mt. San Jacinto College's program review process includes thorough faculty analysis and evaluation of outcomes, ensuring that instructional programs are designed to promote student success and align with the College's mission. Through these practices, Mt. San Jacinto College maintains the integrity and quality of its educational offerings, contributing to the overall effectiveness and excellence of its instructional programs.

Improvement Plan(s) : Not applicable.

Evidence List

- II.A.1
 - o [IIA1.1 - Mission Statement](#)
 - o [IIA1.2 - 2023-24 Catalog](#)
 - o [IIA1.3 - BP 4020 - Program Curriculum and Course Development](#)

- o [IIA1.4 - AP 4020 - Program and Curriculum Development](#)
- o [IIA1.5 - AP 4022 - Course Approval](#)
- o [IIA1.6 - AP 4105 - Distance and Correspondence Education](#)
- o [IIA1.7 - COR ANTH 101](#)
- o [IIA1.8 - ANTH 101 S23 CLO Assessment](#)
- II.A.2
 - o [IIA1.3 - BP 4020 - Program Curriculum and Course Development](#)
 - o [IIA1.4 - AP 4020 - Program and Curriculum Development](#)
 - o [IIA1.5 - AP 4022 - Course Approval](#)
 - o [IIA2.1 - Curriculum Committee Charge and Mission](#)
 - o [IIA2.2 - Curriculum Committee Minutes 11-20-23](#)
 - o [IIA2.3 - PD Activities/Lecture Listing: 2022-23 and 2023-24](#)
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 - o [IIA2.6 - Faculty Reflections Section Improvement Plan in eLumen](#)
 - o [IIA2.7 - Creative Media/DIG 2023-24 CPR](#)
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 - o [IIA3.2 - 2023-24 Catalog - Creative Media/DIG Program Learning Outcomes](#)
 - o [IIA3.3 - CDE 131 COR](#)
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 - o [IIA3.7 - Faculty Evaluation Process Review of Syllabi](#)
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 - o [IIA4.3 - Pre-Collegiate Support Courses](#)
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 - o [IIA1.3 - BP 4020 - Program Curriculum and Course Development](#)
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 - o [IIA1.5 - AP 4022 - Course Approval](#)
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 - o [IIA5.2 - 2023-24 Catalog - Instructional Programs - ADT Degrees](#)
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 - o [IIA6.1 - BOT Agenda/Attachment 3-14-24 - Enrollment Management Update](#)
 - o [IIA6.2 - Enrollment Summary Dashboard](#)
 - o [IIA6.3 - Timeline Comparison SU23 vs SU22](#)
 - o [IIA6.4 - Enrollment Data \(showing online, hybrid, and F2F F23\)](#)

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 - [IIA7.14 - Puente Website](#)
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 - [IIA8.3 - AP 4236 - Advanced Placement Credit](#)
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 - [IIA8.5 - NCLEX-RN Pass Rates - First Time CA Educated Exam Testers](#)
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 - [IIA1.3 - BP 4020 - Program Curriculum and Course Development](#)
 - [IIA9.4 - MATH 110 eLumen Mapping](#)
 - [IIA9.5 - Curriculum Meeting Agenda and New Concept, Program, Course Forms](#)
 - [IIA9.6 - Completed Program Proposal Form AJ](#)
 - [IIA9.7 - MATH CPR 2023-24 pg 20](#)
 - [IIA9.8 - MATH-140 COR pgs3-4](#)
 - [IIA1.4 - AP 4020 - Program and Curriculum Development](#)
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 - [IIA10.5 - 2023-24 Catalog - Transfer](#)
 - [IIA10.6 - 2023-24 Catalog - Reciprocity Policy](#)
 - [IIA10.7 - 2023-24 Catalog - Transfer Course Description](#)
 - [IIA10.8 - Enrollment Services Forms Website](#)
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- o [IIA10.11 - Articulation Agreements - CSU Campuses](#)
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- o [IIA10.13 - Articulation Agreements - California Private Institutions](#)
- o [IIA10.14 - 2023-24 Catalog - General Education Transfer Requirements](#)
- o [IIA10.15 - Articulation Agreements - Out-of-State Institutions](#)
- II.A.11
 - o [IIA11.1 - 2023-24 Catalog - Degree & Program Learning Outcomes - example ANTH PLOs](#)
 - o [IIA11.2 - 2023-24 Catalog - Core Competencies/ILOs](#)
 - o [IIA11.3 - IAPRC Agenda/Minutes/Attachment 10-15-20 and 11-19-20 - ILOs](#)
 - o [IIA11.4 - Academic Senate Agenda/Attachment/Minutes 12-1-20 and 12-8-20 - ILOs](#)
 - o [IIA11.5 - BOT Agenda/Attachment 1-21-21 and 2-11-21 ILOs](#)
 - o [IIA11.6 - Educational Master Plan](#)
 - o [IIA11.7 - SI CPR 2023-24](#)
 - o [IIA11.8 - eLumen Mapping - examples AJ and ART](#)
- II.A.12
 - o [IIA1.4 - AP 4020 - Program and Curriculum Development](#)
 - o [IIA12.1 - BP 4025 - Philosophy and Criteria for Associate Degree and General Education](#)
 - o [IIA11.2 - 2023-24 Catalog - Core Competencies/ILOs](#)
- II.A.13
 - o [IIA13.1 - 2023-24 Catalog - Administration of Justice, A.S.](#)
 - o [IIA13.2 - CLO Mapping in eLumen - examples AJ and ART](#)
 - o [IIA13.3 - 2023-24 Catalog - Course Identification Numbering System \(C-ID\)](#)
 - o [IIA13.4 - 2023-24 Catalog - Biology A.S.-T Program Map](#)
 - o [IIA13.5 - 2023-24 Catalog - Biology PLOs](#)
- II.A.14
 - o [IIA14.1 - AP 4102 - Career Education Programs](#)
 - o [IIA1.3 - BP 4020 - Program Curriculum and Course Development](#)
 - o [IIA14.2 - Career Education Advisory Agenda/Minutes 3-12-24](#)
 - o [IIA14.3 - 2023-24 Catalog - Program Description - Nursing](#)
 - o [IIA14.4 - ADN Program Website - Accreditation](#)
- II.A.15
 - o [IIA15.1 - 2023-24 Catalog - Continuous Enrollment Catalog Rights](#)
 - o [IIA15.2 - AP 4021 - Program Viability and Discontinuance](#)
- II.A.16
 - o [IIA16.1 - Career Education Advisory Minutes](#)
 - o [IIA16.2 - Community Education Program](#)
 - o [IIA16.3 - TEDS CPR 2023-24](#)
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 - o [IIA11.6 - Educational Master Plan](#)
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 - o [IIA16.6 - Faculty Job Announcement Sample - Political Science Instructor](#)
 - o [IIA16.7 - Full-Time Teaching Faculty Evaluation Forms](#)
 - o [IIA2.3 - PD Activities/Lecture Listing: 2022-23 and 2023-24](#)

II.B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Mt. San Jacinto College supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support ([IIB1.1](#); [IIB1.2](#)). Mt. San Jacinto College has a tradition of robust student support through information and learning support services via the Libraries, Learning Resource Centers (LRC), and Supplemental Instruction (SI) ([IIB1.3](#); [IIB1.4](#); [IIB1.5](#)). The services and resources provide support for educational programs across the District regardless of location or modality. The Libraries, LRCs, and the SI program regularly assess their effectiveness via the Program Review process and analyze usage and outcome data ([IIB1.6](#); [IIB1.7](#); [IIB1.8](#)).

Library services and LRCs are located at the San Jacinto, Meniffee, and Temecula campuses ([IIB1.3](#); [IIB1.9](#); [IIB1.4](#)). 24/7 electronic access to online resources and services are provided to all students and faculty ([IIB1.3](#)). The Libraries and LRCs provide open computer labs for students and community members. Library and LRC computer labs provide free internet access and are equipped with Microsoft Office as well as other software requested by faculty. Printing and copying equipment are at all three campus Libraries and LRCs.

The San Jacinto Campus (SJC) Library is a traditional library with book and periodical collections. It shares a building with the LRC, whose primary role is to provide tutoring services. Faculty offices are in the LRC, and as time permits, faculty participate in tutoring and learning support activities.

The Meniffee Valley Campus (MVC) Library is a traditional library with book and periodical collections. It shares a building with the LRC that provides tutoring services in areas and disciplines offered at the College. The LRC is on the first floor. The library is on the second floor.

The Temecula Valley Campus (TVC) Library provides access to the College's online materials, but it does not have physical books and periodicals. Librarians support TVC students and faculty in person as well as students across the District virtually. The TVC Library shares space with the LRC.

The librarians routinely assess library resources and services through collection assessment and analysis (including currency and subject representation across the curriculum), circulation usage, gate counts, number of reference/research questions asked, number of orientation sessions, and library orientation success data ([IIB1.10](#)). These evaluation processes are ongoing and ensure sufficient depth and variety in library resources and support to meet Mt. San Jacinto College students' learning needs.

The libraries provide ongoing instruction to library users in a variety of ways such as custom face-to-face library instruction sessions provided for instructors ([IIB1.11](#)). Research assistance is available in person, by phone, email, or Ask-A-Librarian 24/7 live web-based chat service. Ask-A-Librarian chat service is accessible from multiple locations including the Library homepage, inside the Library catalog, inside EBSCOhost Collection of Databases, and from the "Contact Us for Help" page ([IIB1.3](#)).

Instructional and library resources personnel work together to develop and maintain appropriate library

resources through the curriculum proposal and revision process and other forms of communication ([IIB1.12](#)). A librarian is a member of the Curriculum Committee, which provides ongoing opportunities for assessment of the library collection as it pertains to course offerings ([IIB1.13](#)). Relying on faculty content experts, librarians make informed decisions about the library materials.

The College's LRCs provide a range of services that promote the enhancement of students' academic goals and support the College's mission ([IIB1.4](#)). The goal of the LRCs is to increase scholastic achievement by providing students with effective tutoring in content area courses, exposing students to study skill techniques, and by promoting independence, confidence and self-esteem necessary for students to succeed in today's academic environment ([IIB1.14](#)). Tutoring takes place in the LRCs and is divided into three areas (Math Center, Writing Center, and the general LRC). Students are also able to use computer labs including technical support.

Students have access to other resources such as handouts that help with study skills, grammar, term papers, and other academic tasks ([IIB1.15](#); [IIB1.16](#)). A calendar of workshops and skill-building activities are posted on the College's main webpage and accessible to students via LRCs information boards ([IIB1.17](#); [IIB1.18](#); [IIB1.19](#)). These calendars are also emailed to faculty to share with students who may benefit from the additional help.

Advanced study and research skills workshops (focusing on transfer level coursework) are provided with the Honors enrichment program ([IIB1.20](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.B.1 and Eligibility Requirement 17. The College provides high quality library and learning support resources to students regardless of location or modality. Through systematic program review and other means, library and learning support services are assessed in terms of quantity, quality, depth, and variety. The libraries routinely evaluate the depth and variety of library materials and technology support to meet the learning needs of students.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The College relies on the expertise of faculty, including librarians, in selecting and maintaining educational materials for students. Librarians communicate regularly with teaching faculty regarding research topics lists, assigned reading lists, and assignment prompts to anticipate student needs and acquire appropriate materials ([IIB2.1](#)). One of the librarians is a standing member of the Curriculum Committee and reviews all course outlines (new course proposals and revisions) to approve the "Library" section within CourseLeaf ([IIB1.13](#); [IIB1.12](#)). The curriculum process requires faculty members to survey the existing collections of materials to determine whether they are adequate or inadequate. Faculty can suggest specific materials or mark that a collection is adequate/inadequate and then work with librarians to build it as funds become available.

Faculty may also submit requests for specific material purchases throughout the year via email or by using purchase suggestion forms available on the Library website ([IIB2.2](#)). Finally, the libraries maintain a collection development policy to guide purchase decisions ([IIB2.3](#)).

Faculty are also encouraged to place textbooks, supplemental readings, and other relevant course

materials on reserve behind the Library's reference desk ([IIB2.2](#)). This practice facilitates student learning and access to course materials that may not readily be available in the library collection.

Ongoing Program Review helps the Libraries, LRCs, and other support programs determine the effectiveness of services, materials, and equipment and make enhancements to meet the learning needs of students. Program Reviews for each Library, LRC, and the Supplemental Instruction program demonstrate the College's commitment to using evaluation and data to drive decisions about enhancements or changes to Library and learning support services ([IIB1.6](#); [IIB1.7](#); [IIB1.8](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.B.2. Librarians and learning support professionals collaborate with department chairs, faculty, and program coordinators to acquire relevant materials and equipment to support student learning. Student learning needs are systematically identified and communicated by faculty through curriculum and other regular processes. Materials are chosen based on need, currency, depth, and accessibility in the broader aim of fulfilling the mission of the College.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence Of Meeting the Standard

The Mt. San Jacinto College Libraries and learning support services use a variety of methods to evaluate their effectiveness in meeting student learning outcomes. Results provide the basis for improvement of library and learning support services and are implemented into professional development, course and program learning outcomes, and Program Review.

Through the Program Review process, the Libraries and Learning Resource Centers assess the depth and variety of materials and equipment to ensure they meet the learning needs of students ([IIB1.6](#); [IIB1.7](#); [IIB1.8](#)). Librarians continuously assess the collections (print, eBook, textbooks) to delete obsolete materials and purchase new materials that support curriculum and student needs/requests. The review of collection data through circulation numbers and subject representation across the curriculum is also conducted by librarians. Online database and eBook use as well as student and faculty satisfaction surveys contribute to assessment of whether Library materials are sufficient to meet the learning needs of students of in-person and online classes ([IIB2.2](#)).

The LRCs survey students and faculty regularly. Results show broad satisfaction among students with tutoring and other services. The Supplemental Instruction program regularly assesses its effectiveness through surveys, evaluations (by both students and instructors), and observation reports ([IIB3.1](#)). The College's SI program collects data about student attendance hours and shows the relationship between student attendance and course retention and success. Evidence of its effectiveness for historically difficult courses provided the basis for its expansion and institutionalization.

College learning support services and area departments have also established Program Learning Outcomes (PLOs) to reflect the area's mission ([IIB3.2](#); [IIB3.3](#); [IIB3.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.B.3. The College evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. The evaluations show the

effectiveness of services and the contribution to student learning outcomes. The College also uses the results to enhance services and to continue to improve the overall efficiency of its Centers.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility of services provided either directly or through contractual agreement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard

Mt. San Jacinto College collaborates with other institutions and associations to enhance its instructional programs and learning support services. Formal contractual agreements exist and are adequate for the intended purposes.

The College Libraries maintain institutional membership in the Council of Chief Librarians (CCL) to participate in the cooperative purchase program for online information resources, cataloging services, and remote access authentication software ([IIB4.1](#)). The libraries, along with most CCC libraries statewide, contract with Ex Libris Alma/Primo for the library services platform ([IIB4.2](#); [IIB4.3](#)). Mt. San Jacinto College Libraries are utilizing Credo Education to offer fully online information literacy modules, in addition to locally created custom tutorials for specific instructors and courses. As part of their daily operations, librarians and the College's Library staff collect data about the Interlibrary Loans conducted. Detailed reporting from database usage helps the College Libraries' faculty and staff make informed decisions about the relevancy of certain databases to student learning.

To offer tutoring to distance education students and wider availability for all students, the LRCs have contracted with an outside vendor for online tutoring, NetTutor. The College's LRCs and their training programs are certified by the College and Reading Learning Association's (CRLA) International Tutor Training Program Certification. Every five years, the LRCs complete an application and accreditation to be recertified ([IIB4.4](#)). The Supplemental Instruction program is part of the Inland Empire SI Coordinators group ([IIB4.5](#)), a regional group that meets regularly to support programs and plan events. The SI program is also associated with 3CSN, the California Community College Success Network, accredited by the International Center for Supplemental Instruction, and recognized by the state as a model program ([IIB4.6](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.B.4. The College Libraries, LRCs, and Supplemental Instruction Program collaborate with other institutions and sources to ensure that quality services are available to students. These College support services are evaluated for quality and formalized through contract agreements when applicable. Data is continuously and systematically gathered to assess the services' use and effectiveness in meeting student learning needs.

Conclusions on Standard II.B: Library and Learning Support Services

Mt. San Jacinto College effectively supports student learning and achievement by providing comprehensive library and learning support services that are accessible to all students, regardless of location or delivery method. The College's libraries, Learning Resource Centers (LRC), and Supplemental

Instruction (SI) programs are equipped to meet the diverse needs of its student population through robust collections, tutoring services, computer labs, and instructional resources. These services are regularly assessed through the Program Review process to ensure they remain relevant, current, and sufficient in depth and variety to support the College's educational programs. Mt. San Jacinto College's commitment to maintaining high-quality support services is evident in the consistent evaluation and improvement of these resources, aligning with the College's mission to empower students and enhance educational outcomes.

Mt. San Jacinto College collaborates with faculty and external organizations to ensure the selection and maintenance of educational materials and equipment supports student learning and aligns with the institution's mission. Librarians and learning support professionals work closely with faculty to identify student needs and acquire appropriate resources, while also participating in curriculum development to ensure library collections remain relevant. The College evaluates the effectiveness of its support services through surveys, usage data, and outcome assessments, using this data to drive continuous improvements. These efforts demonstrate Mt. San Jacinto College's dedication to providing an inclusive and supportive learning environment that fosters student success and meets the evolving needs of its diverse student body.

Improvement Plan(s) : Not applicable.

Evidence List

- II.B.1
 - o [IIB1.1 - BP 4040 - Library & Learning Support Services](#)
 - o [IIB1.2 - AP 4040 - Library & Learning Support Services](#)
 - o [IIB1.3 - Library Website](#)
 - o [IIB1.4 - Learning Resource Center \(LRC\) Website](#)
 - o [IIB1.5 - Student Instruction \(SI\) Website](#)
 - o [IIB1.6 - Library CPR 2023-24](#)
 - o [IIB1.7 - Learning Resource Center CPR 2023-24](#)
 - o [IIB1.8 - Supplemental Instruction CPR 2023-24](#)
 - o [IIB1.9 - 2023-24 Catalog - Library Services](#)
 - o [IIB1.10 - Ask-A-Librarian, Library Instruction Session, Research Assistance - Reference/Research Questions](#)
 - o [IIB1.11 - Library Instruction Request](#)
 - o [IIB1.12 – New Course Proposal - ETHS-101](#)
 - o [IIB1.13 - Curriculum Committee Agenda 9-11-23](#)
 - o [IIB1.14 - Learning Resource Center Tutor Schedules Web Page](#)
 - o [IIB1.15 - Math Center Handouts](#)
 - o [IIB1.16 - Writing Center Handouts](#)
 - o [IIB1.17 - Study Skills Workshops](#)
 - o [IIB1.18 - Math Center Workshops](#)
 - o [IIB1.19 - Writing Center Workshops](#)
 - o [IIB1.20 - Honors Enrichment Program - Research Skills Workshops](#)

- II.B.2
 - o [IIB2.1 – Faculty Needs and Services Email](#)
 - o [IIB1.13 - Curriculum Committee Agenda 9-11-23](#)
 - o [IIB1.12 - New Course Proposal - ETHS-101](#)
 - o [IIB2.2 - Library Website - For Faculty](#)
 - o [IIB2.3 - Library Collection Development Policy](#)
 - o [IIB1.6 - Library CPR 2023-24](#)
 - o [IIB1.7 - Learning Resource Center CPR 2023-24](#)
 - o [IIB1.8 - Supplemental Instruction CPR 2023-24](#)
- II.B.3
 - o [IIB1.6 - Library CPR 2023-24](#)
 - o [IIB1.7 - Learning Resource Center CPR 2023-24](#)
 - o [IIB1.8 - Supplemental Instruction CPR 2023-24](#)
 - o [IIB2.2 - Library Website - For Faculty](#)
 - o [IIB3.1 - Supplemental Instruction Student Evaluations Summary \(F22 & S23\)](#)
 - o [IIB3.2 - Library Program Learning Outcomes](#)
 - o [IIB3.3 - Learning Resource Center Program Learning Outcomes](#)
 - o [IIB3.4 - Supplemental Instruction Program Learning Outcomes](#)
- II.B.4
 - o [IIB4.1 - Council of Chief Librarians](#)
 - o [IIB4.2 - Library Services Platform \(LSP\) Program](#)
 - o [IIB4.3 - Library Services Platform Member Colleges](#)
 - o [IIB4.4 - CRLA Certification](#)
 - o [IIB4.5 - West Coast SI Conference \(renamed from IE SI Conference\)](#)
 - o [IIB4.6 - International Center for SI Accreditation](#)

II.C. Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Mt. San Jacinto College regularly evaluates the quality of student support services, regardless of location or means of delivery through the College's comprehensive program review process ([IIC1.1](#)). This process of self-assessment ensures division and department goals align with Mt. San Jacinto College's mission and Educational Master Plan ([IIC1.2](#); [IIC1.3](#)).

The comprehensive program review is completed by all departments within the Student Services division, and includes a needs assessment, service area learning outcomes, and resource allocation information ([IIC1.1](#)). The Student Services Program Review process is completed annually to ensure services are appropriate, reliable, and accessible to students regardless of location or delivery method. The assessment of service area learning outcomes as part of the comprehensive program review process has increased the College's knowledge about student preferences, the quality of its student support services, and how these services and programs support student learning.

The quality of student support services is evaluated utilizing a variety of methods including student satisfaction and needs surveys ([IIC1.4](#)). Additionally, the institution participates regularly in the Community College Survey of Student Engagement (CCSSE) to provide qualitative data specific to our high impact student engagement practices ([IIC1.5](#)). The information from the student satisfaction surveys and CCSSE are used to analyze student data and make department/institution recommendations for improvement ([IIC1.6](#)).

In addition to the Comprehensive Program Review Process, the College also gathers feedback about student support services via the Student Success Committee and the Student Success Support & Services Implementation Team ([IIC1.7](#); [IIC1.8](#)). These participatory governance bodies include representation from all constituent groups and provide recommendations for cultivating an environment that enhances students' academic success, attainment of personal educational goals, and satisfaction as well as reviewing institutional data to identify gaps, recommend improvements, and evaluate progress specific to student access, achievement, equity, and engagement ([IIC1.9](#); [IIC1.10](#); [IIC1.11](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.C.1. The College provides student support services aligned with the College's mission that are accessible to students regardless of their location. Mt. San Jacinto College is committed to providing quality student support services that contribute to the achievement of student learning. The College's annual comprehensive Program Review process in conjunction with service area learning outcomes development and assessment, ensures that the College consistently evaluates its services to meet the needs of its diverse student population.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Mt. San Jacinto College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes through various specialized programs that provide a menu of support services to students. The College uses assessment data to continuously improve student support programs and services. As part of the comprehensive program review process, all student support services complete an annual assessment of their service area learning outcomes to determine effectiveness and potential areas of improvement.

Various support programs such as Extended Opportunity Programs and Services (EOPS), Accommodation Service Center (ASC), and Veterans Resource Center (VRC) continuously gather data on student populations that utilize the provided services to assess active needs, measure student satisfaction with services, and identify gaps in support ([IIC2.1](#); [IIC2.2](#); [IIC2.3](#); [IIC2.4](#); [IIC2.5](#); [IIC2.6](#)).

In the Financial Aid Office, surveys and student feedback data have been utilized to assess students' needs and their understanding of the financial aid application, policies, and procedures. This has led Mt. San Jacinto College to expand its outreach offerings, provide cross-training for staff ([IIC2.7](#)), and implement a case management model for more effective services. For the 2023-2024 academic year, data indicates that approximately 7,000 enrolled students at Mt. San Jacinto College lack a FAFSA or CADAA on record. To address this, various strategies have been employed to raise awareness and increase the number of CCPG & Pell Grant recipients:

- Automatic emails through Colleague are sent to students who haven't applied for financial aid (FAFSA or CADAA) ([IIC2.8](#)).
- Call Campaigns involve Financial Aid staff working through a list of students who haven't applied for financial aid for the term.
- The website has been revamped, with a focus on improving design and ensuring language clarity for students. Regular reviews during team meetings, including student input, contribute to ongoing improvements ([IIC2.9](#)).
- Email messages and calling campaigns target students with an undefined preference, urging them to make a refund selection to prevent Pell grant returns ([IIC2.10](#)).

In Counseling, survey and student feedback data have been utilized to expand offerings in line with student needs, including counseling appointment modality options, staff retraining opportunities, cross-trainings (inviting areas to present), and outreach/in-reach efforts (email/phoning students) ([IIC2.11](#); [IIC2.12](#)). FSPS data is examined to assess the number of students registered, determining the continuation of these efforts, and surveys are conducted to evaluate our operating hours ([IIC2.13](#); [IIC2.11](#)).

Additionally, Mt. San Jacinto College collects data via student surveys both internally and via external partnerships, such as the Community College Survey of Student Engagement (CCSSE) ([IIC2.14](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.C.2. The College regularly identifies, evaluates, and assesses support outcomes for its student population and specifically provides student support services and programs to achieve those outcomes. Through the College's comprehensive Program Review and

outcome and assessment processes, the College has systematic assessment methods and practices to determine the efficacy of its student support services.

II.C.3. The student support services units utilize data to evaluate the effectiveness of services rendered. Evaluation results are used to make immediate improvements to the services and programs offered. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College ensures equitable access by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Student service needs vary at each campus location given the unique demographics of the population as well as the proportion of students served at each site and modality. The Student Services Leadership team regularly evaluates and analyzes the data and information to strategically and intentionally offer services in-person and virtually to meet the needs of students and ensure alignment with the College's access, success, and program completion goals ([IIC3.1](#); [IIC3.2](#)).

Equitable access to student support services at all sites is achieved and maintained through coordinated allocation of human resources that include support staff, counselors, navigators, and Welcome Center mentors. Regardless of campus location or instructional delivery, students receive appropriate information about matriculation, academic, and financial aid planning. Counseling, Financial Aid, Enrollment Services, ASC, Veterans, CalWORKs, EOPS/CARE, Health Services, Mental Health, and Transfer Center services are available remotely and in-person at all sites via a walk-in and/or by appointment basis ([IIC3.3](#); [IIC3.4](#); [IIC3.5](#); [IIC3.6](#); [IIC3.7](#); [IIC3.8](#); [IIC3.9](#); [IIC3.10](#); [IIC3.11](#)).

As a result of the COVID-19 pandemic, Mt. San Jacinto College leveraged its long history of quality distance education support programs to quickly respond to the demand for virtual services ensuring students would receive quality support regardless of location or means of delivery. Post-pandemic, with enrollments still proportionately high via the online/distance education modality, the continued demand for virtual services demonstrates students find holistic online support useful and effective to meet their needs. Mt. San Jacinto College provides comprehensive student support virtually accessible through the Student Support Hub using Zoom and Cranium Café for all student support programs and services ([IIC3.12](#)). Academic support such as Tutoring and Learning Resource Center are also available in-person at all campus sites and remotely.

Mt. San Jacinto College utilizes the website and College Catalog to broadly inform and provide access to key student support functions and services. Information is available pertaining to admissions, registration, financial aid, assessment, counseling, and co-curricular support services accessible to both current and prospective students ([IIC3.13](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.C.3 and Eligibility Requirement 15. The College provides all students appropriate student support services that foster student learning and development within the College's mission. The College maintains equitable student access by providing comprehensive services both virtually and in person at multiple campus locations.

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Mt. San Jacinto College offers co-curricular programs and athletics initiatives aligned with the institution's mission, enhancing the social and cultural dimensions of students' educational experiences. Co-curricular programming at Mt. San Jacinto College is extensive and diverse, encompassing student life programs such as clubs, student government, and community events.

The Student Government Association (SGA) oversees student involvement in the College community, facilitating participation in participatory governance committees and supporting student clubs and activities that enhance the social and cultural educational experience ([IIC4.1](#); [IIC4.2](#); [IIC4.3](#); [IIC4.4](#); [IIC4.5](#)). The SGA advocates on behalf of the student body regarding issues and concerns that have a significant effect on students, such as grading policies, student codes of conduct, course or programs that should be initiated or discontinued, student services planning and student fees ([IIC4.6](#); [IIC4.7](#); [IIC4.8](#)).

The SGA and the Student Life and Development Program (SLDP) department provides various social and cultural activities and events throughout the College. The SGA regularly schedules events such as Club Rush, Welcome Week BBQs, Black History Month events, International Woman's Day event, Open Mic/Karaoke Nights, Beyond the Binary workshop, Coming Out Forum, and Holiday Toy Drive ([IIC4.9](#); [IIC4.10](#); [IIC4.11](#); [IIC4.12](#)). The SGA prepares, approves, and monitors its own budget, all its expenditures are approved by the Director of Student Life and Development and ultimately by the Vice President of Student Services, and the SGA's funding is audited as part of the overall annual College audit ([IIC4.13](#); [IIC4.14](#); [IIC4.15](#)).

Mt. San Jacinto College fields twelve intercollegiate athletic teams in men's football, basketball, baseball, golf and tennis; and women's indoor volleyball, beach volleyball, soccer, basketball, tennis, golf and softball ([IIC4.16](#); [IIC4.17](#); [IIC4.18](#); [IIC4.19](#)). The College is a member of the Inland Empire Athletic Conference, governed by the California Community College Athletic Association (CCCCAA). The integrity of the Athletic Department is reflected through eligibility verification ensuring every athlete is registered with the CCCCCAA and that athletes are enrolled in a minimum of 12 units during their respective season of sport. To maintain eligibility, student athletes must complete a comprehensive student education plan and at least 24 units with a minimum GPA of 2.0 by the end of their second season. All student athletes must have a current physical and sign the student athlete code of conduct contract ([IIC4.20](#)). These requirements are monitored and assessed throughout each sport season.

The Athletic Department not only offers opportunities for athletic excellence, but it also hosts a Student Athlete Support Program and a Student Scholars Program that focus on developing a comprehensive approach to student athletics and assists students in developing the academic competencies required for success towards their academic goals ([IIC4.21](#)). The Athletic Counselor ensures that each student athlete develops a student education plan and receives additional individualized career, transfer, personal, and crisis counseling as necessary to support the overall well-being of the student-athletes. The Athletics Counselor also specializes in NCAA/NAIA mandated transfer counseling specific to eligibility requirements ([IIC4.22](#)). Mt. San Jacinto College has responsibility and control of co-curricular and athletics programs including their finances. Mt. San Jacinto College has responsibility of all athletic programs, including their finances, overseen by the Dean of Kinesiology and Athletics reporting to the Vice President of Student Services as outlined in Board Policy 5700 – Athletics ([IIC4.16](#)). All Co-curricular and Intercollegiate Athletic

programs are properly budgeted and controlled by the College to ensure viability and success.

Additionally, the College provides various programs, such as A2Mend, Eagles Landing, First Year Experience, The Puente Project, Personalized Academic Learning Skills (PALS) program, the Native American Student Support Services Program, Umoja, and UndocuDREAMers.

- Eagles Landing is a one-stop centralized basic needs and resource center that provides students with access to essential services and resources, including on and off-campus housing, food, and other fundamental needs ([IIC4.23](#)).
- The First Year Experience is a program that provides first-time college students with extra support during the on-boarding process ([IIC4.24](#)).
- Mt. San Jacinto College was designated as one of twenty colleges throughout the State of California in 2023 to receive funding to support the implementation of the Native American Student Support and Success Program (NASSSP). The purpose of the program is to 1) strengthen k-12 pathways to and through the California Community College system; ensure the educational success of Native American students; develop Native American leaders; and increase the number of Native American mentors to empower future generations ([IIC4.25](#)).
- The Puente Project is a two-semester academic, counseling, and leadership program designed to help students adjust to college life and prepare for transfer to four-year universities. The program is unique in that it explores the Latino/a experience through literature. Although this project focuses on the Latinx population, the program is open to all students ([IIC4.26](#)).
- The Personalized Academic Learning Skills (PALS) program offers specialized instruction and services to students who are identified as having specific learning disabilities under the California Community College Learning Disability and Eligibility and Services Model (LDESM). PALS classes focused on study skills and mathematics offer techniques to help students use their strengths effectively and improve their performance in college ([IIC4.27](#); [IIC4.28](#); [IIC4.29](#)).
- Umoja is a community and resource dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas ([IIC4.30](#)).
- The UndocuDREAMers program provides information related to resources specifically for DACA, AB 540, and Dreamer students and their families such as TODEC Legal Referrals, CA Dream Act/Financial Aid assistance, college information workshops, and academic counseling ([IIC4.31](#); [IIC4.32](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.C.4. Mt. San Jacinto College offers several co-curricular and intercollegiate athletic programs that are appropriate to and support the College's mission. The programs are intentionally designed to encourage and contribute to the social and cultural dimensions of a student's educational experience beyond the traditional classroom environment. Budgets and funds for co-curricular and intercollegiate athletic programs are overseen by the specific programs; however, expenditure authority is approved through administration and is included in the College's annual audit process.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Mt. San Jacinto College provides a variety of counseling and advising services to support student development and success in meeting educational, vocational and personal goals. Board Policy 5110 - Counseling - establishes counseling services as an essential part of the educational mission of the College and outlines the essential responsibilities of the counseling program ([IIC5.1](#); [IIC5.2](#)). The Counseling faculty supports student success, retention, and persistence by providing academic planning and helping students develop abbreviated and comprehensive Student Educational Plans developed electronically in the Self-Service Portal ([IIC5.3](#)).

Academic Counseling and advising services are provided to students virtually and in-person at all campus locations through General Counseling as well as through specific student programs such as Athletics, Accommodation Service Center (ASC), CalWORKs, Career Center, EOPS/CARE, First Year Experience (FYE), Next Up, Native American Student Success and Support Program, Nursing, Puente Program, Transfer Center, Veteran Resource Center (VRC), UndocuDREAMers Program, and Umoja ([IIC5.4](#)). Personal and crisis counseling services are available to students through the Student Health Center ([IIC5.5](#)). The Student Health Center provides a virtual safe space to get assistance with mental health questions, as well as schedule an in person or virtual appointment with a mental health counselor.

The Counseling Program at Mt. San Jacinto College guides students to ensure their comprehension of the requirements associated with their chosen programs of study. Newly enrolled students undergo a comprehensive onboarding process that incorporates a range of workshops facilitated by Navigators and Counselors ([IIC5.6](#); [IIC5.7](#)). The Welcome Center extends support to students, offering guidance on the application for admission ([IIC5.8](#)).

The College has implemented Pathway Counselors to ensure students receive timely, useful, and accurate information regarding their program of study ([IIC5.9](#)). Upon completion of the first-semester planning session, Pathway Counselors review students' information and provide them with a personalized education plan. Students access this education plan via the Self-Service portal to begin the registration process. Students are encouraged to meet with a counselor within 90 days of selecting an educational goal to review the complete listing of courses available to satisfy the requirements for a certificate, associate degree or transfer program.

The College implemented the use of a Student Milestones platform within ConexEd that assists students' exploration and preparation for their identified major ([IIC5.10](#)). Student Milestones encourages students to stay on track with activities recommended by the Counseling Department and include, exploring career and transfer options, preparing for the upcoming term, meeting with a counselor, and applying for financial assistance ([IIC5.11](#)).

Mt. San Jacinto College provides information about relevant academic requirements, including graduation and transfer policies through the College Catalog and throughout the admission and enrollment process, including counseling and advising sessions ([IIC5.12](#); [IIC5.13](#); [IIC5.14](#); [IIC5.15](#)). Mt. San Jacinto College ensures students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies at every stage in their educational pathway until completion by posting such requirements in the College Catalog and on the College

website. Admissions and Records has important dates and deadlines posted for students on their webpage ([IIC5.16](#)).

The Mt. San Jacinto College Counseling webpage provides an overview of the various services and appointment options available to meet student needs as they plan their education journey ([IIC5.4](#)). These counseling services address the individualized needs of the College's diverse students and include several approaches such as, first-semester planning sessions, online orientation, registration labs, individual counseling sessions (new student, academic warning and/or progress notice, career, and transfer), student education plan development, and student success courses offered as College Success/Career Readiness sections (CSCR).

Board Policy 5120 – Transfer Center - establishes the Mt. San Jacinto College Transfer Center to provide information and assistance to students who are preparing to transfer to four-year colleges and universities ([IIC5.17](#); [IIC5.18](#)). The Transfer Center provides a variety of events and services such as application assistance, college and university visits, transfer fairs, and a variety of transition workshops to help students plan for successful transfer and completion of their educational goals ([IIC5.19](#); [IIC5.20](#); [IIC5.21](#)).

The College trains counseling faculty and other personnel responsible for advising to effectively use the educational planning tool in Self-Service. This training equips counseling faculty to assist students in mapping out coursework and meeting degree, certificate, and transfer goals through personalized student education plans. Regular Counseling Lead meetings and Retreats are conducted to ensure counseling faculty are updated on program and degree information, providing students with timely and accurate guidance ([IIC5.22](#); [IIC5.23](#); [IIC5.24](#)). Mt. San Jacinto College prioritizes continuous professional development, actively sending counselors to conferences and training sessions. This professional development encompasses various areas, including academic, career, and personal counseling, and training on tools like Myer-Briggs Type Indicator, Strong Interest Inventory, Safe Zone, and Suicide Prevention. All counselors are encouraged to participate in relevant professional development sessions. All Mt. San Jacinto College counselors meet minimum qualifications with the appropriate education to fulfill their responsibilities as defined by the California Community College Board of Governors and the California Education Code are experts in the area. Minimum qualification information for all counselors is on file in Human Resources (HR).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.C.5. The College's counseling and academic advising services are designed and maintained to support student development and success. Counseling services offer comprehensive services that include academic advising, career and transfer planning, and personal interventions. The counseling faculty are qualified and trained to support student success and development. Professional development is ongoing so that counselors stay abreast of policies and procedures for General Education requirements, transfer requirements, and personal intervention services.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Mt. San Jacinto College has adopted and adheres to admission policies consistent with its mission. The

institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. Board Policy 5010 – Admissions and Concurrent Enrollment and Administrative Procedure 5010 – Admissions – specify the qualifications of students appropriate for programs ([IIC6.1](#); [IIC6.2](#)). Board Policy 5052 – Open Enrollment and Board Policy 5055 – Enrollment Priorities - ensure students are meeting all established curricular requirements and registration priorities outlined in the College Catalog ([IIC6.3](#); [IIC6.4](#)). These policies align with the Mt. San Jacinto College mission to provide accessible and equity-minded educational opportunities for the purpose of advancement ([IIC6.5](#)).

Mt. San Jacinto College outlines its admissions requirements on both the website and within the College Catalog ([IIC6.6](#); [IIC6.7](#)). The Catalog serves as a comprehensive resource, summarizing crucial policies and procedures related to admissions, registration, and graduation requirements ([IIC6.7](#); [IIC6.8](#); [IIC6.9](#); [IIC6.10](#); [IIC6.11](#)). The College's website organizes admissions requirements, categorizing them based on enrollment status—be it first-time, transfer, high school, or international ([IIC6.6](#)). First-time students are encouraged to review programs of study by pathway before their initial semester planning session ([IIC6.12](#)). This proactive approach ensures the alignment of their education plan and subsequent course enrollment with the selected program map. This process enables Mt. San Jacinto College to offer precise pathway advising and support, assisting students in their pursuit of completing a degree, certificate, or transferring.

Furthermore, the College provides comprehensive admission information through the Catalog and on the dedicated Admissions and Registration webpages ([IIC6.6](#); [IIC6.12](#)). The website offers helpful "how-to" videos and a step-by-step guide for students navigating the application process at Mt. San Jacinto College. Students also benefit from guidance on initiating program pathways to clarify their educational goals. Mt. San Jacinto College has elevated its onboarding process by incorporating Pathway Programs, employing Counseling Navigators, and dedicating resources to K-12 and First Year Experience initiatives ([IIC6.13](#)). These collective efforts aim to streamline the enrollment process for high school partners, facilitating the transition to fully matriculated Mt. San Jacinto College students.

The College extends student services via the Career and Transfer Centers, supporting them in both employment and the transfer processes ([IIC6.14](#)). The Career Center employs various career assessments to guide students in exploring potential career paths and accessing employment services. Simultaneously, the Transfer Center offers a range of events and services, including application assistance, visits from colleges and universities, transfer fairs, and a variety of transition workshops. These resources aim to assist students in effectively planning for a successful transfer and achieving their educational goals.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.C.6 and Eligibility Requirement 16. The College adopts and adheres to admission policies consistent with its mission and approved by the College Board of Trustees that specify the qualifications of students appropriate for its programs. Mt. San Jacinto College provides counseling, academic advising, and other educational planning tools such as the student education plan and the Self-Service Portal to support students' progress through their defined educational pathway and goals.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Mt. San Jacinto College regularly evaluates its admissions and placement instruments and practices to

validate their effectiveness and minimize biases.

Mt. San Jacinto College develops and deploys admission and placement processes in alignment with state and federal guidelines. The College uses the CCCApply Admissions Application, a statewide online secure system that is open to all students who can benefit from the instruction offered ([IIC7.1](#)). Information on the application and matriculation processes is accessible from the College's Enrollment Services webpages and the College Catalog. For programs requiring special admissions, such as nursing and child development, information is available on department webpages ([IIC7.2](#)).

Mt. San Jacinto College's placement practices are aligned with regulations outlined in Assembly Bill (AB) 705, AB 1805, AB 1705. These assembly bills provide evidence suggesting that significantly more students would complete transfer requirements in math and English if allowed to bypass remedial prerequisite courses and enroll directly in transfer-level courses. Therefore, Mt. San Jacinto College uses a multiple measure placement metric to recommend placement into college level math and English courses with or without concurrent support. These recommendations ensure all students are placed into transfer-level courses and receive the support necessary to succeed. The College's post AB 705 self-guided placement processes have resulted in increased access and throughput in transfer-level English and mathematics courses ([IIC7.3](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.C.7. The College is an open-access institution and develops and deploys admission and placement processes in alignment with state and federal guidelines.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Mt. San Jacinto College ensures that student records are maintained in compliance with federal and state privacy laws. In accordance with Board Policy 5040 – Student Records, Directory Information and Privacy – the College designates the Vice President of Student Services with the responsibility for implementing safeguards to ensure that student records are permanently, securely, and confidentially maintained with defined procedures for the release of those records ([IIC8.1](#); [IIC8.2](#)).

The College stores academic records digitally using the student information system Colleague databases, and an electronic document imaging system, OnBase. Access rights to view and edit student records are granted according to positional need and tracked using Mt. San Jacinto College Single Sign-on (SSO) credentials. To ensure business continuity and protection of historical records, the College has standardized the disaster recovery solution for enterprise applications and distributed application architectures with multiple system backup and data restore points ([IIC8.3](#)).

The College publishes policies and procedures relating to student record storage and the release of student records in the College Catalog accessible via the College website ([IIC8.4](#)). Student records are confidential and require written consent of the student to release information unless they are a minor or comply with a judicial order or a lawfully issued subpoena. In the case of students who are minors, the parent or guardian may access the student's records.

Analysis and Evaluation

Mt. San Jacinto College meets Standard II.C.8. The College maintains student records permanently, securely, and confidentially. The College is committed to preserving the confidentiality and security of all student records. The College adheres to the California Student Records and Privacy Act, and the federal Family Educational Rights and Privacy Act of 1974 (FERPA). All records are confidential and may only be accessed by authorized personnel or written release of records request signed by the student.

Conclusions on Standard II.C: Student Support Services

Mt. San Jacinto College ensures the quality and accessibility of student support services through comprehensive evaluation and systematic program review. These services are aligned with the College's mission and are designed to support student learning and achievement across various locations and delivery methods, including distance education. The Student Services Program Review process, conducted annually, includes needs assessments, service area learning outcomes, and resource allocation information. This rigorous evaluation process, supplemented by student satisfaction surveys and the Community College Survey of Student Engagement (CCSSE), informs continuous improvements in the quality and effectiveness of student support services, enhancing the overall educational experience for students.

The College employs a variety of strategies to provide equitable access to student support services, regardless of service location or delivery method. These strategies include leveraging human resources, such as counselors and support staff, and utilizing virtual platforms like the Student Support Hub for remote access. During the COVID-19 pandemic, Mt. San Jacinto College effectively transitioned to virtual services, demonstrating its adaptability and commitment to meeting student needs. Post-pandemic, the demand for virtual support services remains high, highlighting their continued relevance and effectiveness. Through coordinated efforts and strategic resource allocation, Mt. San Jacinto College ensures that comprehensive and reliable support services are available to all students, fostering an inclusive environment that supports student success and aligns with the College's mission.

Improvement Plan(s) : Not applicable.

Evidence List

- II.C.1
 - o [IIC1.1 - 2023-24 ASC CPR and 2022-23 EOPS APR](#)
 - o [IIC1.2 - Mission Statement](#)
 - o [IIC1.3 - Educational Master Plan](#)
 - o [IIC1.4 - Athletics Student Satisfaction and Needs Surveys](#)
 - o [IIC1.5 - CCSSE BOT 5-9-24](#)
 - o [IIC1.6 - 2022-23 Athletics APR](#)
 - o [IIC1.7 - Student Success Committee Information](#)
 - o [IIC1.8 - SSSS Implementation Team Agenda 11-2-23](#)
 - o [IIC1.9 - Student Success Committee Agenda 11-16-23](#)
 - o [IIC1.10 - Student Success Committee Agenda 9-21-23 - Guided Pathways Counseling Update Presentation](#)
 - o [IIC1.11 - Student Success Committee Agenda 2-15-24 - CCSSE Presentation](#)

- II.C.2
 - o [IIC2.1 - EOPS APR 2022-23](#)
 - o [IIC2.2 - EOPS Website](#)
 - o [IIC2.3 - ASC CPR 2023-24](#)
 - o [IIC2.4 - ASC Website](#)
 - o [IIC2.5 - VRC CPR 2023-24](#)
 - o [IIC2.6 - VRC Website](#)
 - o [IIC2.7 - Student Support Services Specialist Job Description](#)
 - o [IIC2.8 - Student Automatic Financial Aid Emails– FAFSA & CADAA](#)
 - o [IIC2.9 - Financial Aid Website](#)
 - o [IIC2.10 - Student Call Campaigns - Refund Selection](#)
 - o [IIC2.11 - Counseling Appointment Satisfaction Survey SP23](#)
 - o [IIC2.12 - Counselor Training Schedule 23-24](#)
 - o [IIC2.13 - NSCS FSPS Data](#)
 - o [IIC2.14 - CCSSE BOT 5-9-24](#)
- II.C.3
 - o [IIC3.1 - BP 5050 - Student Success and Support Program](#)
 - o [IIC3.2 - AP 5050 - Student Success and Support Program](#)
 - o [IIC3.3 - Counseling Website](#)
 - o [IIC3.4 - Financial Aid Website](#)
 - o [IIC3.5 - Enrollment Services Website](#)
 - o [IIC3.6 - ASC Website](#)
 - o [IIC3.7 - VRC Website](#)
 - o [IIC3.8 - CalWORKs Website](#)
 - o [IIC3.9 - EOPS Website](#)
 - o [IIC3.10 - Health Center Mental Health Website](#)
 - o [IIC3.11 - Transfer Center Website](#)
 - o [IIC3.12 - Student Support Hub](#)
 - o [IIC3.13 - 2023-24 Catalog - Student Services](#)
- II.C.4
 - o [IIC4.1 - BP 5400 - Associated Students Organization](#)
 - o [IIC4.2 - AP 5400 - Student Government Association](#)
 - o [IIC4.3 - BP 5410 - Associated Students Elections](#)
 - o [IIC4.4 - AP 5410 - Student Government Association Elections](#)
 - o [IIC4.5 - SGA Website](#)
 - o [IIC4.6 - SGA +/- Grading SGA Legislative Meeting 2-27-24](#)
 - o [IIC4.7 - SGA +/- Grading Exec AS Meeting 2-21-24](#)
 - o [IIC4.8 - SGA Approval of African Studies Survey](#)
 - o [IIC4.9 - SGA Approval of Club Rush](#)
 - o [IIC4.10 - SGA Approval of Black History Month Film Series](#)
 - o [IIC4.11 - SGA Black History Month Wrap Up Mixer](#)
 - o [IIC4.12 - SGA Approval of Selena Painting Party Event](#)
 - o [IIC4.13 - BP 5420 - Associated Student Finance](#)
 - o [IIC4.14 - AP 5420 - Student Government Association Finance](#)
 - o [IIC4.15 - SGA Meeting Agenda 4-30-24](#)
 - o [IIC4.16 - BP 5700 - Athletics](#)
 - o [IIC4.17 - AP 5700 - Intercollegiate Athletics](#)
 - o [IIC4.18 - Athletics Website](#)

- o [IIC4.19 - Annual Report 2022-23 \(pgs 22-23\)](#)
- o [IIC4.20 - Student-Athlete Code of Conduct](#)
- o [IIC4.21 - Student-Athlete Scholars Program](#)
- o [IIC4.22 - Athletics Counselor Job Description](#)
- o [IIC4.23 - Eagles Landing Website](#)
- o [IIC4.24 - FYE Website](#)
- o [IIC4.25 - NASSSP Website](#)
- o [IIC4.26 - Puente Website](#)
- o [IIC4.27 - PALS SP 2024 Workshops](#)
- o [IIC4.28 - PALS SP 2024 Tutoring](#)
- o [IIC4.29 - PALS Scholarships](#)
- o [IIC4.30 - Umoja Website](#)
- o [IIC4.31 - UndocuDREAMers Website](#)
- o [IIC4.32 - TODEC Legal Center Website](#)
- II.C.5
 - o [IIC5.1 - BP 5110 - Counseling](#)
 - o [IIC5.2 - AP 5110 - Counseling](#)
 - o [IIC5.3 - Self-Service Portal](#)
 - o [IIC5.4 - Counseling Website](#)
 - o [IIC5.5 - Student Health Center Website](#)
 - o [IIC5.6 - Counseling Comprehensive Onboarding](#)
 - o [IIC5.7 - Workshops Facilitated by Navigators and Counselors](#)
 - o [IIC5.8 - Student Support Hub \(Welcome Center\)](#)
 - o [IIC5.9 - Pathway Counselors - Student Support](#)
 - o [IIC5.10 - Student Milestones Platform](#)
 - o [IIC5.11 - Student Milestones](#)
 - o [IIC5.12 - 2023-24 Catalog - Graduation Requirements](#)
 - o [IIC5.13 - 2023-24 Catalog - GE Transfer Requirements](#)
 - o [IIC5.14 - 2023-24 Catalog - Transfer](#)
 - o [IIC5.15 - 2023-24 Catalog - Transfer Center Counseling Services](#)
 - o [IIC5.16 - Enrollment Important Dates Spring 2024](#)
 - o [IIC5.17 - BP 5120 - Transfer Center](#)
 - o [IIC5.18 - AP 5120 - Transfer Center](#)
 - o [IIC5.19 - Transfer Center Website](#)
 - o [IIC5.20 - NSCS/FSPS Data](#)
 - o [IIC5.21 - First-Semester Planning Session](#)
 - o [IIC5.22 - Counselor Training - FT Counselor](#)
 - o [IIC5.23 - Counselor Training - 2024 Retreat](#)
 - o [IIC5.24 - Counselor Training - 2023 Retreat](#)
- II.C.6
 - o [IIC6.1 - BP 5010 - Admissions and Concurrent Enrollment](#)
 - o [IIC6.2 - AP 5010 - Admissions](#)
 - o [IIC6.3 - BP 5052 - Open Enrollment](#)
 - o [IIC6.4 - BP 5055 - Enrollment Priorities](#)
 - o [IIC6.5 - Mission Statement](#)
 - o [IIC6.6 - Admission Requirements Website](#)
 - o [IIC6.7 - 2023-24 Catalog - Admissions Requirements](#)
 - o [IIC6.8 - 2023-24 Catalog - Registration Priorities](#)

- o [IIC6.9 - 2023-24 Catalog - Registration Process](#)
- o [IIC6.10 - 2023-24 Catalog - Graduation Requirements](#)
- o [IIC6.11 - 2023-24 Catalog - GE Transfer Requirements](#)
- o [IIC6.12 - First Time Students Website](#)
- o [IIC6.13 - Resources for K-12](#)
- o [IIC6.14 - Transfer Center Website](#)
- II.C.7
 - o [IIC7.1 - First Time Students Website](#)
 - o [IIC7.2 - Nursing Website](#)
 - o [IIC7.3 - AB 705 Initiative Website](#)
- II.C.8
 - o [IIC8.1 - BP 5040 - Student Records, Directory Information and Privacy](#)
 - o [IIC8.2 - AP 5040 - Student Records, Directory Information and Privacy](#)
 - o [IIC8.3 - AP 3743 - Disaster Recovery and Business Continuity](#)
 - o [IIC8.4 - 2023-24 Catalog - Student Records and Privacy Act](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1. *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Evidence of Meeting the Standard

The Office of Human Resources (HR) at Mt. San Jacinto College oversees the enforcement of policies and procedures governing the creation of job descriptions, position announcements, recruitment, and selection practices for all positions ([IIIA1.1](#); [IIIA1.2](#); [IIIA1.3](#); [IIIA1.4](#)). Working alongside hiring managers, the HR staff reviews job announcements and descriptions to ensure accuracy and alignment with the institutional mission, goals, and any external requirements. Each job announcement incorporates Mt. San Jacinto College's mission, vision, and values ([IIIA1.5](#)). These announcements are accessible via the HR website, and outline the criteria, qualifications, and application procedures for interested candidates, including minimum and desired qualifications ([IIIA1.6](#)). Applicants are required to submit detailed applications outlining their education, training, and experience. The initial screening process ensures that all applications meet the minimum qualifications before qualified applicants are forwarded to the hiring committee. For positions requiring degrees, applicants must provide official transcripts upon hire, which are scrutinized by staff to verify accreditation. In cases of uncertainty regarding minimum qualifications for instructional positions, even after review by the hiring committee chair, HR may consult the Equivalency Committee for a decision ([IIIA1.7](#)). Applicants have the option to apply for equivalency with final decisions made by the Equivalency Committee. Staff also verify the accreditation status of all transcripts and direct international transcripts to a credential evaluation service ([IIIA1.8](#)).

All faculty positions at Mt. San Jacinto College necessitate applicants meeting the minimum qualifications set forth by the Minimum Qualifications for Faculty and Administrators in California Community College issued by the Chancellor's Office and are verified prior to the candidate being forwarded to the hiring committee ([IIIA1.9](#)). These qualifications typically include a master's degree in the relevant discipline or, in areas where a master's degree is not commonly required, applicants may need a bachelor's degree and two years of experience, or an associate's degree and six years of experience ([IIIA1.10](#)).

The minimum qualifications for classified employees are determined collaboratively between HR staff, immediate supervisors, and union representatives. These qualifications may encompass specific educational requirements and/or experience, as outlined in similar job descriptions, the classified salary schedule, or the appropriate bargaining unit agreements ([IIIA1.11](#); [IIIA1.12](#)).

For academic administrators at Mt. San Jacinto College, a minimum of a master's degree and relevant

experience is required as outlined in the Minimum Qualifications for Faculty and Administrators in California Colleges as indicated in the Chancellor's Handbook, with additional qualifications potentially necessary depending on the scope of responsibilities. Any additional Classified administrator minimum qualifications are tailored to the specific demands of the position. Any additional qualifications for administrative positions are determined collaboratively between HR staff, the hiring manager, and appropriate vice president ([IIIA1.13](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.1. Transparent and publicly communicated criteria, qualifications, and procedures are in place to ensure that the Board of Trustees, HR personnel, and hiring committee members uphold the integrity and quality of the District's programs and services through the recruitment of highly qualified administrators, faculty, and staff.

III.A.2. Faculty minimum qualifications are outlined in the Minimum Qualifications for Faculty and Administrators in California Colleges issued by the Chancellors Office. Also include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Faculty qualifications, as outlined in all job announcements at Mt. San Jacinto College, encompass expertise in the subject matter as demonstrated through degrees attained, relevant skills exemplified by previous professional experience, and direct expertise ([IIIA2.1](#)). Additionally, candidates are evaluated based on their potential contribution to the institution's mission. Each faculty job announcement mandates participation in both curriculum development and program review processes, as well as engagement in the College's ongoing learning outcomes assessment program aimed at enhancing student learning outcomes across courses, programs, and the institution ([IIIA2.2](#); [IIIA2.3](#); [IIIA2.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.2. The College ensures faculty possess suitable degrees, teaching experience, and relevant professional training. Faculty responsibilities include curriculum development and assessment of learning outcomes. Through transparent job announcements, accurate descriptions, and consistent policies, Mt. San Jacinto College recruits highly qualified faculty who teach, develop curriculum, assess learning, and support educational programs aligned with the College's mission. Similarly, the College hires qualified non-teaching faculty such as librarians, supplemental instruction coordinators, and counselors, with job descriptions clearly stating minimum qualifications and desired attributes, resulting in faculty who contribute to the institution's mission.

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Job announcements are linked on the HR webpage, clearly outlining criteria, qualifications, procedures, and minimum requirements ([IIIA3.1](#); [IIIA3.2](#)). Applicants must submit detailed applications including education, training, and experience. Initial screening ensures compliance with minimum qualifications before forwarding to the hiring committee. For roles requiring degrees, official transcripts are required, verified for accreditation by staff or sent for evaluation if needed. If minimum qualifications for instructional roles are unclear, Human Resources consults the Equivalency Committee, with applicants able to apply for equivalency. Final decisions are made by this committee ([IIIA1.7](#)). Staff review all transcripts to confirm accreditation, directing international transcripts for evaluation if necessary ([IIIA1.8](#)).

The College hires administrators and staff for educational programs with the necessary qualifications to maintain institutional effectiveness and academic quality ([IIIA2.1](#)). The hiring process is formal, transparent, and fair to ensure highly qualified candidates can effectively support the institution. Minimum qualifications for educational administrators include a master's degree and relevant experience. HR verifies all applicant documents to ensure they meet minimum requirements and coordinates diverse hiring committees for each vacancy. A selection committee reviews applications and conducts interviews, with HR facilitating the process ([IIIA3.3](#)). Final candidates undergo reference checks and approval by the Board of Trustees, ensuring the integrity and quality of educational programs and services ([IIIA1.2](#); [IIIA3.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.3. College administrators responsible for sustaining the academic quality and effectiveness of instructional and student support programs and services are hired utilizing specific criteria and requirements established by the California Code of Regulations. The College has a clearly defined process to screen and select administrators who possess the qualifications, knowledge, skills, and abilities necessary to perform the duties of the position and to guarantee the integrity, quality, and effectiveness of the College's educational programs and services.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Mt. San Jacinto College ensures all degrees required for faculty, administrators, and staff positions are obtained from accredited U.S. institutions and applicants with degrees from non-U.S. institutions must submit official foreign transcript evaluations for equivalency assessment through approved U.S. agencies ([IIIA1.10](#)). HR verifies transcripts to confirm degrees from accredited U.S. institutions ([IIIA1.8](#)). The College recognizes degrees from non-U.S. institutions only if equivalency is established. Faculty may attain minimum degree qualifications through the equivalency process during application ([IIIA4.1](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.4. All degrees required for faculty and administrators to fulfill

their positions are either obtained from accredited U.S. institutions or undergo foreign transcript evaluation and equivalency assessments, ensuring thorough vetting and alignment with position requirements.

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Mt. San Jacinto College conducts regular and systematic evaluations of all personnel, including full-time faculty, part-time adjunct faculty, classified staff, and administrators. These evaluations are conducted based on negotiated criteria, timelines, and processes with respective bargaining units, such as the California Teachers Association (CTA), California School Employees Association (CSEA), and Communications Workers of America (CWA/UPTE) ([IIIA5.1](#); [IIIA5.2](#); [IIIA5.3](#); [IIIA5.4](#)).

Evaluation instruments for faculty and staff are developed through collective bargaining, incorporating clear performance expectations and assessments for assigned duties, institutional responsibilities, and other relevant activities ([IIIA5.5](#); [IIIA5.6](#); [IIIA5.7](#); [IIIA5.8](#); [IIIA5.9](#); [IIIA5.10](#); [IIIA5.11](#); [IIIA5.12](#)). Human Resources (HR) coordinates evaluations by notifying supervising administrators and managers of upcoming evaluations scheduled for each semester. HR maintains tracking and reporting systems, providing updates to divisional Vice Presidents on approaching evaluation dates ([IIIA5.13](#); [IIIA5.14](#)).

To foster employee effectiveness and promote professional growth, evaluations are tailored to each employee group's job functions. The District consistently reviews and negotiates changes to evaluation criteria to ensure alignment with the mission. This approach emphasizes continuous improvement and supports employees in enhancing their job performance. The College utilizes NEOGOV/NEOED for managing evaluations of administrators, classified staff, and supervisory/confidential positions ([IIIA5.15](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.5. The College ensures effective human resource management by conducting regular evaluations of all employees in line with board policies, administrative procedures, and relevant collective bargaining agreements. Evaluation criteria and tools are developed collaboratively with bargaining units to enhance job performance. Timely feedback is provided to encourage improvement and success in meeting goals at all levels—individual, professional, departmental, and college-wide.

III.A.6. Effective January 2018, Standard III.A.6 is no longer applicable.

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the equality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

Mt. San Jacinto College ensures adequate faculty numbers to uphold its educational mission, surpassing the minimum Faculty Obligation Number (FON) and complying with California Code of Regulations and Title 5 requirements ([IIIA7.1](#); [IIIA7.2](#)). It also meets the "Fifty Percent Law" mandate (Education Code Section 84362) ([IIIA7.3](#); [IIIA7.4](#)).

New and replacement full-time faculty positions are filled annually through a process initiated from program review ([IIIA7.5](#)). Departments propose positions via a Joint Hiring Proposal, reviewed by a committee comprising of faculty, administrators, and HR. Institutional Research data helps identify staffing needs, with program review and Joint Hiring proposals accessible to faculty and staff. Student access is prioritized based on fill rates and waitlists, although smaller disciplines are considered alongside larger ones for hiring decisions ([IIIA7.6](#); [IIIA7.7](#); [IIIA7.8](#)).

The Joint Hiring Committee (JHC), consisting of faculty, academic deans, and HR, ranks requested positions and submits recommendations to the Superintendent/President's Executive Cabinet ([IIIA7.9](#)). Final recommendations on faculty recruitments are made to the Board of Trustees by the Superintendent/President, consulting with Vice Presidents to identify critical position requests ([IIIA7.10](#)). The JHC also ranks unfunded positions and seeks feedback annually to enhance the faculty hiring process.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.7. The College ensures academic quality by maintaining an adequate number of qualified faculty. A transparent process is in place to identify staffing needs, using institutional data to determine minimum requirements for each program. Faculty positions are prioritized annually using the Faculty Hiring Rubric, considering both new and replacement positions based on student demand and program growth.

III.A.8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Mt. San Jacinto College actively engages its adjunct faculty in the institution's activities and development. Adjunct faculty receive invitations to orientation sessions upon hire and each semester thereafter to attend professional development events covering relevant topics and sessions tailored to their needs ([IIIA8.1](#); [IIIA8.2](#)).

The collective bargaining agreement grants them paid professional development annually which allows adjunct faculty to be compensated for attending approved activities ([IIIA5.4](#); [IIIA8.3](#)). Adjunct faculty have access to various professional training courses, including Flex trainings available to full-time faculty ([IIIA8.4](#); [IIIA8.5](#)).

Adjunct faculty are evaluated by full-time faculty, participate in cohort and area meetings, and are encouraged to serve on participatory governance committees ([IIIA5.4](#); [IIIA8.6](#); [IIIA5.5](#)). They contribute to

employee surveys, such as professional development and engagement surveys, with their input informing the College's plans and initiatives ([IIIA8.7](#); [IIIA8.8](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.8. The College maintains employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of adjunct faculty. They are encouraged to integrate into the life of the institution through various opportunities including the MSJC Academy, FLEX activities, and participatory governance committees.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

Mt. San Jacinto College maintains an adequate number of qualified classified professional staff to support its operations ([IIIA2.1](#)). Qualifications for these positions are determined by department leaders in consultation with HR, ensuring job descriptions align with current needs ([IIIA9.1](#)). Requests for support staff are reviewed by the Executive Cabinet, integrating with the planning processes and data from Program Review and master planning documents. The Cabinet decides which positions to fill based on factors like staffing levels, safety, and compliance ([IIIA9.2](#)).

The institution has maintained a consistent number of support staff over the past six years and has utilized reorganization of existing positions (whether through attrition or by transfer) to meet changing needs ([IIIA9.3](#)).

New staff positions funded by grants don't follow the usual request process but still require documentation of need through Program Review or grant applications ([IIIA7.5](#)). The College has successfully secured external grant funding, leading to the creation of new positions to support its goals, such as those funded by the U.S. Department of Education Title V grant.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.9. The College establishes policies and practices to determine the adequate number of support staff needed for its operations to fulfill its mission. Staff levels are assessed through Program Review and planning processes. Job descriptions outline the skills and experience required for support positions, ensuring staff are well-prepared to provide operational services aligned with the College's mission.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

Mt. San Jacinto College maintains a sufficient number of qualified administrators to provide effective leadership aligned with its mission ([IIIA10.1](#); [IIIA9.2](#)). The Superintendent/President oversees the administrative structure to ensure efficiency, utilizing institutional data and future priorities for analysis. This analysis has led to some administrative positions being eliminated, combined, or adjusted like the dean of instruction, associate dean of student services, and a combining of the two director positions for TRIO and Upward Bound. Administrators serve on one or two-year contracts and undergo regular

evaluations to ensure effective leadership ([IIIA5.12](#)).

Mt. San Jacinto College administrators are well-prepared with appropriate qualifications outlined in position announcements ([IIIA2.1](#); [IIIA10.2](#)). HR ensures candidates meet minimum qualifications before referral, with additional screening conducted by selection committees. Many candidates exceed minimum standards, and comprehensive background checks are conducted before hiring.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.10. The College has policies and practices in place to determine the appropriate number, qualifications, and organization of administrators to ensure effectiveness and continuity of leadership. The College ensures the appropriate education, experience, and preparation of administrators through the robust screening process that takes place during the position recruitment and hiring.

III.A.11. *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably consistently administered.*

Evidence of Meeting the Standard

The Mt. San Jacinto College Board of Trustees establishes policies, which are published and are publicly available utilizing BoardDocs via the College website ([IIIA11.1](#); [IIIA11.2](#)). Mt. San Jacinto College also establishes and maintains administrative procedures which are also publicly available in BoardDocs via the College website ([IIIA11.3](#); [IIIA11.4](#)). Board policies and administrative procedures are reviewed every three years, or more frequently if the need arises, at an annual Policies and Procedures workshop held in the summer ([IIIA11.5](#); [IIIA11.6](#)). Human Resources has reviewed all its personnel-related policies and updated them as necessary and required by law or recommended by the Community College League of California. The Board of Trustees adopts suggested changes to board policies as an action item and is notified of changes to Administrative Procedures ([IIIA11.7](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.11. The College maintains, reviews, and updates its policies and procedures regularly to ensure that they are fair, equitable, and consistently applied.

III.A.12. *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Evidence of Meeting the Standard

Mt. San Jacinto College creates and maintains appropriate programs, practices, and services that are effective in promoting equity and diversity ([IIIA12.1](#); [IIIA1.1](#); [IIIA12.2](#); [IIIA12.3](#)). The College complies with federal and state mandates, board policies, and administrative procedures which prohibit discrimination in employment, programs and activities based on ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, veteran status, or physical or mental disability ([IIIA12.4](#); [IIIA12.5](#); [IIIA12.6](#); [IIIA12.7](#)). HR is delegated the responsibility to address all matters as they relate to issues of discrimination or harassment and ensures that staff regularly receive professional development and training related to sexual harassment and discrimination prevention ([IIIA12.8](#)). The

College is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The College demonstrates its commitment and understanding of and concern for issues of equity and diversity through board policies and administrative procedures ([IIIA12.9](#); [IIIA12.10](#)). The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. The College values diversity in the academic environment as it fosters cultural awareness, mutual understanding, harmony and respect, and suitable role models for all students. The Board of Trustees is committed to promoting the total realization of equal employment through a continuing EEO program. The College adopts an EEO Plan that complies with the Education Code and Title 5 requirements ([IIIA12.11](#)). Specifically, hiring policies, procedures, and practices reflect an on-going commitment to create and provide an environment in the College that acknowledges and respects issues of equity and diversity for its students, faculty, staff, and administrators ([IIIA12.12](#); [IIIA1.2](#)).

Information received from or through the College's EEO Advisory Workgroup and IDEA Implementation Team is utilized to regularly assess policies and practices related to effective employment equity and diversity ([IIIA12.11](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.12. The College maintains appropriate programs, practices, and services that support its diverse personnel. The College regularly tracks and evaluates the effectiveness of the policies and practices through the utilization of applicant and hiring demographic data and statistics. This information is presented in the College's EEO Plan that is submitted to the California Community College Chancellor's Office. Participatory governance committees, employee professional development, and training ensure awareness of the College's commitment to an educational environment that embraces diversity and inclusion. The College's policies and procedures are evaluated annually to determine the effectiveness of its policies in promoting equity and diversity.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Mt. San Jacinto College maintains and upholds a written code of professional ethics for all personnel. Board Policy and Administrative Procedures 3050 -Institutional Code of Ethics - outlines the code of ethics, professionalism, and civility expected of personnel ([IIIA13.1](#); [IIIA13.2](#)). The Board of Trustees has also adopted a code of professional ethics as outlined in Board Policy 2715 – Code of Ethics/Standards of Practice which was adopted in 2023 ([IIIA13.3](#)). Administrative Procedure 7360 – Discipline and Dismissal (Academic Employees) and Administrative Procedure 7365 – Discipline and Dismissal (Classified Employees) outline specific unethical behavior and conduct for academic and classified employees respectively ([IIIA13.4](#); [IIIA13.5](#)). Both procedures explain what behavior and conduct would constitute violations and grounds for discipline or dismissal.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.13. The College has several clearly defined and approved board policies and administrative procedures related to professional ethics for all its employees. Specifically, Board Policy 3050 directly refers to an Institutional Code of Ethics for all personnel. The

approved ethics policies and procedures are regularly reviewed and revised through the Participatory Governance approval process and published on the College website, in the Board Policy and Administrative Procedure Manual in BoardDocs, and in the Faculty Handbook.

III.A.14. *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

Mt. San Jacinto College offers professional development opportunities for faculty, staff, and administrators throughout the academic year ([IIIA14.1](#); [IIIA14.2](#)). These opportunities are regularly reviewed and assessed by various stakeholders ([IIIA8.7](#)).

Dedicated staffing resources are allocated to implement the professional development program, focusing on areas like cultural competencies, collaborative learning, and support for new faculty. The Professional Development (PD) department includes an Associate Dean, a faculty PD Coordinator, and a classified PD Coordinator ([IIIA14.2](#)).

A three-year Professional Development Program Plan has been developed through a participatory governance process, involving all constituent groups ([IIIA8.8](#); [IIIA14.3](#); [IIIA14.4](#)). This plan guides the design of a comprehensive program consistent with the institutional mission and evolving learning needs.

The PD Committee advises on the implementation and enhancement of professional development programs ([IIIA14.5](#); [IIIA14.6](#)). It seeks feedback from constituent groups and conducts annual needs assessments to improve offerings ([IIIA8.7](#)).

The College provides various development opportunities including faculty FLEX Days, workshops, webinars, Classified Professional Development Day, administrative retreats, and online training ([IIIA8.4](#); [IIIA14.7](#); [IIIA8.2](#); [IIIA14.8](#); [IIIA14.9](#); [IIIA14.10](#); [IIIA14.11](#); [IIIA14.12](#); [IIIA14.13](#)). Feedback is gathered through post-event surveys and evaluations to inform future improvements.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.14. The College provides professional development opportunities for all employees that enhance their skills and abilities to serve the institutional mission. Those professional development opportunities are developed through the Professional Development department and evaluated. The Professional Development Plan is created to align the professional development and ongoing training to the College's mission.

III.A.15. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel in accordance with Federal and State laws.*

Evidence of Meeting the Standard

Mt. San Jacinto College ensures the security and confidentiality of personnel records in compliance with relevant laws and regulations. Access to these records is granted according to established protocols, including scheduling appointments with HR staff. HR verifies authorization before allowing access, remains present during reviews, and ensures files are returned safely ([IIIA15.1](#)).

Medical and worker's compensation files are kept separate from personnel files and are only accessible to HR personnel. Similarly, Executive Cabinet files are kept separate and secured in a locked cabinet within the Office of the Vice President of Human Resources.

Personnel records stored in the College's Galaxy system are protected, with access limited to authorized employees via login credentials. Inactive personnel files are scanned into the secure On Base imaging system by HR and are only accessible by authorized personnel.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.A.15. The College makes provisions for the security and confidentiality of personnel records through policies and procedures that safeguard access to personnel records only by authorized individuals in accordance with applicable federal, state, and local laws. These policies and procedures are enacted by the District's Human Resources department to ensure timely access and accountability of all records.

Conclusions on Standard III.A: Human Resources

Mt. San Jacinto College effectively manages its human resources to support the institution's mission and enhance academic quality. The College employs qualified administrators, faculty, and staff through a transparent hiring process that ensures alignment with institutional goals and compliance with state and federal regulations. Job descriptions are carefully crafted to reflect position duties, responsibilities, and authority, ensuring that personnel possess the necessary education, training, and experience. Regular evaluations of all employees, including full-time and adjunct faculty, classified staff, and administrators, are conducted to assess performance and encourage continuous improvement. These evaluations are based on clearly defined criteria and are systematically documented, fostering a culture of accountability and professional growth.

Mt. San Jacinto College also maintains a strong commitment to equity and diversity, evidenced by its comprehensive Equal Employment Opportunity (EEO) Plan and robust professional development programs. The College provides ample opportunities for faculty and staff to enhance their skills through various training sessions, workshops, and conferences. These professional development initiatives are aligned with the evolving needs of the institution and its mission. Additionally, Mt. San Jacinto College ensures the security and confidentiality of personnel records in accordance with federal and state laws, maintaining high standards of data protection and privacy. Overall, the College's strategic approach to human resources supports institutional effectiveness and the achievement of educational goals, ensuring a high-quality learning environment for all students.

Improvement Plan(s) : Not applicable.

Evidence List

- III.A.1
 - o [IIIA1.1 - AP3420 - Equal Employment Opportunity](#)
 - o [IIIA1.2 - AP7120 - Recruitment and Selection](#)
 - o [IIIA1.3 - AP7125 - Verification of Eligibility for Employment](#)
 - o [IIIA1.4 - AP7127 - Review of Applicants with Criminal Convictions](#)
 - o [IIIA1.5 - Sample Job Description - Associate Dean of Facilities Planning, District](#)

- [Construction, & Support Services](#)
 - o [IIIA1.6 - Job Boards Website](#)
 - o [IIIA1.7 - Academic Equivalency Website](#)
 - o [IIIA1.8 - Accredited Degree Verification](#)
 - o [IIIA1.9 - AP7211 - Faculty Service Areas, Minimum Qualifications and Equivalencies](#)
 - o [IIIA1.10 - Faculty Job Announcement/Description - Chemistry Instructor](#)
 - o [IIIA1.11 - Classified Job Description - Administrative Associate II, Career Education](#)
 - o [IIIA1.12 - Classified Job Description - Contract Coordinator](#)
 - o [IIIA1.13 - Administrator Job Description - Director of Community and Contract Education](#)
- III.A.2
 - o [IIIA2.1 - 2023-2024 Catalog - District Personnel \(Faculty\)](#)
 - o [IIIA2.2 - Sample Teaching Faculty Job Announcement/Job Description - Political Science Instructor](#)
 - o [IIIA2.3 - Sample Teaching Faculty Job Announcement/Job Description - Nursing Instructor](#)
 - o [IIIA2.4 - Sample Non-Teaching Faculty Job Announcement/Job Description - Full Time Temporary Library Science Instructor \(Librarian\)](#)
- III.A.3
 - o [IIIA3.1 - Human Resources Website - Job Announcements](#)
 - o [IIIA3.2 - Administrator Job Announcement/Description - Associate Dean of Instructional Support Services](#)
 - o [IIIA1.7 - Academic Equivalency Website](#)
 - o [IIIA1.8 - Accredited Degree Verification](#)
 - o [IIIA2.1 - 2023-2024 Catalog - District Personnel \(Administrators\)](#)
 - o [IIIA3.3 - Human Resources Interview Policy](#)
 - o [IIIA1.2 - AP7120 - Recruitment and Selection](#)
 - o [IIIA3.4 - BOT Agenda Action 6-11-20 - Vice President of Instruction Administrative Appointment](#)
- III.A.4
 - o [IIIA1.10 - Faculty Job Announcement/Description Chemistry Instructor](#)
 - o [IIIA1.8 - Accredited Degree Verification](#)
 - o [IIIA4.1 - Equivalency Policy and Procedures](#)
- III.A.5
 - o [IIIA5.1 - AP7150 - Evaluation](#)
 - o [IIIA5.2 - CTA-NEA Contract](#)
 - o [IIIA5.3 - CSEA Contract](#)
 - o [IIIA5.4 - CWA Contract](#)
 - o [IIIA5.5 - Full-Time and Associate Faculty Evaluation Forms Website](#)
 - o [IIIA5.6 - Full-Time Teaching Faculty Evaluation Forms](#)
 - o [IIIA5.7 - Full-Time Non-Teaching Faculty Evaluation Forms](#)
 - o [IIIA5.8 - Associate Faculty Teaching Evaluation Forms](#)
 - o [IIIA5.9 - Associate Faculty Non-Teaching Evaluation Forms](#)
 - o [IIIA5.10 - Classified Performance Evaluation Form](#)
 - o [IIIA5.11 - Confidential-Supervisory Performance Evaluation Form](#)
 - o [IIIA5.12 - Administrator Performance Evaluation Form](#)
 - o [IIIA5.13 - Evaluation Tracking for Full-Time Faculty](#)
 - o [IIIA5.14 - Evaluation Tracking for Associate Faculty](#)
 - o [IIIA5.15 - Evaluation Tracking for Classified, Confidential/Supervisory and Administrators](#)

- III.A.6
 - N/A
- III.A.7
 - [IIIA7.1 - Fall 2022 R1 FON Report](#)
 - [IIIA7.2 - Fall 2023 Estimated P1 FON Report](#)
 - [IIIA7.3 - Adopted Budget Workbook 2023-2024 - 50% Law Compliance, pg 65](#)
 - [IIIA7.4 - Full-Time and Associate Faculty Count](#)
 - [IIIA7.5 - 2022-2023 Annual Program Review Template - Section IIA3 Staffing Needs](#)
 - [IIIA7.6 - Academic Senate Website - Joint Hiring Committee Information](#)
 - [IIIA7.7 - Joint Hiring Form](#)
 - [IIIA7.8 - Joint Hiring Scoring Rubric](#)
 - [IIIA7.9 - Joint Hiring Committee Ranking Results](#)
 - [IIIA7.10 - BOT Agenda 11-9-23 - Faculty Recruitments](#)
- III.A.8
 - [IIIA8.1 - Orientation for Associate Faculty - Department Chair Handbook, Section on Hiring](#)
 - [IIIA8.2 - Fall 2023 All College Convocation](#)
 - [IIIA5.4 - CWA Contract - Evaluation Procedures - see page 10](#)
 - [IIIA8.3 - Faculty Handbook - FLEX Information](#)
 - [IIIA8.4 - Spring 2024 Faculty FLEX Days](#)
 - [IIIA8.5 - Spring 2023 Faculty Flex Days Schedule](#)
 - [IIIA8.6 - Notification and Timeline for Associate Faculty Evaluations](#)
 - [IIIA5.5 - Full-time and Associate Faculty Evaluation Forms Website](#)
 - [IIIA8.7 - Professional Development Needs Assessment Survey](#)
 - [IIIA8.8 - Professional Development Plan](#)
- III.A.9
 - [IIIA2.1 - 2023-2024 Catalog - District Personnel \(Classified\)](#)
 - [IIIA9.1 - Classified Job Description Sample - Administrative Associate I EOPS](#)
 - [IIIA9.2 - Staffing Plan](#)
 - [IIIA9.3 - BOT Agenda Action 10-13-22 - Department Reorganization District-wide](#)
 - [IIIA7.5 - 2022-2023 Annual Program Review Template - Section IIA3 Staffing Needs](#)
- III.A.10
 - [IIIA10.1 - MSJC Administrators Web Page](#)
 - [IIIA9.2 - Staffing Plan](#)
 - [IIIA5.12 - Administrator Performance Evaluation Form](#)
 - [IIIA2.1 - 2023-2024 Catalog - District Personnel \(Administrators\)](#)
 - [IIIA10.2 - Sample Job Posting - Director of Human Resources, Diversity, Equity, Inclusion, and Accessibility](#)
- III.A.11
 - [IIIA11.1 - BP2410 - Board Policies and Administrative Procedures](#)
 - [IIIA11.2 - BoardDocs Website - Board Policies Library](#)
 - [IIIA11.3 - AP2410 - Policy and Administrative Procedures](#)
 - [IIIA11.4 - BoardDocs Website - Administrative Procedures Library](#)
 - [IIIA11.5 - Annual Policy and Procedure Update Workshop Agenda 6-15-23](#)
 - [IIIA11.6 - Annual Administrative Procedures and Board Policies Review Cycle](#)
 - [IIIA11.7 - BOT Agenda/Attachments 2-8-24 - Board Policy Manual Revisions](#)

- III.A.12
 - o [IIIA12.1 - BP3420 - Equal Employment Opportunity](#)
 - o [IIIA1.1 - AP3420 - Equal Employment Opportunity](#)
 - o [IIIA12.2 - MSJC Equity Pledge Website](#)
 - o [IIIA12.3 - MSJC Equity Pledge](#)
 - o [IIIA12.4 - BP3410 - Nondiscrimination](#)
 - o [IIIA12.5 - AP3410 - Nondiscrimination](#)
 - o [IIIA12.6 - BP3430 - Prohibition of Harassment](#)
 - o [IIIA12.7 - BP3433 - Prohibition of Sexual Harassment under Title IX](#)
 - o [IIIA12.8 - AP3435 - Discrimination and Harassment Complaints and Investigations](#)
 - o [IIIA12.9 - BP7100 - Commitment to Diversity](#)
 - o [IIIA12.10 - BP3400 - Commitment to Diversity, Equity, Inclusion and Accessibility](#)
 - o [IIIA1.2 - AP7120 - Recruitment and Selection](#)
 - o [IIIA12.11 - Equal Employment Opportunity Plan](#)
 - o [IIIA12.12 - BP7120 - Recruitment and Selection](#)
- III.A.13
 - o [IIIA13.1 - BP3050 - Institutional Code of Ethics](#)
 - o [IIIA13.2 - AP3050 - Institutional Code of Ethics](#)
 - o [IIIA13.3 - BP2715 - Code of Ethics-Standards of Practice](#)
 - o [IIIA13.4 - AP7360 - Discipline and Dismissal - Academic Employees](#)
 - o [IIIA13.5 - AP7365 - Discipline and Dismissal - Classified Employees](#)
- III.A.14
 - o [IIIA14.1 - Professional Development Website](#)
 - o [IIIA14.2 - Professional Development SharePoint Site](#)
 - o [IIIA8.7 - Professional Development Needs Assessment Survey](#)
 - o [IIIA8.8 - Professional Development Plan](#)
 - o [IIIA14.3 - Professional Development Committee 2-24-22 - Professional Development Plan Information Item](#)
 - o [IIIA14.4 - Professional Development Committee Agenda and Minutes 3-24-22 - Professional Development Plan](#)
 - o [IIIA14.5 - Professional Development Committee Membership and Charge](#)
 - o [IIIA14.6 - Professional Development Committee Minutes 3-28-24](#)
 - o [IIIA8.4 - Spring 2024 Faculty FLEX Days](#)
 - o [IIIA14.7 - MSJC Academy](#)
 - o [IIIA8.2 - Fall 2023 All College Convocation](#)
 - o [IIIA14.8 - Spring 2024 Classified Professional Development Day](#)
 - o [IIIA14.9 - Spring 2023 SQOT Course](#)
 - o [IIIA14.10 - All Faculty Meeting 2-2-24](#)
 - o [IIIA14.11 - Spring 2023 Retreat for Administrative Associates, Clerical Assistants, Instructional Aides, and Confidential/Supervisory Staff](#)
 - o [IIIA14.12 - Fall 2023 Management/Leadership Development Seminar \(October 3-4, 2023\)](#)
 - o [IIIA14.13 - President's Leadership Academy](#)
- III.A.15
 - o [IIIA15.1 - AP7145 - Personnel File](#)

III.B. Physical Resources

III.B.1. *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security and a healthful learning and working environment.*

Evidence of Meeting the Standard

Mt. San Jacinto College diligently ensures that its facilities not only meet the necessary safety standards but also provide ample resources to support the diverse array of courses, programs, and learning services offered. This commitment is upheld through continuous compliance with various federal, state, and local regulations governing building integrity, fire prevention, health standards, and overall safety protocols. By actively engaging with agencies such as the Division of State Architect (DSA), Occupational Safety and Health Administration (OSHA), Americans with Disabilities Act (ADA), Title II requirements, and following California State and Fire Marshal guidelines, the College ensures that its facilities remain safe, accessible, and conducive to learning ([IIIB1.1](#); [IIIB1.2](#); [IIIB1.3](#); [IIIB1.4](#)).

In addressing safety concerns, the College employs a robust reporting system called FreshService, accessible to all members of the institution ([IIIB1.5](#)). This system not only allows for the prompt reporting of issues but also prioritizes urgent matters that pose potential risks to life or property. Additionally, oversight and guidance for facility improvements, capital projects, and safety inspections are provided by the Physical Resources Committee ([IIIB1.6](#)). Through its diligent efforts, this participatory governance committee ensures that facilities are continuously evaluated and upgraded in alignment with the College's overall mission and the standards outlined in the Facilities Master Plan ([IIIB1.7](#); [IIIB1.8](#)).

Moreover, the College's Safety Committee, composed of a diverse representation of administrators, classified professional staff, faculty, and students, plays a pivotal role in fostering a culture of safety and compliance throughout the institution ([IIIB1.9](#)). By conducting periodic inspections and offering recommendations for addressing compliance issues, enhancing workplace safety, and improving safety-related communication, this committee ensures that the College remains proactive in its approach to maintaining a secure and supportive environment for all ([IIIB1.10](#); [IIIB1.11](#)).

Regular facility assessments, conducted both internally by staff and externally by accredited entities such as the Property and Liability Insurance carrier, further contribute to the College's comprehensive safety framework ([IIIB1.12](#); [IIIB1.13](#); [IIIB1.14](#); [IIIB1.15](#)). These assessments serve to identify potential hazards, assess the overall condition of facilities and equipment, and facilitate timely remediation efforts where necessary.

In collaboration with the Riverside County Sheriff's Department, the College's Campus Safety Department ensures the security and well-being of the campus community. This partnership allows for the deployment of dedicated personnel and resources to address security concerns during business hours and to control access to facilities after hours, thereby enhancing overall campus security ([IIIB1.16](#); [IIIB1.17](#); [IIIB1.18](#); [IIIB1.19](#); [IIIB1.20](#); [IIIB1.21](#)).

Through vigilant security monitoring in public areas, the College aims to deter criminal activities, facilitate investigations when needed, and safeguard the safety and property of all individuals on campus. It's important to note that while surveillance is utilized in common areas, hallways, and parking lots, it is never employed in private or semi-private spaces, respecting the privacy and dignity of individuals within the College community ([IIIB1.22](#)).

The College ensures that the design, construction, and upkeep of physical resources meet the needs of programs and services through collaborative dialogue and planning procedures ([IIIB1.23](#)). According to

Administrative Procedure 6600 – Five-Year Capital Construction Plan and Five-Year Scheduled Maintenance/Special Repair Plan, the College integrates the requirements identified in the Educational Master Plan concerning academic and student services programs into construction needs ([IIIB1.24](#); [IIIB1.25](#)). The Vice President of Business Services annually reports the Five-Year Construction Plan to the Board of Trustees and the California Community College Chancellor's Office, following guidelines outlined in the California Community Colleges Facilities Planning Manual. The Board of Trustees reviews and approves the Five-Year Construction Plan before submission ([IIIB1.26](#)).

The Facilities Master Plan (FMP) illustrates and documents facilities supporting the College's mission and strategic objectives, fostering engagement with students, faculty, classified professional staff, and the community at each learning site ([IIIB1.8](#)). The FMP guides growth and development over the next 20 to 25 years, providing a framework aligned with the College's mission. Developed to ensure facilities support current and future instructional programs and services, the FMP drives new construction, renovations, modernizations, and site improvements ([IIIB1.27](#); [IIIB1.28](#)). The FMP is closely linked to the Education Master Plan, ensuring alignment with broader integrated planning efforts and the College's mission and vision ([IIIB1.25](#); [IIIB1.29](#)).

Planning for facilities and physical resources is directly tied to Strategic Plan goals and the College's mission and vision through Comprehensive Program Review and Annual Program Assessment cycles ([IIIB1.23](#); [IIIB1.29](#)). Requests for physical resources, including facilities, technology, and equipment, are detailed annually during the Program Review process conducted by every College division. Through planning and resource allocation procedures, the College prioritizes and ranks requests for physical resources ([IIIB1.30](#); [IIIB1.31](#)). Consequently, this integrated process has supported and funded specific facility requests ([IIIB1.32](#); [IIIB1.33](#); [IIIB1.34](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.B.1. The College has established planning and internal procedures to guarantee that its physical resources are built and upheld to effectively accommodate the courses, programs, and student services offered by the College across all locations, ensuring safety and accessibility. This commitment is prominently outlined in the approved Facilities Master Plan. Oversight of the safety of these physical spaces is conducted through the collaboration of participatory governance committees and supported by various security measures including the campus safety department, Riverside County Sheriff's, security cameras, access card controls, the emergency alert system, and comprehensive training on emergency protocols.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Mt. San Jacinto College plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization. These efforts are guided by the Facilities Master Plan (FMP), which identifies the facility needs essential to fulfill the educational mission and provide adequate physical resources across its campuses ([IIIB1.8](#); [IIIB1.25](#); [IIIB1.29](#)). The FMP outlines new construction and replacement projects for the College, with regular updates on progress provided to the campus community ([IIIB1.28](#)).

On November 4, 2014, the voters within the College's 1,700 square mile service area approved Measure AA, an authorization of bonds to the College in an aggregate principal of \$295,000,000 to finance specific acquisition, construction, and modernization projects. Notable recent projects include the completion of a new 5,000-seat stadium, athletic, and kinesiology building at the Menifee Valley Campus, a STEM building at the San Jacinto Campus, and a math and science building at the Menifee Valley campus scheduled for the 2024-2025 academic year ([IIIB2.1](#)). In compliance with the Measure AA bond passage and as a component of the comprehensive planning process, a Citizens Oversight Committee (COC) was established ([IIIB2.2](#)). The appointees represent various community constituencies and meet annually ([IIIB2.3](#)).

Furthermore, the College's Five-Year Capital Improvement Plan delineates future planned capital improvements ensuring alignment with organizational goals ([IIIB2.4](#); [IIIB2.5](#); [IIIB2.6](#)). This plan also evaluates existing space utilization to ensure efficient allocation of resources to support programs and services. Additionally, the state scheduled maintenance program provides resources for addressing maintenance requirements, allowing the College to allocate funds for the ongoing maintenance and replacement of its assets ([IIIB2.7](#)).

The College relies primarily on the Annual Program Assessments, Program Review, and Unit Plans completed by each area to evaluate and assess how effectively facilities and equipment meet the needs of programs and services ([IIIB2.8](#)). This integrated planning approach allows the College to plan and allocate resources for capital improvement, scheduled maintenance, and routine operations.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.B.2. The College reviews the needs of programs and services with stakeholders when planning for facilities and ensures that contingencies are in place for emergency repairs related to critical infrastructure. Utilizing the FMP along with regular reports on utilization of physical resources the College ensures quality to support its programs and services. The annual Program Review process allows for needs to be identified at the departmental level in direct support of the College's programs and services and is integrated with other planning processes.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Mt. San Jacinto College ensures the feasibility and efficacy of its physical resources to support institutional programs and services through a systematic cycle of institutional planning for facilities and equipment ([IIIB1.23](#)). Departments overseeing physical resources, including facilities, maintenance, custodial services, and grounds, actively participate in the program review process to assess services and identify College needs ([IIIB3.1](#); [IIIB3.2](#); [IIIB3.3](#); [IIIB3.4](#)). Additional resources required to meet planning goals are requested through the resource allocation process ([IIIB1.30](#); [IIIB1.31](#); [IIIB3.5](#)).

Regular reports on facilities, equipment, and other assets are provided to the Executive Cabinet, Board of Trustees, as well as all staff and faculty to keep them informed about institutional planning efforts ([IIIB3.6](#); [IIIB1.28](#); [IIIB3.7](#); [IIIB1.7](#); [IIIB3.8](#); [IIIB3.9](#); [IIIB3.10](#); [IIIB3.11](#)). These reports inform program reviews and assist in planning for departmental needs. Goals for departments managing physical resources are established through various strategic documents such as the Educational Master Plan (EMP), Facilities Master Plan (FMP), and Strategic Equity Plan ([IIIB1.25](#); [IIIB1.8](#); [IIIB3.12](#)). College classified personnel

conduct routine evaluations of facilities and equipment at scheduled intervals ([IIIB1.14](#)).

The California Community College Chancellor's Office mandates a facilities review every five years to assess the long-term viability of facilities and associated equipment, cataloged in Deficiency and Facilities Condition Index reports within Fusion ([IIIB3.13](#)). Program reviews for Capital Projects, Maintenance & Transportation, and Events and Operations incorporate large-scale scheduled maintenance projects and facilities needs identified from the Fusion Deficiency Report and internal staff assessments ([IIIB3.1](#); [IIIB3.2](#); [IIIB3.3](#); [IIIB3.4](#)). The College supports long-term institutional planning by incorporating large-scale maintenance and facilities needs into the 5-Year Scheduled Maintenance Plan in Fusion ([IIIB3.14](#); [IIIB2.7](#)).

Departmental program review reports on evidence-based needs are integrated into the resource allocation process and budget development through Resource Allocation Proposals (RAPs) ([IIIB1.30](#); [IIIB3.5](#)). The College evaluates its facilities to ensure their feasibility and effectiveness in supporting institutional programs and services, considering factors such as utilization and relevant data ([IIIB3.15](#)). Regular reports on facility usage and occupancy provide data on effectiveness and contribute to the program review and planning cycle. An annual update of the Space Inventory Report in Fusion documents the changing needs of the College, providing a historical record of space utilization ([IIIB2.7](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.B.3. The College maintenance staff continuously conduct thorough assessments and evaluations of all facilities and equipment across the campuses to ensure the creation and maintenance of optimal learning and working environments. This ongoing process aims to identify areas for improvement and implement necessary measures to enhance the functionality, safety, and overall quality of the facilities. By proactively addressing any issues or deficiencies, the College ensures that students, faculty, and staff have access to conducive environments that promote academic success and productivity.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Mt. San Jacinto College's long-term capital plans support institutional improvement goals and incorporate the total cost of ownership of new facilities and equipment ([IIIB1.8](#)). This approach to total cost of ownership (TCO) encompasses staffing, supplies, utilities, equipment maintenance and replacement, and other pertinent costs throughout the lifecycle of assets, from acquisition to end-of-life management ([IIIB3.14](#); [IIIB2.6](#); [IIIB4.1](#)).

Long-term capital planning is integrated into various institutional frameworks, including the Educational Master Plan, Facilities Master Plan, annual five-year plan updates, Technology Master Plan, Program Review, and other annual planning initiatives ([IIIB1.25](#); [IIIB1.8](#); [IIIB1.26](#); [IIIB4.2](#); [IIIB1.23](#)). These structured plans enable informed decision-making processes, resulting in facilities and instructional equipment that align with the College's overarching goals. Projections for TCO components, such as additional staffing and necessary equipment, are outlined within these plans, ensuring comprehensive resource allocation. Departments are required to provide ongoing cost estimates as part of funding requests to offer a transparent representation of total expenses, and prioritization of requests occurs annually as part of the program review and planning process.

To gauge its effectiveness in managing TCO, the College utilizes established metrics provided by the Association of Physical Plant Administrators (APPA), which assists in projecting staffing needs for resource

allocation across various modalities ([IIIB4.3](#)). Future infrastructure maintenance costs are also factored into this process ([IIIB4.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.B.4. Long-term capital projects are strategically aligned with college-wide goals, incorporating foresight into future and emerging needs. This includes the evaluation of space, facilities, and equipment requirements for both distance education and traditional brick-and-mortar learning environments. The College ensures that these long-range capital plans are in alignment with the institutional improvement goals as outlined in the Educational Master Plan, Facilities Master Plan, and Strategic Equity Plan.

Conclusions on Standard III.B: Physical Resources

Mt. San Jacinto College ensures its physical resources are safe, accessible, and adequate for all programs and services by maintaining compliance with federal, state, and local regulations, and through regular assessments by internal staff and external agencies. The College's Physical Resources Committee and Safety Committee continuously evaluate and provide recommendations for facility improvements to align with the institution's mission and strategic objectives. Security measures, including partnerships with local law enforcement and advanced monitoring systems, ensure a safe environment. Long-term capital planning supports institutional goals by incorporating the total cost of ownership for facilities and equipment, ensuring comprehensive resource allocation and sustainability. This integrated planning ensures facilities remain relevant and effective in supporting academic and student support programs.

Improvement Plan(s) : Not applicable.

Evidence List

- III.B.1
 - [IIIB1.1 - Worker's Compensation Inspection](#)
 - [IIIB1.2 - Elevator Inspections and Permits](#)
 - [IIIB1.3 - Certified Playground Safety Inspection](#)
 - [IIIB1.4 - Keenan Safety Trainings](#)
 - [IIIB1.5 - FreshService Portal](#)
 - [IIIB1.6 - Physical Resources Committee Membership and Charge](#)
 - [IIIB1.7 - Physical Resources Committee Minutes 11-14-23](#)
 - [IIIB1.8 - Facilities Master Plan](#)
 - [IIIB1.9 - Safety Committee Membership and Charge](#)
 - [IIIB1.10 - Safety Committee Meeting Agenda/Minutes 2-27-24](#)
 - [IIIB1.11 - Safety Committee Meeting Minutes 10-31-23](#)
 - [IIIB1.12 - SWAC Property and Liability Inspection](#)
 - [IIIB1.13 - Hazardous Materials Inventory Report](#)
 - [IIIB1.14 - Fire Extinguisher, AED, and Eyewash Monthly Inspections](#)
 - [IIIB1.15 - Fume Hood Certifications](#)
 - [IIIB1.16 - AP3500 - Campus Safety](#)
 - [IIIB1.17 - AP3507 - Safety](#)
 - [IIIB1.18 - AP3501 - Campus Security and Access to Facilities](#)

- o [IIIB1.19 - AP3508 - Campus Security](#)
- o [IIIB1.20 - AP3520 - Local Law Enforcement](#)
- o [IIIB1.21 - BOT Action Agenda 9-14-23 - Amendment to Riverside County Sheriff's Department Contract](#)
- o [IIIB1.22 - AP6521 - Security Monitoring and Recording](#)
- o [IIIB1.23 - 2023-2026 Comprehensive Program Review Template, see section IIA2 on page 7 for Facility Needs](#)
- o [IIIB1.24 - AP6600 - Five-Year Capital Construction Plan and Five-Year Scheduled Maintenance/Special Repair Plan](#)
- o [IIIB1.25 - Educational Master Plan](#)
- o [IIIB1.26 - BOT Action Agenda 6-13-24 – Five-Year Plan and Attachment](#)
- o [IIIB1.27 - LPAs Board Facilities Workshop 9-22-22 Presentation](#)
- o [IIIB1.28 - BOT Facilities Workshop Agenda/Attachments 9-22-22](#)
- o [IIIB1.29 - Mission, Vision, and Values Web Page](#)
- o [IIIB1.30 - Resource Allocation Proposal Form 2023-2024 \(for 2024-2025 year funding\)](#)
- o [IIIB1.31 - Prioritization Allocation Rubric 2023-2024 \(for 2024-2025 year funding\)](#)
- o [IIIB1.32 - Institutional Planning Committee Agenda and Attachment 5-14-24 - Resource Allocation Proposal \(RAP\) Action Item](#)
- o [IIIB1.33 - Budget Committee Agenda/Attachment 5-2-24 - Resource Allocation Proposal \(RAP\)](#)
- o [IIIB1.34 - Funded Resource Allocation Proposal \(RAP\) Example](#)
- III.B.2
 - o [IIIB1.8 - Facilities Master Plan](#)
 - o [IIIB1.25 - Educational Master Plan](#)
 - o [IIIB1.29 - Mission, Vision, and Values Web Page](#)
 - o [IIIB1.28 - BOT Facilities Workshop Agenda/Attachments 9-22-22](#)
 - o [IIIB2.1 - Measure AA Website](#)
 - o [IIIB2.2 - Citizen's Oversight Committee Web Page](#)
 - o [IIIB2.3 - Measure AA Independent Citizens Bond Oversight Committee 6-20-23 Agenda](#)
 - o [IIIB2.4 - 2025-2029 Five Year Capital Outlay Plan](#)
 - o [IIIB2.5 - Initial Project Proposal 2026-2027 Humanities Modernization](#)
 - o [IIIB2.6 - Final Project Proposal 2025-2026 Library Modernization](#)
 - o [IIIB2.7 - Fusion State Inventory Certification Report 2023-2024 \(Fusion 5 Year Plan/Scheduled Maintenance Projects\)](#)
 - o [IIIB2.8 - 2024-2025 Annual Program Review Template – see section IIIA2 for Facilities](#)
- III.B.3
 - o [IIIB1.23 - 2023-2026 Comprehensive Program Review Template](#)
 - o [IIIB3.1 - Capital Planning Comprehensive Program Review 2023-2026](#)
 - o [IIIB3.2 - Maintenance & Operations Menifee Valley Campus Comprehensive Program Review 2023-2026](#)
 - o [IIIB3.3 - Maintenance & Operations San Jacinto Campus Comprehensive Program Review 2023-2026](#)
 - o [IIIB3.4 - Maintenance & Operations Temecula Valley Campus Comprehensive Program Review 2023-2026](#)
 - o [IIIB1.30 - Resource Allocation Proposal Form 2023-2024 \(for 2024-2025 year funding\)](#)
 - o [IIIB1.31 - Prioritization Allocation Rubric 2023-2024 \(for 2024-2025 year funding\)](#)
 - o [IIIB3.5 - Sample Resource Allocation Proposal](#)
 - o [IIIB3.6 - Executive Cabinet Five-Year Facilities Plan Review Meeting \(with Eric Mittlestead\)](#)
 - o [IIIB1.28 - BOT Facilities Workshop Agenda/Attachments 9-22-22](#)

- o [IIIB3.7 - Budget Committee Agenda 3-3-22 – Facilities Update and Attachment](#)
- o [IIIB1.7 - Physical Resources Committee Minutes 11-14-23](#)
- o [IIIB3.8 - Professional Development Day Facilities Presentation 10-21-22](#)
- o [IIIB3.9 - All College Professional Development Day – Facilities Update Presentation](#)
- o [IIIB3.10 - Business Services Division Meeting 1-30-24 - Facilities Update Presentation](#)
- o [IIIB3.11 - Administrative Associates and Clerical Assistants Retreat 8-3-22 - Capital Projects Update](#)
- o [IIIB1.25 - Educational Master Plan](#)
- o [IIIB1.8 - Facilities Master Plan](#)
- o [IIIB3.12 - Strategic Equity Plan](#)
- o [IIIB1.14 - Fire Extinguisher, AED, and Eyewash Monthly Inspections](#)
- o [IIIB3.13 - Fusion Deficiency List](#)
- o [IIIB3.14 - Fusion Five Year Scheduled Maintenance Project List](#)
- o [IIIB2.7 - Fusion State Inventory Certification Report 2023-2024 \(Fusion 5 Year Plan/Scheduled Maintenance Projects\)](#)
- o [IIIB3.15 - Facilities Department Review of RAPs](#)
- o [IIIB2.7 - Fusion State Inventory Certification Report 2023-2024 \(Fusion 5 Year Plan/Scheduled Maintenance Projects\)](#)
- III.B.4
 - o [IIIB1.8 - Facilities Master Plan](#)
 - o [IIIB3.14 - Fusion Five Year Scheduled Maintenance Project List](#)
 - o [IIIB2.6 - Final Project Proposal 2025-2026 Library Modernization](#)
 - o [IIIB4.1 - Final Project Proposal Math and Science Building](#)
 - o [IIIB1.25 - Educational Master Plan](#)
 - o [IIIB1.26 - BOT Action Agenda 6-13-24 - Five-Year Plan and Attachment](#)
 - o [IIIB4.2 - Technology Master Plan](#)
 - o [IIIB1.23 - 2023-2026 Comprehensive Program Review Template, see facility needs section IIA2 on page 7](#)
 - o [IIIB4.3 - Association of Physical Plant Administrators \(APPA\) Metrics](#)
 - o [IIIB4.4 - Resources Allocated Annually for TCO Purposes](#)

III.C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Mt. San Jacinto College provides technology services, professional support, facilities, hardware, and software appropriate and adequate to support the institution's management and operational functions, academic programs, teaching, and learning, and support services ([IIIC1.1](#)). The Information Technology (IT) Department provides technology resources and services that support the goals of the institution and meet the needs of students, faculty, and staff ([IIIC1.2](#)). IT works collaboratively within the College's participatory governance structure to implement, sustain, and extend technologies in support of teaching and learning, including but not limited to the Library, computer labs, technology-enhanced classrooms, learning management systems, virtual applications/services, multimedia services, cybersecurity, and user-support services ([IIIC1.3](#); [IIIC1.4](#); [IIIC1.5](#); [IIIC1.6](#); [IIIC1.7](#); [IIIC1.8](#)).

The College's Technology Master Plan ([IIIC1.1](#)) provides the framework plan to implement technologies to better support on-going college-wide technology needs as well as the College's vision, mission and strategic goals ([IIIC1.9](#); [IIIC1.10](#)). The current plan was finalized in spring of 2024 after input from all College constituencies and participatory governance committees ([IIIC1.11](#)).

The pandemic caused an abrupt move from traditional classroom teaching to a fully online environment which shifted the direction of IT. Appropriate technology and infrastructure decisions were made to ensure a stable, consistent environment for both students and staff to continue to meet the mission of the College even as the environment was shifting ([IIIC1.12](#); [IIIC1.13](#); [IIIC1.14](#); [IIIC1.15](#)).

IT continues to enhance cybersecurity measures to ensure the technology services relied on by instruction, student services, and administration are secure from attacks and disruptions ([IIIC1.16](#); [IIIC1.17](#); [IIIC1.18](#); [IIIC1.19](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.C.1. The Mt. San Jacinto College Technology Master Plan describes areas of organizational, administrative, data, network, hardware, and College-wide strategic technology initiatives. The plan guides the College in providing adequate and appropriate resources to support academic programs, teaching and learning, student support services, and management/operational functions. The hardware and software inventories identify the technology utilized by the College.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Mt. San Jacinto College systematically plans, acquires, maintains, upgrades, and replaces technology infrastructure to support the College's mission, operations, programs, and services ([IIIC1.1](#)). Technology is acquired in an architecture that places core infrastructure as the foundation. This architecture supports the College's capacity to provide and maintain a stable, secure, robust, and scalable infrastructure to meet the current needs of students and employees as well as address future technology requirements

and opportunities ([IIIC2.1](#); [IIIC2.2](#); [IIIC2.3](#)). The core infrastructure is comprised of components that have been built over many years of integrated and systematic planning, allocation, and acquisition ([IIIC2.4](#); [IIIC2.5](#)).

IT continuously researches and stays apprised of emerging trends and best practices so that up-to-date technology can also be planned for and implemented ([IIIC1.1](#); [IIIC2.6](#)). Decisions about hardware and software investments are the result of various needs driven by curriculum, program review, master planning, mandated reporting requirements, productivity and efficiency gains, growth, refresh cycles, or other factors ([IIIC2.7](#); [IIIC2.8](#)). In all cases, the decisions are tied to institutional priorities, goals, and planning models, and are made considering existing and future technical needs ([IIIC2.9](#); [IIIC2.10](#)).

The recent Technology Master Plan ([IIIC1.1](#)) was developed through the College's participatory governance process ([IIIC2.11](#)). The Technology Master Plan outlines the utilization and prioritization of technology resource allocations (staffing, funding, and facilities) designed to ensure successful implementation and sustainability of existing technologies and support future innovative technologies.

The College has an established technology reserve fund ([IIIC2.12](#)) for ongoing operational technology resources and maintains a recapitalization schedule for technology equipment. The College continues to increase utilization of virtual private cloud hosting as well as cloud-based software to reduce infrastructure costs, environmental risk, physical risk, and equipment costs ([IIIC2.13](#); [IIIC2.14](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.C.2. Technology planning is integrated with institutional planning and evaluation processes at Mt. San Jacinto College. Through the comprehensive program review and planning processes, the institution prioritizes technology initiatives serving as the catalyst to integrate College and department technology needs and goals. As a result, the College effectively establishes provisions to ensure a robust, current, sustainable, and secure technical infrastructure with maximum reliability for students and faculty, and staff.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Mt. San Jacinto College implements and maintains its technology resources to assure reliable access, safety, and security ([IIIC1.1](#); [IIIC3.1](#); [IIIC3.2](#)). The responsibilities for implementation and maintenance of technology resources are coordinated by the College's IT department ([IIIC3.3](#)). Responsibilities include network and desktop support, programming, operations, and Office 365 application (including MS Teams phone) support. Additional services include computer setup and repair, software updates, and software licensing.

IT staff are present at each of the three main campuses as well as virtually through the technology helpdesk and online ticketing system, Fresh Service ([IIIC3.4](#); [IIIC3.5](#); [IIIC3.6](#)). The management, maintenance, and operation of the College's technological infrastructure and equipment are applied and supported equally throughout all locations to ensure reliable access, safety, and security. Policies and procedures ensure system access, reliability, security, backup, and disaster recovery, minimizing the risk of intrusion, inappropriate use, disclosure of, and threats to the integrity, confidentiality, and availability of privacy information and student/employee data ([IIIC3.7](#); [IIIC3.8](#); [IIIC3.9](#); [IIIC3.10](#); [IIIC3.11](#); [IIIC3.12](#); [IIIC3.13](#); [IIIC3.14](#); [IIIC3.15](#); [IIIC3.16](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.C.3. The College allocates appropriate resources to manage and maintain its technology at all campus locations. System access, reliability, security, backup, and disaster recovery are established through policies and procedures that outline appropriate use of technology, reducing the risk of intrusion, security breaches and other internal and external threats to the integrity, confidentiality, and availability of privacy information and student/employee data.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Mt. San Jacinto College provides appropriate instruction and support in the effective use of technology and technology systems to employees and students through on- and off-campus entities and varied modalities.

Mt. San Jacinto College provides faculty, classified professional staff, students, and administrators with a variety of instruction, training, and support related to the effective use of technology. Training and support are offered through diverse methods, including face-to-face or virtual sessions, group or one-on-one settings, and recorded virtual resources, to accommodate individual needs and allow flexibility in staff learning schedules ([IIIC4.1](#); [IIIC4.2](#); [IIIC4.3](#); [IIIC3.5](#)). Students can find technology support resources on the College website, in help articles on the online support portal, and through online help requests through Fresh Service ([IIIC3.4](#); [IIIC4.4](#); [IIIC4.5](#)). IT regularly reviews support requests and monitors feedback to ensure that the technology training continues to provide appropriate instruction and support in the effective use of the College's technology and technology systems for employees and students.

Additionally, the College provides workshops and other training opportunities on a variety of technology topics to employees during Faculty Flex Days, Classified Professional Development Days, and All College Professional Development days ([IIIC4.6](#); [IIIC4.7](#); [IIIC4.8](#); [IIIC4.9](#); [IIIC4.10](#); [IIIC4.11](#)). These events vary from one to multiple days and include presentations on various software licensed by the College. Some examples provided are Office 365, Zoom, MS Teams, and CourseLeaf ([IIIC4.12](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.C.4. The College offers a variety of ongoing technology training and professional development opportunities to provide appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology. The College consistently updates training and technical support to ensure their relevancy.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Mt. San Jacinto College has policies and procedures in place that guide the appropriate use of technology in the educational process. Policies that outline the acceptable use of software copyrights and licenses, appreciate the integrity of technology-based information resources, respect rights of other technology and communication users, and refrain from seeking to gain unauthorized access ([IIIC5.1](#); [IIIC3.15](#)).

Administrative Procedure 3720 -Acceptable Use Policy and Administrative Procedure 3725 – Information and Communications Technology Accessibility and Acceptable Use - outline the College’s acceptable use policies while Administrative Procedure 3729 – Information Security: Logging and Monitoring and Administrative Procedure 3730 – Information Security: Remote Access -- address information security ([IIIC3.7](#); [IIIC3.9](#); [IIIC3.10](#); [IIIC3.11](#)). The College also maintains policies on portable/mobile computing (Administrative Procedure 3740), appropriate use of College email and productivity suite (Administrative Procedure 3741), and acceptable use of copyrighted material ([IIIC3.12](#); [IIIC3.13](#)).

Computer, internet, and technology use policies are communicated to students in the new student orientation, and the College website ([IIIC3.4](#); [IIIC3.7](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.C.5. Board Policy and Administrative Procedure 3720 serve as the foundational guides for the appropriate use and distribution of technology resources to staff and students. Board Policy and Administrative Procedure 3725 define and outline the accessibility standards required for any technology employed by the College. New employees are given copies of the acceptable use policies and procedures, and each computer login requires an acknowledgement of the policy.

Conclusions on Standard III.C: Technology Resources

Mt. San Jacinto College ensures its technology resources are adequate to support its management, operational functions, academic programs, teaching, learning, and support services. Through its Technology Master Plan, developed collaboratively, Mt. San Jacinto College strategically implements and updates its infrastructure to maintain a stable, secure environment. The Information Technology (IT) Department works closely with the College’s participatory governance structure to enhance cybersecurity, ensure reliable access, and provide professional support and training. Mt. San Jacinto College systematically plans for upgrades and replacements, considering total cost of ownership in its long-term capital plans. Comprehensive policies guide the appropriate use of technology in teaching and learning, and regular training keeps faculty, staff, and students proficient in effective technology use. These efforts ensure Mt. San Jacinto College’s technological resources remain current, secure, and capable of supporting its programs and services.

Improvement Plan(s) : Not applicable.

Evidence List

- III.C.1
 - o [IIIC1.1 - Technology Master Plan](#)
 - o [IIIC1.2 - Information Technology Website - Mission, Outcomes and Goals](#)
 - o [IIIC1.3 - Technology Committee Information](#)
 - o [IIIC1.4 - Technology Committee Agenda/Minutes 3-8-22 – Technology Committee Goals](#)
 - o [IIIC1.5 - Technology Committee Agenda/Minutes 4-12-22](#)
 - o [IIIC1.6 - Technology Committee Agenda/Minutes 4-11-23](#)
 - o [IIIC1.7 - Student Technology Survey](#)
 - o [IIIC1.8 - Staff Technology Survey](#)
 - o [IIIC1.9 - Educational Master Plan](#)

- o [IIIC1.10 - Strategic Equity Plan](#)
- o [IIIC1.11 - BOT Agenda Action 6-27-24 - Technology Master Plan](#)
- o [IIIC1.12 - AppStream Utilization](#)
- o [IIIC1.13 - Student Mobile Hotspots](#)
- o [IIIC1.14 - Parking Lot WiFi](#)
- o [IIIC1.15 - Microsoft Teams Utilization](#)
- o [IIIC1.16 - Forsyte Contract](#)
- o [IIIC1.17 - Tenable Invoice](#)
- o [IIIC1.18 - AdaptiveEdge Scope of Work](#)
- o [IIIC1.19 - CAST Minutes 10-23-20 - Colleague Unidata to SQL Migration](#)
- III.C.2
 - o [IIIC1.1 - Technology Master Plan](#)
 - o [IIIC2.1 - Recapitalization Plan](#)
 - o [IIIC2.2 - Technology Committee Agenda/Attachment/Minutes 11-8-22 – Classroom Technology Standards](#)
 - o [IIIC2.3 - CAST Committee Information](#)
 - o [IIIC2.4 - Resource Allocation Proposal \(RAP\) Form to Request Funding for 2024-2025](#)
 - o [IIIC2.5 - Prioritization Allocation Rubric \(PAR\) Request Funding for 2024-2025](#)
 - o [IIIC2.6 - Technology Committee Agenda/Minutes 9-13-22 - Committee Goals, Technology Projects Update, and Sub-Committee for Technology Plan Survey](#)
 - o [IIIC2.7 - BOT Agenda Action 1-21-21 - Online Tutoring Services Contract \(NetTutor and the Online Advising and Student Services ConexEd-Cranium Café\)](#)
 - o [IIIC2.8 - BOT Agenda Action 8-11-22 - FreshWorks Inc. Contract](#)
 - o [IIIC2.9 - 2023-2026 Program Review Cycle Comprehensive Program Review Form](#)
 - o [IIIC2.10 - Institutional Planning Committee Action Agenda/Attachment 4-19-22 – 2022-2023 RAP Scores](#)
 - o [IIIC2.11 - Institutional Planning Committee Draft Minutes 5-14-24 Technology Master Plan Approval](#)
 - o [IIIC2.12 - Technology Reserve Fund](#)
 - o [IIIC2.13 - AWS Migration \(Infinity\)](#)
 - o [IIIC2.14 - Server Infrastructure Move to Cloud - AdaptiveEdge Proposal](#)
- III.C.3
 - o [IIIC1.1 - Technology Master Plan](#)
 - o [IIIC3.1 - Information Security Program](#)
 - o [IIIC3.2 - Upgrade Examples](#)
 - o [IIIC3.3 - Institutional Effectiveness Organizational Chart](#)
 - o [IIIC3.4 - Information Technology Website](#)
 - o [IIIC3.5 - FreshService Support Portal](#)
 - o [IIIC3.6 - FreshService Ticket Report](#)
 - o [IIIC3.7 - AP3720 - Acceptable Use Policy](#)
 - o [IIIC3.8 - AP3721 - Data Classification Standard](#)
 - o [IIIC3.9 - AP3725 - Information and Communications Technology Accessibility & Acceptable Use](#)
 - o [IIIC3.10 - AP3729 - Information Security: Logging and Monitoring](#)
 - o [IIIC3.11 - AP3730 - Information Security: Remote Access](#)
 - o [IIIC3.12 - AP3740 - Portable/Mobile Computing](#)
 - o [IIIC3.13 - AP3741 - Office 365 and District Email](#)
 - o [IIIC3.14 - AP3745 - Privacy Notice](#)

- o [IIIC3.15 - AP3509 - Privacy Policy](#)
 - o [IIIC3.16 - AP3800 - Personal Data Protection](#)
- III.C.4
 - o [IIIC4.1 - Technology Support SharePoint Site](#)
 - o [IIIC4.2 - Professional Development SharePoint Site](#)
 - o [IIIC4.3 - Cornerstone Portal](#)
 - o [IIIC3.5 - FreshService Support Portal](#)
 - o [IIIC3.4 - Information Technology Website](#)
 - o [IIIC4.4 - FreshService Support Portal – Request a Service](#)
 - o [IIIC4.5 - FreshService – Browse Help Articles](#)
 - o [IIIC4.6 - Spring 2024 Faculty Flex Days Event Agenda](#)
 - o [IIIC4.7 - Spring 2023 Classified Professional Development Day - Cybersecurity at MSJC](#)
 - o [IIIC4.8 - Spring 2024 Classified Professional Development Day Agenda/Technology Session Information](#)
 - o [IIIC4.9 - All College Professional Development Day 2022](#)
 - o [IIIC4.10 - Fall 2023 All College Convocation – Classified Schedule](#)
 - o [IIIC4.11 - Fall 2023 All College Convocation – Faculty Schedule](#)
 - o [IIIC4.12 - All Faculty Meeting Agenda and Recording 11-5-21 - Teams Phone Training](#)
- III.C.5
 - o [IIIC5.1 - AP3750 - Use of Copyrighted Material](#)
 - o [IIIC3.15 - AP3509 - Privacy Policy](#)
 - o [IIIC3.7 - AP3720 - Acceptable Use Policy](#)
 - o [IIIC3.9 - AP3725 - Information and Communications Technology Accessibility and Acceptable Use](#)
 - o [IIIC3.10 - AP3729 - Information Security: Logging and Monitoring](#)
 - o [IIIC3.11 - AP3730 - Information Security: Remote Access](#)
 - o [IIIC3.12 - AP3740 - Portable/Mobile Computing](#)
 - o [IIIC3.13 - AP3741 - Office 365 and District Email](#)
 - o [IIIC3.4 - Information Technology Website](#)

III.D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting Standard

Mt. San Jacinto College ensures that financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College demonstrates integrity in the distribution of resources that support the development, maintenance, allocation and reallocation, of educational programs and services ([IIID1.1](#); [IIID1.2](#)).

During the annual budget development process, as outlined in the Board of Trustee approved Annual Budget Calendar, the College reviews the existing budget, evaluates and incorporates current and future obligations, and integrates the cost of the institutional goals and initiatives ([IIID1.3](#); [IIID1.4](#); [IIID1.5](#); [IIID1.6](#); [IIID1.7](#)). Enrollment data is analyzed to provide goals that are strategically implemented for educational programs and services.

The College has an institutional infrastructure where planning guides resource allocation and distribution. Educational planning is integrated with resource planning and allocation to support student achievement and learning. Mt. San Jacinto College's planning and resource allocation model directly links Resource Allocation Proposals (RAPs) to the three-year Comprehensive Program Review, Annual Program Assessment, and Strategic Equity Plan goals ([IIID1.8](#); [IIID1.9](#); [IIID1.10](#); [IIID1.11](#)). RAPs are ranked using the College's Prioritization Allocation Rubric (PAR) and prioritized requests are tracked through the process until funding decisions are reviewed by the Institutional Planning Committee, the Budget Committee, and finalized by the Executive Cabinet, and the Superintendent/President ([IIID1.12](#); [IIID1.13](#); [IIID1.14](#); [IIID1.15](#)).

The College's institutional resources are sufficient to ensure financial solvency ([IIID1.16](#)). Throughout the year, the College effectively, and with integrity, manages the financial resources by preparing and reviewing quarterly projections, monitoring cash flow, running periodic 50 percent calculations, and employing a system of internal controls ([IIID1.17](#); [IIID1.18](#)). The College has met all its fiscal obligations and, as reported in the annual audits for both the College and for the Bond (Measure AA), has had unmodified opinions on financial reporting and bond compliance ([IIID1.19](#); [IIID1.20](#); [IIID1.21](#); [IIID1.22](#)). Business Services Management oversees internal controls to ensure integrity, stability, and compliance. The board reserve meets Board Policy 6250 – Budget Management ([IIID1.23](#)).

The integrity of District financial resources is ensured through well established procedures, proper segregation of duties, routine reviews, and external audits ([IIID1.23](#); [IIID1.24](#); [IIID1.25](#); [IIID1.26](#); [IIID1.27](#)). The College's financial reports are posted publicly in the Budget Committee minutes, accessible via BoardDocs from the College website, and final audit reports are presented to both the Budget Committee and Board of Trustees ([IIID1.28](#); [IIID1.29](#); [IIID1.30](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.1. Through conservative fiscal management and board policy, Mt. San Jacinto College ensures sufficient resources to support and sustain student learning at levels promoting excellence. The College strategically develops and executes annual budgets, relying on

sound financial planning practices to align with anticipated revenue projections. The College's formal processes ensure financial resources support student programs and services, enhancing institutional effectiveness and student outcomes.

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Mt. San Jacinto College ensures the mission and goals are the foundation for financial planning, and financial planning is integrated with, and supports institutional planning. Budget priorities that address the College's Educational Master Plan are established and agreed upon by the College administration prior to initiating the budget process ([IIID1.1](#); [IIID1.2](#); [IIID2.1](#)). The budget development process is reviewed annually by the Budget Committee, providing all constituency groups an opportunity to provide feedback and recommendations ([IIID2.2](#); [IIID2.3](#)).

The College implements a broad based, comprehensive, systematic, and integrated process that involves appropriate segments of the College community and is supported by institutional effectiveness and research. The College's Institutional Planning Committee reviews and provides recommendations for college-wide strategic planning and endorses plans such as the Educational Master Plan, the Strategic Equity Plan, and other institutional plans ([IIID2.4](#); [IIID2.5](#); [IIID2.1](#); [IIID2.6](#); [IIID1.11](#)). The committee ensures the integration of the planning process, including, but not limited to, a coordinated, institutional approach in addressing College priorities.

To ensure the Board of Trustees and other institutional leadership receive information about fiscal planning, budget monitoring, and overall financial trends of the College, quarterly financial statements, including the State Chancellor's 311Q financial report are included in Board of Trustee agendas ([IIID2.7](#); [IIID2.8](#); [IIID1.17](#); [IIID2.9](#)). The Business Services Department provides budget transfer reports, accounts payable, payroll, warrants and purchasing procurements monthly ([IIID2.10](#)). To ensure appropriate financial information is disseminated throughout the College in a timely manner, financial information such as budget modifications and transfers are brought forward to the Board of Trustees for review and approval.

Financial Board of Trustee presentations are also shared with the Budget Committee including reports and presentations for both the Tentative and Adopted Budgets. This information is communicated through committee agendas, minutes, and other updates ([IIID2.11](#); [IIID2.12](#); [IIID2.13](#)). The College also disseminates information about financial resources through college-wide weekly email newsletters (Weekly RoundUp), monthly newsletters (MSJCLinks), District-wide brown bags and town hall meetings, during staff and faculty retreats and meetings, and it is publicly available on the College website ([IIID2.14](#); [IIID2.15](#); [IIID2.16](#); [IIID2.17](#); [IIID2.18](#); [IIID2.19](#); [IIID2.20](#); [IIID2.21](#); [IIID2.22](#); [IIID2.23](#); [IIID2.24](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.2. The College's mission and goals serve as the foundation for all aspects of its financial planning. The College has policies and procedures to ensure financial resources support and sustain student learning programs and services and improve institutional effectiveness. Financial information and updates are communicated in a timely manner to the College community at participatory governance committee and Board of Trustee meetings.

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Mt. San Jacinto College has a clearly defined financial planning and budget development process ([IIID3.1](#); [IIID1.1](#); [IIID1.2](#)). The Business Services department updates both the Planning Driven Budget Development Process and the Annual Budget Calendar, providing the road map for the Budget Development cycle ([IIID3.1](#); [IIID1.3](#)). These aspects of the development process are reviewed by the Budget Committee, a participatory governance committee, that is comprised of faculty, classified professional staff, and administration, to ensure financial planning and budget development information is shared with all College constituent groups and they have an opportunity to provide feedback and recommendations on the planning and development process ([IIID2.2](#); [IIID2.11](#)). To ensure participation in budget development, Business Services schedules meeting with each manager and provides them with access to historical, actual, and budget information for each budget managed, a worksheet for inputting the budget proposal, and instructions for completing the budget ([IIID1.7](#); [IIID1.6](#)).

Compiled budget projections are presented to the Executive Cabinet for review ([IIID3.2](#)). Once reviewed, the compiled budget projection documents are presented to the Board of Trustees along with the development assumptions used for decision-making, such as, growth and revenue, expenditures, additional mandated costs, and targeted Full Time Equivalent Students (FTES) ([IIID3.3](#)). The Board of Trustee's presentation and budget projection documents are shared with the Budget Committee and are accessible via BoardDocs from the College website for transparency ([IIID3.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.3. The College has clearly defined processes for financial planning and budget development, and the policies and procedures are followed thoroughly. The Planning Driven Budget Development Process identifies the methods, and the Annual Budget Calendar sets the timelines of the processes. The processes are communicated to College constituents through the Budget Committee, and Board of Trustee meetings.

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Mt. San Jacinto College's budget allocation model creates the foundation for a realistic assessment of financial resources by outlining available and ongoing revenue based on the California Community College Chancellor's Office projected availability of financial resources and the College's expense assumptions ([IIID4.1](#); [IIID4.2](#); [IIID1.16](#); [IIID4.3](#)).

Financial resources availability, as projected by the California Community College Chancellor's Office, and the guidelines set forth in board policy/administrative procedures, are used in institutional planning ([IIID4.2](#); [IIID1.1](#); [IIID1.2](#)). The general fund revenue is calculated using the Student-Centered Funding Formula (SCFF) which is based on three factors: a Base Allocation of FTES enrollments, Supplemental allocations (Pell, AB540, and Promise Grant recipients), and a Student Success allocation based on five success metric outcomes ([IIID4.1](#)).

The Offices of Institutional Effectiveness and Research monitor enrollment, budget, and student demographic data to make recommendations for course schedule development to realize FTES goals ([IIID4.4](#)). Throughout the fiscal year, the Budget Committee and the Board of Trustees are presented with the California Community College Chancellor's apportionment reports as they are distributed including the P1, P2, and P3 (recalculation) reports for previous fiscal years ([IIID4.5](#)). Quarterly financial statements for the general fund, restricted funds, and auxiliary funds are presented to the Board of Trustees for review. Additionally, the quarterly 311 reports are presented, reviewed, and approved by the Board of Trustees ([IIID2.8](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.4. The College's planning incorporates and reflects a realistic assessment of the financial resources available as well as the ability to develop financial resources to meet expenditure requirements. Resource availability information is received as projected from the Chancellor's Office and is assessed and reviewed for future funding. Available resources are applied to current and future expenditures, both short-term and long-term, through budget projections. The budget is developed using reasonable assumptions based on current and available information. Resource availability information, as calculated by the SCFF, is communicated throughout the fiscal year via Board of Trustee reports and agenda items.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Mt. San Jacinto College assures financial integrity and responsible use of financial resources using sufficient internal control mechanisms ([IIID1.25](#)). The College disseminates accurate and timely information, and Business Services personnel ensure that the institution's financial and internal control systems are regularly evaluated for validity and effectiveness and the results are used for improvement ([IIID1.19](#); [IIID1.20](#); [IIID1.21](#); [IIID1.22](#)).

The College's internal control system components include separation of duties, accountability, security of assets, and reconciliation ([IIID5.1](#); [IIID5.2](#)). The College utilizes the integrated Galaxy software system provided by Riverside County Office of Education (RCOE) for its financial management, budget, payroll, human resources, and purchasing as well as reporting on all District funds except for subsidiary funds ([IIID5.3](#); [IIID5.4](#)). Business Services staff regularly review software updates to maximize the access, timing, and flow of financial processes and information.

The College utilizes Colleague for student registration billing, student accounts, cash receipts, instruction and scheduling development, and for subsidiary accounting. Subsidiary accounting includes the College Student Government Association, Student Representative Fee, Financial Aid, the Foundation, and the Student Fees accounting fund ([IIID5.5](#); [IIID5.6](#)).

The Business Services Department controls security access to both Galaxy and Colleague ([IIID5.4](#); [IIID5.6](#)). Budgeting managers can approve only items for their own assigned departments, and support staff can view and enter requisitions for their assigned departments.

To ensure proper internal control structure, Business Services maintains position control based on

authorized positions; Human Resources assigns the employee to the position and determines salary placement; and Payroll processes the payroll for the employee ([IIID5.7](#)). Every payroll is balanced and verified prior to the Galaxy system approval. RCOE processes the warrants and direct deposits once the payroll process is complete.

All accounts payable claims are audited internally by Business Services ([IIID5.8](#)). Once systematically approved, RCOE performs additional, random audits and processes the warrants. The College receives the warrants for distribution from RCOE and an additional internal audit is performed prior to release to payees. Subsidiary accounts payables, student financial aid disbursements, and student refunds also go through multiple audits before being released to payees.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.5. College financial systems have protocols to safeguard fiscal integrity. The College monitors financial transactions on an ongoing basis to ensure compliance with relevant regulations and procedures. The College disseminates financial information in a timely manner. Through the annual budget development cycle and annual audits, the College regularly evaluates its financial management practices and uses the results for improvements to procedures and processes.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Mt. San Jacinto College's financial documents demonstrate a high degree of credibility and accurately reflect the use of financial resources to support student learning programs and services. The District adheres to Administrative Procedure 6200 - Budget Preparation and Administrative Procedure - 6310 Accounting ([IIID1.2](#); [IIID6.1](#)).

The budget development process supports the District philosophy of integrating budget planning with all institutional planning ([IIID1.2](#)). Budget priorities that address the District's Educational Master Plan are established by the administration during the budget process ([IIID2.1](#); [IIID3.2](#)). The budget development process is reviewed by the Budget Committee, providing all constituency groups with the opportunity to provide feedback and recommendations ([IIID2.11](#)).

The budget development process reflects appropriate allocation and use of financial resources to support student learning programs and services. Budget workshops are held annually for department administrators and administrative associates to provide accurate budget and accounting updates and distribute pertinent information to support all program activities ([IIID6.2](#)).

The District utilizes a uniform fund structure for revenue and expenditure classifications, and other accounting procedures that are outlined in the Chancellor's Office Budget and Accounting Manual (BAM) ([IIID6.3](#)).

The Business Services department prepares quarterly and annual financial statements, including the Chancellor's Office CCFS 311Q and Annual 311, for the Board of Trustees' review ([IIID6.4](#); [IIID2.9](#); [IIID1.18](#)).

The annual 311 is subject to the contracted audit outlined in Administrative Procedure 6400 – Financial Audits ([IIID6.5](#); [IIID6.6](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.6. The College's consistent record of unmodified audits demonstrates the credibility of its financial processes in support of student learning. The financial transactions and documents are clearly scrutinized by the external auditors and the final audit reports are shared with the College and publicly with the community. A high degree of credibility and accuracy is reflected in each auditor's opinion, which indicates that the financial statements present fairly, in all material respects, the strong financial position of the College.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Mt. San Jacinto College responds to external audit findings in a comprehensive and timely manner. The results are shared widely ([IIID1.26](#); [IIID1.27](#)). If audit findings were to identify internal issues, the College would move immediately to resolve them.

Contracted external auditors conduct the testing of the College's financial statements. The audit is to ensure adherence to the Generally Accepted Accounting Principles (GAAP) that public organizations in the U.S. must follow. The audited financial reports are designed to provide the community, students, investors and creditors with a general overview of the College's finances and to show accountability for the money the College receives. At the completion of the audit, auditors provide an audit exit meeting to discuss any audit findings. If any recommendations or findings arise, the College promptly implements corrective actions for audit exceptions and management advice. The external auditors present their audit, findings and recommendations to the Board of Trustees at a regularly scheduled meeting in November or December ([IIID1.30](#); [IIID1.19](#); [IIID1.20](#); [IIID1.21](#); [IIID1.22](#); [IIID7.1](#); [IIID7.2](#)).

Information about budget, fiscal conditions, financial planning, and audit results is provided to the Mt. San Jacinto College community through the College website, presentations at a variety of participatory governance committees, and at Board of Trustee meetings ([IIID7.3](#); [IIID1.29](#); [IIID1.30](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.7. The College responds to external audit findings in a comprehensive and timely manner, communicating the results widely. If any findings or recommendations were to be reported, the College has an identified process to promptly address the reported findings or recommendations by involving impacted departments in developing and implementing corrective action plans. This ensures timely prevention of a repetitive finding.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Mt. San Jacinto College ensures that the institution's financial and internal control systems are evaluated for validity and effectiveness and that the results of assessment are used for improvement. Auditors provide feedback on any potential internal process weaknesses. No internal control issues have been noted in the District's annual audits ([IIID1.19](#); [IIID1.20](#); [IIID1.21](#); [IIID1.22](#); [IIID7.1](#); [IIID7.2](#)).

In accordance with Mt. San Jacinto College Board Policy and Administrative Procedure 6400 – Financial

Audits - the institution provides an annual financial and compliance audit of all District, auxiliary organizations, and Foundation funds ([IIID1.26](#); [IIID1.27](#)). The audits are conducted by certified public accountants licensed by the California Board of Accountancy. The auditors perform tests on the College's compliance with provisions of laws, regulations, contracts, and grant agreements. The audit team documents and evaluates the College's internal controls to ensure assets are protected and safeguarded. The audits test that expenditures are made in a manner consistent with the intent and requirements of the funding source. The audits examine all funds for fair statement presentation, analysis of accounting principles utilized, and adequate internal control practices. The system of internal control is periodically reviewed by the Business Services' administrators. Various outside agency audits are performed periodically for federal and state programs.

As part of bond compliance, the Bond Oversight Committee is another component of the District's internal controls systems. The committee reviews fund balance revenues, expenditures, quarterly financials, and annual audit reports ([IIID8.1](#); [IIID8.2](#); [IIID8.3](#)).

Modifications to any administrative procedure is provided to the Executive Cabinet for approval prior to implementation ([IIID8.4](#); [IIID8.5](#)). The results of these assessments are used for improvements to District-wide procedures, and financial and internal controls.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.8. The College ensures financial and internal control systems are regularly evaluated both internally and by external auditors, for validity, effectiveness, and security. Business Services routinely monitors expenditures of funds utilizing the College's monthly spending analysis, month end close processes, monthly and quarterly financial statements, and annual year-end audit reports. All District funds are required to comply with established and adopted internal control board policies and administrative procedures. These evaluations and assessments are used to make improvements to District-wide procedures, and financial and internal controls.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Mt. San Jacinto College has sufficient cash flow and reserves to maintain stability, and support strategies for appropriate risk management ([IIID1.25](#); [IIID9.1](#)). Cash flows and reserves are sufficient to address a potential financial emergency, such as a delay in the distribution of apportionment funds or a sudden economic downturn.

The board reserve satisfies Board Policy 6250 – Budget Management - which was updated to increase the unrestricted general reserve from 5% to 16.7% (two months) of general fund operating expenditures or revenues ([IIID1.23](#); [IIID1.24](#)). The College also maintains a special board reserve for PERS, STRS, and OPEB future liabilities ([IIID9.2](#)).

The College maintains a Self-Insurance Fund to provide risk management support ([IIID9.3](#)).

The general fund ending balance includes a budget for any unforeseen emergencies ([IIID9.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.9. The College manages its cash flow and reserves to

maintain stability and to support its risk-management strategies. There are adequate reserves set aside to meet financial emergencies and unforeseen occurrences. A special board reserve fund has been established to offset future increases in the employee retirement expenses for PERS, STRS, and OPEB liabilities. The College cash flow management is more than sufficient to cover District obligations and has access to additional funds if needed.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Mt. San Jacinto College practices effective oversight of finances by continually monitoring allocations, income, and expenditures from all internal and external funding sources ([IIID1.24](#)). On a monthly basis, the Business Office reviews and reports to the Board of Trustees the payroll, commercial warrants, contracts, appropriation transfers, and budget modifications that were processed for the month ([IIID10.1](#)). The Business Services department prepares quarterly and annual financial statements, including the Chancellor's Office CCFS 311Q and Annual 311, for the Board of Trustees' review ([IIID10.2](#); [IIID2.9](#)).

To ensure operations are compliant with Federal Title IV regulation and requirements, the College's Financial Aid Department and the Business Services Office coordinate management of financial aid ([IIID10.3](#)). The Financial Aid department is responsible for the processing of student awards and Business Services provides the disbursement file to a third-party who disburse the awards electronically. Business Services' authorized personnel conduct the drawdown from Department of Education's G6 system and the corresponding wire to the third-party provider. Joint reconciliations are performed between the Business Services Office and the Financial Aid Office for all awards.

Oversight of grant funding and other externally funded programs occurs through the Business Services accounting team. The grant accounting team works closely with the departments to review grant and categorical requirements to ensure expenditures guidelines in each agreement are followed. The team monitors the budget and actual expenditures for each grant to provide safeguards against overspending grant funds, which may produce unanticipated liabilities or findings of noncompliance ([IIID10.4](#)).

The College's categorical, auxiliary, and subsidiary organizations are included in the scope of the College's annual audit, which examines all funds for fair statement presentation, analysis of accounting principles utilized, and adequate internal control practices ([IIID1.19](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.10. Regular reviews and monitoring of expenditure of funds utilizing the College's monthly spending analysis, monthly and quarterly financial statements, and annual year-end reports ensure expenses are consistent with the funding agency's mandates and the College's mission and goals. The College has a history of maintaining conservative financial practices to ensure compliance, consistently resulting in unmodified opinions in fiscal, compliance and performance external audits.

Liabilities

III.D.11. *The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

Evidence of Meeting the Standard

Mt. San Jacinto College's level of financial resources provide an expectation of both short-term and long-term financial solvency ([IIID1.2](#); [IIID9.1](#)). The College plans for payments of long-term liabilities and obligations, including debt, health benefits, retirement benefits, insurance costs, building maintenance, etc. The College monitors expenditures to prepare for known mandates that will be enforced in the coming fiscal years.

In 2008-2009, the College initiated an irrevocable trust account with California Employers' Retiree Benefit Trust Fund (CERBT) administered by CalPERS. CERBT is a mechanism by which the College can prefund employees' post-employment health care costs. Each year, the College reviews its finances to identify how much will be contributed to the OPEB fund ([IIID11.1](#)). The College has been able to contribute annually to its CERBT fund, since inception, which has grown substantially ([IIID11.2](#)).

The College has a Board of Trustees reserve fund for the planned future CalPERS and CalSTRS employer retirement cost increases ([IIID9.2](#)).

The College reviews bond debt and consults with outside financial managers and the Riverside County Office of Education in monitoring the annual bond tax assessments ([IIID11.3](#); [IIID11.4](#)).

The College has established reserves for Information Technology and for Academic Technology Services ([IIID11.5](#)). The goal of these reserves is to maintain and support on-going and new initiatives for the College's information technology systems and plans. There are budget allocations for the College's fleet replacement and repair as well ([IIID11.6](#)).

During the annual budget development process, the College reviews the existing budget, evaluates institutional needs, and incorporates current and future obligations. Revenue and expenses are planned to ensure the support of institutional goals and initiatives, particularly the quality of educational programs and services ([IIID1.2](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.11. The College's financial resources are structured to ensure both short- and long-term financial solvency. The College allocates resources to the payment of its liabilities and funds reserves to address long-term obligations. Resources are directed to developed plans for OPEB, CalPERS and CalSTRS liabilities, information technology systems, and facilities projects. Outstanding debt is budgeted according to existing agreements, plans, and debt schedules.

III.D.12. *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

Evidence of Meeting the Standard

Mt. San Jacinto College plans for and allocates appropriate resources for the payment of liabilities and future obligations. As detailed above under Standard III.D.11, the College has an irrevocable trust account with California Employer's Benefit Trust (CERBT) for future OPEB obligations ([IIID11.2](#)). Additionally, the College fully funds its annual OPEB obligation and makes the required contributions on an ongoing basis. No distributions have been taken from the CERBT account since inception ([IIID11.1](#)).

The College has reserves for scheduled increases to the District's state retirement systems CALSTRS and CALPERS and the future funding for the District's OPEB liability ([IIID9.2](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee-related obligations as demonstrated by the establishment of an irrevocable trust and current actuarial plans. The actuarial plan to determine OPEB is prepared annually as required by GASB. The College practices the 'Pay as you Go' method and regularly contributes to its irrevocable trust with CERBT. The College has a special board reserve to fund future expected liabilities for OPEB, and CalSTRS and CalPERS retirement programs.

III.D.13. *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Evidence of Meeting the Standard

Mt. San Jacinto College, its financial advisors, and the Riverside County Office of Education collaboratively manage the general obligation bond debt policy. The taxpayers repay the general obligation bond debt. Measure AA bond tax rate is at \$13.20 per \$100,000 assessed valuation ([IIID11.4](#)). Board Policies for debt issuance and management provide the framework for debt management and capital planning by the College by setting goals in identifying the purposes for which the debt proceeds may be used and the type of debt that may be used, describing the relationship to the capital improvement plans, and implementing internal control procedures ([IIID13.1](#); [IIID13.2](#); [IIID1.22](#); [IIID1.21](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.13. Repayment of debt and debt service is assessed and allocated during the annual budget development process. The College ensures that the locally incurred debt repayment schedule does not have an adverse impact on meeting all current fiscal obligations.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Mt. San Jacinto College utilizes its funds in a manner consistent with the intended purposes of the funding sources. The use of all the College's financial resources is held to the College's board policies and administrative procedures regardless of the funding source ([IIID1.23](#); [IIID1.24](#)). Additionally, the College follows all federal and state guidelines. Business Services ensures that all financial resources are spent with integrity and in compliance with the funding agencies.

Bond proceeds are budgeted in a separate bond fund and projects are accounted for separately. Annual bond compliance audits conducted by an external auditor provide analysis of the expenditures to ensure funds are spent as promised to the taxpayers ([IIID1.21](#)).

A Citizens' Oversight Committee was required by Prop. 39 after the passage of Measure AA, the \$295 million facilities bond passed in November 2014 ([IIID14.1](#)). The committee monitors the District's general obligation bond expenditures to ensure integrity in the use of bond funds. Oversight of bond funds occurs through a series of regularly scheduled committee meetings ([IIID8.1](#)). The District is required to report annually through the Proposition 39 Citizen Oversight Committee Statement of Compliance, and the Measure AA Annual Report ([IIID8.3](#)).

Restricted Categorical funds and the Foundation's auxiliary activities, including fundraising efforts, also follow the College's fiscal policies and procedures ([IIID1.20](#)). State, federal, and local grants received by the College are accounted for separately ([IIID10.4](#); [IIID14.2](#)). Each grant is monitored to ensure compliance with the donor or funding agency.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.14. Internal Processes, policies, and controls are all in place to ensure that all financial resources, including the Bond, auxiliary activities, categorical grants, and fundraising efforts are used with integrity in a manner consistent with the purpose of the funding source. The College ensures that the financial operations of the College follow approved policies and procedures. Annual audits and categorical schedules and reports verify the careful handling of the College's financial resources.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Mt. San Jacinto College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with all federal requirements.

The Financial Aid Office ensures that the College is in compliance with all federal requirements in the packaging and disbursing of federal financial aid ([IIID10.3](#)). The Financial Aid Office and Business Services work collaboratively with dual responsibility in monitoring Title IV funds. The College has a separate checking account and a dedicated accountant to oversee the activity of the Federal Financial Aid Fund. The College uses Colleague to track student accounts and awards. The College contracts with a third-

party provider to process student financial aid disbursements, which ensures compliance with federal regulations.

The College student loan default rates are within the acceptable range defined by the U.S. Department of Education ([IIID15.1](#)). The default rate of Mt. San Jacinto College students has been declining. A Student Loan Guide and Financial Aid website is available to inform and assist students with the financial aid process and funding available to them ([IIID15.2](#); [IIID15.3](#)).

Joint internal reconciliations are performed between the Business Services office and the Financial Aid office for all federal awards. The annual external audit includes significant scrutiny of Title IV programs ([IIID1.19](#)). No issues have been detected within Financial Aid and drawdowns of federal funds are completed in a timely and compliant manner. No compliance deficiencies have been identified by the federal government.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The College Financial Aid and Business Services departments work together to proactively manage financial aid practices to ensure compliance. The College has set internal controls to ensure the integrity and accuracy of student grant disbursements. The departments reconcile student accounts and track U.S. Department of Education revenue versus student grants. The Title IV Federal Financial Aid program receives an annual federal audit including a visit to the Financial Aid office to test student files and packaging.

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with external entities are consistent with the mission and goals of the College. The College's contractual agreements processes follow established board policies and administrative procedures to ensure control and integrity of the College in all agreements ([IIID16.1](#); [IIID16.2](#); [IIID16.3](#); [IIID16.4](#)). Contract approvals have multiple review and approval layers ensuring that they align with the mission and goals of the College. The College uses standardized agreements that have been reviewed and approved by legal counsel, risk management, budget analysts, and contract coordinators that provide for the control of the terms and conditions to maintain the integrity and quality of programs, services, and operations.

The College has a contract process that ensures all regulations and insurance requirements are met ([IIID16.5](#); [IIID16.6](#); [IIID16.7](#)). The contract coordinators review each contract to ensure terms and conditions are met and that the agreement is written as negotiated. Contracts are not processed until the Business Services Department has received all required documentation and approvals. The College ensures that there is a termination clause in each contract that allows the College to cancel in a timely manner if circumstances require it.

Analysis and Evaluation

Mt. San Jacinto College meets Standard III.D.16. Contracting procedures support the College's mission

and goals to support students and to maintain the quality of its operations. Contracting is processed quickly while at the same time maintaining the accuracy and integrity of the process and the quality of programs.

Conclusions on Standard III.D: Fiscal Resources

Mt. San Jacinto College effectively manages its financial resources to support and sustain student learning programs, enhance institutional effectiveness, and ensure financial stability. Through a robust planning process, the College integrates financial planning with institutional goals, utilizing resource allocation models and systematic reviews to align budget priorities with educational needs. The institution maintains financial integrity through rigorous internal controls, regular audits, and transparent dissemination of financial information. This ensures that resources are used efficiently and responsibly, supporting both short-term operations and long-term obligations such as Other Post-Employment Benefits (OPEB). With conservative fiscal management and strategic planning, Mt. San Jacinto College ensures sufficient cash flow and reserves, effectively manages student loan default rates, and maintains compliance with federal requirements. Contractual agreements with external entities are aligned with the College's mission, governed by institutional policies, and designed to uphold the integrity and quality of its programs, services, and operations.

Improvement Plan(s) : Not applicable.

Evidence List

- III.D.1
 - o [IIID1.1 - BP6200 - Budget Preparation](#)
 - o [IIID1.2 - AP6200 - Budget Preparation](#)
 - o [IIID1.3 - 2024-2025 Budget Development Calendar](#)
 - o [IIID1.4 - Budget Committee Agenda/Attachment/Minutes 10-5-23 - Budget Development Calendar Approval](#)
 - o [IIID1.5 - BOT Agenda Action 11-9-23 - Budget Development Calendar](#)
 - o [IIID1.6 - 2024-2025 Budget Development Workshop \(Agenda, Presentation, Instructions, SharePoint Instructions\)](#)
 - o [IIID1.7 - 2024-2025 Budget Development Schedule of Meetings with Departments](#)
 - o [IIID1.8 - Resource Allocation Proposal \(RAP\) Form](#)
 - o [IIID1.9 - 2023-2026 Comprehensive Program Review Form](#)
 - o [IIID1.10 - 2022-2023 Annual Program Review Template](#)
 - o [IIID1.11 - Strategic Equity Plan](#)
 - o [IIID1.12 - Prioritization Allocation Rubric \(PAR\)](#)
 - o [IIID1.13 - Budget Committee Agenda/Attachment/Minutes 5-2-24 – Approval of 2024-2025 RAPs Action Item](#)
 - o [IIID1.14 - Institutional Planning Committee Agenda/Attachment/Minutes 4-16-24 – Scored RAPs Information Item](#)
 - o [IIID1.15 - Institutional Planning Committee Agenda/Attachment/Minutes Draft 5-14-24 – Scored RAPs Action Item](#)
 - o [IIID1.16 - Adopted Budget Workbook 2023-2024](#)
 - o [IIID1.17 - BOT Agenda/Attachment 5-9-24 - Quarterly Financial Status Report](#)

- o [IIID1.18 - Financial Reports Website](#)
- o [IIID1.19 - Audit - District](#)
- o [IIID1.20 - Audit - Foundation](#)
- o [IIID1.21 - Audit - Bond Financial](#)
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- o [IIID1.23 - BP6250 - Budget Management](#)
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- o [IIID1.29 - Budget Committee Agenda 12-7-23 - Audits](#)
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 - o [IIID2.1 - Educational Master Plan](#)
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 - o [IIID2.4 - Institutional Planning Committee \(IPC\) Charge](#)
 - o [IIID2.5 - IPC Agenda/Minutes 4-16-24 - Educational Master Plan Action Item](#)
 - o [IIID2.6 - IPC Agenda/Minutes 2-16-21 - Strategic Equity Plan Action Item](#)
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 - o [IIID2.7 - BOT Agenda-Attachment 2-8-24 - Governor's Proposed Budget](#)
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 - o [IIID1.17 - BOT Agenda/Attachment 5-9-24 - Quarterly Financial Status Report Agenda Item \(311Q\)](#)
 - o [IIID2.9 - BOT Agenda/Attachment 10-12-23 - Annual Financial \(2022-2023\) and Budget Report \(2023-2024\)](#)
 - o [IIID2.10 - BOT Agenda 3-14-24 - Monthly budget modifications and transfers, accounts payable, payroll, warrants and purchasing procurements](#)
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 - o [IIID2.14 - Weekly Roundup 1-30-24 Email and Purchasing Deadline Link](#)
 - o [IIID2.15 - MSJC Links Sept 2023 - MSJC Board Approves 2023024 Budget \(includes attachment\)](#)
 - o [IIID2.16 - Virtual Employee Brown Bag 2-29-24 - Budget Update](#)
 - o [IIID2.17 - All College Professional Development Day 10-21-22 - Features of MSJC Budgeting Presentation](#)
 - o [IIID2.18 - Management/Leadership Meeting 6-30-22 - Features of MSJC Budgeting Presentation](#)
 - o [IIID2.19 - Instructional Deans Retreat 7-20-22 - Features of MSJC Budgeting Presentation](#)
 - o [IIID2.20 - President's Leadership Academy 10-5-22 – Budget Presentation](#)

- o [IIID2.21 - Administrative Associates Retreat 8-2-22 - Features of MSJC Budgeting Presentation](#)
 - o [IIID2.22 - Business Services Staff Meeting Agenda 1-30-24](#)
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 - o [IIID1.6 - 2024-2025 Budget Development Workshop \(Agenda, Presentation, Instructions, SharePoint Instructions\)](#)
 - o [IIID3.2 - Executive Cabinet Meeting 4-23-24 Budget Review](#)
 - o [IIID3.3 - BOT Agenda/Presentation/Attachment 9-14-23 - Adoption of the 2023-24 Budget Presentation](#)
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- III.D.4
 - o [IIID4.1 - 2023-2024 P1 Student Centered Funding Formula \(SCFF\)](#)
 - o [IIID4.2 - Apportionment Reports – CCCCO Website - Apportionment page](#)
 - o [IIID1.16 - Adopted Budget Workbook 2023-2024](#)
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- o [IIID2.11 - Budget Committee Agenda/Minutes 3-28-24 – Budget Development Update \(Budget Development Process Review\)](#)
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- o [IIID6.4 - BOT Agenda-Attachment 5-9-24 - Quarterly Financial Status Report \(311Q\)](#)
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 - o [IIID1.23 - BP6250 - Budget Management](#)
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 - o [IIID9.2 - Adopted Budget Workbook 2023-2024 - PERS, STRS, and OPEB](#)
 - o [IIID9.3 - Adopted Budget Workbook 2023-2024 – Self Insurance, pages 43-46](#)
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 - o [IIID11.2 - CERBT Statement](#)
 - o [IIID9.2 - Adopted Budget Workbook 2023-2024 - Board Reserve pages 10-12](#)
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 - o [IIID10.3 - AP5130 - Financial Aid](#)
 - o [IIID15.1 - 2024 ACCJC Annual Fiscal Report - Loan Default](#)
 - o [IIID15.2 - 2023-2024 Federal Direct Loan Information Guide \(Student Loan Guide from Financial Aid Website\)](#)
 - o [IIID15.3 - Financial Aid Programs Web Page](#)
 - o [IIID1.19 - Audit - District - Compliance, pages 78-90](#)
- III.D.16
 - o [IIID16.1 - BP6340 - Bids and Contracts](#)
 - o [IIID16.2 - AP6313 - Contract Requests DRAFT](#)
 - o [IIID16.3 - BP6100 - Delegation of Authority](#)

- o [IIID16.4 - AP6100 - Delegation of Authority](#)
- o [IIID16.5 - Contract Process Review/Update - 8-4-22 Contracts Process Kick-off Meeting Presentation](#)
- o [IIID16.6 - Contract Process Review/Update - 10-10-22 Contracts Process Update Presentation](#)
- o [IIID16.7 - Contract Process Review/Update - 12-13-22 Contracts Process Update Presentation](#)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the Colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Mt. San Jacinto College leadership fosters an organizational culture that promotes collaboration, innovation, and excellence. The College's participatory governance structure ([IVA1.1](#)) provides the framework for encouraging and promoting the collaboration of all constituencies to actively participate and contribute to making recommendations for improvements related to programming, planning and budgeting practices, governance, and other institutional decision-making. The College's governance structure encompasses all constituents, including students, classified professional staff, faculty, and administration through participation on various committees. It is through this committee-based structure where ideas and initiatives for improvement are supported through the College's systematic integrated planning and resource allocation processes for prioritization and implementation.

The College's leadership has promoted change and innovation through a collaborative approach to scheduling to meet student demand that has drastically reduced waitlists for STEM courses ([IVA1.2](#)), particularly, Anatomy & Physiology, Chemistry, and Math, as well as in English. The decision to pursue a data informed, student-centered focus on scheduling has resulted in an increase in sections, scheduled seats, enrollments, headcount, and FTES for the past four years ([IVA1.3](#)), demonstrating our commitment to providing access. In spring 2024, the College had the highest enrollment levels in its history ([IVA1.4](#)).

Outside of the classroom, the College has made a dramatic shift from providing services almost exclusively in-person to providing services, such as counseling ([IVA1.5](#)), enrollment services ([IVA1.6](#)), and mental health ([IVA1.7](#)) online. Before COVID, students wanting to see a counselor at the start of the semester would stand in lines outside the counseling offices for hours at a time. Similarly, the queues at the bookstores ([IVA1.8](#)) would stretch long distances during the August heat as students waited to buy books and supplies. Virtual appointments and the strategic deployment of personnel to have a higher number of staff available during peak demand times has saved students time and money.

College leadership intentionally creates opportunities for all constituencies to be empowered in the institutional decision-making processes as it relates to improving practices, programs, and services for which they are involved. Beyond simple collaboration and participation, faculty, classified professional

staff, administration, and students collectively function in a solution-based growth mindset where members of the College community embrace challenges, rely upon data to inform decisions, cooperatively explore and discuss solutions and alternatives, and are open to a continual desire to learn, improve, and grow as individuals and as a larger organization.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.A.1 Through various informal and formal institutional practices and participatory governance structures, Mt. San Jacinto College ensures that faculty, classified professionals, students, and administrators are supported and encouraged to design, develop, and implement new and innovative ideas for institutional improvements. The College provides ample opportunity through the participatory governance systems and professional development, meetings, and faculty inquiry teams to encourage and promote a culture of collaboration and innovation. Institutional culture provides a foundation for improving practices, programs, and services.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Mt. San Jacinto College has established policies and procedures authorizing administrator, faculty, and classified professional staff participation in decision-making processes. In Board Policy 2510 – Participation in Local Decision-Making: Faculty, Staff, and Students ([IVA2.1](#)) – the College establishes the roles of each constituency group in the participatory governance process. The groups identified in the procedure include faculty, classified professionals, managers and administrators, and students. Through an inclusive governance structure, constituent groups are provided an equitable and substantive opportunity to participate collegially in the decision-making of the College.

Student participation occurs at the committee level, through the Student Government Association ([IVA2.2](#)), and at the level of the Board of Trustees to provide students with a voice in decision-making. A student trustee serves as part of the governing board, per Board Policy 2015 – Student Member(s) ([IVA2.3](#)). The student member is elected by the student body, for a one-year term, during Student Government Association elections in April of each academic year. The student member is entitled to attend all Board of Trustees meetings except Closed Session and participate in discussion of issues. In spring 2023, the Board of Trustees approved the opportunity for the student trustee to cast an advisory vote for all agenda items ([IVA2.4](#)).

The Mt. San Jacinto College Participatory Governance Handbook ([IVA2.5](#)) identifies the committee membership and operational guidelines for participatory governance committees. The participation of administrators, faculty, classified professional staff, and students in the establishment of policy, planning, and special projects occurs through the committee structure. All committees include administrators, faculty, classified professionals, and students as members, ensuring that all the major constituencies are heard. In decision making processes, each College constituency (classified professionals, students, and faculty) is represented by their respective senates, comprised of appointed representatives from the constituency groups. The senates have the responsibility of populating committees with their members according to areas of expertise and professional interests.

College Council ([IVA2.6](#)) is responsible for recommending to the Superintendent/President and Executive Cabinet revisions or establishment of policies and procedures with input from all constituency groups. There are additional ad-hoc task forces, workgroups, and committees that serve other various functions within the College; however, these specific committees are not considered standing Participatory Governance Committees. Although these institutional committees are not held to the same participatory governance committee standards, the committees seek representation from the various constituent groups.

The College's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness ([IVA2.7](#)). The College widely communicates the results of these evaluations and uses them as the basis for improvement ([IVA2.8](#)). All standing committees evaluate and assess goals and outcomes over a two-year cycle ([IVA2.9](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.A.2. The College follows board policies, administrative procedures, and its Participatory Governance Handbook, which authorizes participation of faculty, classified professionals, administrators, and students in decision-making processes. Through the Mt. San Jacinto College Participatory Governance structure, the College has created a collegial environment wherein inclusivity, collaboration, and transparency are fostered and supported.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Mt. San Jacinto College has implemented policies and procedures to ensure that administrators and faculty play a substantive and well-defined role in institutional governance. Board Policy 2510 – Participation in Local Decision-Making: Faculty, Staff, and Students ([IVA2.1](#)) – explicitly states that “The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.” This policy underscores Mt. San Jacinto College's recognition of the valuable contributions of constituency leadership to promote student success and the continuous improvement. As outlined in Standard IV.2.A, the policy also delineates the roles of faculty, classified professionals, students, and administrators in participatory governance.

Faculty have a defined role with primacy over curriculum development, educational program development, and program review evaluation, as outlined in the Participatory Governance Handbook ([IVA2.5](#)). This handbook specifies that the Board of Trustees will reach mutual agreement with the Academic Senate regarding faculty roles and "processes for institutional planning and budget development." Acting as an institutional manual, the Participatory Governance Handbook clearly articulates the roles and responsibilities of each constituent group and defines the institutional governance structure as well as committee structures, governance frameworks, committee membership, member responsibilities, and reporting relationships. Important campus constituency group committees and organizations, such as the Academic Senate and the Curriculum Committee, are also outlined in the handbook. Through the Participatory Governance structure all parties have a substantial voice in the development, implementation, evaluation, and assessment of institutional policies, planning, and budget.

The Academic Senate, representing the faculty of Mt. San Jacinto College as outlined in the Participatory

Governance Handbook and Board Policy 2510, has bylaws reviewed annually. These bylaws outline faculty participation in the Academic Senate, senate sub-committees, and participatory governance. The bylaws authorize the Academic Senate to appoint representatives on all Participatory Governance Committees, including College Council, Institutional Planning Committee, and the Budget Committee ([IVA3.1](#)).

The development of the 6-Year Educational Master Plan ([IVA3.2](#)) exemplifies how the College leverages the expertise of administrators and faculty in their areas of responsibility to inform planning. The Institutional Planning Committee, tri-chaired by an Academic Senate-appointed faculty, consists of representatives from faculty, management, classified staff, and the student body. This committee guides the development of the Educational Master Plan, serving as a conduit for input ([IVA3.3](#)).

Additionally, administrators, classified professional staff, and faculty play a substantial role in the budget development process and through participation in the Budget Committee which is tri-chaired by an Academic Senate-appointed faculty ([IVA3.4](#)). The budget development process, as discussed in Standard III.D.3, includes the resource allocation process derived from the program review process. Administrators and faculty provide input through fiscal management, submitting resource allocation proposals based on program needs identified through program review. Both administrators and faculty have a substantial voice in the budget development process through representation on committees where the ranking of resource allocation proposals occurs ([IVA3.5](#)) and through input provided at the Budget Committee ([IVA3.6](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.A.3. Decision-making at Mt. San Jacinto College is based on collegial consultation, a process in which appropriate constituents with specific expertise related to their areas of responsibility are encouraged to actively participate and provide input regarding recommendations for improvement. Mt. San Jacinto College's collaborative participatory governance structure supports a collegial environment in which decisions are made with confidence, transparency, consensus from all constituent groups.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Mt. San Jacinto College ensures through policy, procedures, and well-defined structures that faculty and academic administrators are responsible for making recommendations about curriculum, student learning programs and services, and other academic matters. The Mt. San Jacinto College Participatory Governance Handbook ([IVA2.5](#)) outlines how the College develops policies on academic and professional matters by either relying primarily upon the faculty or through mutual agreement.

Board Policy 4020 – Program and Curriculum Development ([IVA4.1](#)) - identifies the College's responsibility for developing programs and curriculum that is relevant to community and student needs and is evaluated regularly to ensure quality and relevance. Furthermore, the policy establishes procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

The Curriculum Committee, a subcommittee of the Academic Senate, has the responsibility (per Administrative Procedure 4020 – Program and Curriculum Development) ([IVA4.2](#)) to establish

prerequisites, co-requisites, advisories on recommended preparation, curriculum development, General Education requirements, graduation requirements, grading policies, and certain limitations on enrollment using the curriculum review process, and program discontinuance. The committee ensures that all curricular matters are responsive to the evolving educational needs and goals of the College community while preserving the mission ([IVA4.3](#)).

The College has provided reassigned time for a faculty Curriculum Chair to facilitate institutional curriculum development and maintenance efforts. The Curriculum Chair is faculty co-chair of the Curriculum Committee and works closely with the faculty Institutional Program Review and Assessment Coordinator and the Institutional Assessment and Program Review Implementation Team ([IVA4.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.4. The faculty and academic administrators at Mt. San Jacinto College have distinct responsibility for recommendations about curriculum and student learning programs and services as outlined through the Participatory Governance Handbook. Mt. San Jacinto College is in compliance with Title 5 and the Education Code.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Mt. San Jacinto College, through its system of board and institutional governance, ensures the appropriate consideration of relevant perspectives. Per Board Policy 2510 - Participation in Local Decision-Making: Faculty, Staff and Students ([IVA2.1](#))— the Board of Trustees ensures that appropriate members of the College participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the College is governed and administered. The Board of Trustees maintains a standing agenda item for constituency reports. During this time the constituencies, including Academic Senate, Classified Senate, the Student Government Association, and the Executive Cabinet leadership inform the Board of Trustees of actions/programs/processes the individual constituency groups have taken and/or are working on.

As reflected in Standard IV.A.2, the College's documented policies, procedures, and practices strongly encourage and support constituency engagement not only through participation on standing committees but also through involvement in workgroups, implementation teams, ad hoc committees, senates, unions, department, and all-faculty/staff convocations and meetings. This structure allows for consideration of ideas from every area of the College and (where appropriate) for proposals to be recommended for action.

The information contained within Board Policy 2510 ([IVA2.1](#)) and the Participatory Governance Handbook ([IVA2.5](#)), clearly defines College-wide participation in institutional governance, planning and decision-making. The College's written standard policies and procedures specify appropriate roles for faculty, classified professional staff, and students. The Participatory Governance Handbook asserts participatory roles in decision making for students, faculty, classified professionals, and administrators in the governance process. The Participatory Governance Handbook demonstrates how the committee structure utilizes relevant perspectives through representation from all constituency groups and the reporting relationship between the committees. Annually, Mt. San Jacinto College reviews the

participatory governance structure and solicits each constituent group for membership to each participatory governance committee.

Mt. San Jacinto College ensures through its governance structure that timely action is taken on institutional plans, policies, curricular change, and other key considerations. Through the Participatory Governance Handbook, the College outlines collegial consultation on academic and professional matters which includes reliance on the faculty through the Academic Senate to maintain the College curriculum. The Curriculum Committee facilitates that process with timelines and regular monthly meetings to ensure that timely action is taken on curricular change. The College has established policies and procedures to provide for the regular update of institutional plans and policies. Board Policy 2410 and Administrative Procedure 2410 ([IVA5.1](#); [IVA5.2](#)) outline the Board Policy and Administrative Procedure adoption processes and cycle for review.

The Educational Master Plan is Mt. San Jacinto College's overarching plan, developed through a collaborative and participatory process and approved by the Board of Trustees ([IVA3.2](#)). The Strategic Equity Plan ([IVA5.3](#)) provides operational tasks tied to the goals and objectives of the Educational Master plan to facilitate the realization of the plan. The College recently completed the development of the next 5-Year Educational Master Plan, approved by the Board in June 2024, and will be working on the Strategic Plan to accompany this plan in fall 2024 ([IVA5.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.5. Through its system of board and institutional governance, the institution ensures broad participation, leadership, and voice from all college constituencies: faculty, classified professionals, students, and administrators. The College's written policies and procedures clearly define the institution's participatory governance structure as well as the roles and responsibilities of key constituent groups for the purpose of ensuring a diversity of perspective in the College's decision-making processes. Through established communication and feedback structures, all constituent groups are knowledgeable about their respective roles and are involved in the decision-making endeavors specific to the expertise and responsibility of each group.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Mt. San Jacinto College documents and widely communicates its decision-making processes and the resulting decisions primarily through public record-keeping and comprehensive participatory governance structure.

The primary body responsible for communicating the decision-making process and the resulting decisions to all constituent groups is College Council ([IVA2.6](#)). The College Council consists of representatives of leadership from each respective constituent group (faculty, classified, student, and administration). College Council is the decision-making body that forwards recommendations on all participatory governance issues that do not require mutual agreement between the Academic Senate and Board of Trustees to the Superintendent/President for action or for presentation to the Board of Trustees for action. College Council also serves as the 'umbrella' for all standing committees as outlined in the Participatory Governance Handbook ([IVA6.1](#)) and provides the means for the combined thinking of faculty, staff, students, and management to be included in the formation of recommendations, except curriculum issues.

Based on feedback from the Participatory Governance evaluation process ([IVA2.7](#)), it was determined that it would be beneficial for Participatory Governance Chairs to meet on a more frequent basis as a group to share and communicate out updates to all constituent groups ([IVA2.8](#)). As a result, College Council added an additional opportunity for the tri-chairs to meet during a second monthly meeting. Additionally, to improve the effectiveness of communication to constituent groups, each constituent leadership team (Academic Senate, Classified Senate, and SGA) have added agenda items to provide opportunities on each of their respective agendas to share updates related to Participatory Governance Committee efforts and progress.

In addition to the communication through committee agendas and minutes on BoardDocs, the College also disseminates shared information and decisions through College-wide weekly email newsletters (Weekly RoundUp) ([IVA6.2](#)), monthly newsletters (MSJCLinks) ([IVA6.3](#)), and quarterly brown bags, as well as announcements and activities during staff and faculty retreats and meetings.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.A.6. The Mt. San Jacinto College's participatory governance structure ensures that decision-making and the resulting decisions are documented and communicated across the institution. Decisions are widely communicated across the College and are available to the public in BoardDocs.

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Mt. San Jacinto College's leadership, governance and decision-making structures and processes are evaluated regularly to assure their integrity and effectiveness. As part of the regular review and assessment of the College's governance structure, Mt. San Jacinto College performs a College-wide survey to illicit feedback and input regarding the effectiveness of the Participatory governance structure ([IVA2.7](#)). Specifically, the survey is disseminated to all committee chairs and members of each individual participatory governance committee. Chairs and committee members are encouraged to provide feedback pertaining to each committee of which they were a part and to also provide feedback regarding the overall structure, communication mechanisms, access to information, and roles/responsibilities of committee members. The annual participatory governance committee surveys are shared with College Council ([IVA2.8](#)), constituent leadership groups ([IVA7.1](#)), and each participatory governance group ([IVA7.2](#); [IVA7.3](#); [IVA7.4](#)) via meeting agendas posted on BoardDocs and available for review by the College community and the public.

Mt. San Jacinto College Participatory Governance committees are required to evaluate and assess the overall achievement of their objectives and goals in relation to the institutional goals. In the Participatory Governance Handbook ([IVA2.5](#)), all constituencies are accountable for the College priorities and goals. All Participatory Governance committees participate in an evaluation process. The evaluation process commences at the beginning of the academic year when each Participatory Governance committee is required to submit to the College Council the committee's charge, as well as the goals, outcomes and assessment measurements for the year ([IVA7.5](#)). During this phase of the evaluation process, committees are encouraged to assess previous year goals and progress before designing new goals ([IVA7.6](#)). Participatory Governance Committees are also encouraged to prepare short presentations and updates

to the College Council highlighting successes, goal and outcome achievements, and areas needing improvement.

Mt. San Jacinto College ensures that leadership roles are regularly evaluated to assess their integrity and effectiveness and communicates the results of the evaluations. In Board Policy 2435 – Evaluation of the Superintendent/President ([IVA7.7](#)) - the College has established the cyclical process for evaluation through a self-evaluation and evaluation by each trustee ([IVA7.8](#)). The Board of Trustees undergoes a self-evaluation process to identify accomplishments and to establish goals ([IVA7.9](#)). All administrators ([IVA7.10](#)) and managers ([IVA7.11](#)) are evaluated on a two-year cycle by their immediate supervisor ([IVA7.12](#)). Additionally, evaluations of programs and services occur through program review and are posted in the Continuous Improvement SharePoint site ([IVA7.13](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.A.7. Mt. San Jacinto College regularly evaluates its governance and decision-making structures using various assessment methods and processes. The evaluation process is integrated with strategic planning priorities and institutional goals to ensure College-wide decisions and expected outcomes are targeted to achieve the highest results in relation to student achievement and success. Results of the evaluation are widely communicated to the College community and used to identify weaknesses and develop targeted recommendations for improvements to the overall processes, structures, and procedures.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Mt. San Jacinto College ensures effective decision-making through a well-structured governance system that encourages collaboration and innovation across all constituencies. Institutional leaders promote an inclusive culture where administrators, faculty, staff, and students are empowered to contribute to improving practices, programs, and services. This collaborative approach is facilitated through systematic participatory processes, ensuring that ideas for institutional improvement are effectively planned and implemented.

The College's governance and decision-making policies and procedures are clearly defined and regularly evaluated to maintain their integrity and effectiveness. These policies ensure broad participation from all constituencies, including students, and provide a transparent framework for institutional governance. The College Council and other participatory governance committees document and communicate decisions widely, fostering a culture of transparency and continuous improvement. This approach supports the alignment of decision-making with institutional goals, ultimately enhancing the effectiveness and quality of educational programs and services.

Improvement Plan(s) : Not applicable.

Evidence List

- IV.A.1
 - o [IVA1.1 - BOT agenda 4.8.21 - Participatory Governance Recommendations – AA](#)
 - o [IVA1.2 - Enrollment Summary Dashboard - STEM waitlist reduction](#)
 - o [IVA1.3 - Enrollment Summary Dashboard - SP19-SP23](#)
 - o [IVA1.4 - BOT agenda 3.14.24 - Enrollment Management Update - AA](#)

- o [IVA1.5 - Counseling Department at MSJC - Mt. San Jacinto College website](#)
- o [IVA1.6 - Enroll at MSJC - Mt. San Jacinto College website](#)
- o [IVA1.7 - Mental Health Counseling - Mt. San Jacinto College website](#)
- o [IVA1.8 - MSJC Bookstore - Mt. San Jacinto College website](#)
- IV.A.2
 - o [IVA2.1 - BP2510 - Participation in Local Decision-Making Faculty Staff and Students](#)
 - o [IVA2.2 - SGA decision making - EMP – AAM](#)
 - o [IVA2.3 - BP2015 - Student Members](#)
 - o [IVA2.4 - BOT agenda 6.22.23 - BP2510 update - Student Advisory Vote – AA](#)
 - o [IVA2.5 - Participatory Governance Handbook 4.2024](#)
 - o [IVA2.6 - College Council Charge](#)
 - o [IVA2.7 - College Council - PG Assessment survey – AAM](#)
 - o [IVA2.8 - College Council agenda 9.11.23 - PG Assessment survey results – AAM](#)
 - o [IVA2.9 - Participatory Governance Committee Information and Forms](#)
- IV.A.3
 - o [IVA2.1 - BP2510 - Participation in Local Decision-Making: Faculty, Staff, and Students](#)
 - o [IVA2.5 - Participatory Governance Handbook 4.2024](#)
 - o [IVA3.1 - AS agenda 4.17.24 - Bylaws – AAM](#)
 - o [IVA3.2 - BOT agenda 6.13.24 - Educational Master Plan - 2024-2030](#)
 - o [IVA3.3 - IPC Agenda 10.17.23 - Educational Master Plan development – AA](#)
 - o [IVA3.4 - Budget Committee Charge](#)
 - o [IVA3.5 - Budget Committee - RAP review](#)
 - o [IVA3.6 - Budget Committee agenda 3.28.24 - Budget Development Update – AM](#)
- IV.A.4
 - o [IVA2.5 - Participatory Governance Handbook 4.2024](#)
 - o [IVA4.1 - BP4020 Program and Curriculum Development](#)
 - o [IVA4.2 - AP4020 Program and Curriculum Development](#)
 - o [IVA4.3 - Curriculum Committee agenda 8.21.23 - Committee responsibilities](#)
 - o [IVA4.4 - Curriculum Committee Operating Procedures](#)
- IV.A.5
 - o [IVA2.1 - BP2510 Participation in Local Decision-Making: Faculty, Staff, and Students](#)
 - o [IVA2.5 - Participatory Governance Handbook 4.2024](#)
 - o [IVA5.1 - BP2410 - Board Policies and Administrative Procedures](#)
 - o [IVA5.2 - AP2410 - Board Policies and Administrative Procedures](#)
 - o [IVA3.2 - BOT agenda 6.13.24 - Educational Master Plan - 2024-2030](#)
 - o [IVA5.3 - BOT agenda 1.21.21 - MSJC Strategic Equity Plan 2021-2024 - AA](#)
 - o [IVA5.4 - 2025-2028 Strategic Plan Development Timeline](#)
- IV.A.6
 - o [IVA2.6 - College Council Charge](#)
 - o [IVA6.1 - College Council agenda 5.6.24 - Participatory Governance Handbook](#)
 - o [IVA2.7 - College Council - PG Assessment survey – AAM](#)
 - o [IVA2.8 - College Council - PG Assessment Results – AAM](#)
 - o [IVA6.2 - Weekly RoundUp Email](#)
 - o [IVA6.3 - Monthly Newsletter MSJCLinks via email](#)
- IV.A.7
 - o [IVA2.7 - College Council - PG Assessment survey – AAM](#)
 - o [IVA2.8 - College Council agenda 9.11.23 - PG Assessment survey results – AAM](#)

- o [IVA7.1 - AS agenda 12.13.23 - PG Assessment Survey results - AAM](#)
- o [IVA7.2 - IPC agenda 3.19.24 - PG Assessment Survey results - AAM](#)
- o [IVA7.3 - Budget Committee agenda 10.5.23 - PG Assessment Survey results - AAM](#)
- o [IVA7.4 - College Council agenda 10.9.23 - PG Survey Results Follow Up - AA](#)
- o [IVA2.5 - Participatory Governance Handbook 4.2024](#)
- o [IVA7.5 - Participatory Governance Committee Information and Forms](#)
- o [IVA7.6 - Participatory Governance Committee Planning Reports](#)
- o [IVA7.7 - BP2432 - Evaluation of Superintendent-President](#)
- o [IVA7.8 - Superintendent-President Evaluation Questions](#)
- o [IVA7.9 - BP2745 - Board Self-Evaluation](#)
- o [IVA7.10 - BP7250 - Educational Administrators](#)
- o [IVA7.11 - BP7260 - Classified Administrators and Supervisors](#)
- o [IVA7.12 - AP7150 - Evaluation](#)
- o [IVA7.13 - Comprehensive Program Review Example – Transfer](#)

IV.B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Superintendent/President (CEO) has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness. Board Policy 2430 - Delegation of Authority to Superintendent/President ([IVB1.1](#)) - outlines the Board of Trustees delegation of primary executive responsibility to the Superintendent/President for ensuring the quality of the institution through the effective management, implementation, and execution of adopted policies and decisions of the Board of Trustees requiring administrative action. Board Policy 6100 - Delegation of Authority ([IVB1.2](#)), grants authority to the Superintendent/President to oversee general business procedures, property and contracts administration, budgeting, audit, accounting funds, supply acquisition, and asset and personnel protection. Board Policy 7110 - Delegation of Authority, Human Resources ([IVB1.3](#)), establishes the Superintendent/President's authority to authorize employment, fix job responsibilities, and perform other personnel actions.

The Superintendent/President is delegated responsibility to facilitate the review and proposed changes to board policy, utilizing recommendations from College Council for the Board of Trustees as established in Board Policy 2410 – Board Policies and Administrative Procedures ([IVB1.4](#)).

The Superintendent/President has primary oversight of the institution and all programs and operations and sets performance objectives to ensure the quality of the institution. The Superintendent/President leads the College's collaborative and participatory efforts in developing and implementing the 6-Year Educational Master Plan (EMP) ([IVB1.5](#)). The Strategic Equity Plan ([IVB1.6](#)) represents the operational tasks and activities to realize the attainment of the master plan. The Superintendent/President reports to the Board of Trustees on the progress of the performance objectives and achievement of the College.

Analysis and Evaluation

Mt. San Jacinto College meets Standard I.B.1. The Mt. San Jacinto College Board of Trustees has appointed a Superintendent/President who has primary responsibility for the quality of the institution. The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to support and reflect Mt. San Jacinto College's purpose, size and complexity. Although the Superintendent/President has ultimate authority over the College operations as outlined in Board Policy 2430 – Delegation of Authority to Superintendent/President ([IVB1.1](#)) – the Superintendent/President delegates authority to the Executive Cabinet, representing the Vice Presidents of Instruction, Career Education Nursing and Allied Health, Student Services, Business Services, Human Resources, and

Institutional Effectiveness ([IVB2.1](#)). Consistent with their respective roles and responsibilities each of the Vice Presidents reports to the Superintendent/President and manages the administrators within their respective divisions ([IVB2.2](#)).

Executive Cabinet meets weekly ([IVB2.3](#)) to discuss issues and collaboratively make data-informed decisions that are of broad scope that affect the College. A Management Leadership group also meets approximately every six weeks and consists of all administrators, including the Superintendent/President, Vice Presidents, deans, associate deans, and directors to discuss matters pertaining to the institution, receive updates and information, set planning agendas and priorities for not only their individual area of oversight but for the College as a whole ([IVB2.4](#)).

Board Policy 7110 – Delegation of Authority, Human Resources ([IVB1.3](#)) – requires the Superintendent/President to “authorize employment, fix job responsibilities, and perform other personnel actions” to ensure laws, regulations and board policies and administrative procedures have been followed. The Superintendent/President’s Office maintains the College organizational chart which clearly identifies the titles and functions of all administrative staff ([IVB2.2](#)). The administrative team at Mt. San Jacinto College consists of approximately sixty administrators. All administrators are expected to assist the College in achieving institutional goals, objectives, priorities and support student learning and achievement through administrative Program Review ([IVB2.5](#)) and the College’s master plans. Additionally, administrators are assigned to serve on various Participatory Governance committees and College workgroups and committees as appropriate.

The Superintendent/President regularly evaluates the College’s administrative structure to assess the effectiveness of the organization and determine if staffing is aligned to the institution’s purpose, size, and complexity. The Superintendent/President employs an open and collaborative approach to institutional planning and organizational structure. Per Board Policy 3100 – Organizational Structure ([IVB2.6](#)) – and Administrative Procedure 2510 – Participation in Local Decision Making ([IVB2.7](#)) – the Superintendent/President works in consultation with appropriate constituents and establishes the organizational structure of the College to account for the lines of responsibility, size, and complexity of the College’s multi-site single college district. Because Mt. San Jacinto College has several campus locations, appropriate administrative structures have been established to account for effective levels of staffing, administration, and support for the different learning sites.

Analysis and Evaluation

Mt. San Jacinto College Meets Standard IV.B.2. The Mt. San Jacinto College Superintendent/President plans, oversees, and evaluates an administrative structure that is consistent with the purpose, size, and complexity of the institution. The Superintendent/President adheres to federal and state laws, regulations and board policies and administrative procedures to ensure the College’s structure reflects the purpose, size, and complexity of the multi-site single college district. The Superintendent/President delegates authority to a core leadership team and consistently evaluates roles and responsibilities to ensure effective management and staffing. The institution’s organizational structures are regularly reviewed and evaluated to assure that quality is maintained throughout all areas of the College.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the College sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The Mt. San Jacinto College Superintendent/President guides institutional improvement of the teaching and learning environment by maintaining a collegial process that establishes values, goals, and priorities through his active leadership and involvement in the Participatory Governance structure and process ([IVB3.1](#)).

Mt. San Jacinto College, guided by the Superintendent/President and working with various committees, has a detailed institutional planning approach ([IVB3.2](#)). This includes creating plans like the Educational Master Plan ([IVB1.5](#)), three-year Strategic Plans ([IVB1.6](#)), a Facilities Master Plan ([IVB3.3](#)), and additional plans for Technology ([IVB3.4](#)), Student Equity ([IVB3.5](#)), and EEO ([IVB3.6](#)). The main focus of these plans, especially the Educational Master Plan and Strategic Equity Plan, is to shape the overall vision of the College. This involves setting institutional priorities, goals, objectives, and measurable outcomes in line with the College's mission ([IVB3.7](#)). Strategies in these plans are connected to specific, measurable, and time-bound outcomes, using performance indicators and evaluation criteria. This ensures the College can evaluate how well it achieves its goals.

The Superintendent/President consistently communicates the College's values, goals, and standards to internal and external stakeholders ([IVB3.8](#)). There are established mechanisms for engaging College members in discussions about institutional planning, standards, student achievement, teaching, and assessing student learning. Results and feedback from these discussions are integrated into program reviews, annual assessments, and decisions on allocating resources. This prioritizes initiatives that align with institutional planning, goals, and mission.

The Superintendent/President also plays a key role in developing performance standards for student achievement. There is a focus on ensuring that evaluation and planning rely on high-quality research and analysis of both internal and external data. Through the Strategic Planning process ([IVB3.2](#)), the College sets goals, objectives, and measurable outcomes directly supporting its mission. These targets are based on a thorough analysis of internal ([IVB3.9](#); [IVB3.10](#)) and external data ([IVB3.11](#); [IVB3.12](#)), reflecting the College's commitment to being data-driven.

Participatory governance committees also employ similar corresponding protocols guided by the model established by the Superintendent/President and his administrative leadership team by incorporating and integrating institutional priorities within local recommending bodies. Participatory Governance committees, outlined in the Participatory Governance Handbook ([IVB3.1](#)), build committee goals, priorities and objectives ([IVB3.13](#)) based on the approved Strategic Equity Plan institutional goals adopted by the Board of Trustees, Superintendent/President, Executive Cabinet, Institutional Planning Committee and the College Council. Just as Instruction, Student Services, and Administrative Services are required to evaluate and assess institutional effectiveness in achieving specific departmental goals linked to institutional goals and priorities, all Participatory Governance committees are required to report on

committee progress relative to the goals that each committee establishes for each planning cycle ([IVB3.14](#)) (see section IV.A for additional detail).

The Superintendent/President cultivates an institutional infrastructure where planning and data drive resource allocation and distribution. The College's educational planning is integrated with resource planning and allocation to support student achievement and learning. Mt. San Jacinto College's planning and resource allocation model directly links resource requests (Resource Allocation Proposals) ([IVB3.15](#)) to the institution's three-year Program Review, Annual Program Assessment, Strategic Equity Plan priorities and goals, ranking the requests using a rubric (Prioritization Allocation Rubric) ([IVB3.16](#)) and tracking the prioritized requests through the process until funding decisions are cycled through the Institutional Planning Committee ([IVB3.17](#)), the Budget Committee ([IVB3.18](#)), Executive Cabinet, and the Superintendent/President ([IVB3.19](#)).

Finally, the Superintendent/President in consultation with the Academic Senate via the Joint Hiring Committee ([IVB3.20](#)), directs this hiring of faculty. In addition, the hiring of classified professional staff and administrators are structured to achieve institutional priorities and goals.

Analysis and Evaluation

Mt. San Jacinto College Meets Standard IV.B.3. The Mt. San Jacinto College Superintendent/President demonstrates effective leadership by fostering a collegial environment where the faculty, classified professional staff, and students actively participate in shaping institutional policies, procedures, and practices. The collaborative approach extends to the formation of institutional values, goals, and priorities aligned with the mission. The Superintendent/President ensures the establishment of performance standards for student achievement, and the Strategic Planning process includes developing goals and priorities with corresponding performance standards. This comprehensive approach allows the College to assess its effectiveness, document improvements, and create a culture of evidence through the use of research, program review data, and learning outcome data in decision-making processes, including faculty and staff hiring, to impact student learning and achievement.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Mt. San Jacinto College Superintendent/President, working in conjunction with the Academic Senate and other constituent groups ensures that the institution complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) as outlined in Board Policy 3200 – Accreditation ([IVB4.1](#)).

The Superintendent/President has the primary leadership responsibility for accreditation and appoints an Accreditation Liaison Officer (ALO) ([IVB4.2](#)) to work with the College administration, faculty, classified professional staff, and students and with the ACCJC Commission on all matters related to institutional accreditation. The Mt. San Jacinto College ALO is an administrator at the College and currently serves as the Vice President of Student Services. The Superintendent/President leads the College's efforts in producing the Institutional Self Evaluation Report ([IVB4.3](#)).

An Accreditation Steering Committee was established and is organized into Accreditation Standard workgroups. The workgroups are led via a tri-chair structure with representation from all three

constituent groups (faculty, classified professionals, and administrators) ([IVB4.4](#)). The Superintendent/President, in collaboration with the Academic Senate, Classified Senate, and Student Government Association, worked to encourage individuals to participate and volunteer on the Standard workgroups.

The Superintendent/President in collaboration with the ALO and the Faculty ALO regularly presents accreditation updates and reports to the Board of Trustees ([IVB4.5](#)). Focused work sessions are also held with the Board of Trustees to ensure the board members are knowledgeable of their role and responsibility relative to the Accreditation Standards and are aware of any actions taken or to be taken in response to recommendations in an accreditation report.

The Superintendent/President provides accreditation updates to classified professional staff, faculty and administration during semester Town Hall meetings, brown bags, Management/Leadership meetings, and Convocation ([IVB4.6](#)). Accreditation updates are also published in the monthly College newsletter, MSJCLinks ([IVB4.7](#)), which is published on the College website and disseminated through email to all constituent groups.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.B.4. The Superintendent/President takes the primary leadership role in accreditation processes and ensures that the College meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies. The Superintendent/President, through his various communication strategies, ensures that the entire Mt. San Jacinto College community is knowledgeable regarding accreditation.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Mt. San Jacinto College Superintendent/President ensures the implementation of statutes, and governing board policies. Board Policy 2430 - Delegation of Authority to Superintendent/President - grants the Superintendent/President the authority to administer policies adopted by the Board of Trustees and execute actions taken by the Board ([IVB1.1](#)). The authority to conduct the general College business, assure proper administration of property, contracts, and the budget is outlined in Board Policy 6100 - Delegation of Authority ([IVB1.2](#)). The Board of Trustees establishes the Superintendent/President's responsibility for fiscal management of the College in accordance with Title 5 through Board Policy 6300 - Fiscal Management ([IVB5.1](#)).

Regular reviews of budgets and expenditures take place in the Executive Cabinet ([IVB5.2](#)) with the Area Vice Presidents to ensure effective budgetary control, proper alignment with the mission, and compliance with regulations and laws.

The Budget Committee, tri-chaired by the Vice President of Business Services, a faculty and classified member, is the primary governance body responsible for evaluating, developing, and recommending policies and procedures related to budget planning and disseminating information about all aspects of the College's finances. The Budget Committee makes recommendations to the Superintendent/President regarding the College budget and finances, including resource allocation priorities provided by each program review and ranked by through the Prioritization Allocation Rubric (PAR). The Superintendent/President reviews the recommendations considering the College's mission, priorities,

and resources ([IVB5.3](#)).

To ensure effective control of the College budget and expenditures, and in accordance with California Education Code, Section 8040, an independent audit ([IVB5.4](#)) is conducted each fiscal year reviewing all funds, books, and account per Board Policy 6400 – Audits ([IVB5.5](#)). A copy of the audit report is provided to the Board of Trustees for review ([IVB5.6](#)).

The Superintendent/President is delegated the executive responsibility for administering the policies adopted by the Mt. San Jacinto College Board of Trustees and executing all decisions of the Board requiring administrative action. Administrative procedures are developed and used to implement the adopted Board Policies. Consistent with Board Policy 2410 – Board Policies and Administrative Procedures ([IVB1.4](#)) – the Superintendent/President issues and revises Administrative Procedures to ensure the implementation of statutes, regulations, and make certain the overall intent of the governing board policies is supported and followed.

Through the regular and systematic review of Board Policy ([IVB5.7](#)) and Administrative Procedures ([IVB5.8](#)), the Superintendent/President assures that institutional practices are consistent with the Mt. San Jacinto College mission and policies. Changes and revisions to existing policies and procedures are subject to a regular thorough review process and ensures that governance decisions are linked to the College mission. The College subscribes to the Community College League of California (CCLC) policy and procedure update service ([IVB5.9](#)) which provides regular updates regarding new case laws or changes in legislation that would require revisions to the Board Policies and Administrative Procedures. In addition to the updates and revisions recommended through the CCLC, College departments and divisions revise existing policies, add new policies, delete obsolete policies, and follow a regular calendar of review of existing policies to ensure alignment with the College mission and goals. Recommendations for changes to Board Policies and the establishment of new policies are reviewed by College Council ([IVB5.10](#)) and forwarded to the Board of Trustees for consideration through the Superintendent/President.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.B.5. Per Board Policy 2410, the Superintendent/President is delegated executive authority from the Board of Trustees to administer adopted Board Policies. The Superintendent/President assures the implementation of statutes, regulations, and governing board policies through the regular review, development and adoption of Administrative Procedures. Through the comprehensive and thorough review process, the Superintendent/President ensures that College practices and procedures are consistent with the mission and policies. The Superintendent/President maintains financial accountability and management through Board Policy 6300, which stipulates requirements for effective control of the budget, financial planning, and resource allocation.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent/President works and communicates effectively with the communities served by the institution. The Superintendent/President supports many campus- and community-based programs within the College's service area. The Superintendent/President communicates with the College and community at Board of Trustee meetings, brown bags ([IVB6.1](#)), and through the College's website ([IVB6.2](#)).

Annually in the spring semester, the Superintendent/President provides a State of the College address for Mt. San Jacinto College partners, which includes Foundation members, community government, K-12,

industry, and non-profit organization leaders. The State of the College provides an in-depth overview of all areas of the institution including data on student demographics, student achievement and learning outcomes, highlights related to academic and CTE programs, student learning and support services, enrollment, facilities, and a financial update. ([IVB6.3](#))

The Superintendent/President regularly provides presentations to external stakeholders to communicate updates regarding the College's programs and services. Additionally, the Superintendent/President participates actively on several community and non-profit organizations, including but not limited to:

- Region 9 CEOs (Chair) ([IVB6.4](#))
- Monday Morning Group ([IVB6.5](#))
- Murrieta Temecula Group ([IVB6.6](#))
- Temecula Valley Hospital Board of Governors ([IVB6.7](#))
- PassEDA (Pass Economic Development Agency) (President) ([IVB6.8](#))
- Community College League of CA - CEOCCC Board ([IVB6.9](#))
- Hemet San Jacinto Action Group ([IVB6.10](#))
- Mt. San Jacinto College Foundation ([IVB6.11](#))

The Superintendent/President also works diligently to maintain open and effective communications with the internal College community. Through a series of brown bags ([IVB6.1](#)), Board of Trustees meeting updates, and presentations during Faculty Convocation ([IVB6.12](#)) and Classified Professional Development Day ([IVB6.13](#)), the Superintendent/President creates an organizational communication structure that supports transparency and openness.

Although the main office of the Superintendent/President is located at the Temecula Valley Campus, the Superintendent/President has office space and frequently visits each of the campus locations throughout the week to maintain visibility and accessibility to College constituents and students.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.B.6. The Mt. San Jacinto College Superintendent/ President works and communicates effectively with the communities served by the College. The Superintendent/President serves on boards and committees and is active in the College's Foundation. The Superintendent/President communicates regularly with the community through reports, townhall meetings, external group meetings and events, and the College's website. Through his leadership and participation within the community on local and regional boards, the Superintendent/President maintains awareness of the College's programs and services and ensures a deep connection between the College and the community.

Conclusions on Standard IV.B: Chief Executive Officer

Mt. San Jacinto College's Superintendent/President (CEO) ensures institutional quality by leading planning, organizing, budgeting, personnel selection, and effectiveness assessment. The CEO oversees an administrative structure aligned with the institution's size and complexity, fostering a collaborative environment for improvement. Through established policies, the CEO integrates educational planning with resource allocation, informed by high-quality research, and ensures compliance with accreditation standards. The CEO also maintains effective budget control and regular evaluations of governance structures. Active community engagement through public updates and partnerships ensures the College meets accreditation standards and serves its community effectively, focusing on student achievement and institutional excellence.

Improvement Plan(s) : Not applicable.

Evidence List

- IV.B.1
 - o [IVB1.1 - BP2430 - Delegation of Authority to Superintendent-President](#)
 - o [IVB1.2 - BP6100 - Delegation of Authority](#)
 - o [IVB1.3 - BP7110 - Delegation of Authority Human Resources](#)
 - o [IVB1.4 - BP2410 - Board Policies and Administrative Procedures](#)
 - o [IVB1.5 - BOT agenda 6.13.24 - Educational Master Plan - 2024-2030](#)
 - o [IVB1.6 - MSJC Strategic Equity Plan 2021-2024](#)
- IV.B.2
 - o [IVB1.1 - BP2430 - Delegation of Authority to Superintendent-President](#)
 - o [IVB2.1 - College Leadership - Mt. San Jacinto College website](#)
 - o [IVB2.2 - MSJC Administration by Division - Mt. San Jacinto College website](#)
 - o [IVB2.3 - Executive Cabinet weekly meeting schedule](#)
 - o [IVB2.4 - Management Leadership meeting schedule](#)
 - o [IVB1.3 - BP7110 - Delegation of Authority Human Resources](#)
 - o [IVB2.5 - Administrative Units - Comprehensive Program Review - CI SP site](#)
 - o [IVB2.6 - BP3100 - Organizational Structure](#)
 - o [IVB2.7 - AP2510 - Participation in Local Decision-Making](#)
- IV.B.3
 - o [IVB3.1 - Participatory Governance Handbook 4.2024](#)
 - o [IVB3.2 - Integrated Planning Schematic](#)
 - o [IVB1.5 - BOT agenda 6.13.24 - Educational Master Plan - 2024-2030](#)
 - o [IVB1.6 - MSJC Strategic Equity Plan 2021-2024](#)
 - o [IVB3.3 - MSJC Facilities Master Plan 2020](#)
 - o [IVB3.4 - BOT agenda 6.27.24 - Technology Master Plan - AA](#)
 - o [IVB3.5 - BOT agenda 10.22.22 - MSJC Student Equity Plan](#)
 - o [IVB3.6 - BOT agenda 1.11.24 - EEO Plan](#)
 - o [IVB3.7 - MSJC Institutional Priorities - Mt. San Jacinto College website](#)
 - o [IVB3.8 - Messages from the Superintendent-President](#)
 - o [IVB3.9 - Internal Data - Enrollment Summary Dashboard Sample](#)
 - o [IVB3.10 - Internal Data - Student Performance Data Summary Sample](#)
 - o [IVB3.11 - External Data - Lightcast Demographic Overview](#)
 - o [IVB3.12 - External Data - Lightcast Economy Overview](#)
 - o [IVB3.13 - Participatory Governance Committee Planning Reports](#)
 - o [IVB3.14 - Participatory Governance Committee Information](#)
 - o [IVB3.15 - RAP 2024-2025 YR Funding](#)
 - o [IVB3.16 - PAR 2023-2024 for 2024-25 YR Funding](#)
 - o [IVB3.17- IPC RAP review](#)
 - o [IVB3.18 - Budget Committee RAP review](#)
 - o [IVB3.19 - RAP Info Sheet 24-25 Final - EC Review](#)
 - o [IVB3.20 - Joint Hiring Committee - 2023 Agendas](#)
- IV.B.4
 - o [IVB4.1 - BP3200 - Accreditation](#)

- o [IVB4.2 - Accreditation and Affiliations - Mt. San Jacinto College website](#)
- o [IVB4.3 - Accreditation Standard Workgroups Overview](#)
- o [IVB4.4 - Standard Workgroup Membership](#)
- o [IVB4.5 - BOT agenda 11.9.23 - Accreditation Updates - AA](#)
- o [IVB4.6 - Accreditation Updates - Faculty-Staff](#)
- o [IVB4.7 - MSJC Links - March April 2024](#)
- IV.B.5
 - o [IVB1.1 - BP2430 - Delegation of Authority to Superintendent-President](#)
 - o [IVB1.2 - BP6100 - Delegation of Authority](#)
 - o [IVB5.1 - BP6300 - Fiscal Management](#)
 - o [IVB5.2 - EC agenda - Budget Review](#)
 - o [IVB5.3 - Budget Committee RAP review - AAM](#)
 - o [IVB5.4 - Audits - Mt. San Jacinto College website](#)
 - o [IVB5.5 - BP6400 - Financial Audits](#)
 - o [IVB5.6 - BOT agenda 11.9.23 - 2022-2023 District Audit - AA](#)
 - o [IVB1.4 - BP2410 - Board Policies and Administrative Procedures](#)
 - o [IVB5.7 - BOT agenda 2.8.24 - Board Policy Manual - Revisions - AA](#)
 - o [IVB5.8 - AP Update Admin Workshop + Summary](#)
 - o [IVB5.9 - CCLC Policy & Procedure Service Subscription](#)
 - o [IVB5.10 - College Council - Board Policy Updates - AAM](#)
- IV.B.6
 - o [IVB6.1 - Employee Brown Bags - Mt. San Jacinto College website](#)
 - o [IVB6.2 - Messages from the Superintendent-President - Mt. San Jacinto College website](#)
 - o [IVB6.3 - 2024 State of the College](#)
 - o [IVB6.4 - Region 9 CEO Roster 2024](#)
 - o [IVB6.5 - Monday Morning Group Officers and Directors](#)
 - o [IVB6.6 - MTG Meeting Agenda 5.2024](#)
 - o [IVB6.7 - Temecula Valley Hospital - Hospital Leadership and Board of Governors](#)
 - o [IVB6.8 - PassEDA board members](#)
 - o [IVB6.9 - CCLC Board of Directors](#)
 - o [IVB6.10 - Hemet San Jacinto Action Group](#)
 - o [IVB6.11 - MSJC Foundation Board Members - Mt. San Jacinto College website](#)
 - o [IVB6.12 - All College Convocation Agenda](#)
 - o [IVB6.13 - MSJC Classified PD Day Spring 2024](#)

IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Mt. San Jacinto Community College District is governed by a five-member Board of Trustees that has authority over and responsibility for the establishment of the College's policies ([IVC1.1](#)). The Board Policies are consistent with the provisions of the law, support the College's mission ([IVC1.2](#)), and require that quality and improvements in student learning programs are made. Board Policies are accessible on the College website. The policies and procedures are reviewed annually through an established process as outlined in detail in Standard IV.C.7.

The duties and responsibilities of the Board of Trustees are defined in the policies incorporated in Chapter 2 of the Board Policies ([IVC1.3](#)). The Board of Trustees have direct oversight of the administration, including the Superintendent/President, and the rights to approve both long-range and short-term plans, institutional priorities and goals, the general operating budget, as well as the College mission, vision, and values.

In accordance with Board Policy 2200 – Board Duties and Responsibilities ([IVC1.4](#)) – the Board of Trustees is responsible for assuring the academic quality, institutional integrity and effectiveness of the student learning programs and services, as well as the financial stability and viability of the College through the specific duties outlined in the policy. To accomplish these responsibilities and duties, the Board of Trustees ensures the collegial cooperation, meaningful input, and effective engagement of all constituent groups in the College's institutional decision-making through Board Policy 2510 - Participation in Local Decision-Making: Faculty, Staff and Students ([IVC1.5](#)). The Board of Trustees delegates authority to the Superintendent/President for carrying out the policies established through the Administrative Procedures ([IVC1.6](#)).

The fiduciary role of the Board of Trustees is defined in Board Policy 2200 – Board Duties and Responsibilities ([IVC1.4](#)). The Board of Trustees ensures fiscal stability of the College through intentional and ongoing budget planning, management, and financial reporting from College staff and administration. The Board of Trustees requires an annual review of the finances of the College through annual audits by an external agency to ensure fiscal stability of the institution. Annual audits are published and presented at public meetings (including Budget Committee and Board of Trustee meetings) and submitted to the Chancellor's Office each year. ([IVC1.7](#); [IVC1.8](#); [IVC1.9](#))

Through the Mt. San Jacinto College mission statement, the institution assumes the responsibility in providing the human and fiscal resources necessary to ensure that all programs meet rigorous academic quality standards. ([IVC1.2](#))

The Board of Trustees regularly reviews and approves educational programs to ensure that programs, degrees, certificates, and employment concentrations offered maintain academic excellence and quality. All new, revised, and existing curriculum is reviewed and approved by the Board of Trustees per Board Policy 4020 – Program, Curriculum, and Course Development ([IVC1.10](#)).

The Board of Trustees is responsible for monitoring institutional performance and educational quality to assure that the College is accomplishing its goals related to student success, achievement, and learning. The Board of Trustees regularly examines and assesses student success ([IVC1.11](#)), student achievement ([IVC1.12](#)), institution set-standards ([IVC1.13](#)), and institutional goals ([IVC1.14](#)) to support and provide

input regarding institutional plans for continuous improvement.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.1 and the Eligibility Requirement (ER) 7. Through the Mt. San Jacinto College Board Policies, mission statement, institutional plans, and budget, the Board of Trustees establishes clear responsibility for and authority over policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Board Policy 2200 defines the roles and responsibilities of the Board of Trustees to set these standards of quality, integrity, and effectiveness.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Mt. San Jacinto College Board of Trustees is committed to fulfilling its responsibilities to represent the public interest as a collective entity. Although each Board of Trustee member has something valuable to contribute ([IVC2.1](#)), the Board of Trustee members have a clear understanding that their decisions are based on what is best for the College and are approved based on a majority vote after all have had an opportunity to openly and publicly discuss College business matters and issues prior to a vote taking place. Once a decision is made, the Board of Trustees, as the legal governing unit, acts as a whole. Once the Board reaches a decision, each board member is committed to upholding the decision. Several Board Policies, including Board Policy 2200 – Board Roles and Responsibilities ([IVC1.4](#)), and Board Policy 2355 – Decorum ([IVC2.2](#)) - as well as evidence of meeting minutes illustrates the Board’s regular effective practice of ensuring a unified and collective voice once a vote is placed. Board of Trustees members have effectively engaged in debates and discussion with professionalism, courtesy, and respect.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.2. The Mt. San Jacinto College Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions while effectively advocating for the College as indicated in its monthly meeting minutes and Board Policies. Board members are afforded the opportunity to engage in debate and discuss their perspective related to decisions; however, once the Board of Trustees reaches a decision, through a majority vote, it acts as a collective entity as outlined through Board Policies.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.

Evidence of Meeting the Standard

The Board of Trustees adheres to a clearly defined policy for selecting and evaluating the Superintendent/President through Board Policy 2431 – Superintendent/President Selection ([IVC3.1](#)) and Board Policy 2435 – Evaluation of the Superintendent/President. ([IVC3.2](#))

As outlined in the policy, the Board of Trustees must establish a search process to fill a Superintendent/President vacancy which is fair, open, and complies with Title 5 regulations. The search process is comprehensive and includes the identification and approval of a search committee, a search liaison, and a selection process with an approved timeline. The search process is determined by the Board

of Trustees and is published on the Board of Trustees meeting agenda as an action item. The Board of Trustees adhered to this policy in March 2008 when the Board of Trustees had its last Superintendent/President search ([IVC3.3](#)).

In accordance with Board Policy 2435 ([IVC3.2](#)), formal evaluation of the Superintendent/President occurs every two years with a review of performance goals. The terms of the evaluation are defined in the Superintendent/President's employment contract ([IVC3.4](#)). Formal evaluation of the Superintendent/President measures overall administrative performance on implementation of Board Policies and achievement of institutional goals and objectives mutually determined by the Board of Trustees and the Superintendent/President ([IVC3.5](#)). The establishment of performance criteria related to institutional needs, planning, and priorities takes place during Closed Session of the Board of Trustees ([IVC3.6](#)). Progress related to the Superintendent/President's goals are shared with governing members during the Superintendent/President updates during the Board of Trustees meetings, regular presentations in board meetings, and in the Superintendent/President's monthly email communications with governing board members.

The Board of Trustees has evaluated the Superintendent/President in regular intervals in accordance with the administrative procedures outlined in the Board Policy. The most recent Superintendent/President evaluation took place in summer 2022 ([IVC3.6](#)). The evaluation process resulted in a new three-year employment contract with the Board of Trustees and the current Superintendent/President, Dr. Roger W. Schultz ([IVC3.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.3. The Mt. San Jacinto College Board of Trustees follows an established Board Policy and administrative process for conducting a search and selecting a Superintendent/President. The Board of Trustees last selected a permanent chief administrator in 2008 utilizing the processes outlined in the Board Policy 2431. The Board of Trustees evaluates the current Superintendent/President in accordance with Board Policy 2435.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Mt. San Jacinto College Board of Trustees is an independent, policy-making body elected by the voters residing in the College's 1,700 square mile service area. As defined in Board Policy 2100 ([IVC4.1](#)) – Governing Board Elections - the Board of Trustees is comprised of five members elected to represent distinct geographic regions within the College's service area. Board of Trustee members are elected from each area serving a four-year term of service. ([IVC4.2](#)).

A student trustee also serves as part of the governing board, per Board Policy 2015 – Student Member(s) ([IVC4.3](#)). The student member is elected by the student body, for a one-year term, during student government association elections in May of each academic year. The student member attends all Board of Trustees meetings except Closed Session and participates in discussion of issues. In spring 2023, the Board of Trustees approved the opportunity for the student trustee to cast an advisory vote for all agenda items ([IVC4.4](#)).

Board Policy 2200 – Board Duties and Responsibilities ([IVC1.4](#)) – defines the Board's role to represent the public interest, advocate and protect the College and uphold a code of ethics and conflict of interest

policy that provides a clear framework for the Board to operate as an independent, policy-making entity, free from both internal and external influence or politics. Additional protection from undue influences is supported through Board Policy 2716 – Political Activity ([IVC4.5](#)) – which restricts the Board from using College funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate.

Board Policy 2710 – Conflict of Interest ([IVC4.6](#))– and Board Policy 2715 – Code of Ethics/Standards of Practice ([IVC4.7](#)) – ensures that conflicts of interest do not exist with the Board of Trustees. No Board of Trustee members are employees of the institution. According to Board Policy 2710, an employee of the College may not be sworn into office as an elected or appointed member of the governing board unless they resign.

The Board of Trustees regular meeting agendas ([IVC4.8](#)) are published and disseminated to the public via BoardDocs ([IVC4.9](#)). Each Board of Trustees meeting includes two public comment sessions where members of the public may address agenda items and items not listed on the agenda ([IVC4.10](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.4. The Mt. San Jacinto College governing board is an independent, policy-making body with the responsibility for reflecting the public interest in the educational quality of the institution. As outlined in the Board Policies, specifically Chapter 2, the Board adheres to policies outlining code of conduct and conflict of interest to ensure that there are protocols safeguarding the institution from undue influence or political pressure. The public is given opportunities to participate in the governance process and give input through public comment sessions during monthly Board of Trustees meetings.

IV.C.5. The governing board establishes policies consistent with the College/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Mt. San Jacinto College Board of Trustees has established Board Policies and Administrative Procedures that are consistent with the mission of the College which ensure the quality, integrity, and improvement of student learning programs and services, along with the necessary resources to support those priorities. The College subscribes to the Community College League of California’s (CCLC) Policy and Procedure service that provides recommendations and samples of policies and procedures in compliance with state and federal regulations and align with standards related to academic integrity and educational quality in California ([IVC5.1](#)). Board Policy 2200 – Board Duties and Responsibilities ([IVC1.4](#)) – defines the Board of Trustees’ authority and responsibility for all aspects of the College’s operations and decision-making.

Policies established by the Board of Trustees support the mission and ensure the quality and improvement of student learning programs and services be a consideration for any evaluation and changes in policies and procedures made by the Board. Policy changes and revisions are subject to a regular thorough review process that involves various divisions, unit, and participatory governance committee participation that reflects all constituent groups throughout the College. Program quality, integrity, and continued improvement of programs and services are effectively addressed during these processes and reviews. The College Council, with representation from all constituencies, review and

recommend academic and student support policies and procedural changes ([IVC5.2](#)), which are then brought forward to the Board of Trustees for review and ultimate approval.

The Mt. San Jacinto College Board of Trustees formally approves the mission, vision, and values statements for the College ([IVC5.3](#)). These statements represent the founding principles for the entire institution and set the focus for all planning and resource allocation prioritizations. The College's mission statement is developed through a comprehensive participatory governance process, as outlined in Standard I.A., and is revised through this process over a three-year cycle ([IVC5.4](#)). Board policies, procedures, and actions of Mt. San Jacinto College are consistent with the mission statement and ensure the quality and integrity of student learning programs and services.

Through the master planning processes, which includes the Educational Master Plan ([IVC1.14](#)), Strategic Equity Plan ([IVC5.5](#)), Facilities Master Plan ([IVC5.6](#)), as well as other core institutional planning documents, the Board of Trustees formally approves and adopts measurable institutional goals and priorities ([IVC5.7](#)) that describe the Board's expectations related to academic quality, integrity and improvement. Board minutes illustrate how the Board of Trustees makes decisions on these areas of focus and allocate sufficient resources to ensure the successful achievement of goals.

In accordance with the Education Code and Title 5, the Board of Trustees has the authority for educational quality, legal matters, and financial integrity of the College. The Board of Trustees is regularly updated and advised regarding all legal, financial, and educational or academic quality issues by the Superintendent/President, the Executive Cabinet, and faculty and classified professional staff through various reports, presentations, and work sessions ([IVC1.12](#)). Given that planning drives resource allocation, the Board of Trustees is provided with a detailed cost analysis, background material and evidence, and performance indicator data and research analysis to keep them fully informed regarding issues impacting the College ([IVC5.8](#)). As a result, the Board of Trustees can make informed decisions and establish institutional priorities and policies that adequately and sufficiently allocate resources to support academic quality, institutional integrity, and improvement of student learning.

To maintain accountability and ensure that the College is working toward improvement and achievement of institutional goals to support student success and achievement ([IVC1.11](#)), the Board of Trustees is aware and knowledgeable about the College's Institution-set standards and the College's progress related to performance metrics. ([IVC1.13](#))

The decisions and actions of the Board of Trustees are considered final and not subject to the actions of any other entity, apart from being subject to binding arbitration in the event of a formal grievance. The Mt. San Jacinto College Board of Trustees is the ultimate determinative body for the College.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.5. The Board of Trustees works to ensure that all Board decisions support institutional goals, quality, integrity, and improvement through its policies, the College's mission statement, institutional planning and resource allocation structures. The Board has approved policies, institutional goals or other formal statements that describe governing board expectations for quality, integrity, and improvement of student learning programs and services. The Board of Trustees is aware of institution-set standards and analysis of results that have led to the improvement of student achievement and learning. The governing board is an independent decision-making body. Its actions are final and not subject to the actions of any other entity.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Mt. San Jacinto College publishes electronically on the College's website, Board Policies and Administrative Procedures that specify the Board of Trustees' size, duties, responsibilities, structure, and operating procedures. The Board Policies in Chapter 2 ([IVC1.3](#)) align with this standard and include the following: Board Policy 2010 – Board Membership ([IVC1.1](#)), Board Policy 2200 – Board Duties and Responsibilities ([IVC1.4](#)), Board Policy 2210 – Officers ([IVC6.1](#)), Board Policy 2220 – Committees of the Board ([IVC6.2](#)), Board Policy 2330 – Quorum and Votes ([IVC6.3](#)), and Board Policy 2410 – Board Policies and Administrative Procedures ([IVC6.4](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.6. All Board of Trustees bylaws, policies and administrative procedures related to size, duties, responsibilities, structure, and operating procedures are published and accessible to the public on BoardDocs from the College website.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Mt. San Jacinto College Board of Trustees acts in a manner consistent with its policies and bylaws. There is a regular and systematic review of policies, procedures, and bylaws to ensure consistency and effectiveness of the Board of Trustees and the College as established in Board Policy 2410 – Board Policies and Administrative Procedures ([IVC6.4](#)). Board Policies are reviewed over a three-year cycle ([IVC7.1](#)).

As previously outlined in Standard I.B.5 the policy review process is coordinated through the Superintendent/President's Office. Upon receiving updates from the Community College League of California (CCLC) ([IVC7.2](#)), new policies and administrative procedures, or revisions to existing policies and procedures, are tracked in the President's Office Policy and Procedure process ([IVC7.3](#)). The respective College departments are identified for the delegation of responsibility of updating the Board Policies and Administrative Procedures. The College has developed an Annual Tracking and Request for Changes Form used for each Board Policy and Administrative Procedure ([IVC7.4](#)). The President's Office distributes a Board Policy and Procedures Update memo for each Board Policy and Administrative Procedure. This memo summarizes the revisions from the CCLC as well as the Board Policy and Administrative Procedure changes indicated from the CCLC ([IVC7.5](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.7. The Mt. San Jacinto College Board of Trustees acts in a manner that is consistent with board policies, procedures, and bylaws. The policies have been written to be consistent with the provisions of law and statute, in alignment with the effective operation of the institution and the fulfillment of the mission. The Board of Trustees has a clear policy and procedure for the regular and systematic assessment and review of the Board Policies. The subscription service with the CCLC, feedback and input from divisions/departments, as well as the comprehensive vetting process through the participatory governance structure, makes certain that the College's policies and procedures provide the foundation and framework for all actions made by the Board of Trustees.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Mt. San Jacinto College Board of Trustees ensures the institution is accomplishing its goals for student success through regular review of key indicators of student learning and achievement through the following:

Educational Master Plan: The Board of Trustees regularly reviews institutional plans for improving academic quality at regular meetings of the Board. Mt. San Jacinto College develops a six-year educational master planning document on a regular cycle. The Educational Master Plan contains priorities for student success. The Strategic Equity Plan operationalizes the Educational Master Plan by establishing objectives and activities developed to meet the priorities of the Educational Master Plan. As the College finalized the next iteration of its Educational Master Plan, the Board of Trustees had an opportunity to review and provide feedback into the final planning document outlining the College's priorities. The Board of Trustees also reviews all other major master planning documents including, but not limited to, the Facilities Master Plan, Student Equity Plan, Technology, etc. ([IVC1.14](#))

ACCJC Annual Report: The ACCJC Annual Report, as well as all Accreditation reports, are shared with the Board and includes a summary of how the College is performing in accomplishing goals for student success and includes institutional data provided by the Office of Institutional Effectiveness that include key indicators of student learning. ([IVC1.13](#))

Ongoing Monitoring and Review: The Superintendent/President, in consultation with the Board Chair, ensures all presentations, information items, and action items are aligned with the mission. This allows the Board to continually engage, monitor, review, and discuss goals for student success and key indicators of student learning and achievement and institutional plans for improving academic quality as a part of their regular and special meetings and board work sessions. Data related to student success and achievement ([IVC1.11](#)) are also typically embedded in academic programs ([IVC8.1](#)), student support services ([IVC8.2](#); [IVC8.3](#)), and institutional initiatives ([IVC8.4](#)) presentations given during Board of Trustees meetings.

In addition to the key performance indicators established through the Institution-Set Standards, the Board of Trustees has reviewed qualitative data specific to student success and engagement. The Community College Survey of Student Engagement (CCSSE) was recently completed in fall 2023. Results of the survey were analyzed, disaggregated, and presented to the Board of Trustees to better inform the governing board regarding student and faculty perceptions in comparison to the quantitative data collected and reported by the Office of Institutional Effectiveness. ([IVC8.5](#))

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.8. The Mt. San Jacinto College Board of Trustees is regularly informed on key performance indicators related to student achievement and learning. The Board of Trustees has demonstrated commitment to learning and academic quality through the regular and effective review and approval of major institutional plans, institutional performance indicators, and student learning metrics.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Mt. San Jacinto College maintains an on-going training program for Board of Trustees development, including a new member orientation. Over the past six years, Mt. San Jacinto College has experienced significant changes to the five-member Board, with the election of three new Board of Trustee members. ([IVC9.1](#))

As each of the new Board of Trustee members is elected and/or appointed, the Superintendent/President provides the initial governing board orientation to familiarize the Trustee member with Mt. San Jacinto College policies and processes. An initial orientation for new members is completed within the first month of being elected. This initial orientation is facilitated by the Superintendent/President and includes information specific to participatory governance structures, Brown Act, College organizational structures, and basic College operations to ensure a smooth transition onto the Board of Trustees. Board of Trustee members also meet with key division leadership (Business Services, Student Services, Instruction, Human Resources, and Institutional Effectiveness) to become aware of and knowledgeable regarding budget and allocation practices, human resources (recruitment, hiring, and negotiations), institutional data and performance metrics, academic programs, and support services at the College.

New Board of Trustee members are provided with a robust inventory of resources including the Board Policies and Administrative Procedures, Community College League of California (CCLC) Trustee Handbook, a copy of the Participatory Governance Handbook, copies of the major College plans (Educational Master Plan, Facilities Master Plan, and Strategic Equity Plan), and other relevant materials to help inform and educate the new member on the College and his/her/their role as a Trustee. Additional resources provided to the new Trustee members include information relevant to the accreditation processes and procedures. This comprehensive new member orientation ensures that all members of the Board of Trustees are informed regarding all aspects of the College policies, procedures, and processes.

Additionally, the Mt. San Jacinto College Board of Trustees actively engages in a regular program of board professional development. Board Policy 2740 - Board Education ([IVC9.2](#)) -- outlines the Board of Trustee's commitment to ongoing development as a governing board. Evidence of this commitment to training and development occurs during regular Board of Trustee meetings and includes comprehensive presentations on various topics, initiatives, and updates regarding College programs and services. Annual Board of Trustees retreats ([IVC9.3](#)), and extended work sessions ([IVC9.4](#)) are offered throughout the year and provide topics of varying interests and within the scope of board development. Board of Trustee members also regularly attend and participate in regional, state, and national conferences and provide updates during their respective Trustee reports during each Board of Trustee meeting. Additionally, Board of Trustee members' active participation in local, community, and state-wide organizations further their professional development and growth. The Board of Trustees belongs to the Community College League of California and the Association of Community College Trustees.

Finally, the Board of Trustees has a mechanism for providing continuity of board membership and staggered terms of office. Board Policy 2100 – Board Elections ([IVC4.1](#))– outlines the election process for board members. The policy ensures each trustee shall serve a four-year term and that elections will be held every two years in even numbered years so that terms are staggered. Vacancies on the Board provide a criterion for when provisional appointment to fill a vacancy is allowed and an election is required for filling a vacancy to provide continuity for the Board in the event of a vacancy. ([IVC9.5](#); [IVC9.6](#))

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.9. Systematic orientation and development are established goals for the Mt. San Jacinto College Board of Trustees. The Board of Trustees regularly participates and engages in an ongoing professional development program that includes training locally at the College as well as opportunities to attend regional, state and national conferences to support Trustee leadership and governance. A new member orientation is in place and provided for all new members as they are elected and/or appointed. Board continuity is sustained through a policy outlining board membership and staggered terms of office.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

In alignment with Board Policy 2745 - Board Evaluation Process ([IVC10.1](#)) – the Mt. San Jacinto College Board of Trustees is committed to assessing its performance as a Board to evaluate its effectiveness in promoting academic quality and institutional advancement. To that end, the Board of Trustees assesses its strengths, areas in which it may improve the role, responsibility and functioning of the Board, and alignment with the institution's mission and strategic goals.

The Board of Trustees established a timeline to self-evaluate and develop measurable goals biennially. The results of the Board of Trustee Evaluation are tabulated by the Office of Institutional Effectiveness and are presented in a Board of Trustees Self-Evaluation Summary Report ([IVC10.2](#)). Results are used to improve performance, academic quality, and institutional effectiveness through the development of Board goals. The Board of Trustee Self-Evaluation results and goals are published on BoardDocs. The most recent Board Self-Evaluation occurred in spring 2022, with the Board of Trustees formally adopting the 2023-2025 Board Goals on October 13, 2022 ([IVC10.3](#)).

The regular biennial Board of Trustees self-evaluation process is facilitated by the Superintendent/President along with leadership from the Office of Institutional Effectiveness during open sessions of the Board of Trustees meetings. As part of its self-evaluation process, the Board of Trustees provides feedback regarding the instrument to be used. During the last iteration, the Board of Trustees provided feedback on the questions and statements in key functional areas of Board leadership and governance. Board members use the assessment tool to describe the performance of the collective Board rather than as an individual member. ([IVC10.4](#))

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.10. Mt. San Jacinto College Board of Trustees follows its policy to perform a self-evaluation biennially, as defined in Board Policy 2745. The Board of Trustees uses the evaluative process to quantify its efficacy as a Board to promote and sustain academic quality and institutional effectiveness. Results of the self-evaluation process guide and direct the development of Board Goals to ensure improvements regarding the Board of Trustees' role, function, and overall effectiveness.

IV.C.11. *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

Evidence of Meeting the Standard

The Mt. San Jacinto College Board of Trustees upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The Board of Trustees has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. Board Policy 2715 – Code of Ethics/Standards of Practice ([IVC4.7](#)), establishes guidelines for ethical conduct for the Board. The policy also contains a Censure procedure that states that Board members will be prepared to investigate the factual basis behind any charge or complaint of the Board member misconduct.

Board of Trustee members follow Board Policy 2710 - Conflict of Interest ([IVC4.6](#)), and a corresponding Administrative Procedure 2710 ([IVC11.1](#)) that dictates that Board members do not have employment, family, ownership, or other personal financial interest in the institution. Board members' interests are fully disclosed annually through the filing of the Statement of Interest Form 700 from the California Fair Political Practices Commission ([IVC11.2](#)). Board members are required to recuse themselves from discussing or voting on College business that might be considered a Conflict of Interest. Minutes of various Board meetings illustrate instances where Board members have recused themselves because of adherence to this policy.

Through the adherence to this Board Policy and Administrative Procedure, Board of Trustees' interests do not interfere with the impartiality of Board of Trustee members or outweigh the greater duty to secure and ensure academic and fiscal integrity of the institution. Board members are provided with comprehensive training during a Board Work Session outlining the conflict of interest rules and regulations.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.11 and Eligibility Requirement 7. All members of the Board of Trustees uphold a Code of Ethics and Conflict of Interest Policy. Members of the Board of Trustees are required to recuse themselves from discussion or voting related to College business when a conflict of interest arises. Board of Trustee members also submit and file a Statement of Interest Form 700 from the California Fair Political Practices Commission. The Mt. San Jacinto College Board of Trustees has a specific procedure that outlines the process for how the Board addresses breaches to the established Code of Ethics policy.

IV.C.12. *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

Evidence of Meeting the Standard

Through Board Policy 2430 – Delegation of Authority to Superintendent/President ([IVC1.6](#))– the Board of Trustees delegates the executive responsibility to the Superintendent/President (CEO) for administering

policies adopted by the Board, executing the decisions of the Board requiring administrative action, and accounting for the operation of the single-college District without Board interference. The Board Policy also establishes the practice for ensuring the Superintendent/President maintains compliance with all applicable laws and regulations and performs all job duties and goals developed in consultation with the Board.

The Board of Trustees and the Superintendent/President work collaboratively to develop 2-year performance goals using the Superintendent/President job description ([IVC12.1](#)), the College's Strategic Equity Plan priorities and goals, and the Educational Master Plan. The Board of Trustees hold the Superintendent/President accountable for the performance goals, job duties, and effective College operations discussed in detail in Standard IV.B through an evaluation review. ([IVC3.6](#))

The Board President and the Superintendent/President cooperatively develop the format for the board agendas and outline the types of reports, presentations and work sessions that best inform the Board of Trustee members regarding institutional progress on accreditation ([IVC12.2](#)), student success ([IVC1.11](#)), institutional effectiveness ([IVC5.8](#); [IVC1.12](#)), program and support services ([IVC12.3](#); [IVC8.3](#)), internal/external environmental scans ([IVC12.4](#)), and data on institutional performance measures (student achievement and outcomes) ([IVC1.13](#)). These reports enable the Board of Trustees to monitor educational quality, legal matters, financial integrity, and evaluate the effectiveness of the Superintendent/President.

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.12. The Mt. San Jacinto College Board of Trustees adheres to Board Policy 2430 and delegates full authority and responsibility to the Superintendent/ President. The Board of Trustees holds the Superintendent/President accountable for the effective College operations, performance goals, and compliance to all relevant laws, regulations, and reporting requirements. The Board of Trustees monitors progress related to institutional performance and the Superintendent/President's achievement of goals through regular reports and presentations provided during the Board of Trustees meetings.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Mt. San Jacinto College Board of Trustees is informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. Board Policy 3200 – Accreditation ([IVC13.1](#)) - ensures the Superintendent/President keeps the Board informed of actions taken regarding the accreditation process. The Board of Trustees is informed about all aspects of the accreditation process through presentations at regular meetings of the Board and work sessions. The Board of Trustees review and/or approve reports to the ACCJC including the ISER ([IVC13.2](#)), follow-up reports, midterm reports ([IVC13.3](#)), the ACCJC Annual and Fiscal Reports ([IVC1.13](#)), Substantive Change Reports ([IVC13.4](#)), and other major correspondence with the Commission. All outcomes of the accreditation process including ACCJC External Evaluation Team exit reports and reaffirmation of accreditation letters are reviewed by the Board ([IVC13.5](#)).

The Board of Trustees receives training about the accreditation process, Accreditation Standards, Eligibility Requirements, and Commission Policies. In fall 2023, as the College was in the process of formulating the timelines and strategies for developing the 2024 Institutional Self Evaluation Report, the Board of Trustees participated in an in-depth Board Work Session where they received specific training and information relative to the overall accreditation process. The Accreditation Liaison Officer presented information specific to the ISER process, timelines, outlined the role of faculty, classified professional staff, administrators, and students, and provided an overview regarding the Accreditation Standards, Quality Focus Essay, Eligibility Requirements, and Commission Policies. Board members are guided through the Commission's documents and resources and discuss their role in the institutional self-evaluation report process. ([IVC13.6](#))

Throughout the development of the ISER, the ALO and Faculty ALO made numerous presentations regarding the drafts, accreditation updates, and evidence collection to the Board of Trustees. Board members were provided opportunities to offer feedback regarding each Accreditation Standard draft and other ISER sections during the regularly scheduled Board meetings. The Board of Trustees served as the primary review body for all drafts and revisions of Standard IV.C. The ISER was formally presented to the Board of Trustees as an Information item and Action item at the two June 2024 Board meetings ([IVC13.2](#)).

Analysis and Evaluation

Mt. San Jacinto College meets Standard IV.C.13. The Board of Trustees is knowledgeable about its role in the accreditation processes of the College. The Superintendent/President, the Accreditation Liaison Officer, and the Faculty Accreditation Liaison Officer provide regular updates to the Board of Trustees to keep them informed, enabling them to develop policies that support the College's capacity to improve and excel as an institution of higher education.

Conclusions on Standard IV.C: Governing Board

The Mt. San Jacinto College District Board of Trustees ensures academic quality, integrity, and effectiveness of student learning programs and services, while maintaining the institution's financial stability. Comprised of five elected members and a student trustee, the Board operates under clear policies, including Board Policy 2200, which outlines their duties and responsibilities. The Board establishes and reviews policies that align with the College's mission, regularly assesses institutional performance and financial reports, and engages in ongoing professional development. The Board acts collectively and adheres to policies for selecting and evaluating the CEO, ensuring no undue influence or conflict of interest. Regular evaluations and training sessions keep the Board informed on accreditation standards and institutional goals, facilitating informed decision-making to support continuous improvement and student success.

Improvement Plan(s) : Not applicable.

Evidence List

- IV.C.1
 - o [IVC1.1 - BP2010 - Board Membership](#)
 - o [IVC1.2 - BP1200 - District Mission](#)
 - o [IVC1.3 - Board Policies - Chapter 2](#)

- o [IVC1.4 - BP2200 - Board Duties and Responsibilities](#)
- o [IVC1.5 - BP2510 - Participation in Local Decision-Making Faculty, Staff and Students](#)
- o [IVC1.6 - BP2430 - Delegation of Authority to Superintendent-President](#)
- o [IVC1.7 - BOT Agenda Nov. 9, 2023 - 2022-23 District Independent Audit](#)
- o [IVC1.8 - BOT Agenda Nov. 9, 2023 - 2022-23 Measure AA Independent Audit](#)
- o [IVC1.9 - BOT Agenda Nov. 9, 2023 - 2022-23 District Foundation Independent Audit](#)
- o [IVC1.10 - BP4200 - Program, Curriculum and Course Development](#)
- o [IVC1.11 - BOT agenda 5.9.24 - Student Success and Retention Update - AA](#)
- o [IVC1.12 - BOT agenda 3.14.24 - Enrollment Management Update - AA](#)
- o [IVC1.13 - BOT agenda 4.11.24 - ACCJC Annual and Fiscal Reports - AA](#)
- o [IVC1.14 - BOT agenda 6.13.24 - Educational Master Plan 2024-2030 - AA](#)
- IV.C.2
 - o [IVC2.1 - Board of Trustees Mt. San Jacinto College website](#)
 - o [IVC1.4 - BP2200 Board Duties and Responsibilities](#)
 - o [IVC2.2 - BP2355 Decorum](#)
- IV.C.3
 - o [IVC3.1 - BP2431 - Superintendent/President Selection](#)
 - o [IVC3.2 - BP2435 - Evaluation of Superintendent-President](#)
 - o [IVC3.3 - BOT agenda 3.13.08 - Superintendent-President Search](#)
 - o [IVC3.4 - BOT agenda 11.10.22 - Superintendent-President three-year contract](#)
 - o [IVC3.5 - AP2410 - Policy and Administrative Procedures](#)
 - o [IVC3.6 - BOT agenda 4.8.21 - Superintendent-President Performance Evaluation - AA](#)
- IV.C.4
 - o [IVC4.1 - BP2100 - Board Elections](#)
 - o [IVC4.2 - MSJC Service Area & Trustee Area Map](#)
 - o [IVC4.3 - BP2015 - Student Member\(s\)](#)
 - o [IVC4.4 - BOT agenda 6.22.23 - BP2510 update - Student Advisory Vote - AA](#)
 - o [IVC1.4 - BP2200 Board Duties and Responsibilities](#)
 - o [IVC4.5 - BP2716 - Political Activity](#)
 - o [IVC4.6 - BP2710 - Conflict of Interest](#)
 - o [IVC4.7 - BP2715 - Code of Ethics/Standards of Practice](#)
 - o [IVC4.8 - BP2340 - Agendas](#)
 - o [IVC4.9 - BP2310 - Regular Meetings of the Board](#)
 - o [IVC4.10 - BP2345 - Public Participation at Board Meetings](#)
- IV.C.5
 - o [IVC5.1 - CCLC Policies and Procedures Services](#)
 - o [IVC1.4 - BP2200 Board Duties and Responsibilities](#)
 - o [IVC5.2 - College Council - Board Policy Updates - AAM](#)
 - o [IVC5.3 - BOT agenda 3.14.24 - Revision of BP1200 - District Mission - AA](#)
 - o [IVC5.4 - BOT agenda 12.14.23 - MSJC Mission Statement - AA](#)
 - o [IVC1.14 - BOT agenda 6.13.24 - Educational Master Plan 2024-2030 – AA](#)
 - o [IVC5.5 - BOT agenda - MSJC Strategic Equity Plan 2021-2024 – AA](#)
 - o [IVC5.6 - BOT 9.2.22 - LPA Facilities Update](#)
 - o [IVC5.7 - MSJC Institutional Priorities - Mt. San Jacinto College website](#)
 - o [IVC1.12 - BOT agenda 3.14.24 - Enrollment Management Update - AA](#)
 - o [IVC5.8 - BOT agenda 2.8.24 - California Community College System Overview -AA](#)
 - o [IVC1.11 - BOT agenda 5.9.24 - Student Success and Retention Update - AA](#)
 - o [IVC1.13 - BOT agenda 4.11.24 - ACCJC Annual and Fiscal Reports - AA](#)

- IV.C.6
 - o [IVC1.3 - Board Policies - Chapter 2](#)
 - o [IVC1.1 - BP2010 - Board Membership](#)
 - o [IVC1.4 - BP2200 - Board Duties and Responsibilities](#)
 - o [IVC6.1 - BP2210 - Officers](#)
 - o [IVC6.2 - BP2220 - Committees of the Board](#)
 - o [IVC6.3 - BP2330 - Quorum and Votes](#)
 - o [IVC6.4 - BP2410 - Board Policies and Administrative Procedures](#)
- IV.C.7
 - o [IVC6.4 - BP2410 - Board Policies and Administrative Procedures](#)
 - o [IVC7.1 - BOT agenda 2.8.24 - Board Policy Manual - Revisions – AA](#)
 - o [IVC7.2 - CCLC Statewide Policy & Procedure Update Summary](#)
 - o [IVC7.3 - Summary of Revisions to Board Policies & Administrative Procedures - SU2023](#)
 - o [IVC7.4 - Tracking and Request for Changes Form - SU24 IE](#)
 - o [IVC7.5 - CCLC Statewide Policy & Procedure Services - Update 43](#)
- IV.C.8
 - o [IVC1.14 - BOT agenda 6.13.24 - Educational Master Plan 2024-2030 – AA](#)
 - o [IVC1.13 - BOT agenda 4.11.24 - ACCJC Annual and Fiscal Reports - AA](#)
 - o [IVC1.11 - BOT agenda 5.9.24 - Student Success and Retention Update - AA](#)
 - o [IVC8.1 - BOT agenda 6.8.23 - Annual Distance Education Update - AA](#)
 - o [IVC8.2 - BOT agenda 5.9.24 - Student Government Association - AA](#)
 - o [IVC8.3 - BOT agenda 4.13.23 - Student Health Centers Presentation – AA](#)
 - o [IVC8.4 - BOT agenda 6.23.22 - Latinx-Chicanx-Hispanic Update - AA](#)
 - o [IVC8.5 - BOT agenda 5.9.24 - Community College Survey of Student Engagement \(CCSSE\)](#)
- IV.C.9
 - o [IVC9.1 - MSJC News - MSJC Board - New Member announcements](#)
 - o [IVC9.2 - BP2740 - Board Education](#)
 - o [IVC9.3 - BOT agenda 2.2.24 - Board Retreat](#)
 - o [IVC9.4 - BOT agenda 9.14.23-8.10.23 - Board Work Session - AA](#)
 - o [IVC4.1 - BP2100 - Board Elections](#)
 - o [IVC9.5 - BP2110 - Vacancies on the Board](#)
 - o [IVC9.6 - AP2110 - Vacancies on the Board](#)
- IV.C.10
 - o [IVC10.1 - BP2745 - Board Self-Evaluation](#)
 - o [IVC10.2 - BOT Retreat agenda 3.31.22 - 2023-2025 BOT Goals - AA](#)
 - o [IVC10.3 - BOT agenda 10.13.22 - Board Goals 2023-2025 - AA](#)
 - o [IVC10.4 - BOT Retreat agenda 6.2.22 - Board Goals 2023-2025 - AA](#)
- IV.C.11
 - o [IVC4.7 - BP2715 - Code of Ethics/Standards of Practice](#)
 - o [IVC4.6 - BP2710 - Conflict of Interest](#)
 - o [IVC11.1 - AP2710 - Conflict of Interest Code](#)
 - o [IVC11.2 - California Fair Political Practices Commission - Form 700](#)
- IV.C.12
 - o [IVC1.6 - BP2430 - Delegation of Authority to Superintendent-President](#)
 - o [IVC12.1 - MSJC Superintendent-President Job Description](#)
 - o [IVC3.6 - BOT agenda 4.8.21 - Superintendent-President Performance Evaluation - AA](#)
 - o [IVC12.2 - BOT Accreditation Updates - AA](#)

- o [IVC1.11 - BOT agenda 5.9.24 - Student Success and Retention Update - AA](#)
- o [IVC5.8 - BOT agenda 2.8.24 - California Community College System Overview -AA](#)
- o [IVC1.12 - BOT agenda 3.14.24 - Enrollment Management Update - AA](#)
- o [IVC12.3 - BOT agenda 4.13.23 - Professional Development Presentation - AA](#)
- o [IVC8.3 - BOT agenda 4.13.23 - Student Health Centers Presentation – AA](#)
- o [IVC12.4 - BOT agenda 6.13.24 - Governor’s Proposed Budget - AA](#)
- o [IVC1.13 - BOT agenda 4.11.24 - ACCJC Annual and Fiscal Reports - AA](#)
- IV.C.13
 - o [IVC13.1 - BP3200 - Accreditation](#)
 - o [IVC13.2 - BOT agenda 6.13-27.24 - ACCJC Institutional Self-Evaluation Report - AA](#)
 - o [IVC13.3 - BOT agenda 2.10.22 - ACCJC Midterm Report - AA](#)
 - o [IVC1.13 - BOT agenda 4.11.24 - ACCJC Annual and Fiscal Reports - AA](#)
 - o [IVC13.4 - BOT agenda 6.13.24 - ACCJC Substantive Change Proposal Update - AA](#)
 - o [IVC13.5 - BOT agenda 8.10.17 - ACCJC Reaffirmation of Accreditation](#)
 - o [IVC13.6 - BOT - Accreditation Update Summary 2022-2024 – AA](#)

IV.D. Multi-College Districts or Systems

Mt. San Jacinto College is a single college district, therefore Standard IV.D is not applicable.

I.A.1. *In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the Colleges. Working with the Colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the Colleges and the district/system.*

I.A.2. *The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the Colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the Colleges receive effective and adequate district/system provided services to support the Colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

I.A.3. *The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and district/system. The district/system CEO ensures effective control of expenditures.*

I.A.4. *The CEO of the district or system delegates full responsibility and authority to the CEOs of the Colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the Colleges.*

I.A.5. *District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

I.A.6. *Communication between colleges and districts/systems ensures effective operations of the Colleges and should be timely, accurate, and complete in order for the Colleges to make decisions effectively.*

I.A.7. *The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

H. Quality Focus Essay

Introduction and Rationale

Building a Transfer Culture

Prior to the COVID-19 Pandemic Mt. San Jacinto College experienced a consistent increase in student transfers to 4-year universities and colleges with a peak transfer rate of 14.9% (3,215 students) in 2019. Since 2019 Mt. San Jacinto College has seen a decline in transfer rates to 11.4% (2,492 students) in 2023. In response to this declining transfer rate, Mt. San Jacinto College is dedicated to fostering a culture of transfer throughout the District and improving the transfer rate beyond what it was before the COVID-19 pandemic.

A “Transfer Culture” promotes, and values transfer as an institutional priority and establishes an expectation for students that transfer, and completion of a bachelor's degree is not only possible but plausible. The essential element of a transfer culture is creating a climate that provides support throughout the educational journey, so students know how to effectively negotiate the transfer process. At Mt. San Jacinto College this will involve deploying practices and strategies to address student needs and to engage with the community to boost persistence and retention and promote transfer. The College will focus on implementing high-impact strategies in two phases, first focusing on transfer preparation in the first 30 units of enrollment and secondly, transfer readiness to achievement in the second 30 units of enrollment.

Phase 1: Transfer Preparation

Ensuring students are set up for transfer success begins before students enroll in their first unit. To ensure students are prepared to experience transfer, Mt. San Jacinto College will implement active counseling and advising strategies that set the stage for students to meet first-year benchmarks such as choosing a SUCCESS Pathway and major, establishing a comprehensive education plan, enrolling in 30 credits, completing nine credits in their program of study, and completing the gateway math and English requirements. This dedicated support focused on persistence and successful obtainment of these benchmarks prepares students for transition into the transfer readiness phase. In addition to counseling support, a strong link between student support services and academic instruction is important to increase student progress and goal attainment.

Establishing relationships with various College personnel, including counseling, support, and academic employees, is essential for student success as staff serve as the connection point to campus resources, and build the foundation for transfer. Fostering a sense of belonging within the College not only nurtures an environment where students feel recognized, appreciated, and integral to the academic community but also significantly boosts their motivation and engagement. Providing workshops for all College staff on the transfer process and integrated academic and support services available to students builds an inclusive atmosphere that directly impacts students' academic confidence and commitment, which in turn leads to higher persistence rates, improved academic outcomes, and a reduction in feelings of isolation. As a result, students are better equipped to focus on their educational goals, navigate academic challenges with resilience, and achieve success with a greater understanding of how to navigate the community college and transfer experience.

Phase 2: Transfer Readiness

Mt. San Jacinto College will not only promote a transfer culture as an institutional priority but also ensure that this culture is inclusive, supportive, and accessible to all students through this two-phase strategy. The second phase will emphasize transfer readiness and will involve the establishment of Transfer

Centers, development of articulation agreements with the regional postsecondary institution where students will be most likely to transfer, a transfer focused marketing campaign, data collection and analysis, and an increase in visibility and awareness around the transfer process.

Mt. San Jacinto College will establish Comprehensive Transfer Centers at all primary campus locations. These centers will provide students seeking assistance with transfer a location where they will receive guidance to determine the four-year program best suited to their interests and their personal and financial goals, learn about transfer opportunities in their preferred area of study, and receive support through the application process. These services will be provided in a variety of workshops, information sessions, and individualized advising sessions, as well as community building events for transfer awareness. The Transfer Center will also coordinate and promote access to four-year universities and colleges including a series of campus visit field trips and increased institution representative visits. Mt. San Jacinto College will track and analyze the number of students that visit the transfer centers and use other transfer services to ensure resources and support services related to transfer are easily accessible and useful. This will include enhancement of transfer advising systems and the development of on-campus and virtual resources to accommodate students' varying schedules and responsibilities.

The establishment of articulation agreements will create a smooth transition for students from Mt. San Jacinto College to the Colleges and universities in the local area. These agreements will be designed to relate course content at the community college level to course content and the undergraduate requirements of regional baccalaureate programs.

Mt. San Jacinto College will design and deploy a transfer focused marketing campaign that will include various modes of information delivery including print, digital, and social media assets. This marketing campaign will provide information about the transfer process as a whole, as well as information about Associate Degree for Transfer (ADT), and University of California Transfer Admission Guarantees (UC TAG) programs. The campaign will be designed to reach all student groups, especially those that are historically underrepresented in higher education. The promotion of the ADT/UC TAG programs will define that successful completion of these programs establishes minimum eligibility requirements and may guarantee admission to a CSU or UC school. These marketing materials will be provided to the College community and be used in workshops, informational sessions, classroom presentations, and personalized counseling sessions.

Mt. San Jacinto College will also track and analyze completion rates by program, disaggregating data by demographics such as race, gender, socioeconomic status, and first-generation college status. This will help determine whether students are able to move successfully to the next level of educational programming and identify any gaps to inform targeted interventions.

Anticipated Impact on Student Learning and Achievement

The anticipated impact of Mt. San Jacinto College's plan to build a Transfer Culture aims to reverse the declining transfer rates experienced since 2019 and foster an environment where transfer and completion of a bachelor's degree are viewed as attainable goals for all students.

This initiative is expected to directly impact student achievement by increasing retention rates through transfer preparation, smoothing the transition from first year student to transfer ready student; and directly contributing to student's transfer readiness through increased information and direct support, thereby reversing the downward trend in transfer rates and promoting a higher number of successful transfers to four-year institutions.

The broader benefits to students include long term societal impact and economic advancement. By making college more accessible and achievable for all students, regardless of their background, the

institution is helping to break down barriers to educational attainment and success. By spotlighting transfer and educational success as pathways for economic value, Mt. San Jacinto College contributes to the economic advancement of individuals in the region. Graduates who successfully transfer and complete higher education degrees are more likely to secure employment opportunities and experience higher earning potential.

Outcome Measures

The following metrics will be examined to evaluate the impact of the project and the measurable changes the College expects to see as a result of the project's implementation:

Increase Fall to Fall persistence rates by 5%.

- Establish an advisory task force to outline concurrent and integrated academic and support services to increase student progress and goal attainment.
- Assess completion of first-year benchmarks in correlation with persistence: selection of SUCCESS Pathway and major, established comprehensive education plan, enrolled in 30 credits, completed nine credits in a program of study, and completed the gateway math and English requirements.

Increase transfer rate by 5%.

- Establish a Transfer Center at each primary campus to evaluate and enhance visibility and awareness of the transfer process.
- Expand Articulation agreements with regional colleges and universities to increase transfer opportunities for students.
- Develop and implement a transfer focused marketing campaign including ADT & UC TAG promotion, print, and social media assets.
- Provide college-wide training for staff to develop a greater understanding of how to assist students as they navigate the transfer process.
- Develop and implement a process to promote access to four-year universities and colleges including a series of campus-visit field trips and institution representative visits.
- Track and analyze completion rates by program to inform targeted interventions.

Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
Establish an advisory task force	Student Success Committee		Fall 2025
Track completion of first year benchmarks	Institutional Research		Fall 2025 (ongoing)
Establish Transfer Centers	VP of Student Services	Physical space, funds for capital improvement	Fall 2025
Enhance transfer advising system/database	Director of Transfer	Information Technology dept.	Spring 2025 – Spring 2026
Expand articulation agreements	Articulation Coordinator		Spring 2026 – Spring 2032
Develop transfer marketing materials	Director of Transfer	Public Information & Marketing dept.	Fall 2025
Deploy transfer promotion media campaigns	Director of Transfer	Public Information & Marketing dept.	Spring 2026
Provide workshops for staff related to the transfer process	Director of Transfer	Professional Development dept.	Spring 2026 – Spring 2032
Provide transfer information and workshops to students	Director of Transfer		Spring 2026 – Spring 2032
Evaluate and enhance Transfer assistance focused on resources and support services being easily accessible and responsive to student preferences	Director of Transfer	Program review process	Each Spring semester
Coordinate a series of field trips to four-year universities and colleges	Director of Transfer	Funding for transportation and travel expenses	Fall 2025 – Fall 2032
Increase transfer institution representative visits	Director of Transfer		Fall 2025 – Fall 2032
Track and analyze completion rates by program	Institutional Research		Fall 2025 (ongoing)

