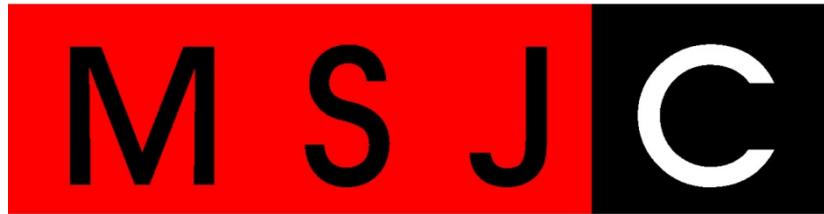


# Mt. San Jacinto



# C o l l e g e

## **Institutional Midterm Report**

Submitted by

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

October 2008

Roger W. Schultz  
Superintendent/President

To

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

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## STATEMENT OF REPORT REVIEW AND APPROVAL

The Mt. San Jacinto College Accreditation Midterm Report has been reviewed for accuracy and validated by the District's governance leadership and was approved by the Mt. San Jacinto Community College District Board of Trustees on October 9, 2008.



Roger W. Schultz  
Superintendent/President



Joan Sparkman  
President, Board of Trustees

## PROCESS OF REPORT PREPARATION

In October 2005, the Mt. San Jacinto Community College District (MSJC) Self Study Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). The ACCJC Self Study Evaluation Team subsequently visited the Mt. San Jacinto Community College District (hereafter referred to as ‘the District’) in November 2005.

On January 31, 2006, the District’s accreditation was reaffirmed. The District submitted a progress report in October 2007 that focused on three recommendations made by the ACCJC Self Study Evaluation Team and was outlined in a letter from the ACCJC dated January 31, 2006. The progress report was followed by a visit by ACCJC representatives.

In February 2008, faculty, staff, students, and administrators were actively recruited for recommendation work groups, and the Mt. San Jacinto College Accreditation Midterm Report Steering Committee met to review the recommendations from the ACCJC to review midterm report guidelines, to assign work groups, and to schedule work group meetings and individual responsibilities for the semester. During the spring semester of 2008, evidence was gathered by several subcommittees which then wrote, edited, and submitted drafts of the midterm report recommendations and action plans for review. Subcommittees met independently, and the entire committee met monthly to report progress and coordinate efforts. Written report drafts from the recommendation groups were completed the last week in May 2008 to assure that the accreditation liaison officers had sufficient time to edit the drafts from the various subcommittees.

During May and June 2008, after final submissions from the subcommittees, subcommittee chairs were interviewed by the accreditation liaison officers to learn details of and gain insight into the committees’ draft reports. From June-July 2008, the accreditation liaison officers wrote and edited the final midterm report. In mid-August, the final midterm report was reviewed by the Executive Cabinet, subcommittee chairs and co-chairs, steering committee members, and the College community at large. Comments and corrections were then reviewed by and integrated into the document by the accreditation liaison officers. The Board of Trustees received the report for initial review in September 2008. In October 2008, the Board of Trustees approved the submission of the midterm report to the ACCJC, after which it was sent for duplication and binding to the print shop. The midterm report was completed and sent to the ACCJC to meet the October 15, 2008, midterm report deadline.



Roger W. Schultz  
Superintendent/President

# MT. SAN JACINTO COLLEGE ACCREDITATION MIDTERM REPORT STEERING COMMITTEE & SUBCOMMITTEE MEMBERS

## Accreditation Liaison Officers

Cathy Brostrand – Faculty      Rebecca Teague – Administration  
Camille Kraft – Administration

## Steering Committee Members

### **Administration**

Dennis Anderson  
Robin Armour  
Eric Borin  
Ron Bowman  
Michael Conner  
Catalina Cruz  
Temma Dadah  
Susan Guarino  
Charles Hawkins  
Pat James Hanz  
Dennis Hogan  
Joyce Johnson  
Ketmani Kouanchao  
Camille Kraft  
Susan Loomis  
Carlos Lopez  
Karin Marriott  
Laurie McLaughlin  
Jeanne O'Dell  
JoAnna Quejada  
Irma Ramos  
Richard Rowley  
Roger Schultz  
Kevin Segawa  
Tom Spillman  
Patrick Springer  
Rebecca Teague  
Jon Tyler

### **Faculty**

Bil Bergin  
Cathy Brostrand  
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Marlene Cvetko  
Richard Kandus  
David King  
Phil Morrione  
Eric Ozolins  
Sterling Roulette  
John Seed  
Richard Sisk  
Kathy Turner

### **Classified Professionals**

Michael Breyette  
Kristi DiMemmo  
Kathy Donnell  
Hal Edghill  
Fred Frontino  
Kristen Grimes  
Regina Howard  
Jennifer Marrs  
Janet McCurdy  
Becky Mitchell  
Laurie Ney  
Tatiana Somers  
Nora Snyder

## Subcommittee Members

### **Recommendation 1**

#### **Jon Tyler – Administration (Chair)**

Catalina Cruz – Administration  
Temma Dadah – Administration  
Camille Kraft – Administration  
Carlos Lopez – Administration  
Karin Marriott – Administration  
Janet McCurdy - Classified  
Sterling Roulette – Faculty

### **Recommendation 2.1**

#### **Roger Schultz – Administration (Chair)**

#### **Dennis Anderson – Administration (Chair)**

#### **Laura Lord – Faculty (Faculty Chair)**

Robin Armour – Administration  
Ted Blake – Faculty  
Ron Bowman – Administration  
Jennifer Burleson – Faculty  
Bing Bruce – Classified  
Catalina Cruz – Administration  
Jennifer MARRS – Classified  
Janet McCurdy – Classified  
Michael Plotkin – Faculty  
JoAnna Quejada – Administration  
Richard Rowley – Administration  
Angela Seavey – Classified  
Richard Sisk – Faculty

### **Recommendation 2.2**

#### **Roger Schultz – Administration (Chair)**

#### **Dennis Anderson – Administration (Chair)**

#### **David King – Faculty (Faculty Chair)**

Robin Armour – Administration  
Eric Borin – Administration  
Ron Bowman – Administration  
Bruce Brady – Classified  
Bing Bruce – Classified  
Catalina Cruz – Administration  
Nizam Kazi – Faculty  
Jennifer MARRS – Classified  
Janet McCurdy – Classified  
Richard Rowley – Administration  
JoAnna Quejada – Administration  
Angela Seavey – Classified

### **Recommendation 2.3**

#### **Roger Schultz – Administration (Chair)**

#### **Dennis Anderson – Administration (Chair)**

#### **John Seed – Faculty (Faculty Liaison)**

Robin Armour – Administration  
Ron Bowman – Administration  
Bruce Brady – Classified  
Michael Breyette – Classified  
Catalina Cruz – Administration  
Kristi DiMemmo – Classified  
Mark Dumas – Classified  
Maggie Franklin – Classified  
Jennifer MARRS – Classified  
Janet McCurdy – Classified  
Eric Ozolins – Faculty  
JoAnna Quejada – Administration  
Nick Reeves – Faculty  
Richard Rowley – Administration  
Angela Seavey – Classified  
Tatiana Somers – Classified

### **Recommendation 2.4**

#### **Roger Schultz – Administration (Chair)**

#### **Dennis Anderson – Administration (Chair)**

#### **Sujatha Pamula – Faculty (Faculty Chair)**

Robin Armour – Administration  
Ron Bowman – Administration  
Michael Breyette – Classified  
Bing Bruce – Classified  
Catalina Cruz – Administration  
Mark Dumas – Classified  
Kristi DiMemmo – Classified  
Maggie Franklin – Classified  
Jennifer MARRS – Classified  
Janet McCurdy – Classified  
JoAnna Quejada – Administration  
Sterling Roulette – Faculty  
Richard Rowley – Administration  
Toni Silva – Classified  
Tatiana Somers – Classified  
Angela Seavey – Classified

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#### **Joyce Johnson – Administration (Chair)**

#### **Richard Rowley – Administration (Chair)**

**Marlene Cvetko – Faculty (Faculty Chair)**

Ted Blake – Faculty  
Jennifer Burleson – Faculty  
Lizette Castro – Faculty  
Michael Conner – Administration  
Paul Hendry – Faculty  
Richard Kandus – Faculty  
Janet McCurdy – Classified  
Laurie McLaughlin – Administration  
Barbara Melton – Faculty  
Dave Moss – Faculty  
Michael Plotkin – Faculty  
Tatiana Somers – Classified  
Escarlet Wirth – Classified

**Recommendation 4**

**Jon Tyler – Administration (Chair)**

**Sterling Roulette – Faculty (Faculty Chair)**

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Donna Greene – Administration  
Kristen Grimes – Classified  
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**Pat James Hanz – Administration (Chair)**

**Jeanne O'Dell – Administration (Chair)**

**Dennis Hogan – Administration (Chair)**

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Facilities Planning Committee  
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Susan Loomis – Administration  
Patrick Springer – Administration  
Suzanne Uhl – Faculty

**Recommendation 6**

**Irma Ramos – Administration (Chair)**

**Jim Davis – Faculty (Faculty Chair)**

Ron Bowman – Administration  
Karen Connell – Classified  
Temma Dadah – Administration  
Regina Howard – Classified  
Carlos Lopez – Administration  
Faith Nobles – Classified  
John Seed – Faculty

Tom Spillman – Administration

Kathy Turner – Faculty

**Recommendation 7**

**Roger Schultz – Administration (Chair)**

Kathy Donnell – Classified  
Kristen Grimes – Classified  
Joan Sparkman – President, Board of Trustees  
Rebecca Teague – Administration

**Editors**

Kristen Grimes - Classified  
David King – Faculty  
Camille Kraft – Administration  
Richard Sisk – Faculty  
Rebecca Teague - Administration

### **Recommendation #1**

**The Team recommends that the College examine its mission statement and make the changes necessary to make it more effective in aligning programs and services by:**

- 1.1 clearly defining the College's educational purposes;**
- 1.2 its intended student population; and**
- 1.3 its commitment to achieving student learning. (I-A).**

The [current mission statement of Mt. San Jacinto College](#) is “to provide quality educationally enriching experiences, programs, and opportunities designed to empower students to serve as productive citizens in a dynamic and complex world”. The 2005 report of the ACCJC Self Study Evaluation Team noted that this mission statement

- was ineffective in stating the college's purposes;
- did not set boundaries for degrees or programs offered;
- did not define the intended student population;
- disregarded showing the college's commitment to student learning; and
- did not demonstrate that the purposes of the college were appropriate to the community college.

Upon receiving the recommendations from the ACCJC Self Study Evaluation Team, Mt. San Jacinto College began an extensive review process to revise its mission statement to refocus on student learning outcomes, intended student population, and educational purposes. In January 2008, Mt. San Jacinto College developed a district-wide shared governance task force comprised of faculty, administrators, and classified staff to methodically review the deficiencies in the existing mission statement as cited by the ACCJC Self Study Evaluation Team. The task force was charged by the Superintendent/President to develop multiple revisions of the mission statement that address the specific recommendations of the ACCJC Self Study Evaluation Team.

The task force met several times during spring 2008 to discuss the ACCJC Self Study Evaluation Team recommendations and as a result formed five subcommittees to research and review [mission statements](#) from a host of four-year universities, two-year community colleges, private schools, and corporations (These included Marshall University, Pierce College, the California Community College Chancellor's Office, the Foundation for California Community Colleges, University of Redlands, Central Georgia Technical College, Long Beach City College, Los Angeles Mission College, Los Angeles Valley College, American River College, Saddleback College, Crafton Hills College, Riverside Community College District, Butte-Glenn Community College District, Los Medanos College, East Los Angeles College, Chaffey College, Orange Coast College, Mira Costa College, and Miramar College). The subcommittees also researched numerous websites including [mystrategicplan.com](#) and [franklincovey.com](#), for planning of mission statements. Each subcommittee was directed to examine and evaluate the various mission statements in relation to the requirements established by the ACCJC. The subcommittees then crafted [proposed mission statements](#) reflecting the issues addressed by the ACCJC Self Study Evaluation Team.

The task force developed seven different mission statements, and it plans to reconvene in fall 2008, when faculty return from the summer break, to develop a timeline to solicit input and feedback regarding the mission statement from the entire college community.

The final process of developing a new mission statement and vision for the institution will be finalized in fall 2008 upon completion of the educational master planning adoption process. This timing is intentional in order to ensure that critical information such as student learning, student demographics, and the types of programs and services offered by the District currently and in the future will be taken into consideration in the final development of the new mission statement.

The new mission statement will reflect the focus on student learning outcomes and will reflect its applicability to the District and its future plans as outlined by the [Educational Master Plan](#). The mission statement of Mt. San Jacinto College will be an expression of the goals and aspirations of its educational agenda. The goals articulated by the mission statement (transfer, career advancement, basic skills development, and personal enrichment) will be appropriate to an institution of higher learning. The population characteristics will be defined by the research that went into formulating the Educational Master Plan (currently awaiting adoption by the Board of Trustees). A district-wide pledge to achieving student learning will be exhibited in the mission statement, which will commit instruction, support services, and other campus resources to effectively fulfill this goal.

### **Evidence**

[Educational Master Plan](#)

Mission Planning Websites

[Franklin Covey](#)

[MyStrategicPlan](#)

[Mission Statement Samples](#)

[MSJC Board of Trustees-Approved Mission Statement](#)

[Proposed Mission Statements](#)

## RECOMMENDATION #2

The team recommends that the College develop policies, procedures, and regular practices to ensure that:

- 2.1 the various programs and services of the College engage in regular assessment of institutional effectiveness, including program review;
- 2.2 the College set priorities for implementing plans for improvement that are based in analysis of research data;
- 2.3 the College incorporate established priorities into the governance, decision making, and resource distribution processes;
- 2.4 the College develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and that the College report regularly to internal constituencies and the Board on this progress.

(Standards I.B., II A. 1. and 2., II.B.3.a., II B. 4., II.C.1.e. and II.C.2.; III.A.6., III.B.2.b., III.C.1. and 2., III.D.1.a., IV.A.1, 2, 3, B.2.b., and the Preamble to the Standards.)

### Recommendation #2.1

The Team recommends that the various programs and services of the College engage in regular assessment of institutional effectiveness, including program review.

As a result of administrative reorganization and new executive leadership (including a new Superintendent/President), the District is organizationally more stable and focused on accountability and adherence to process. As evidence, the District has committed the following resources and efforts to ensure regular assessment of institutional effectiveness: the crafting of institutional goals for fiscal year 2007-2008; the creation of an educational master plan; the implementation of a Decision Support System (DSS); the hiring of new administrators; revisions of the budget process, program review, and the [shared governance document](#); the use of data from the Accountability Reporting for the Community Colleges (ARCC) report; and the production of a Master Plan 2004-2009 progress report.

#### *Institutional Goals*

In 2007, Mt. San Jacinto College initiated a process for developing annual institutional goals for the District. The goals initially developed by Executive Cabinet leadership were subsequently reviewed, approved and adopted by the Board of Trustees in fall 2007. The Mt. San Jacinto College [Institutional Goals 2007-2008](#) included the following actions: update and improve formal planning processes to ensure ongoing planning and continuous improvement; strengthen organizational development with a focus on growth management, transparency, communication, staff development, and institutional diversity; improve student success, access, and student life by implementing assessment and outcome measures and expanding student programs; provide quality teaching and learning with a focus on basic skills, college readiness, and student goals and outcomes; expand community outreach and partnership development to increase awareness of Mt. San Jacinto College in the communities served; and maintain fiscal stability while adhering to mandates, regulations, and requirements of federal, state, and local agencies.

The 2008-2009 institutional goals are in the process of being finalized by the Executive Cabinet leadership. In an August 2008 retreat, the Executive Cabinet leadership developed seven broad-based goals which will be shared with the Board of Trustees during a special board session scheduled to be held in fall 2008. One of the primary goals identified for the upcoming fiscal year focuses on a systematic and integrated planning and allocation process. Without robust program review data for the 2008-2009 fiscal year, the preliminary institutional and community needs were identified across the institution and in each sector based on qualitative business practices and Accountability Reporting for the Community Colleges (ARCC) data. Assessment and evaluation of the 2008-2009 institutional goals will take place in June 2009.

#### *Decision Support System*

The [Decision Support System \(DSS\)](#) is a new data-driven system developed during the 2007-2008 fiscal year. The DSS was piloted in summer 2008 with the appropriate staff receiving extensive training. Full implementation of the DSS began in fall 2008.

The DSS is comprised of two modules. The DSS Enrollment Management System is the District's main mechanism to accurately and efficiently plan and project current and future FTES (Full Time Equivalent Students). The DSS Enrollment Management System uses Management Information Systems (MIS) data to provide an accurate daily snapshot of the upcoming term; to track faculty teaching loads; calculate various course efficiency metrics, such as WSCH/FTEF; and track course enrollment trends. Department chairs will use the software to make informed data-driven decisions about course offerings throughout the schedule development process.

In addition to the DSS Enrollment Management System, the District is currently working on a timeline for development of the second component of the DSS which is the Budget Development System. The budget development module will eventually allow the Instruction Office to track budget units accurately, to define faculty workload metrics, to set performance goals, and to plan budgeting priorities for future terms.

Both components of the DSS will allow all District personnel to access information easily so that planning and projecting can occur. The two modules will be accessible via a web browser or as a spreadsheet. The DSS replaces the District-wide Efficiency Report.

#### *Educational Master Plan*

In fall 2007, Mt. San Jacinto College hired a firm to begin the development of a comprehensive district-wide Educational Master Plan. The Mt. San Jacinto College [Educational Master Plan](#) was completed in spring 2008. The first draft of the Educational Master Plan contains a statement of purpose; a description of the community and regional context; analysis of community and regional needs; a projection and analysis of future enrollment changes and economic trends and developments; a description of the District's educational philosophy; brief descriptions of the scope and emphasis of existing educational programs and related services relative to the District's purpose and philosophy; an identification of the current and future needs of educational programs, student services, other services and activities; a formulation of long-term educational goals and short-term objectives to meet those goals, analysis of those resources available and those needed to implement the objectives; and an implementation plan including tasks, timelines, and accountability mechanisms.

The firm presented an executive summary of the Educational Master Plan to the Board of Trustees and management leadership in May 2008. A presentation given by the Superintendent/President during the fall convocation (August 2008) outlined the tentative timeline for completion of the Educational Master Plan. The Educational Master Plan draft is slated to be distributed to staff and faculty for feedback in fall 2008. After feedback has been received and the new program review model has been completed in December 2008, the area deans and other sectors will work to modify and implement the finalized Educational Master Plan.

#### *New Administrative Hires*

Over the last three years due to voluntary resignations and retirements, Mt. San Jacinto College experienced drastic changes in its administrative leadership. Over the course of a year, Mt. San Jacinto College filled every major interim administrative position, including Superintendent/President, Vice President of Human Resources, Vice President of Business Services, and Vice President of Instructional Services. The new Executive Cabinet leadership brings an added level of stabilization to the institution after a period of intense transition.

In addition, new administrative positions consisting of one full-time academic dean, the Associate Dean of Research and Planning, two associate deans of instruction, two deans of career education, the Dean of Instruction-Off Site Programs, the Dean of Student Services, and the Associate Dean of Business Services were authorized in spring 2007. The Executive Cabinet, after analyzing the effectiveness of the current administrative structure, determined that creating [new administrative positions](#) throughout the District would centralize the focus of administrators. The additional administrators provide more faculty support (with separate deans to focus on full-time and adjunct faculty, on humanities and sciences and career education), important institutional research, added focus on student learning outcomes (SLOs) and student achievement, more support for student success in student services, and more planning, evaluation, and assessment of the effectiveness of instructional and business sectors of the District. In short, the additional administrators are necessary to maintain and ensure that the quality of education provided by Mt. San Jacinto College continues.

#### *Revised Budget Process*

The [revised budget process](#) mandates review and improvement of the District's business practices and planning resource allocation processes for maximum efficiency and effectiveness. It ensures that mission, planning priorities, program review, and student learning outcomes drive allocations and improvements. It includes review of resource planning to ensure systematic assessment and effective use of resources and that results are evaluated and used to improve business practices to integrate financial resource planning with strategic planning, and to mesh technology planning with institutional planning. In addition, the revised budget process mandates that facilities and technology resources support learning through the development of a Facilities Master Plan driven by the Educational Master Plan. Additionally, it requires communication in support of learning to improve customer service training for those with direct contact with students and community, and assessment as an evaluative measure be used in process improvement.

The revised budget process developed broad-based planning processes that encourage participation, allocate necessary resources, and lead to improvement of institutional effectiveness. It also reorganized the structure of the Business Services Department to effectively achieve the goals and

mission of the District. Finally, it established a program review calendar for all sectors of the Business Services Department with a link to formal planning and assessment of administrative objectives.

#### *Program Review*

As described in the ACCJC Evaluation Report produced by the Accreditation Site Visit Team, Mt. San Jacinto College's old program review model for instructional programs was deemed cumbersome by several faculty members interviewed by the team. As a result of the site visit and feedback from faculty members, the Program Review Committee completely revised the model in favor of a more streamlined, online version that ultimately feeds into an assessment and planning process for all departments.

The Program Review Committee declared a one-year postponement on reviewing programs district-wide beginning September 2005 after scheduling several meetings where faculty and members of instructional and student services administration staff discussed the process for changing the program review model. The Program Review Committee, comprised of faculty and members of instructional and student services administration, researched and reviewed program review models from other colleges in October 2005 and approved the incorporation of student learning outcomes into the new program review model. As a result, each department is required to include a statement about how the program is addressing student learning outcomes, including an update on what has been accomplished and program plans for the current year.

Under the new program review model and the proposed Educational Master Plan, student learning outcomes, departmental learning outcomes, and institutional learning outcomes are directly connected. All departments are required to address how their overall program goals relate to the Educational Master Plan and institutional learning outcomes (ILOs). The first draft of the new program review model was completed in November 2005.

In December 2005, the President of the Academic Senate and the Chair of the Program Review Committee met with the Dean of Information Technology and the Supervisor of Computer Applications to develop the online component of the new program review system. The Program Review Committee reviewed the requirements for the online system, and in summer 2006, began developing the online system. In November 2006, the online program review model was completed. For the next several months, the new online program review model sat idle due to lack of documentation (instructions for faculty to use the system). In May 2007, the Research and Planning Department provided the Program Review Committee with definitions of data and information, which are provided to departments when they complete their review.

The new program review model was piloted during the spring 2008 semester. All instructional programs are scheduled to participate in full program review in fall 2008. By December 2008 all departments will be expected to have completed the program review process and provide yearly updates and reports until the department's next scheduled review date.

The new program review model utilizes data that comes directly from the Instruction Office, which is verified by the Business Services Department. Data for the program review are also derived from the California Community College Chancellor's Office data mart, including enrollment information, class size, FTES (full time equivalent students), drop rates, and student success and retention rates.

Data have been selected to allow comparisons across academic programs. The Curriculum Committee also provides information about course revisions and developments for the new program review model. The new model's broad adoption would allow the District to have comparable data from all programs. Thus, every program will generate information related to the same criteria and provide comparable data that can be integrated.

The new program review model addressed several issues including ease of use and more frequent updating; integration of program review with planning; integration of program review with allocations of resources, including staff, funds, and materials; and integration of program review with student learning outcomes. The new program review model also includes a timeline of completion, so that program review will be shortened to a one-year cycle.

Unlike the previous program review model, the new online version is closely connected to institutional planning, including hiring decisions, budget allocations, curriculum development, and facilities planning. To further integrate program review into instructional planning and allocation decisions, the Program Review Committee recommended that 1) no full-time tenure-track faculty position be allocated which has not first appeared as an identified need in program review and Educational Master Plan documents, 2) no instructional equipment purchases (over a level to be determined) be made which have not first appeared as a need identified in program review and Educational Master Plan documents, and 3) no new construction or refurbishment of any instructional facility be undertaken which has not first appeared as a need identified in the program review and Educational Master Plan documents.

The [Student Services program review model](#) has been updated and formatted to be consistent across the Student Services Sector's programs' self-evaluations and to ensure that key outcome measures are addressed with each department's program review. Additionally, an updated [point-of-service survey](#) incorporates customer service assessment and student learning outcomes. Lastly, an updated multi-year program review schedule has been developed to ensure that all departments engage in a comprehensive program review on a routine basis.

Student learning outcomes have been established with broad input by personnel in the Student Services Sector, and the areas are now moving into a phase of assessment through both program review and other systematic measures (evidenced by student learning outcomes, updated surveys, and quantitative data).

The Program Review Committee has created a comprehensive evaluation cycle as part of the new model, and it requires continuous feedback. After implementation of the program review model, formal assessment will take place, and the program will be revised accordingly as part of committee dialogue after faculty participating in the pilot program discuss this information with their constituencies.

#### *ARCC Report*

The Accountability Reporting for the Community Colleges (ARCC) provides a performance measurement system with indicators for the California Community College Chancellor's Office and its colleges. The [ARCC report](#) is a continual cycle of data presentation and reflection to aid California community colleges in their accountability efforts. Each of the 109 colleges covered has six pages of information to facilitate and stimulate discussions about college performance within

each community. In these six pages per college, the report shows 1) the three-year trend for each of six indicators (persistence, success rates, basic skills improvement, the impact of success center access on success, the impact of following placement recommendations on success, and District participation rates); 2) the college profile (i.e. its enrollment demographics); 3) a comparison of its performance with a peer group (i.e. colleges with similar environments that affect an indicator); and 4) a self-assessment by each college. The Board of Trustees and the District's local community will use this package of information for data-based policy discussions. In March 2008, the District submitted documentation to the California Community College Chancellor's Office (CCCCO) for the ARCC report. The ARCC report information for Mt. San Jacinto College is readily accessible on the CCCCCO website. In addition, an ARCC data presentation will be given to the Board of Trustees in fall 2008.

### *Master Plan*

The District continues to use its [Master Plan 2004-2009](#) to drive decision making concerning institutional priorities and resource allocations. As outlined in the ACCJC Self Study Evaluation Team report, the master plan was developed through a collaborative effort of community members, faculty, staff, and students of the District to establish district-wide goals for five years (2004-2009).

The overall purpose of the master plan is to provide direction for the District in its effort to serve the needs of the communities within southwestern Riverside County. The Master Plan is reviewed at the middle point of the five-year period, and a report is developed to outline progress with achievement of the thirty-three institutional goals. Regular updates are compiled by each of the goals' respective administrative leads with input and feedback from thirty-three separate subcommittees composed of faculty, staff, and students. In December 2006, Mt. San Jacinto College completed its annual review and analysis of the master plan goals. A [report detailing the progress](#) of each of the thirty-three goals was published and disseminated to community members, faculty, staff, and students in summer 2007.

### **Evidence**

[ARCC Report](#)

[ARCC Report Presentation to BOT, October 9, 2008](#)

[Bookstore Program Review](#)

[Budget Committee Meeting Minutes, April 28, 2006](#)

[Business Services Program Review](#)

[Cafeteria Program Review](#)

[Career Services Program Review, September 2007](#)

[Counseling Program Review 2007-2008](#)

[Curriculum Committee Minutes, May 1, 2006](#)

[Curriculum Committee Minutes, October 9, 2006, including Elaborating Program Review](#)

[Policy/Procedure](#)

[Decision Support System](#)

[Educational Master Plan](#)

[Institutional Goals, Fiscal 2007-2008](#)

[Instructional Program Review Minutes, 2/19/07, an e-mail from Richard Rowley](#)

[Master Plan 2004-2009](#)

[Master Plan 2004-2009 progress report](#)

[New administrative hires](#)  
[Procurement & General Services Program Review](#)  
[Program Review – Looking Ahead, Notes from IPRC, 4/13, 2006, an e-mail from Richard Rowley](#)  
[Program Review Annual Planning Summary, fall 2006, including Draft Outline II and Instructional Program Review List of Programs to be reviewed](#)  
[Program Review Committee, Agenda and e-mail on data sets, February 9, 2006](#)  
[Program Review Committee, Agenda and Summary Notes, November 14, 2005, including Draft Outline II](#)  
[Program Review Committee, Agenda and Summary Notes, November 28, 2005, including revised Draft Outline II](#)  
[Program Review Committee, Agenda and Summary Notes, November 7, 2005, including Draft Outline I](#)  
[Program Review Committee, Agenda and Summary Notes, October 17, 2005](#)  
[Program Review Committee, Agenda and Summary Notes, October 3, 2005](#)  
[Program Review Committee, Agenda and Summary Notes, September 19, 2005](#)  
[Program Review Committee, Agenda, March 9, 2006](#)  
[Revised budget process](#)  
[Revised draft shared governance document](#)  
[Sample, trial run, Program Review: SJC History, Updated, 3/6/06, including graphs](#)  
[Schedule](#)  
[Student Services Point-of-Service Survey](#)  
[Student Services Program Review Model](#)  
[Transfer Center Program Review 2007-2010](#)  
[Transfer Services Mission Statement](#)

### **Recommendation # 2.2**

**The Team recommends that the College set priorities for implementing plans for improvement that are based in analysis of research data.**

Mt. San Jacinto College has made significant efforts, since the completion of the ACCJC Accreditation Self Study Evaluation report and the Accreditation Site Visit Team in October 2005, to gather data from a number of sources to incorporate into the District's decision making processes. A number of activities in this area are currently in progress. Illustrative of this are numerous district-wide activities and initiatives currently underway in each institutional area. These demonstrate how the institution is currently utilizing data-driven analysis to implement plans for short- and long-term institutional improvements, including integration across overall planning and budgetary allocation processes.

### **Instruction**

#### *Decision Support System*

The development of a [Decision Support System \(DSS\)](#) for the Instruction Office was one of the ten Instructional Goals for the 2007-2008 academic year presented by the Vice President of Instructional Services to the Executive Cabinet, and at faculty and department chair meetings as well as the Department Chair Academy in spring 2007. The process to develop the Decision Support System began in August 2006 with the hiring of a consultant to design the DSS, which will provide administrators, faculty, and staff with data and information and allow for a thorough integration of

program review reports, campus and school planning projects, faculty and classified position requests, scheduling of classes, and proposals to either expand or contract current class offerings.

The new DSS, completed and fully implemented in fall 2008, incorporates data-driven modeling to assist in planning and forecasting enrollment scheduling and demand. The system provides district-wide access to consistent, relevant, and timely data and information; supports decision making at multiple levels and multiple timeframes; provides data comparisons and trend analyses; and accesses information needed to support strategic planning, decision making, and management.

#### *Student Learning Outcomes*

Specific information related to student learning outcomes will be presented in Recommendation #3 of the midterm report and will describe the use of research and data as it relates to the student learning outcome process. Mt. San Jacinto College is continuing its full implementation of student learning outcomes (SLOs) throughout the instructional program and has made significant progress since October 2005. Faculty and administration have cooperatively developed and implemented a student learning outcome model.

Initially, the SLO Committee did not integrate the Research and Planning Department into the student learning outcome process. The SLO Committee, comprised of faculty members, made an intentional determination to use “institutional dialogue” under the Higher Education and Evaluation Research Group (HEERG) dialogue-based model, approved by the California Community College Chancellor’s Office, as the primary research and data tool for the first two years of the development and implementation of the student learning outcomes cyclical process at the District.

With the hiring of a new administrator focused on research named the Associate Dean of Research and Planning in January 2008, the Research and Planning Office has been integrated into the student learning outcomes process. The Research and Planning Department is an active participant in the planning and analysis for the student learning outcome program. Research and assessment related to student learning has been published for discussion or dissemination through documentation forwarded to the SLO Committee. Information regarding student learning outcomes has been published in an [SLO Newsletter](#) and disseminated during faculty department meetings.

The District is making appropriate progress in building the student learning outcomes process on dialogue-based data: numerous courses have gone through the student learning outcomes process, a local instructional student learning outcomes model is in place (complete with instructions, forms, and examples), and solid progress has been made toward creating and implementing an ongoing student learning outcomes plan, complete with integration into some of the decision making processes at the District. Institutional structures are in place for steady improvement and integration with the Research and Planning Department.

#### *Educational Master Plan*

In the past, the Instruction Office has had major concerns related to a well-defined and easily interpreted data set from research that supports the needs of a strategic academic planning process. Decisions that were made to improve instructional programs and services were often executed with little support or evidence regarding the impact on students or the District.

To address this concern, Mt. San Jacinto College released a request for proposal ([RFP](#)) for a consulting company to develop an educational master plan in April 2007. Intended to primarily assist the District in planning for growth and change of its educational program needs over the next twenty years, the educational master plan will assist in the development of a comprehensive Facilities Master Plan, including a utilities and landscape master plan that addresses the anticipated growth of the District. The District initiated the development of an educational master plan in fall 2007 and is currently seeking faculty, sector, and department input on the draft document in fall 2008.

The Educational Master Plan identifies needs through the utilization and analysis of data, including analysis of community and regional needs; projection and analysis of future enrollment changes and economic trends and developments; and identification of the current and future needs of educational programs, student services, and other services and activities. The educational master plan formulates the long-term educational goals and short-term objectives required to meet those goals, as well as provide an analysis of available resources needed to implement the objectives. The implementation plan is currently being developed by Executive Cabinet leadership with collaboration from all constituent groups. The implementation plan will include tasks, timelines, and accountability mechanisms.

#### *Program Review*

As discussed in Recommendation #2.1, the full implementation of the new program review model is planned for fall 2008. Analysis of research is a vital component of the new model as illustrated by the Instructional [Program Review Model Outline](#) and will include consistent data sets for each program being reviewed. Data required for the new model include the following: program resources (faculty, staff, equipment, budget); student access (enrollment at census, average class size, average fill rate, FTES rate, and drop rates in relation to gender, ethnicity, and age); and student success (success rates in relation to gender, ethnicity, and age; retention rates; course success rates; grade distribution; certificates awarded; and performance on identified student learning outcomes). Data will not only emerge from the MIS database, but also from research and professional literature that would be classified as “trends in the field,” which will help to add dimension and perspective to the overall program review.

This introspective analysis will help inform the District’s decision making process. The program review model is the foundation for the District’s master plan input. Program review has also prompted the development of departmental student learning outcomes processes and is also integrated with the development and planning for curriculum and budget.

As a result of program review, academic departments are holding meetings twice a term, with full-time faculty, associate faculty, and staff invited to participate. These forums have included a review of textbooks and other learning resources on which each department bases decisions for the following term. The CIS Department’s program review, for example, conducted an in-depth study for the computer applications textbook series. All San Jacinto campus CIS faculty and staff were involved in the process. In addition, input was solicited from the staff at the learning resource centers.

#### *Career Education*

In Mt. San Jacinto College’s career and technical education programs, feedback from business and industry, data from the Bureau of Labor Statistics (BLS), journals, and trends on curriculum

development drive the curriculum for new career education programs. Specifically, Mt. San Jacinto College seeks the participation from members in the local community to advise the District on their current needs, as well as needs forecasts for the local economy.

#### *Advisory Committees*

Advisory committees are established for each career and technical education program and comprised of community members, business and industry representatives, Mt. San Jacinto College faculty, and staff. Mt. San Jacinto College develops and revises curriculum in direct response to the feedback received from the advisory committees as well as separate community forums. For example, during recent forums, business leaders identified a shortcoming in the skill sets that the CIS Department was helping students develop in that students were mastering technical skills but lacking in communications skills. Since that forum, every curriculum offering posted by CIS Department at the San Jacinto Campus has incorporated a communications component as one of its course objectives and/or recommended assignments and evaluation activities.

Programs and curriculum are developed in consideration of trends that have been forecast by the Bureau of Labor Statistics. These trends have been documented in program review and are updated on a regular basis.

#### **Master Plan**

The District continues to use its [Master Plan 2004-2009](#) to drive decision making in regards to institutional priorities and resource allocations. As outlined in the Self Study Evaluation report, the master plan was developed through a collaborative effort of community members, faculty, staff, and students of the District to establish district-wide goals for five years.

The overall purpose of the master plan is to provide direction for the District in its effort to serve the needs of the communities within southwestern Riverside County. The master plan is reviewed at the middle point of the five-year period, and a report developed to outline progress toward the thirty-three institutional goals. Regular updates were compiled by each of the goals' respective administrative leads with input and feedback from thirty-three separate subcommittees comprised of faculty, staff, and students.

In December 2006, Mt. San Jacinto College completed its annual review and analysis of the master plan goals. A report detailing the progress of each of the thirty-three goals has been published and disseminated to community members, faculty, staff, and students in summer 2007. A new feature of the [Master Plan 2004-2009 progress report](#) demonstrates how each of the thirty-three goals is integrated with the California Community College Chancellor's Office's (CCCCO) strategic goals, which include 1) college awareness and access; 2) student success and readiness; 3) partnerships for economic and workforce development; 4) system effectiveness; and 5) resource development. By incorporating the CCCCCO strategic goals with the master plan goals, Mt. San Jacinto College is able to demonstrate its awareness of global issues facing community colleges statewide.

The master plan and the Decision Support System, in lieu of the newly completed Educational Master Plan draft and Facilities Master Plan, are the key drivers for budget allocations, facility plans, organizational and operational change, and decision making.

## **Business Services**

### *Annual Budget Development Process*

Various models of budget processes utilized at other community colleges were studied by the Budget Development Committee during the 2005-2006 sessions. As a result of this research, a new annual [budget development process](#) was created and approved in spring 2007 by the Budget Development Committee, a shared governance committee comprised of administrators, faculty, staff, and students. The annual budget development process established a new procedure for budget allocation requests which stipulates that the [Budget Change Proposal](#) (BCP) forms require that each augmentation request be tied to at least one of the annual institutional Master Plan goals and/or student learning outcomes to be considered for funding. It is at this crucial juncture that the institution-wide plans meet with area-specific plans to move the institution in the direction envisioned by master planning.

Another new feature of the budget allocation request procedure requires the requestor to identify intended outcomes of the budget request and to provide a description of how the outcomes will be measured and evaluated for effectiveness. After budget requests have been approved and the requestor has utilized the funds, he or she must provide the Budget Development Committee with a report at the end of each fiscal year to demonstrate and evaluate achievement of the outcomes. The Budget Development Committee formed a subcommittee in spring 2008 to develop a form for summarizing data and evidence regarding the efficiency and success of approved budget requests in meeting stated objectives and goals.

Evaluation efforts related to budget allocations are directly connected to planning and the budget cycle with a new model of resource distribution. The new budget development process, adopted by the Budget Development Committee, blends a top-down and bottom-up paradigm to provide coherent organizational plans driven by the expertise found throughout the institution.

## **Research**

### *Research and Planning Office*

The visibility and appropriateness of research data for planning efforts has been expanded due to the hiring of an Associate Dean of Research and Planning in January 2008. Mt. San Jacinto College hired an upgraded administrative research position (formerly Director of Research) whose job is to direct, conduct, and facilitate research as well as data analysis practices. This includes research and measurement activities related to program reviews, student learning outcomes, and institutional goals, among others.

The most recent focus of the Research Committee, comprised of faculty and the staff from the Research and Planning Department, is to try to strengthen the student learning outcomes process, to determine what can be done with the data, and to begin advertising some of the products that are available to the public. Also, the District will soon create an Institutional Research Board (IRB); as a necessary requirement in light of new grants coming from the U.S. Department of Education.

The Research and Planning Department finalized and published on the District website the [2006 Fact Book](#). The 2006 Fact Book is currently utilized by many community members, faculty, and staff and is the primary source for data about the institution. The fact book includes a wealth of

information including basic demographics for the students and faculty at Mt. San Jacinto College, as well as information about the community that the District serves. The fact book also describes student outcomes, including course retention, course success, grade distributions, degrees, and transfer rates.

Executive Cabinet leadership and the Associate Dean of Research and Planning have discussed adapting the format of the fact book from an actual printed document to an online data and information clearinghouse where research, presentations, and data would be collected, stored, and made available through links for users throughout the District to use in implementing short- and long-term planning processes.

The Research and Planning Department's primary priority is to ensure that decisions will be made using fact-based data while meeting the needs of students by providing data in a timely manner. Data is formally presented to faculty, administrators, classified staff, and the Board of Trustees each semester detailing student demographics, student performance measures (e.g. success, retention, persistence, repetition, and transfer rates), institutional ethnic diversity trends and other pertinent institutional data that is key to the success of students.

### **Student Services**

The District endeavors to meet the varied educational needs of its students through programs consistent with those students' educational preparation and diversity, demographics, and the economies of local communities.

The Student Services Sector and its departments utilize data on an annual basis to assess, plan, and allocate resources based on priorities. Each year, the Student Services leadership team works to establish goals for the sector as a whole and for its respective departments. Goals are tied to the District's annually established institutional goals, the Master Plan 2004-2009, and operational needs.

These plans and goals are a product of the formal program review process, operational reports and data (registration activity counts, various student traffic counts, retention numbers, community demographics, and participation rates), and ongoing qualitative and other quantitative measures. In addition, future trends and external data, such as area growth projections, instructional data and reports, as well as regional demographic information, are also factored into decision making.

Bi-weekly meetings of the Student Services leadership team focus on reviewing operations and trends in an effort to continue to improve services to students. Occasional meetings with other divisions or committees, such as the Instruction Office or the Enrollment Management Team, provide opportunities to collect qualitative data to identify problems, challenges and gather additional insights to improve operations within the division.

In the spring of 2006, the District hired a consultant and researcher to help assess customer service and marketing issues that directly relate to access and student success. The [data](#) compiled from 400 phone surveys and focus groups allowed the District to develop plans that enhanced services and access. The information from these surveys was presented to the administration at several workshops by the consultant and was analyzed and reported on by the Research and Planning Department.

In addition, the Student Services Sector has also conducted two [student focus groups](#) in spring 2008 to assess the needs of students in relation to student services and to identify any unique needs of Hispanic students. A presentation on the findings from the focus groups was presented to the Executive Cabinet leadership in fall 2008 and is planned for dissemination to members of the Enrollment Management Team.

New budget allocations are discussed and prioritized by the sector leadership. These requests are tied to established California Community College Chancellor's Office, district-wide, or departmental goals. Rationale and justification for each request must be clear; otherwise, the request does not move beyond the sector for consideration. These allocation requests, when looked at with the sector's updated program review, integrate well with the District's new approach to resource allocations.

The Student Services Sector continues to refine and make adjustments to its planning, allocation, and assessment process to ensure that a more consistent and systematic approach of these efforts integrates with the District and its processes as a whole.

### **Evidence**

[2006 Fact Book](#)

[BCP Review and Evaluation Form](#)

[Board of Trustees Meeting Minutes, May 10, 2007 \(SLO Board report\)](#)

[Budget Committee Flow Chart and Annual Report](#)

[Budget Development Process](#)

[Budget Development Proposal Form](#)

[Career and Technical Education Advisory Committee minutes](#)

[Counting Tools for Previous Terms Guide – Research Office](#)

[Curriculum Committee website](#)

[Decision Support System](#)

Decision Support System RFP (*hard copy only*)

[Educational Master Plan RFP](#)

[Institutional Planning Matrix](#)

[Master Plan 2004-2009](#)

[Master Plan Progress Report 2004-2009](#)

[Program Review Outline Model](#)

[Program Review Schedule for Student Services](#)

[Research reports](#)

[Sandra Golden & Associates Report and Data](#)

[SLO Inventory for Student Services](#)

[SLO newsletter](#)

[Student Focus Groups](#)

[Student Services POS/SLO Survey](#)

[Student Services Program Review Model](#)

### **Recommendation #2.3**

**The Team recommends that the College incorporates established priorities into the governance, decision making, and resource distribution processes.**

During the period since the Self Study Evaluation Report and the visit of the Accreditation Site Visit Team, Mt. San Jacinto College has made significant progress in improving the incorporation of established priorities into the governance, decision making, and resource distribution processes of the District.

#### *Annual Institutional Goals*

In June 2007, the Board of Trustees adopted the Mt. San Jacinto College [Institutional Goals](#) for the 2007-2008 fiscal year, based on the District's [2004-2009 Master Plan](#) goals. The development of the annual institutional goals was the result of a comprehensive discussion at the Executive Cabinet level with collaboration from all areas of the District including the Student Services Sector, Department of Business Services, Department of Human Resources, and Instruction Office. The six institutional goals acted as part of the strategic framework through which the District functions (governance, decision making, and resource distribution) and were aligned in an ongoing process centered on institutional outcomes and performance.

The 2008-2009 Institutional Goals are in the process of being finalized by the Executive Cabinet leadership. In an August 2008 retreat, the Executive Cabinet leadership developed seven broad-based goals which will be shared with the Board of Trustees during a special board session scheduled to be held in late fall 2008.

#### *Annual Division Goals*

In developing the annual institutional goals, each area of the District (the [Student Services](#) Sector, [Business Services](#) Department, [Human Resources](#) Department, and [Instruction](#) Office) simultaneously develops individual division goals that support the priorities established and approved by the Board of Trustees. The first division goals were developed in spring 2007 and were the foundation for the decision making at the division level. Once the 2008-2009 Institutional Goals have been adopted by the Board of Trustees (fall 2008), the institutional divisions will develop individual division goals.

#### *Educational Master Plan*

The District completed a draft of the [Educational Master Plan](#) in spring 2008 which will integrate all of the institution's plans and goals. The educational master plan will be the driver for all decision making and resource distribution processes.

#### *Shared Governance*

In addition to each division developing measurable, annual goals that tie directly to the institutional priorities of the District, in fall 2006, the College Council established a Shared Governance Review Ad-hoc Committee. The charge of the committee was to review the outdated 1999 Shared Governance Document and update the document to focus on incorporating the established District priorities into the overall governance structure. The committee, comprised of faculty, classified, and administrative staff members, met in fall 2006 and spring 2007 and collaboratively developed a [revised Shared Governance Document draft](#) which is pending review and approval by the College Council (anticipated for spring 2009).

The revised document draft provides a defined shared governance process that establishes vehicles for planning and decision making. The document clearly identifies the structure and purviews of the governance committees and the administration. The revised document features elements related to the District's institutional priorities including a focus on institutional effectiveness and assessment. In the past most district-wide shared governance committees did not have a process in place for reviewing, assessing, and evaluating the committee's function or a process for integrating institutional goals into the charge or objectives of the specific committee. With the new shared governance document, shared governance committees are required to develop annual goals, objectives, and activities that relate to the annual institutional goals. In addition to developing the annual strategies, the shared governance committees are required to evaluate and assess the overall achievement of their objectives and goals in relation to the institutional goals. In the revised shared governance document, all constituencies are accountable for the District goals.

As part of the new shared governance document, the Institutional Planning Committee has been reinstated. At the most recent fall convocation in August 2008, the Superintendent/President and the President of the Academic Senate jointly presented information related to the new Institutional Planning Committee and its role in the new planning model.

The new revised document, once approved, will provide the institution with a substantial tool for bringing all constituencies together to formulate recommendations that make a positive impact on the institution and also will provide an effective means for governance and decision making processes.

#### *Board Policies and Administrative Procedures*

During the academic year 2006-2007, the District confronted a number of organizational challenges related to dramatic changes in leadership due to resignations, retirements, and releases. Although the institution is highly dependent upon the leadership skills and vision of key administrators, the District has made significant progress in meeting its mission, increasing enrollments, and improving student success by developing well-established, published, and well-understood administrative policies and procedures.

In spring 2006, the administration and management participated in an extensive day-long retreat for establishing administrative procedures based on the approved [board policies](#). The administrative team completed and published the [procedures](#) in spring 2007. Completion of the administrative procedures ensures that institutional practices are consistent with approved board policies. The published procedures and practices describe how the processes are intended to function and guide faculty, staff, and administrators in meeting their various responsibilities.

Since that time, Mt. San Jacinto College has successfully adopted and published the board policies and has also developed and adopted administrative procedures which have been subsequently published. Input from all constituent groups regarding the recent revisions to the board policies took place during the College Council meetings in fall 2006 and spring 2007. The last revision to the policies was adopted in September 2007. All board policies are published on the Mt. San Jacinto College website.

The new and/or revised board policies are updated on the District website; hard-copy replacements are sent to all members of the Board of Trustees to update their respective manuals; hard-copy

replacements are distributed to all vice presidents to update their respective manuals; updates are placed in the manual in the President's Office; and the President's Office Policy and Procedure Database is updated to reflect current information.

#### *Resource Distribution Process*

The new [budget development process](#), created by the Budget Development Committee, established a new process that directly ties together resource distribution with the priorities of the institution (i.e. program review, annual institutional goals, division goals, master plan goals, Educational Master Plan, Technology Master Plan, and Facilities Master Plan).

#### *Joint Hiring Process*

Mt. San Jacinto College has a demonstrated commitment to increase the number of full-time faculty. In 2006-2007, the District added 13 new faculty positions. In 2007-2008 the District did not add any net new full-time faculty positions due to the State's fiscal crisis. During the 2007-2008 year, State funding for Mt. San Jacinto College did not fully fund the growth in student attendance. Though the District's FTES grew 7.4 percent in 2007-2008 when compared to 2006-2007, the State only funded 5.33 percent. Further contributing to a financial shortfall was a reduced apportionment of \$850,160 owed but not paid by the State due to a statewide shortfall in property tax collections. The effect of a prior year approval for employing 13 new full-time faculty positions, five interim faculty positions, and 13 net new classified positions further reduced the fund balance in 2007-2008.

Developing a comprehensive staffing plan that is data-driven is a priority for Mt. San Jacinto College. The Academic Senate and the administration are currently reviewing the efficacy of the joint hiring process. The purpose of the review is to find a more efficient and longer-term planning approach for hiring faculty and staffing various divisions district-wide. The joint hiring process will be enhanced through the utilization of data from the DSS and the completed program reviews.

Hiring faculty is the result of a shared governance process of faculty and administration working together to identify the numbers of the faculty to be hired as well as which departments, disciplines, and sites receive new hires. The District has a history of much collegial input in hiring. The process and decision making are based in data that examine student enrollment demand and projections as well as external influences such as transfer or career business trends. Using such data, the administration allocates resources to hire a certain number of faculty personnel per site.

#### *Department Chair Restructuring and Department Chair Academy*

In fall 2006, the Vice President of Instructional Services with the concurrence of the Academic Senate initiated a process for restructuring of the department chairs. The Chair Restructuring Task Force, a faculty committee, in conjunction with the Vice President of Instructional Services and feedback from department chairs, is in the process of adopting a system which eliminates unnecessary layers of reporting and focuses on essential duties and appropriate compensation for department chairs.

The chair restructuring and compensation proposal developed by the Chair Restructuring Task Force [or task force] is currently being reviewed by the Academic Senate. Once the Academic Senate approves the plan, the Faculty Association must review the proposal because of potential contractual issues related to making changes in the salary of faculty members. Fiscal implications at the state

level have also slowed the review and adoption process because of the uncertainty related to the 2008-2009 budget.

In the interim period during which the new chair compensation proposal is being reviewed by the appropriate groups, the administration, working with the faculty, has initiated a formula whereby stipends can be converted to additional release time at the request of the faculty department chairs. This new interim process was initiated the first week of the fall 2008 semester.

Quarterly meetings of department chairs convening as the [Department Chair Academy](#) take place with the purpose of determining instructional viewpoints on issues, discussing and debating issues, codifying instructional practices and processes, training on specific issues, and increasing communication. Each department chair has been given a manual that outlines his or her duties and responsibilities as chair, and the hiring processes for associate and full-time faculty. Also included were calendars, information about program review, instructional goals for the year, information about the new DSS, and proposals for restructuring of the chairs' duties and compensation.

## **Evidence**

[Administrative Procedures](#)

[Board Policies](#)

[Budget Development Process](#)

[Business Services Goals 2007-2008](#)

[Department Chair Academy Agendas/Materials](#)

Department Chair Academy Manual (*hard copy only*)

[Educational Master Plan](#)

[Human Resources Goals 2007-2008](#)

[Institutional Goals 2007-2008](#)

[Instruction Office FT Faculty Feedback – July 2008](#)

[Instructional Services Goals 2007-2008](#)

[Master Plan 2004-2009](#)

[Shared Governance \(Revised\) document](#)

[Student Services Goals 2007-2008](#)

## **Recommendation #2.4**

**The Team recommends that the College develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and that the College report regularly to internal constituencies and the Board on this progress.**

The District continues to use its updated [Master Plan 2004-2009](#) to drive decision making with regard to institutional priorities and resource allocations. Regular updates are compiled by each of the goals' respective administrative leaders. The most recent formal update was published in summer 2007. The Executive Cabinet leadership of the District has engaged in annual planning activities that incorporate the master plan goals in a way that integrates individual sector priorities and goals into a matrix-like document that maps to the California Community College Chancellor's Office's Strategic Planning Document. This allows for a "best of both worlds" approach for the District that

incorporates big-picture goals along with the details from each sector. By mapping the smaller detail sector goals to the larger, more visible public goals, it becomes easier to connect these and thus communicate them to the campus community.

In 2007-2008, the Executive Cabinet developed the preliminary planning model that integrated strategic and department planning, budget allocations and resources, institutional effectiveness, and performance review, evaluation, and assessment. Institutional planning was a focus of the fall 2008 convocation with both the Superintendent/President and President of the Academic Senate presenting the [new planning model](#) and explaining how it is integrated with the overall planning, implementation, and review of the institution. In addition to the unveiling of the planning model, a [comprehensive timeline](#) was presented outlining several milestones in the full implementation of the planning model and its various components.

Open and regular communications of institutional effectiveness and planning have been intermittent and continue to be a challenge; however, they have become recognized as essential and more regular during the accreditation process. Currently, the primary vehicle to share this type of information is through the College Council, and then sporadically through smaller divisional or committee announcements, such as deans' meetings, faculty and department head meetings, and management leadership. The District has also encouraged smaller committees and divisions to utilize the Intranet to post minutes and hold discussions. It is anticipated that the model introduced by the Budget Development Committee as well as the new integrated planning model will lead to consistent communication that leads to assessment of effectiveness.

The reinstatement of the Institutional Planning Committee in fall 2008 will lead to broad dissemination to all constituencies via a neutral group's meeting minutes. Board of Trustees presentations are scheduled for the coming academic year to discuss the ARCC report as well as to look at the accreditation process, inclusive with the recommendations regarding more open communication and sharing.

The Mt. San Jacinto College annual [institutional goals](#) 2007-2008 emphasize updating and improving the formal planning processes of the District to ensure ongoing planning and continuous improvement. The District is implementing those mechanisms to measure outcomes in effectiveness; it is at phase one. Starting next year, annual updates regarding goal attainment and assessment of effectiveness will be available and measurable.

The District has committed resources for an upgraded administrative researcher, the Associate Dean of Research and Planning, to direct, conduct, and facilitate institutional effectiveness practices, including research and measurement activities related to program reviews, student learning outcomes, and institutional goals. The development of a [Decision Support System](#) for instruction has been completed and incorporates data-driven modeling to assist in planning and forecasting enrollment scheduling and demand. Student learning outcomes have been embraced and adopted and are a focus of each department's respective evaluation activities. Student learning outcomes have been established with broad input by personnel in the departments in the division, and the areas are now moving into a phase of assessment of them through both program review and other systematic measures. A shared governance institutional planning retreat in June 2007 brought the administration, staff, and faculty constituent groups together for a meeting to discuss a workable planning model, institutional goals, and effective communication strategies to ensure that

information and input are made available to all parties in the planning, allocation, and assessment process.

The institutional mindset has changed and moved into a culture of evidence, measurement, and assessment. By the end of the 2008-2009 academic year, it will be possible to evaluate the progress that has been achieved. This philosophy is currently being applied to budget allocations for the 2008-2009 fiscal year. The budget development process has been overhauled, and budget priorities are now tied to established, measurable goals and institutional priorities. They require the identification of intended outcomes and how those outcomes will be evaluated for effectiveness. New budget allocations are first discussed and prioritized by the sector leadership. These requests are tied to established California Community College Chancellor's Office (CCCCO), district-wide, or departmental goals. Rationale and justification for each request must be clear. If the need does not exist or a connection cannot be made or justified, the request does not move beyond the sector for consideration. These allocation requests, when looked at with the sectors' updated program review, integrate well with the District's new approach to resource allocations.

The District has many ongoing systematic cycles of evaluation, integrated planning, and resource allocation, which have been codified into a planning model that allows for the efficiencies and economies of scale that take place when all systems are truly integrated into a synergistic connection. In the planning model that will be implemented, evaluated, and assessed in 2008-2009, such cyclic, synergistic systems will be addressed. It is important to note that even as the District integrates or implements this type of process, the process itself will be constantly be evaluated.

Evaluation will be based on analysis of both quantitative and qualitative data by the Associate Dean of Research and Planning, faculty leadership, and key stakeholders. Evidence will be broader than that currently available for evaluation, which is primarily sector-driven. The District has allocated necessary resources to lead to improvement of institutional effectiveness to support the above described systems. The Superintendent/President will chair the Institutional Planning Committee with the various stakeholders within the District. The Institutional Planning Committee will act as a central clearinghouse to set priorities based on emerging goals and issues from the [Educational Master Plan](#) and [program review](#) process. These priorities will then be sent to College Council for review and recommendation. There will be an institution-wide, or cross-institutional, allocation of resources based on institutional priorities, and tied to needs assessment validated by research and evaluation.

The ongoing dialogue on many fronts to better analyze and put appropriate assessment systems in place is evidence that although it is not a systematic review at this time, the District is putting the systems in place now to allow implementation of systematic reviews in the fall and later.

## **Evidence**

[Administrative Procedures](#)

[Board Policies](#)

[Budget Development Process](#)

[Decision Support System](#)

[Educational Master Plan](#)

[Institutional Goals 2007-2008](#)

[Institutional Planning Comprehensive Timeline](#)  
[Institutional Planning Model Diagram](#)  
[Institutional Planning Model Presentation](#)  
[Instructional Services Goals 2007-2008](#)  
[Master Plan 2004-2009](#)  
[Program Review Model](#)  
[Revised Shared Governance document draft](#)  
[Student Learning Outcomes Reports](#)

### **Recommendation #3**

**The Team recommends that the College develop a comprehensive plan for the development of student learning outcomes at the program and course levels, for using data about student achievement of those outcomes to assess and improve the quality and effectiveness of programs and services, and to integrate the results of the process into decision making and planning at the College.**

**(Standards I-A, I-B-7; II-A.1, 2, 3)**

Mt. San Jacinto College has made considerable progress with 1) the creation of a comprehensive plan for the development of student learning outcomes at the program and course levels and 2) the integration of student learning outcomes into a systematic and on-going process used to improve student learning.

Mt. San Jacinto College began to directly address student learning outcomes in fall 2005 with the formal appointment of a Student Learning Outcome Site Coordinator, a faculty member who received 100 percent reassigned time to organize and coordinate student learning outcomes activities district-wide. To enhance this effort and create stronger leadership and a more visible presence on both campuses, the Academic Senate established a second SLO Site Coordinator position in fall 2006, which enabled both the San Jacinto and Meniffee Valley campuses to have an active coordinator presence. District administration, including the Superintendent/President and academic deans, also established a monetary departmental incentive to encourage faculty participation in the three phases of the student learning outcomes process, thereby assisting in the acceleration of student learning outcomes activities district-wide during the first two years of the student learning outcomes development process.

The SLO Committee was established in fall 2005, comprised of faculty and administrators from a wide range of disciplines. The SLO Committee has met on a regular basis since that time to provide resources and guidance for the student learning outcomes process district-wide. In May 2006, the SLO Committee was adopted by the Academic Senate, ensuring the student learning outcomes advisory structure via permanent committee status within the Academic Senate. The SLO Committee has assisted individual departments with student learning outcomes development and/or revisions by request. The major [institutional learning outcomes](#) (ILOs) were reviewed for alignment with the general education patterns, career education, and academic majors.

Some of the other accomplishments of the SLO Committee include the design and development of comprehensive [SLO workshops](#). Since fall 2005, workshops have been held each semester during the pre-college faculty Flex day, as well as individual workshops to increase faculty members' understanding and awareness of student learning outcomes as they relate to the primary level of institutional activity. The process for completing student learning outcomes was explained and examples of model student learning outcomes completed by faculty were reviewed. Information related to the student learning outcomes workshops was disseminated through quarterly newsletters as well as postings and announcements within departments. Additionally, information on student learning outcomes was shared via the Curriculum Committee to the Academic Senate.

The SLO Committee developed a comprehensive [SLO Manual](#) with an electronic input form available on the Blackboard portal (for ease of completion) which provides a simplified explanation

of the student learning outcome process. The SLO Manual features 1) how faculty identifies student learning outcomes; 2) how students demonstrate their learning; 3) expectations for student performance; and 4) and assessment of student performance. During the 2007-2008 academic year the SLO Manual was reviewed and definitions of student learning outcomes or departmental learning outcome were developed to provide a clearer and more consistent understanding of the terminology.

With the Mt. San Jacinto College model, dialogue between faculty members is the basic recurrent theme in the student learning outcome process. During the past three years, faculty reviewed the objectives and determined if there were conditions under which performance must be observed. Once student learning outcomes were developed, faculty determined the types of assignments that students would use to demonstrate achievement of each student learning outcome. Results of this dialogue were recorded.

Expectations for student performance were also developed. Faculty teaching the preparation also determined the expectations they shared for student achievement. Faculty members collegially developed language that described a “high” performance, an “adequate” performance, and an “inadequate” performance. Associate faculty members who also taught the prep course were included in the dialogue, and appropriate adjustments were made in the assignments and expectations.

Assessing student performance and reviewing faculty application of the expectations is the third and final phase of the student learning outcome process. The faculty plan to incorporate assessment during the 2008-2009 academic year; initial faculty discussion of results has provided insights as to whether the expectations were being applied with general consistency and whether students were achieving the learning outcome at appropriate levels and in appropriate numbers. A guide for the assessment process and a form for recording the results has been developed and incorporated in the District’s SLO Manual.

### **Research and Student Learning Outcomes**

As detailed in Recommendation 2.2 and as described above in the District’s student learning outcome model, rather than utilize numerical data, the SLO Committee opted to focus on dialogue between faculty members as the primary source of qualitative data for the student learning outcome process. The SLO Committee uses “institutional dialogue” under the Higher Education and Evaluation Research Group (HEERG) dialogue-based model, approved by the California Community College Chancellor’s Office, as the primary research and data tool employed for the development and implementation of the student learning outcome process or cycle at the District. Individual instructors conduct research within their departments. The results of these efforts are then conveyed to the SLO Committee, which in turn presents the information to the Curriculum Committee. Ultimately, the Curriculum Committee makes this information available on the [Curriculum Committee’s website](#). Using the HEERG model, professional dialogue about student performance and the changes in learning design necessary to improve student performance takes place at the departmental level.

In the future, as data accumulates, statistical data analysis will play a larger part in the assessments of student learning outcomes. Institutional structures are in place which should create for steady

improvement and future integration with the Research and Planning Department. In addition, student learning outcomes are a part of the [job responsibilities](#) and tasks for the new Associate Dean of Research and Planning position filled in January 2008.

### **Integration of Student Learning Outcomes in Institutional Cycles**

#### *Integration with Program Review and the Curriculum Committee*

A multi-year cycle for student learning outcomes has been developed by the SLO Committee, proposed to and approved by the Academic Senate, integrating assessment into the cycles for program review and curriculum development.

The SLO Committee has forwarded the multi-year review plan recommendations to the Program Review Committee. The student learning outcomes process is now a part of the basic reporting for instructional program review (a three-year cycle which looks at program goals in the program overview as related to the proposed Educational Master Plan and institutional learning outcomes, at performance on identified student learning outcomes as part of student success, and at departmental learning outcomes under the program content areas). From its first meeting in the 2005-2006 academic year, the Program Review Committee has addressed student learning outcomes. The old program review model for instructional programs had already incorporated reference to student learning outcomes; however, the model had not indicated either the manner or the depth of that incorporation. As a result of the program review revision, several critical goals were identified for the new model: ease of use and more frequent updating; integration of program review with planning; integration of program review with allocations of resources including staff, funds, and materials; and integration of program review with student learning outcomes.

The Curriculum Committee approved the student learning outcomes model and exemplum manuals at the beginning of the 2006-2007 academic year. The Curriculum Committee has incorporated student learning outcomes into all course revisions and new course submissions. Instructional departments regularly identify how student learning outcomes reflect departmental learning outcomes (DLOs) and institutional learning outcomes (ILOs). The committees plan to continue working with the District community to develop a matrix reflecting the status of each course and program. Student learning outcomes are now part of the curriculum revision cycle, performed by the department every time a course is revised (and at least once every six years). The members of the Curriculum Committee and the SLO Committee meet and exchange ideas and information regularly.

Mt. San Jacinto College continues to develop an informative and pragmatic web presence for student learning outcomes. In 2008, the SLO Committee developed a student learning outcomes-dedicated web page that can be accessed from the District's main website, [www.msjc.edu](http://www.msjc.edu). The [SLO website](#) features general information regarding institutional learning outcomes, departmental learning outcomes, and student learning outcomes. The website also provides contact information of the SLO Coordinators and committee members. It further provides an instructional model for the student learning outcome process, with similar model specifically addressing student learning outcomes services issues. A timeline of the process provides direction and a chronological progression of student learning outcomes development. Additional information and archives are also located on this site.

In addition to the main student learning outcomes website, materials and information also have another identifiable web presence via the Curriculum Committee web page. The Curriculum Committee website allows faculty and staff to have access to the Blackboard portal. The Curriculum Committee website is more pragmatic with applicable information related to the accomplishment of departmental learning outcomes and student learning outcomes.

In spring 2008, a [Student Learning Outcomes Survey](#) was developed and distributed to all areas (instructional and non-instructional) of the District. Each department was asked to self-evaluate the department's progress in three broad areas i.e. program review, planning, and student learning outcomes. Results of the survey will be presented by the SLO Coordinators to College Council and the Institutional Planning Committee in fall 2008.

With the exception of the Student Services Sector, non-instructional areas of the District have struggled to understand the student learning outcomes process. In an effort to improve on-going review and to develop a consistent and continuous commitment to improvement of educational effectiveness, the SLO Committee conducted workshops for the Student Services Department and Business Services Department. On-going dialogue with the Human Resources Department is taking place as well. In fall 2007, a [timeline](#) was developed by the SLO Committee to help guide the entire institution through the student learning outcomes process.

### **Integration with Budget**

As described in Recommendation 2.2, student learning outcomes have been approved to be part of the administrative review process for instructional budget augmentation requests; this action was taken by the Board of Trustees on June 28, 2007. The annual budget development process recommended a new procedure for budget allocation requests which stipulates that the Budget Change Proposal forms require that each augmentation request be tied to at least one of the annual institutional master plan goals and/or student learning outcomes to be considered for funding.

Additionally, to further integrate program review into instructional planning and allocation decisions, the Program Review Committee has recommended that 1) no full-time tenure-track faculty position be allocated which has not first appeared as an identified need in program review and educational master plan documents, 2) no instructional equipment purchases (over a level to be determined) be made which have not first appeared as a need identified in the program review and educational master plan documents, and 3) no new construction or refurbishment of any instructional facility be undertaken which has not first appeared as a need identified in the program review and educational master plan documents.

### **Student Learning Outcomes Progress for Student Services**

The Student Services Department has made significant progress in implementing student learning outcomes and developing a culture of assessment. This has been a dramatic change from its traditional measurement of contacts and interventions.

In a series of orientations and departmental meetings, student learning outcomes were identified for each major Student Services Sector function that delivers educational support programs or services. Each identified outcome was associated with one of the sector's six [learning outcomes](#), as adapted

from the Nichols model. This effort was completed in May 2005. In 2006 and 2007, the following Student Services Sector programs reviewed their student learning outcomes and assessment methodologies prior to implementing the assessment phase: Enrollment Services Department, Financial Aid Department, Disabled Student Program Services, Extended Opportunities Program and Services/Cooperative Agencies Resources for Education (EOPS/CARE), Counseling Department, Learning Skills Program, Career and Transfer Center, Title V grant (Student Success Task Force), Transfer and Articulation Department, Talent Search, Upward Bound, and Matriculation.

With the quick adoption of the six institutional learning outcomes, the Student Services Sector's student learning outcomes were out of alignment with the institutional learning outcomes approved by the Board of Trustees in May 2007. In fall 2007, the Student Services student learning outcomes were reviewed and brought into alignment with the newly adopted institutional learning outcomes. Individual departments within the Student Services Sector are making significant progress in reviewing and realigning their student learning outcomes to the adopted model.

A focus of the Student Services Sector measures has been to go beyond just aggregate number measures e.g. the number of students filing a FAFSA application electronically, and to begin, when possible, to assess desired behavioral change outcomes of students (the level of comfort and functional competence with technology and the likelihood of future access to and use of online services). In an effort to expand assessment measures, the Student Services Sector has continued to refine measurement instruments at the departmental level. The Counseling Department, Learning Skills Program, Transfer and Articulation Department, Career and Transfer Center, and Title V Grant (Student Success Task Force) have all developed [Student Satisfaction Surveys](#). Data collected from the surveys is currently being integrated in program review.

### **Progress on Departmental Learning Outcomes**

Discipline or departmental learning outcomes implementation, first proposed by faculty in fall 2005, was resumed in spring 2007. Although significant progress was not made for the 2006-2007 academic year, the Curriculum Committee decided that departmental learning outcomes will become part of the process for "course proposal/revision," so that each course will be connected to the approved departmental/discipline/program learning outcomes. Departmental learning outcomes will be part of the regular curriculum proposal and review process at the level of the Curriculum Committee. Student learning outcomes are expected to be conducted as part of the curriculum revision cycle, done by the department every time a course is revised (and at least once every six years).

### **Progress on Institutional Learning Outcomes**

In late fall 2005, the Curriculum Committee responded to a request from the SLO Site Coordinator and appointed a working ad-hoc committee to develop an instructional institutional learning outcome proposal. The Curriculum Committee's ad-hoc group began work in the first week of September 2005, having both the materials from the previous spring and policy statements from state and local levels to guide their work. The committee created a draft of institutional learning outcomes, incorporating faculty contributions from the previous spring and the work done by the Faculty Resource Coordinator. The resulting draft went to the Curriculum Committee in September

2005. Feedback from the Curriculum Committee and the workshop sessions resulted in a final proposal that was presented to the Curriculum Committee in October 2005 for a first reading. The draft was approved at the committee level and forwarded to the Academic Senate, along with the institutional learning outcomes proposal drafted by the Student Services Sector. The Academic Senate had the responsibility of aligning the two documents into a proposal for College Council. The blended institutional learning outcomes statement was reviewed and approved by the Executive Academic Senate in April 2006. Approval at College Council took place in fall 2006. [Board of Trustees approval](#) occurred in spring 2007, as part of the continued institutional commitment, and as evidence for the update report to the ACCJC.

The Board of Trustees has taken actions which have helped to accelerate the student learning outcomes process. In summer 2005, the Board of Trustees approved a new mission statement, derived from the District's master plan. Secondly, it has approved Chapter 3 of the Board Policy Manual, which provides further insights into institutional values and priorities. Together, these documents assisted the SLO Committee, both Curriculum and Student Services Committees, and the Academic Senate in developing a proposal for College Council and the Board of Trustees regarding institutional learning outcomes. In spring 2007, the Board of Trustees unanimously approved institutional learning outcomes, which will ultimately help to direct student services and instructional faculty regarding expectations for students in general education programs and which will provide the Board of Trustees a means of placing emphasis on one aspect or another as its focus sharpens due to institutional assessment and planning.

### **Evidence**

[2005-2006 End of Year Report – Learning Outcomes at MSJC](#)

[2007-2008 timeline](#)

[ACCJC 2006-2007 Annual Update on Student Learning Outcomes](#)

[Associate Dean of Research and Planning Job Description](#)

[Board meeting minutes, May 10, 2007](#)

[Board Presentation for May 10, 2007, R. Rockwell, SJC SLO Coordinator](#)

[Curriculum Committee website](#)

[Institutional Learning Outcomes](#)

[Learning Outcome Workshop: September 27/October 26, 2005](#)

[SLO Committee Website](#)

[SLO Manual](#)

[SLO Surveys](#)

[Student Services SLOs \(updated\)](#)

[Student Satisfaction Surveys](#)

#### Recommendation #4

**The Team recommends that the College adopt and publish implementation policies and procedures designed to guide and provide consistent approaches to decisions that are critical to the operations of the College.**

**(Standard II – B.2.c., d.; and IV – A.2.,3.)**

##### *Board Policies and Administrative Procedures*

At the time of the ACCJC Self Study Evaluation Team visit in October 2005, Mt. San Jacinto College had yet to complete the formal adoption and institutionalization of the [board policies](#) and the development of [administrative procedures](#). During the academic year 2006-2007, the District confronted a number of organizational challenges related to dramatic changes in leadership due to resignations, retirements, and releases. Although the institution is highly dependent upon the leadership skills and vision of key administrators, the District has made significant progress in meeting its mission, increasing enrollments, and improving student success by developing and publishing well-established and understood board policies and administrative procedures.

Since that time, Mt. San Jacinto College has successfully adopted and published the board policies and has also developed and adopted administrative procedures which have been published. Input from all constituent groups regarding the recent revisions to the board policies took place during the [College Council meetings](#) in fall 2006 and spring 2007. The last revision to the board policies was adopted in September 2007. All board policies are published on the Mt. San Jacinto College [website](#).

As subscribers to the Community College League of California's (CCLC) Policy and Procedure Service Mt. San Jacinto College receives updates to board policies and administrative procedures bi-annually; generally in February and August. All board policies and administrative procedures are reviewed by the legal firm of Liebert, Cassidy, Whitmore to ensure legal compliance and reflect changes to education and public codes. Subscription to the Policy and Procedure Service also provides registration for two subscribers' workshops each year. Attendance is usually limited by the dates offered in Southern California, which works out to be approximately every other year.

In spring 2006, the administration and management leadership team participated in an extensive day-long retreat for creating and establishing administrative procedures based on the approved board policies. The administrative team completed the procedures in spring 2007. These were subsequently adopted and institutionalized by the Executive Cabinet in April 2007. The adopted administrative procedures are published as an Administrative Procedures Manual and are available on the Mt. San Jacinto College's [Intranet](#), an internal website for employees of the District.

Completion of the administrative procedures ensures that institutional practices are consistent with approved board policies. The published procedures and practices describe how the processes are intended to function; to guide faculty, staff, and administrators in meeting their various responsibilities; and to provide a consistent approach to decisions critical to the operations of the District.

Mt. San Jacinto College has an extensive internal process for revising existing and creating new Board Policies and administrative procedures. Upon receiving updates from the Community College

League of California (CCLC) new policies and administrative procedures or their revisions are tracked in the President's Office Policy and Procedure Database. The respective District departments are identified for the delegation of responsibility of updating the Board Policies and administrative procedures. The District has developed an [Approval Tracking and Request for Changes Form](#) that is utilized for each board policy and administrative procedure. The President's Office distributes a Board Policy and Procedures [Update memo](#) for each board policy and administrative procedure. This memo outlines summarizes the revisions from the CCLC as well as the board policy or administrative procedure changes indicated from the CCLC.

Upon receiving updated or new requests to board policy, the following process applies:

- a. The revision is made to a copy of the current board policy with changes indicated;
- b. The revised board policy is placed on the College Council agenda for subsequent reads;
- c. Once approved by College Council, it is placed on the Board of Trustees agenda as an information item;
- d. The meeting following presentation as an information item, it is placed on the Board of Trustees agenda as an action item;
- e. Once approved by the Board of Trustees, the update is made to the District Board Policy Manual and updates are processed.

The revised or new board policies are then updated on the District website; hard-copy replacements are sent to all Board of Trustee members to update their respective manuals; hard-copy replacements are distributed to all vice presidents to update their respective manuals; updates are placed in the manual in the President's Office; and the President's Office Policy and Procedure Database is updated to reflect current information.

Upon receiving updated or new requests to administrative procedures, the revision is made to a copy of the current administrative procedure with the changes indicated. The revised administrative procedure is forwarded to the Executive Assistant to the Superintendent/President for placement on the Executive Cabinet agenda for subsequent reads. A follow-up copy is sent electronically to each vice president. Revisions or questions are returned to the President's Office. The meeting following presentation, it is placed on the Executive Cabinet agenda for approval. Once approved by the Executive Cabinet, the update is made to the District Administrative Procedures Manual and updates are processed as follows:

- a. Updated to District Intranet i.e. Inside MSJC
- b. Hard copy replacement to all vice presidents to update their respective manuals
- c. Update placed in manual in President's Office
- d. President's Office Policy and Procedure Database updated to reflect current information
- e. Approval Tracking and Request for Changes Form with all back-up documentation is placed in appropriate business procedures or administrative procedures file, with current copy of policy or procedure

#### *Shared Governance Processes*

In fall 2006, the College Council established a Shared Governance Review Ad-hoc Committee. The charge of the committee was to review the outdated 1999 Shared Governance Document and update the document to incorporate the established District priorities into the overall governance structure. The committee, comprised of faculty, classified, and administrative staff members, met in fall 2006 and spring 2007 and collaboratively developed a [revised Shared Governance Document](#)

[draft](#), which is pending review and approval by the College Council (anticipated for fall 2008) and which ultimately will be taken to the Board of Trustees in spring 2009.

The revised document draft provides a defined shared governance process that establishes vehicles for planning and decision-making. The document clearly identifies the structure and purviews of the governance committees and the administration. The revised document features elements related to the District's institutional priorities including a focus on institutional effectiveness and assessment. Currently most district-wide shared governance committees do not have a process in place for reviewing, assessing, and evaluating the committee's function, nor a process for integrating institutional goals into the charge or objectives of the specific committee. With the new shared governance document, shared governance committees will be required to develop annual goals, objectives, and activities that relate to the 2008-2009 institutional goals. In addition to developing the annual strategies, the shared governance committees will also be required to evaluate and assess the overall achievement of their objectives and goals in relation to the institutional goals. In the revised shared governance document, all constituencies will be accountable for the District's goals.

The revised document, once approved, will provide the institution with a substantial tool for bringing all constituencies together to formulate recommendations that make a positive impact on the institution and also provide an effective means for governance and decision making processes.

### **Evidence**

[Administrative Procedures Manual](#)

[Approval Tracking and Request for Changes Form](#)

[Board of Trustees minutes – approval of Board Policies](#)

[Board Policies](#)

[College Council Minutes](#)

[Revised Shared Governance document draft](#)

[Mt. San Jacinto College Intranet – Administrative Procedures](#)

[Mt. San Jacinto College website – board policies location](#)

[Update Memo](#)

### Recommendation #5

**The Team recommends that the physical planning and technology planning processes be integrated with, and supportive of, the implementation of the District Master Plan, the strategic plan, program plans, and budget development process, and that the processes provide for participation of stakeholders.**

**(Standard III –B.1; B.2; and C.2; D.2)**

#### Technology – Information Technology

Mt. San Jacinto College has diligently integrated District technology planning and evaluation processes with the master plan, program plans, and budget development processes. Currently, all technology plans and improvements emanate from the five-year institutional master plan and other departmental and program plans. Annually, the Information Technology aligns the department's goals with the [2004-2009 Master Plan](#).

In 2007, the Information Technology Department actively participated in the plan development effort. Once the new [Educational Master Plan](#) is adopted and the Facilities Department master plan is developed, all technology, facility plans, and improvements will be derived from this new district-wide planning document. In addition, as the new instructional program review model finalizes its pilot program in fall 2009 and student learning outcomes evolve into the evaluation and assessment stages, technology plans will be closely integrated into both institutional planning processes.

The Information Technology Department has worked closely with the Information, Communication and Technology Committee (ICTC) and all constituent groups to develop an outline for the technology master plan. This collaborative effort, launched in fall 2007, provided for a comprehensive strategy to proactively evaluate current Information Technology services and prepare the department to integrate its planning methodologies into the educational master plan in fall 2008. As part of this planning effort, the Information Technology Department and the ICTC is currently undertaking an assessment and planning initiative scheduled for completion in the 2008-2009 academic year. The 2008-2009 Technology Assessment and Three-Year Plan has the following components:

|   |   |
|---|---|
| • Infrastructure – San Jacinto            | • Faculty and Staff Technology Training   |
| • Datatel/ERP Effectiveness               | • Web Presence                            |
| • Infrastructure – Menifee                | • Technical Staff Training                |
| • Third-party Software Effectiveness      | • Information Technology Helpdesk Support |
| • Infrastructure – WAN                    | • Network Services                        |
| • Employee Email and SPAM                 | • Telephone Services                      |
| • System Security and Disaster Recovery   | • Desktop Technology                      |
| • Student Email                           | • Compliance – Licensing and 508          |
| • Administrative Technology Support Staff | • Employee and Student AUP                |

The process for integrating technology planning with institutional planning includes formulating task force teams that include the element's stakeholders. The teams will meet for a broad-based discussion to define the goals and data needs of the particular component (identified in table above).

Quantitative and qualitative data analysis will be performed, and recommendations will be formulated into a cost-based implementation plan tied to growth parameters. In May 2008 the Information Technology Department held a highly successful Technology Summit to meet with the component stakeholders and examine the data to make recommendations. This process was conducted under participatory governance with the direct oversight of the ICTC.

The Information Technology Department has outlined the following goals for the 2008-2009 Technology Assessment and Three-Year Plan:

- 1) Conduct a full assessment of the college's existing technology environment;
- 2) Develop a written report of recommendations and strategies to alleviate any deficiencies in the current environment;
- 3) Identify additional technology needs as the college grows at the rate determined by the educational master plan; and
- 4) Develop a technology planning document that identifies budget requirements for current and future needs.

As the new instructional program review model finalizes its full implementation in fall 2008 and student learning outcomes evolve into the evaluation and assessment stages, technology plans will be closely integrated into both institutional planning processes. To be consistent with the new planning model approved by the Board of Trustees in spring 2007, the SLO Committee and Program Review Committee will forward their technology recommendations and needs to the Instruction Office and Curriculum Committee, which will then funnel the information to ICTC and the Budget Development Committee and, finally, to the Executive Cabinet for formal approval. In addition to the SLO Committee and Program Review Committee as well as other District constituents making recommendations for technology needs, the Information Technology Department is actively working with the Instruction Office to make recommendations on the use of technology resources.

The District analyzes growth patterns to determine the need to deploy additional resources to grow the infrastructure to support growing distance education and student services programs. In addition, technology infrastructure planning is accomplished by performing an extensive growth and needs analysis which takes into consideration technical readiness, funding, need for faculty tools, and administrative and staffing requirements.

In cooperation with the Facilities Planner, the Information Technology Department works closely during the planning of new facilities and renovation of existing facilities to meet the technology needs of the District. All new buildings and renovations of existing facilities have gone through an extensive formalized technology-driven planning process that works in conjunction with facility infrastructure needs. In 2007-2008, the Information Technology Department actively participated in the technical design and implementation of facilities including a new Technology and Business Center building and new modular buildings at the Menifee Valley Campus, new modular buildings at the San Jacinto Campus, the opening of a new outreach office in Banning known as the San Gorgonio Pass Service Center, and the opening of the Temecula Education Complex. The Information Technology Department designs and implements the network topology and uses no external contractors. A scalability component of +30 percent is calculated as a minimum growth standard for network topology. The District maintains ample bandwidth and firewall perimeters to support district operations.

The Information Technology Department completed a comprehensive program review in December 2007 that is directly tied to institutional goals developed by the Executive Cabinet and approved by the Board of Trustees. The [Information Technology Department program review](#) process was revised in April 2008 and was utilized to develop the 2008-2009 departmental goals. The program review includes an assessment of the outcome of past departmental goals, a staff analysis, a budget analysis, quality of service targets and review, and customer evaluations. At various intervals throughout the academic year, a program review-form survey is distributed for participation by all constituent groups upon completion of work orders. An annual update for the program review will be completed each December as a precursor to budget development and requests for funding for new projects.

Technology planning for each fiscal/academic year is an integral part of the ongoing institutional budget and goal development process. Technology initiatives are developed with the input of the Information, Communication and Technology (ICTC). When Information Technology develops its annual budget, the associated master plan goals are clearly identified with each specific initiative. When an initiative is proposed from one of the District's areas i.e. Instruction Office, Human Resources Department, Business Services Department or Student Services Department, an initial budget is developed for planning purposes. [Technology initiatives](#) are then presented to the Budget Development Committee on a monthly basis. After review and recommendation by the Budget Development Committee, the initiative is forwarded to the Executive Cabinet for final review and approval. When the initiative is approved, a detailed budget is developed.

Technology procurements are driven by assessment of growth and emerging technologies. Technology purchases are prioritized departmentally and administratively. All purchase analysis includes a connection with the 2004-2009 master plan goals. Every purchase order and purchase requisition related to technology requires the approval of Information Technology for usability requirements.

Nearly all of the goals established in the Master Plan 2004-2009 have a technology component. [Master Plan Goal #13](#) broadly recognizes that continuous analysis and review is necessary to implement innovative and effective technology. Yearly technology plans are evaluated on an annual basis with the completion of year-end status reports. Examples of technology-driven initiatives that have come from planning to implementation include voice-over-IP, direct dial, student and associate faculty email, student web portal, single authentication between online student services, an upgrade in the wide-area network (WAN), implementation of a clustered server environment and a SAN-solution, secure and authenticated wireless access points, and a redesigned District web presence. These specific initiatives were implemented in an effective manner that included planning and systematic process-oriented implementations.

The District also has comprehensive processes in place to determine technology, learning, district-wide communications, research, and operations needs for staff and students.

- The Supervisor of Computer Applications and the programming staff ensure that the College systems support registration, grading, financial aid, transcripts, and all aspects of computer programs need for students to access District services. The Information Technology Department is responsive to the requests and needs of the students and faculty for efficient and effective online services that are easy to use. The Information Technology Department has developed over 1800 custom programs, reports, screens, and subroutines

for the Datatel system. These include custom payment processing, early alert functionality, grading, custom registration enhancements, and custom registration appointment assignment. In 2007-2008 the emphasis for the student system was to bring Datatel to release 18, accomplished in October 2007.

- A district-supported email account is provided for all faculty, staff, and students of the District. Email services are monitored for uptime. Clear channels of communication between college constituents are a high priority; therefore, all systems are closely monitored. In 2007-2008 the Information Technology Department began working to convert the student e-mail system over to live@microsoft.edu. The Microsoft project is planned for implementation in fall 2008.
- In 2007-2008 the Information Technology Department developed [learning outcomes](#) that were compatible with institutional learning outcomes. The departmental learning outcomes will be incorporated into and will be complementary to the 2008-2009 Information Technology Department goals.
- The Information Technology Department supports custom processing that interfaces with the SARS-Call system, calling students to advise them of non-payment drops and automatic registration from waitlists.
- In 2007-2008 the Dean of Information Technology was a member of a subcommittee that evaluated emergency notification systems for SMS, voicemail, and email communications. A recommendation to purchase Connect-ED was made and Information Technology Department will have a direct role in implementation of the new emergency notification system in fall 2008.
- The Information Technology Department supports institutional research. As such, one senior-level programmer is assigned to mandated reporting and research requirements. MIS, IPEDS, ARCC, and NSLC are all supported by Information Technology. In 2007-2008 all mandated data under the purview of Information Technology had on-time and highly accurate submittals. The Information Technology Department also expended material resources to support the implementation of an instructional [Decision Support System \(DSS\)](#). The DSS is a reporting tool produced from SQL tables loaded nightly with data from Datatel. The Information Technology Department has worked not only with loading the data but also with validation of results from the DSS.

For the last five years, the Information Technology Department has developed an [annual obsolescence plan](#) which details the software and hardware that has become obsolete and the plan for replacement. This list is distributed to all administrators and identifies the workstations that need replacement. In summer 2007, the Information Technology Department commenced a district-wide computer leasing program that works to replace most of the outdated computers for faculty, staff, and students (Eagle Access Centers, Assessment, LRC). The Desktop Technology Leasing Program was fully implemented in 2007-2008, fundamentally changing the District's approach to recapitalization and replacement of computer equipment. Previously all departments funded their own desktop computers. This resulted in uneven distribution of up-to-date systems. The Dean of Information Technology separated the computer inventory into quadrants and in 2007-2008 the institution purchased 232 computers to replace the most outdated models. In a recommendation from the Budget Development Committee and subsequent approval from the Executive Cabinet, the District moved the departmental funding for the computer lease program into a base budget administered by the Information Technology Department. A budget change proposal request has been submitted by the Information Technology Department in 2008-2009. If funding is approved,

the money will be used to support the purchase of an additional 204 computers and will represent the second augmentation to a centralized budget administered by the Information Technology Department. The Dean of Information Technology has recommended that this program continue to grow into a full four-year funded replacement cycle.

The infrastructure equipment, including data communication switches, routers, relays, the telephone system, the WAN, the fiber connectivity, the server farms, and the HP mainframe to support the ERP are not acquired via a systematic plan for recapitalization and replacement. The 2008 Technology Planning Initiative will inventory and map these resources to a fully funded replacement cycle.

Effectiveness of technology is evaluated on how well the District is meeting student and faculty demand for services. Surveys have been developed and distributed to staff and faculty members to identify specific needs for individuals and departments as part of the department program review. Surveys will be ongoing, and with the survey results, the Information Technology Department will strategize departmental operations and goals.

Effectiveness of the District's technology is also evaluated by participation in regional and national user groups, i.e., 3CDUG and DUG, where the District gains knowledge regarding best practices at other two-year institutions. Mt. San Jacinto College is a technology leader among community colleges and often receives requests from other colleges to share expertise and processes developed by the District.

Mt. San Jacinto College, like other community colleges in the state, had budget allocations for technology training in the Telecommunications and Technology Infrastructure Program (TTIP) in 2001-2002 and 2002-2003. This funding, however, was eliminated in 2003-2004 and has never been backfilled. Since that time, the District has largely been unfunded for these training opportunities. The Information Technology Department does not have a technical trainer to support district software. This position, and funding for instructional material, is needed as evidenced in the Information Technology Department Program Review. Eighty-eight percent of faculty report the need for self-paced or instructor-led training. Up to 74 percent of administration and staff have the same concern. The position has been requested in the Information Technology Department 2008-2009 budget change proposals and has appeared the three prior years as well. Additional sources are needed for training materials.

During this time of limited resources, the Information Technology Department purchased self-directed training packages, used training consultants, and internally hired employees to train in District-supported software. Training initiatives are primarily funded through departmental general funds, with a small supplement from TTIP. In 2007-2008, the Information Technology Department prepared for the deployment of Office 2007, converting from the Office 2003 Suite. To meet the demand for training, plans are to develop short web videos and to distribute quick learning guides funded by Information Technology.

To meet this distinct need for training, the Information Technology Department has also purchased and distributed quick-start guides and has held internal training sessions during staff development days, faculty [Flex days](#) and ["How Do I...days"](#) (which consist of demonstrations of technology by campus personnel). In addition, the Information Technology Department staff is sent to technology

training with base budget funds or [TTIP funding](#). Training provided has included a full-coverage subscription to Tech-Ed Conference events, participation in regional and national software user groups (3CDUG, DUG), and participation in technology training provided by the California Educational Technology Collaborative Project (@One Project). In 2007-2008, the Information Technology Department participation in training including MIS Training, Secure Information Technology Conference, the Microsoft Sharepoint Conference, Hershey Corporation imaging training, CISOA, cccTRAN Training, technology training provided by the California Educational Technology Collaborative Project, Datatel regional and national conferences, Tech-Ed conference in Ontario, CA., and the CENIC Conference.

Effectiveness is measured with a train-the-trainer approach. Those who attend training are encouraged, and in some cases required, to share knowledge gained. For example, attendees of DUG are required to come back and share information with the Datatel support group. The user communities are served with “module leaders,” departmental resident experts regarding the Datatel software. Module leaders are charged with maintaining software parameters and training departmental staff. When these module leaders attend training, they are responsible to come back and share information with their departments and with the Datatel community.

In fall 2007, the District converted its website to utilize a web content management system (WCMS) that allows for decentralized web updates. Advantages of the WCMS include ready access for web content stakeholders to update content on their web pages, without requiring the expertise to know web programming languages. Dissemination of information via the web has been more current and timely, and thus has provided a better web presence to serve the District’s community. (Mt. San Jacinto College website <http://www.msjc.edu>)

## **Evidence**

[2006-2007 Budget Change Proposals for Technology Initiatives](#)  
[2006-2007 Goals and Master Plan Update](#)  
[2007-2008 Budget Change Proposals for Technology Initiatives](#)  
[2007-2008 Educational Master Plan Information Technology Department Input](#)  
[2007-2008 Goals and Master Plan Update](#)  
[2007-2008 Program Review Document](#)  
[2007-2008 Program Review Synopsis/Survey Results](#)  
[2008-2009 Administrative Notice for Computer Lease](#)  
[2008-2009 BCP Overview](#)  
[2008-2009 Completed Work Orders](#)  
[2008-2009 Desktop Standards](#)  
[2008-2009 IT Department Goals](#)  
[2008-2009 IT Program Review Survey URL](#)  
[Accomplishments under the Technology Master Plan](#)  
[Administrative Procedures](#)  
[Annual Goal Setting](#)  
[Annual Obsolete Lists](#)  
[Assessing and Servicing IT Work Orders](#)  
[Bandwidth and Network Management Analysis](#)  
[Budget Committee Agenda](#)

[Budget Expenditures for Training](#)  
[Budget proposal for Systematic Mainframe Upgrade on cycle](#)  
[CAST Minutes showing DUG/3CDUG Reports](#)  
[Cost vs. Use](#)  
[Decision Support System](#)  
[HP9000 Specifications](#)  
<http://www.msjc.edu/ictc> for 2008 Technology Planning Initiative documents  
[ICTC Minimum Standards](#)  
[ICTC Minutes](#)  
[ICTC Minutes showing How Do I Day/FLEX participation](#)  
[Information Technology Department Learning Outcomes SLOs](#)  
[Information Technology Staff Analysis](#)  
[Information Technology Survey for Program Review](#)  
[Lease Analysis for desktop computing](#)  
[Lease Analysis Overview](#)  
Link to <http://my.msjc.edu>  
Link to <http://www.msjc.edu>  
[Master Plan Goal 13 Update for Management of Technology](#)  
[Master Plan Goal 14 Update for Records management](#)  
[Network Monitoring](#)  
[Program Review, including Survey](#)  
[Report to BOT – State of Technology at MSJC 2006](#)  
[Technology Initiatives](#)  
[Technology Master Plan Update](#)  
[TTIP Budget Expenditure Documents](#)  
[Uptime Statistics](#)

## **Technology – Instructional Technology Support**

The Instructional Technology Support (ITS) Department has made significant progress on the recommendation from the ACCJC Self Study Evaluation Team to integrate instructional technology planning processes with implementation of the District master plan, program plans, and budget development process.

The Instructional Technology Support Department completed its annual program review addressing several areas, including but not limited to a district-wide preventative maintenance plan and staffing resources. The program review helped to initiate a reorganization and relocation of the technical Instructional Technology Support Department staff to support classroom technology at the district's three main sites as well as the virtual program. An Instructional Technology Support Department and Distance Education (DE) [staffing plan for 2007-2011](#) according to enrollment and new building needs (as reflected in the 2007-2008 budget development process) was developed. In addition, the staffing plan is also closely tied to human resource and facilities planning efforts. This staffing plan has been incorporated into the first draft of the Educational Master Plan.

As a result of the completed program review, the Instructional Technology Support Department established a set of departmental goals that are integrated with the District's master plan, anticipated

District growth (facilities), and program plans. These departmental goals support student learning across the District and include the following:

- 1) SMART classroom maintenance: Maintain SMART classroom more effectively. A preventative maintenance schedule for all smart classroom equipment has been developed for the main campus sites. The preventative maintenance schedule was implemented in spring 2007 and has decreased the number of emergent calls from those particular classrooms.
- 2) Specifications: Create a standardized SMART classroom specification that could be used to aid and inform future facilities planning. The standards specification will include equipment specifications for different sized classrooms and specifications regarding physical classroom set-up. Approximately 65 percent of all classrooms are equipped with SMART classroom techniques but as instructional departments retrofit existing classrooms, the standards specifications will be utilized. Data from informal interviews with faculty members primarily from Career and Technical Education (CTE) departments, input from disciplines utilizing SMART classroom technology, as well as collaborative research with department members was used to drive this effort.
- 3) Support for distance education: Increase the ability of the department to provide assistance from the [Help Desk](#). Cross-training of employees has begun to increase help desk services for students and faculty utilizing the Blackboard learning system. By spring 2009 all department staff will be trained to provide help desk support on a rotating basis. In fall 2008 the District will be investigating the feasibility of participating in the new 24/7 student help desk project that will be implemented in January 2009. It is anticipated that participation in this project by the District will increase its ability to meet the needs of students requesting assistance with online learning technologies.
- 4) Maintain current technologies: Implement strategies to maintain a level of technology in all student-use and classroom areas that effectively enhance student learning across the district by ensuring the availability of up-to-date technologies. All members of the Instructional Technology Support Department, including administration, participate in internal or external research and planning efforts as new equipment and software are purchased. Members of the department routinely participate in planning sessions for all projects involving the use of technology.

Among the Instructional Technology Support Department goals in the Mt. San Jacinto College Master Plan 2004-2009 some of the following that have been completed include an Eagle Access Center that has been established on both campuses. These provide students with access to Eagle Advisor, class schedules, catalog of courses, and general District information. The centers are staffed with personnel who provide assistance to students for accessing District web services. In addition to each Eagle Access Center, expanded services are now provided in other on-campus lab areas during peak registration times prior to and at the beginning of each new semester. Access to computers has been expanded across the District by the addition of a variety of student use labs as follows: Additional computer workstations were placed in both libraries and learning resources (doubled since 2004) and computer labs and workstations were established in several career education areas including nursing, automotive, computer science, and the child development and education centers. Kiosk-style computers and actual registration computers also exist in the registration areas. In addition, short-term courses have been created to introduce students to the uses of technology that they will need to be successful.

Budgets for the Instructional Technology Support Department are reviewed in collaboration with the Dean of Information Technology each semester to avoid redundancy and enhance cost reduction through bulk purchasing. The Instructional Technology Support Department program review is closely tied with the budget development process as evidenced through the budget change proposals submitted by the department in April 2008 to increase staffing levels to meet the growing technology needs associated with additional facilities that house SMART classrooms and computer labs. The budget change proposals will be reviewed by the Budget Development Committee and Executive Cabinet.

Planning for purchases of classroom technology is accomplished through collaborative activities among academic and career technical discipline areas through participation in departments and general faculty meetings as needed. Technology purchases are prioritized through regular inventory review and through determining the needs of the students. Technological equipment that is used in the classrooms is the first priority-online education needs are included in first prioritization. Labs and ancillary needs are second priority. Tracking systems for most purchases and personnel costs has been established.

An Executive task force has been assembled to address the ongoing funding needs of the entire District in the area of technology, both administrative and instructional. This task force includes members of the Information Technology Department, the Instructional Technology Support Department, and their deans; the Vice Presidents of Instructional Services, the Vice President of Student Services, and faculty as assigned. The mission of the task force is to establish a five-year purchasing plan that can be submitted to the Budget Development Committee to inform its decisions regarding technology purchasing.

The Instructional Technology Support Department has greatly improved and increased the level of participation of stakeholders in the short and long-term departmental planning process. Department staff serve on the Information, Communication, and Technology Committee (ICTC) and Educational Technology Committee (ETC), which are both technology-related committees of the District. Instructional Technology Support Department supervisors and staff members have also been included in all facilities expansion and remodeling planning efforts, from inception to implementation. The Dean of Information Technology and the Dean of Instruction Technology and Library meet frequently. They collaborate over issues of purchasing and implementation of technology efforts across the college and have established a strong working relationship which has resulted in more efficient use of all resources: human, fiscal, and physical.

Assessing and prioritizing the needs of the Instructional Technology Support Department is a collegial process. The Educational Technology Committee (ETC), a shared governance committee consisting of administration, faculty, and staff, is responsible for gathering information and accepting reports and requests pertinent to the department and planning. Discussions and feedback to the ETC also come from instructional administrative meetings, instructional deans meetings, faculty meetings, and College Council. The plans and requests from the ETC are forwarded to and approved by the Budget Development Committee and then the Executive Cabinet, where the final responsibility for decisions lies.

Evaluation of the Instructional Technology Support Department occurs in several ways. Currently, the department uses a special comments email address within its Blackboard portal to evaluate

instructional use of course management technology, and it reviews technology inventories on a regular basis to determine regular replacement and repair schedules. Departmental meetings occur prior to each semester, and participants anecdotally evaluate prior semesters' problems and successes and create goals for improvement for the new semester. Preventative maintenance on all SMART classrooms is performed prior to each semester. An end-of-year survey is deployed district-wide to assess the effectiveness of the department's technology services.

Since the progress report, several additional training components have been included in the District's complement of technological professional development opportunities for faculty, staff, and administration. The [@One Technology Training Project](#) grant has allowed all technology staff members in the Information Technology Department and the Instructional Technology Support Department to attend technical institutes. Approximately 90 percent of all technicians from both departments at the District have attended at least one technical institute in the last 18 months. Staff members have also attended training sessions of the National Association of Broadcasters and the Chief Information Systems Officers Association.

The [@MSJC Academy Program](#) continues to serve faculty technology training needs, particularly in the area of distance learning. Faculty have also been able to have more frequent participation in @ONE training activities as the project is located at the District. To provide ongoing training support for faculty, the Title V grant has funded a part-time Faculty Resource Coordinator, for the past five years. For the last three years, the coordinator has developed two faculty resource centers that each house high-end multimedia stations for faculty to use in developing materials for use in SMART classrooms and online. The coordinator meets with faculty to assist and train them in the use of the technology. Use of technology in basic skills instruction has been added to the menu of academy training offerings. Basic skills funds have been utilized to establish the [@MSJC Teaching and Learning Academy](#) based on the technology academy model already established at the District. The [@MSJC Teaching and Learning Academy](#) includes a technology strand that addresses the use of technology for basic skills instruction. Likewise, the [@MSJC Technology Academy](#) includes a similar strand of training in its implementation.

The District determines the effectiveness of technology training provided to its constituents and students by counting numbers of participants in training activities, by assessing success and retention rates of distance education students over a six-year period, and by researching individual instructors' success and retention rates based on participation or non-participation in the academy programs. A focus on training faculty throughout the development of online programs has produced results. Educational Technology Committee has developed a set of peer evaluation guidelines for evaluation of faculty who teach online. To determine why students are dropping online courses, the Dean of Instruction, Library and Technology in collaboration with Educational Technology Committee and Student Services Department will be establishing a digital exit interview for students who drop a course. Expected implementation of this instrument is by summer 2009.

## **Evidence**

[@MSJC Academy Program](#)  
[@MSJC Teaching and Learning Academy](#)  
[@One Technology Training Project](#)  
[Five-Year Staffing Plan for ITS and DE](#)

[Help Desk for ITS](#)

[Master Plan Goal Status Report # 6, March 2007](#)

[Master Plan Goal Status Report # 11, March 2007](#)

## **Physical Resources**

The District plans physical resources in a variety of ways: submission of [five-year capital outlay plans](#) including [Initial Project Proposals \(IPPs\)](#) and [Final Project Proposals \(FPPs\)](#); submission of [five-year scheduled maintenance/special repair plans](#); involvement of the Facilities Committee, which includes members from Instructional Services and the Information Technology Department; use of Budget Change Proposals (BCPs) requiring internal project review for alignment with District master plan goals, institutional goals, and student learning outcomes; revisions and updates to the educational master plan; revisions and updates to the Facilities Department Master Plan; and meetings with stakeholders and others to review needs on a project-by-project basis.

The submission of the five-year capital outlay plan is submitted in consultation with District leadership to determine priorities for projects. A review of the current and future FTES and FTEF enrollment projections is completed using data provided by the Chancellor's Office and by the District's Information Technology database. The enrollment projection is reviewed by TOPS code in order to determine the type of facilities or physical space required to support the District's growth.

Once a project need has been identified based on review data and approval of the IPP, the appropriate stakeholders are consulted to determine specific programmatic needs. The District with the assistance of a consultant, if required, prepares the Final Project Proposal (FPP) and submits to the California Community College Chancellor's Office for review and funding.

The submission of the five-year Scheduled Maintenance/Special Repair (SM/SR) Plan is completed under the leadership of the Facilities Department. Consideration is given to the needs of the instructional program as well as any health or safety items requiring correction. Data used to submit the five-year SM/SR Plan is compiled using historical knowledge as well as the results of the facilities condition analysis.

A [facilities condition analysis](#) consists of periodic surveys of the District's facilities to review for unsafe conditions, routine maintenance, and scheduled maintenance requirements such as the condition of the roofs, building structures, building infrastructures, finishes, and mechanical systems. The results of the facilities condition analysis are entered into the FUSION database. Please note FUSION is a database program that allows for electronic submission of FPP's, IPP's, space inventories, etc. that allows data to be readily accessible to the California Community College Chancellor's Office where they are reviewed and updated. The results are then used to determine remaining useful life of the facilities and assist with establishing priorities for obtaining funds.

The District plans its physical resources through meetings with stakeholders and others to review needs on a project-by-project basis. The Facilities Committee is involved in the planning of the physical resources by assisting with the review of individual program needs. The committee consists of invited members including faculty, staff, and administrative representatives. There are

representatives on the Facilities Committee from both the Information Technology Department and the Instructional Technology Support Department who ensure that technology planning is integrated into facilities planning. The committee reviews the facilities modification request form, which requires that each submitting department justify the requested facilities modification in concert with student learning outcomes, master plan goals, and the ability to increase utilization and capacity of the spaces. Recommendations for repairs are prioritized based on health/safety/code requirements, the impact on the instructional programs, and the needs of support services areas. Recommendations for improvements to facilities are made based on the ability to improve utilization, increase capacity, and respond to changing program needs.

Budget change proposals are submitted each year by the Facilities Department and Facilities Planner as necessary to support the SM/SR Plan as well as other institutional priorities. BCPs require internal review for alignment with the Educational Master Plan (currently in the process of being adopted), District Master Plan goals, student learning outcomes, district learning outcomes, and institutional learning outcomes.

Revisions to the [Educational Master Plan](#) (once formally completed) will be made annually based on changing programmatic needs as identified by the Instruction Office. The revisions will be used to continue to determine priorities for the five-year capital outlay plan as well as to assist with ensuring that District projects are prioritized based on student learning outcomes, master plan goals, institutional goals, etc.

Revisions to the Facilities master plan are made on an as-needed basis in concert with revisions to the educational master plan, the five-year capital outlay plan, institutional goals, student learning outcomes, and the priorities of District leadership.

The District hired a full-time facilities planner to coordinate planning and program applications in concert with the five-year capital outlay plan, student learning outcomes, and institutional goals. The Facilities Planner coordinates project and program needs with the Instruction Office, Student Services Department, Business Services Department, and others to assure that District needs and priorities are included in all projects.

An inventory of the District's capital assets is completed annually by the Facilities Planner to ensure that the District's facilities are aligned with space allocations in accordance with the California Community College Chancellor's Office Space and Utilization Standards. The results of the space inventory are entered into the FUSION database during the open reporting period in September of each year. In addition, the Facilities Planner publishes utilization reports for District leadership, which will assist in identifying areas for improvement as well as areas that require modernization in order to obtain better utilization. Areas requiring modernization will be reviewed in concert with the five-year capital outlay plan and with the District's priorities as established by student learning outcomes, and institutional goals.

The District builds its physical resources in a variety of ways, including use of a construction manager with multiple prime method; a design/bid/build method; in-house staff; temporary labor; use of capital outlay funds through general revenue bond allocations; District funds through operating expense budget; scheduled maintenance/special repair funds; adherence to all applicable local, county, state, and federal regulations including Title 24, Title 5, Title 19, Title 8, California

Building Code, National Electric Code, National Plumbing Code, and National Mechanical Code; plans reviewed by the Division of the State Architect to ensure compliance with codes specifically related to access compliance, structural, and fire/life safety; independent constructability reviews completed prior to finalization plans; and oversight of projects completed by contractors and service providers.

The District maintains its physical resources in a variety of ways, including routine maintenance; scheduled maintenance; preventive maintenance; completions of facilities condition analysis; completion of annual space inventories; service request work orders submitted by District staff; and annual certifications and inspections of building systems, including elevators, air compressors and gas pumps; and inspections by various regulatory entities and agencies such as the fire marshal, Eastern Municipal Water District (EMWD), South Coast Air Quality Management District (SCAQMD), risk management, and the health department.

The condition of the facilities is reviewed and space is inventoried annually. Upgrades and repairs are completed based on results of condition inspections, space inventories, service requests, work orders, requests from the Facilities Committee, requests from the Safety Committee, and daily reviews by the custodial and maintenance staff. Recommendations for repairs are prioritized based on health/safety/code requirements, the impact on the instructional programs (related to student learning outcomes), and the needs of the support service areas. Recommendations for improvements to facilities are made based on the results of the space inventory. Recommendations for improvements are prioritized based on space type and ability to generate FTES or increase capacity (related to student learning outcomes).

Steps that have been taken to implement the above items include procurement and implementation of a computerized maintenance management system that includes preventative maintenance and scheduled maintenance components, completion of a draft district-wide educational master plan, contracts to be issued to procure a new energy management and fire alarm systems, IPP's/FPP's to be updated to ensure that program needs are considered which best assist the District with meeting student learning outcomes and its space needs, and procurement of radios to assist with response to life and safety emergencies and other support needs such as emergency maintenance requests (lights out, water overflowing, too hot/cold, etc.). Other steps and processes include a follow-up customer satisfaction survey to faculty and staff to determine the level of satisfaction with the District's facilities and services provided by the Facilities Department, the improvement of the campus environment through sustainable landscaping, the completion of occupancy of the Technology and Business Center at the Menifee Valley Campus, and completion of the design and bid for the Classroom I Building at the Menifee Valley Campus. In addition to the above steps, the District master plan goals # 24 (College Environment) and #33 (Campus Identification) have been implemented with way-finding signage in order to support student learning outcomes and the institutional strategic plan.

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the District plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Physical resource planning is integrated with institutional planning. The institution

systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.

A Facilities Condition Analysis (FCA)-consisting of periodic surveys of the District's facilities to review for unsafe conditions, routine maintenance and scheduled maintenance requirements such as the condition of the roofs, building structures, building infrastructures, finishes, and mechanical systems - is completed by District staff. In addition, an annual inventory of the District's capital assets ensures that the District's facilities space allocations are in accordance with the California Community Colleges Chancellor's Office Space and Utilization Standards. The results of this analysis are entered into the inventory database (FUSION). The inventory database is updated during the open reporting period and is used to determine the remaining useful life of the facilities and assist with establishing priorities for obtaining funds.

Long-range capital plans support institutional improvement goals by continually reviewing, revising and updating the educational master plan and the Facilities Department master plan based on changing program needs as identified by the District. The revisions are used to determine priorities for the five-year capital outlay plan as well as to assist with ensuring that District projects are prioritized based on student learning outcomes, departmental learning outcomes, institutional learning outcomes, the master plan goals, and institutional goals.

Review of the educational master plan and the Facilities Department master plan is completed by analyzing enrollment trends and projections within the District boundaries and by self-comparison with other districts and service areas. Based on the trend analysis, the long-range capital plans are modified as required to support the institutional improvement goals.

Long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment by performing life-cycle cost analysis during the planning phase of the project. The life cycle cost analysis reviews such items as building envelopes, HVAC systems, and electrical systems, including lighting. The analysis includes projections of the initial cost of systems, the energy costs to run the buildings, maintenance and custodial costs to service the buildings, the life expectancy of the buildings, replacement costs (if applicable), and total cost of ownership over fifty years. This information is then used by the District when making decisions as to how to proceed with the design of the facility.

The District assesses the effective use of physical resources and uses the results of the evaluation as the basis of improvement in a variety of ways. The District requires that all BCPs, including requests for facility improvements or related items, provide a measurement device for determining the success of the investment.

Steps that have been taken to implement the above items related to the long-range capital plans that support institutional improvement goals and integration with institutional planning include District-wide education master plan completion allowing for calculations of current and future space needs based on actual enrollment data; updates of the five-year capital outlay plan to ensure that program needs are considered which best assist the District with meeting the student learning outcomes, departmental learning outcomes, institutional learning outcomes, and space needs; completion of the Life Cycle Cost Analysis for the Classroom I Building to be constructed at the Menifee Valley Campus. Life Cycle Cost Analysis assisted the District with determining the best design options to

ensure that the building can be maintained and operated efficiently; updates to the space inventory for construction of new facilities; modifications to existing facilities and findings from the annual inventory, development of the District wide Facilities Department master plan which will be driven by the education master plan, continuous review of classroom and lab utilization to ensure adherence with California Community College Chancellor's Office standards; continuous review and analysis of space generated versus space assigned by department or otherwise organizational needs; and implementation of the California Community Colleges Energy and Sustainability Policy as adopted by the Board of Governors in January 2008.

## **Evidence**

[2004-2005 Scheduled Maintenance Plan](#)  
[2004-2008 Five-Year Capital Outlay Plan](#)  
[2005-2009 Five-Year Capital Outlay Plan](#)  
[2006-2010 Five-Year Capital Outlay Plan](#)  
[2007-2011 Five-Year Capital Outlay Plan](#)  
[2007-2008 Scheduled Maintenance Plan](#)  
[2008-2012 Five Year Capital Outlay Plan](#)  
[Budget Change Proposal Spread Sheet, M&O/Facilities Planning, May 2007](#)  
[Budget Committee Reports](#)  
[Development & Support Services, Customer Satisfaction Survey, April 2007](#)  
[Disaster Plan](#)  
[Draft Initial Study \(Banning Learning Center\)](#)  
[Education/Facilities Master Planning Through Year 2020](#)  
[Educational Master Plan](#)  
[Facilities Committee Reports](#)  
[Facilities Condition Analysis from FUSION showing annual updates](#)  
[Facilities Modification Request Form](#)  
[Facilities Update and Financing Options, 3/24/05](#)  
[Facilities Update and Financing Options, 1/20/05](#)  
[Facilities Update and Financing Options, Power Point Presentation](#)  
[General Obligation Bonds, 1/20/05](#)  
[General Obligation Bonds, 7/8/03](#)  
[IPPs and FPPs for Capital Outlay Projects](#)  
[MSJC Proposed Education Center Site, Banning](#)  
[MSJC Master Plan 2000-2005](#)  
[MSJC Master Plan 2004-2009](#)  
[MSJC Safety Program](#)  
[MSJC Sign Program](#)  
[MVC Technology Center, Meeting Minutes](#)  
[Programming Meeting Minutes – General Classroom 1, MVC](#)  
[Project List/Spread Sheets](#)  
[RFP for Computerized Maintenance Management System](#)  
[RFP for Educational Master Plan](#)  
[RFP for Electronic Marquee Entrance Sign, MVC](#)  
[Safety Committee Reports](#)

### **Recommendation #6**

**The Team recommends that the Office of Human Resources initiate a careful review of the institution's use of human resources and of its programs and services, including conducting needs assessments and evaluations of program and services it offers. Similarly, professional development activities need to be connected to identified faculty and staff needs and their effectiveness assessed. Planning for all aspects of human resources needs to be integrated with other institutional planning.**

**(Standard III.A.1.c, III.A.2, III.A.4.a, III.A.5.b, and III.A.6)**

The Human Resources Department began the process of preparing a comprehensive program review in spring 2008. Due to the recent retirement of the past Vice President of Human Resources in summer 2008 and the hiring for the position in spring 2008, the Human Resources Department Program Review has been delayed; however, the new Vice President of Human Resources quickly initiated the program review by establishing deadlines for completion. The Human Resources Department Program Review will be completed by fall 2008.

The Human Resources Department Program Review will cover the following areas: recruitment and terminations; job analysis, job design, and job compensation; management of records; mandated reporting requirements; contract management and labor relations; discrimination prevention programs; benefits administration; risk management activities; policies and procedures; staff development and training; benefit leave coordination; and police activities (Police Department). Each section will describe the activity, define the purpose, cite appropriate references, define scope, and provide an analysis or overview of the current activity. Each activity will be identified as compliance, customer service, or program improvement. In addition, each activity will be measured, its effectiveness analyzed, and Human Resources Department goals established, and the activity will reference the appropriate plan (master plan, budget or accreditation).

In addition to completing a program review, the Human Resources Department has created a timeline for conducting evaluations of its programs and services. The evaluations are scheduled to take place every two years and will be analyzed and used to improve programs and services offered by the department. Currently, the department is working with the Associate Dean of Research and Planning to develop an instrument to utilize for the evaluations. The Human Resources Department staff will determine a tool appropriate for the department by spring 2009. Evaluations of programs and services will begin in fall 2009.

#### *Integrating Human Resources with other institutional planning*

A new planning model, as outlined in the response to Recommendation #2, has been developed by the District. All areas of the District will be integrated through this process. By completing a program review, the Human Resources Department will be well integrated with institutional planning.

In addition, the Human Resources Department had an off-campus [planning retreat](#) during the summer of 2008 during which a mission statement and goals were established for the department. These goals were reviewed by the Executive Cabinet leadership during its planning retreat and were subsequently integrated into the District goals scheduled to be presented to the Board of Trustees in

October 2008. Following refinement and approval by the Board of Trustees, the Human Resources Department will monitor its effectiveness to ensure successful completion within the overall District framework.

### *Professional Development*

One of the District's goals for 2008-2009 is to strengthen organizational development with a focus on growth management, transparency, communication, staff development, and institutional diversity. The District provides numerous staff development opportunities to each of the employee groups (faculty, classified, and administration).

The District receives staff development funds from the California Community Colleges Chancellor's Office (CCCCO). The Human Resources Department coordinates the disbursement and use of these funds. These funds are distributed to administrators, faculty, and classified employees to pursue professional development opportunities. The funds are generally distributed in amounts of \$600 per activity to ensure an equitable distribution of funds and are provided on a first-come, first-served basis. In addition to the funds received from the CCCCCO for staff development, the District also provides general funds for staff development. Individual departments are responsible for budgeting, allocating, and distributing staff development funds for department employees.

Through the faculty [Flex program](#), faculty are required to fulfill 24-hours of professional development each academic year. The Flex Committee schedules training and professional development activities throughout the academic year. Although members of the associate faculty are not required to participate in Flex activities, they are strongly encouraged to participate in these opportunities. [Flex guidelines](#) for both full- and part-time faculty have been developed and published on the district's Intranet and website.

Faculty have the opportunity to participate in two professional development academies held twice a year i.e. the [@MSJC Technology Academy](#) and the [@MSJC Teaching and Learning Academy](#). The genesis of both academies occurred during the self-evaluation process that Mt. San Jacinto College performed as part of its Basic Skills Initiative in July 2007. The college-wide groups that focus on staff development and instructional practices worked independently and recommended that Mt. San Jacinto College should provide on-going, regular and specific training for faculty on issues related to basic skills. Funding was earmarked from the Basic Skills Initiative, the Title V grant, and Flex in order to support faculty training and development on basic skills topics. The [@MSJC Technology Academy](#) assists faculty in achieving the seamless integration of technology into the curriculum, emphasizing quality teaching strategies that encourage student-centered learning.

Surveys are utilized to evaluate the effectiveness of both academies. Participants are provided surveys for each breakout session they attend and for the overall programs. The surveys are used in an effort to gauge the overall effectiveness of the program and also to collect suggestions for future offerings and improvements for future sessions.

The classified professional staff also have the opportunity to participate in a professional development training program. The Classified Senate plans an annual [classified professional development day](#), usually held during the week of spring break. The academic calendar is developed with consideration of this day. The Classified Senate utilizes a pre-survey to gather information related to the professional development and training needs of the classified staff. This pre-survey

was done in consultation and collaboration with the Academic Senate. In addition to the pre-survey, the Classified Senate also utilizes a post-survey to evaluate the effectiveness of the annual professional development day. The surveys are used to not only gauge the effectiveness of the training sessions, but to also aid in making improvements for future sessions and break-outs.

The District is a member of a legal consortium and as such is privy to [monthly management workshops](#) and conferences on issues related to the community college environment. These workshops are available for the administrative staff. Administrators also attend quarterly management leadership meetings that provide information about district programs and include a professional development component. The administrative staff is encouraged to participate in statewide organizations, such as the Association of California Community College Administrators (ACCCA).

The Staff Development Program at Mt. San Jacinto College continues to be a priority. The District will continue to review, assess, and enhance its staff development program. The Human Resources Department recently completed a department retreat which focused on developing the department's mission and goals for the next three years. The retreat completed in August 2008, also focused on strategizing a comprehensive professional development plan. The plan, once completed, will include a district-wide needs assessment, development of a task force, development and implementation of a professional development program, marketing and communication (website), establishment of a budget, and an evaluation and assessment component.

### **Evidence**

[@MSJC Technology Academy](#)

[Classified Development Day Flyer and Agenda 2008](#)

[Flex Program Guidelines](#)

[Flex Program for FT and PT Faculty](#)

[Human Resources Department Planning Agenda](#)

[Management Workshop Schedule](#)

### **Recommendation #7**

**The Team recommends that the Board implement its established policy on self-evaluation. (Standard IV-B.1.e, g)**

The Board of Trustees adopted a [policy for board self-evaluation](#), which is meant to result in an effective review of board performance. This policy, adopted in August 2001, calls for regular self-evaluation; however, the Board of Trustees has not yet evaluated itself in accordance with this policy.

The Board of Trustees has renewed its commitment to assessing its performance as a Board and has set a tentative timeline to complete a self-evaluation of the Board of Trustees' performance by January 2009.

Currently, the President's Office is assisting the Board of Trustees in developing a formal procedure/process for annual self-evaluation. The President's Office completed an exhaustive review of various community college governing [board evaluation instruments](#) (questionnaires) in fall 2007. The evaluation instruments will be reviewed by the Board of Trustees Chairperson and the Superintendent/President in fall 2008. The Board of Trustees Chairperson and the Superintendent/President will approve the use of a single [evaluation instrument](#) and then will distribute the questionnaire to each Board of Trustees member. It is anticipated that the Board of Trustees will complete the evaluations and return them to the President's Office by November 2008 to compile the results for distribution to the members of the Board of Trustees.

In early December 2008, it is anticipated that the Board of Trustees will hold a special organizational meeting to elect new leadership for the upcoming year, and will also at this time review its performance and establish goals for the upcoming year. It is the intention that the areas of weakness or concern mentioned in the self-evaluation will be incorporated into the goals for the following academic year.

The student trustee will participate in the annual organizational meeting. At this time the student trustee will identify and develop goals that he or she would like to establish for the term of office. The student trustee will work closely with the Associated Student Body (ASB) to ensure that the student trustee goals are integrated with the goals of the Associate Student Body as well as the institutional goals established by the Board of Trustees and Executive Cabinet.

After this initial pilot self-evaluation, the Board of Trustees will assess its performance as a governing body, based upon these annually established goals, in order to identify strengths and areas in which it may improve its functionality and effectiveness. This self-evaluation process will help to ensure that the Board of Trustees remains focused on the global issues affecting the District.

### **Evidence**

[Board Policy 2745](#)

[Draft Self-Evaluation Instrument](#)

[Information Agenda Item for Draft Self-Evaluation Instrument](#)

[Sample Self-Evaluation Materials from Other Community Colleges](#)

## Mt. San Jacinto College Action Plans Update

### STANDARD I.A

#### **AP I.A.1**

Create individual department mission statements. As discussed above, processes are in place for periodic review of the mission statement and integration of the mission into college planning, program review, and program development. However, we recognize that department mission statements are not universal. In addition, the new mission statement approved by the Board of Trustees in June 2005 should be even more widely published, posted, and distributed throughout the college. For example, the Curriculum Committee suggests including the mission statement as a standard part of its agenda and minutes headers.

#### **Response:**

Status: Complete. Individual department mission statements have been developed for the Department of Human Resources, Instruction Office, Business Services Department, and Student Services Department. The current mission statement for the institution is published in numerous locations throughout the District, including but not limited to the website, board room and libraries. In addition, the Curriculum Committee has included the mission statement on the headers of the committee's agendas and minutes.

### STANDARD I.B.

#### **AP I.B.1**

Incorporate systemic program review into all sectors of the college. The model followed and developed in instructional program review is one option open to the college, providing comparable data and an integrated process to guide the measurement and improvement of institutional effectiveness.

#### **Response:**

Status: In process. The new instructional program review model was created to be broadly applicable to instructional departments and provide comparable data to make decision making more rational. A Student Services Dean participated in the development of the model with the intent that it could be adapted to the purposes of other sectors. The model needs to be disseminated to other sectors of the District.

#### **AP I.B.2**

Develop a method by which the various planning and evaluation processes assess their effectiveness in improving instructional programs, student support services, and library and other learning support services. Incorporate these methods into formal and informal planning and evaluation across the institution.

#### **Response:**

Status: In process. A comprehensive planning model was developed in consultation with the Executive Cabinet in spring 2008. The planning model will be going through initial implementation during 2008-2009. Evaluation and modification of the planning model will

be ongoing. The model was shared with faculty during the fall convocation of August 2008. Once initial implementation is completed, assessment of the full planning cycle will occur.

## **STANDARD II.A.**

### **AP II.A.1**

Increase research availability through (1) exploring avenues for student input relevant to student needs for scheduling and program development; (2) exploring reasons for the recent decrease in transfer rate; and (3) identifying ways to facilitate student transfer.

#### **Response:**

Status: In process.

1. **Exploring avenues for student input relevant to student needs for scheduling and program development.**  
Compiled input from Mt. San Jacinto College counselors to determine primary reasons why students have difficulty making realistic scheduling and program development plans.
2. **Exploring reasons for the recent decrease in transfer rate.**  
Transfer rates by key disciplines and specific ethnicity i.e. Hispanic and non-Hispanic have been compiled and analyzed. Hispanics have been identified as a group with a proportionally lower transfer rate in terms of Science, Technology, Engineering and Mathematics (STEM) transfer courses.
3. **Identifying ways to facilitate student transfer.**
  - a. Conduct focus groups among students to determine primary reason why students have difficulty making realistic scheduling and program development plans. Develop a committee to assist in the design of the class schedule and to oversee time conflicts and course offerings, i.e. days of the week and timing.
  - b. Compile a list of barriers students encounter on their journey from a first time student at Mt. San Jacinto College to transferring and corresponding solutions to those barriers.
  - c. Develop a step-by-step check-off list for transferring and target transfer students with direct mail and the @MSJC website. In addition, provide local 4-year colleges with the list of potential transfers.
  - d. The Transfer and Articulation Coordinator will attend regularly scheduled counseling meetings.
  - e. To better disperse transfer related information the Transfer and Articulation Coordinator will develop a weekly 'transfer corner' publication which will be provided to the Counseling Department as well as the Transfer Club.
  - f. The Transfer and Articulation Coordinator will develop and implement an annual Transfer Week district-wide to be offered in the month of November. The Transfer Week will consist of the following: major's fair; application workshops; Financial Aid workshops; and personal statement workshops.
  - g. Branding: The Transfer and Articulation Coordinator will develop a branding and marketing scheme for Transfer Week. To disseminate the information regarding Transfer Week, postcards will be created for each department. In addition, a mailing list of transfer-ready students will be created from this and each one will be sent a postcard advertising Transfer Week.

- h. Provide adequate staffing for Transfer and Articulation Coordinator.
- i. Provide adequate space for Transfer seminars and workshops involving transfer information or activities.
- j. Mandating the Honor's orientation as a means of disseminating transfer information.
- k. Identify supplemental instruction with a primary focus on STEM courses as a key program that would assist in facilitating student transfers.
- l. District-wide co-sponsorship of Associated Student Body Transfer Club that is offered through the student to student transfer information process.
- m. Increase the on-campus university recruiters by at least double.
- n. Increase district-wide campus tours of Mt. San Jacinto College

### **AP II.A.2**

Study resources available and the feasibility of creating more discipline-specific resource centers, such as reading, ESL, and science (including introductory, non-major, and major courses).

#### **Response:**

Status: Complete. Reading centers exist within the learning resource centers at both the San Jacinto and Menifee Valley campuses with expansion also completed at the Temecula Education Complex. The San Jacinto Campus Learning Resource Center offers English as a Second Language (ESL) tutoring and workshops through a World Languages Center, as well as learning software to support ESL students. Directed learning activities have been created to support an increasing number of disciplines, including the sciences. The San Jacinto Campus Library is being remodeled to include an ESL classroom with 24 computer stations.

### **AP II.A.3**

In order to make appropriate progress toward a fully realized this standard, the institution must:

1. Reach agreement on a uniform definition of student learning outcomes (SLOs) and collaborate across sectors to create degree-level SLOs.
2. Develop and clearly commit to a plan which develops SLOs at the course and program level in Instruction and at the service and program levels in Student Services. Such a plan should include appropriate assignment of personnel with responsibility and authority for the development and implementation of SLOs.
3. Integrate and update educational planning.
4. Integrate SLOs into institutional planning and program review in a system that goes beyond instructional activities to connect the current charrette process with program, sector, and college-wide planning.

#### **Response:**

1. Status: Complete. The SLO Committee, through broad dialog with faculty, developed a definition of student learning outcomes and created a manual which guides departments through the assessment process. The SLO Committee in concert with the Curriculum Committee, Student Services Committee, Academic Senate, and College Council developed student learning outcomes at the degree level which have been approved by the Board of Trustees under the title of institutional learning outcomes. In effect, they are student learning outcomes for students who complete degrees at Mt. San Jacinto College.

2. Status: In process. The SLO Manual provides a worksheet for completing assessment of student learning outcomes at the course level. The SLO Committee and Curriculum Committee have encouraged the development of program level outcomes by asking that new and revised curriculum be justified in relation to program-level student learning outcomes or departmental learning outcomes. Extensive work has been done by the Student Services Department in terms of defining and measuring student learning outcomes. The primary responsibility for assuring that student learning outcomes are developed and implemented is under review.
3. Status: In process. Integration is in its beginning stages. Shifting administrative personnel has been an impediment. Stability on the administrative level will aid integration beyond instructional activities.

#### **AP II.A.4**

Increase representation of faculty from all clusters on the Curriculum Committee.

##### **Response:**

Status: Complete. The Curriculum Committee created positions for thirteen cluster representatives. When clusters were abandoned in 2007-2008, the committee redefined groupings to maintain broad representation across disciplines and added representation of librarians and learning center coordinators. The continuing challenge is to assure that these positions are filled by committed faculty members.

#### **AP II.A.5**

Fine-tune the program review process, define how the outcomes from the review will be used, and receive data from the Office of Research and Development to support the modified program review process, establish a connection between the information gained from program review and institutional planning, and tie the college budget to the results of the program review process.

##### **Response:**

Status: Complete. The Research and Planning Department has compiled key student access and success elements by semester for the most recent five-year period. Analysis has been compiled by key discipline, gender, and ethnicity to identify groups with a proportionally lower transfer rates in terms of STEM transfer courses as well as lower rates of success and retention.

Status: In process. A pilot instructional program review is being completed using student access and success data from the Research and Planning Department. The Associate Dean of Research and Planning will

- a. Be involved in recommending adjustments to the pilot instructional program review in terms of streamlining the data into an optimal manageable document after feedback from the Dean of Instruction, Arts, Humanities and Social Sciences and the corresponding faculty chairs.
- b. Provide analysis of the instructional program review data to ensure faculty and staff hiring decisions and budget requests are based on fact base data.
- c. Work with and provide to the deans of instruction annual analysis on student success, retention, and transfer rates as a means to measure the effectiveness of the instructional program review.

#### **AP II.A.6**

Consider the use of department and group exams, especially as departments continue to incorporate student learning outcomes into their curricula.

##### **Response:**

Status: Complete. In 2005-2006, during development of the SLO Manual, departments were asked to entertain the idea of department-wide exams. Some departments, notably the Math Department and World Languages Center on the Meniffee Valley campus, decided to work in this direction. Other departments have chosen other means of assessing student learning outcomes. Departments are free to reconsider their use of department-wide exams.

#### **AP II.A.7**

Develop a facility and resource improvement and expansion five-year plan with feasible financial allocation.

##### **Response:**

Status: Complete. Each year the District prepares both a Five-year Capital Outlay Plan and a Five-year Scheduled Maintenance and Special Repair Plan. The latest Capital Outlay Plan was approved at the Mt. San Jacinto College Board Meeting August, 14, 2008 and the next presentation of the Five-year Scheduled Maintenance and Special Repair Plan is scheduled in October 2008.

#### **AP II.A.8**

Foster an institutional discussion, perhaps through the Curriculum Committee, on the matter of service learning as a possible AA/AS requirement.

##### **Response:**

Status: In process. A model service learning course has been created for student government and recently cross-listed with Childhood Development and Education Department. Discussion on an institutional-level requirement, however, has not started. Mt. San Jacinto College intends to research how service learning is offered at other colleges to explore possibilities for articulation, and to open discussion with the Academic Senate and the Curriculum Committee on integrating service learning into the curriculum and the AA/AS pattern requirements.

#### **AP II.A.9**

Develop guidelines and materials to facilitate a consistent process for the recruitment, planning, and documentation of career education advisory committee meetings. Not every advisory committee is coordinated through a single office. Thus, our college should develop a uniform process, and the campus intranet could be used to effectively deploy department materials and sample documents.

##### **Response:**

Status: Complete. Currently a central office is responsible for planning and implementation of all advisory meetings. The coordinator for the Perkins Program coordinates dates and times when advisory meetings are to be held. This coordinator works closely with the department chairs in identifying who should be invited to these advisory meetings. The

coordinator will further consider other methods such as the intranet to better communicate departmental information throughout the career education programs.

**AP II.A.10**

Expand the use of employer surveys to include questions designed to identify whether local employers have staff that had completed certificates in the last few years.

**Response:**

Status: In process. Mt. San Jacinto College is currently determining a process by which the district can collect this data. Further discussion on this topic is being planned.

**AP II.A.11**

Consider use of a formal survey of students and recent completers to identify those who are working in the area of their certificate.

**Response:**

Status: In process. A plan is in place to survey career education students, to monitor progress and council students, as well as assist in completing their certification when needed. This process is currently being developed by the Dean of Instruction for Career Education on each campus and the Career Advisory Group.

**AP II.A.12**

Consider re-establishing the Job Placement Center.

**Response:**

Status: Complete. Mt. San Jacinto College has provided job placement services in the past through the Job Connect/ Calworks program and Job Location Development Program (JLDP) initiatives. These departments provide services to a limited and targeted population and not the general Mt. San Jacinto College student population. Due to funding reductions the Job Connect/Calworks job placement program and JLDP program are deactivated. Mt. San Jacinto College assisted with and supported the development of a federal grant to create the Hemet/San Jacinto Valley One-Stop and the Temecula Valley One-Stop center with the Employment Development Department (EDD) and the Employment Development Agency (EDA). The One-Stop Center serves the general population including Mt. San Jacinto College students and alumni with job development, skills development, and job placement services.

The Career and Transfer Center has been open to all students and the public for general employment services. The Career and Transfer Center provides job listings, resume preparation resources, interview preparation resources, and employer recruitment/interviews. When funding allows, the Career and Transfer Center has also assisted with job fairs hosted by Mt. San Jacinto College or the Employment Development Agency. The student services administration and Board of Trustees removed job placement from the Career Center in 1986-1987. At that time there were five EDD employees and two full-time Career and Transfer Center employees providing the service at Mt. San Jacinto College. Due to the loss of the five employees from the EDD and EDA it was agreed that the Career and Transfer Center would continue as a career research and employment

resource for the valley and would refer students and the community directly to the EDD and EDA.

Currently the Career and Transfer Center has two shared technicians.

The Job Location Development Program refers all non-eligible and wait-list clients to the Career and Transfer Center which provides electronic and printed format employment materials for job search, job posting, and resume and cover letter development.

#### **AP II.A.13**

Increase collaboration between administration, Academic Senate, and Curriculum Committee leadership. At the very least, teams incorporating varied discipline faculty with non-discipline-appropriate staff need to redraft outlines and seek firm commitments to the outlines of record.

##### **Response:**

Status: Complete/Removed. Steps have been taken in collaboration between the administration, the Academic Senate, and the Curriculum Committee. However, there is no perceived systemic problem with the outlines of record or the commitment to teach from them. Instructional deans and department chairs regularly disseminate outlines of record to new faculty and stress the importance of following them. Further, one of the elements of the faculty evaluation process (contact, regular, and associate faculty) is to ensure that faculty are teaching to the outline of record, particularly in the review of the syllabus, which is required to list course objectives. Questions on the student evaluation form relate to whether the instructor is teaching to the course objectives.

#### **AP II.A.14**

Develop guidelines for the selection of appropriate course materials.

##### **Response:**

Status: In process. A task force with representatives from the Academic Senate, the Curriculum Committee, and area deans has been established and is currently developing specific guidelines for appropriate selection of course materials. Anticipated completion date is slated for fall 2008.

#### **AP II.A.15**

Develop a plan to include statements about academic freedom and professional ethics so that they can easily be accessed.

##### **Response:**

Status: In process. The Academic Senate is currently reviewing the academic freedom statement. After initial review, the Academic Senate will provide recommendations on the location to place the academic freedom statement to ensure that it is easily accessible.

#### **AP II.A.16**

Formalize and make available the method for reporting infractions by students in regard to academic honesty and include in the Faculty Handbook information about the [www.turnitin.com](http://www.turnitin.com) website.

**Response:**

Status: In process. A new comprehensive faculty handbook is currently being created and is anticipated to be completed by December 2008. The handbook will include but not be limited to information on academic freedom, student infractions, and teaching standards.

**STANDARD II.B.**

**AP II.B.1**

Develop and evaluate SLOs for each Student Services department and courses taught by guidance and LSP faculty, as well as integrate them into the respective program reviews.

**Response:**

Status: Complete. Each department has developed student learning outcomes that have been continuously refined and evaluated. Student learning outcomes are now fully integrated into the Student Services program review model.

**AP II.B.2**

Evaluate facilities and space allocations as a possible deterrent to implementing quality support services to students.

**Response:**

Status: Complete. Space and facilities needs have been evaluated through the District's educational master plan. The quality of services will begin to erode should the District continue its trend of growth, as projected in the plan, without proportional facilities.

**AP II.B.3**

Develop a Spanish-language website, which would include the online admissions form in Spanish.

**Response:**

Status: In process. The District webmaster has integrated a Spanish-language converter into the website. The output is being evaluated to ensure no translation issues exist. If the translator is identified as satisfactory, the Spanish website will go live by fall 2008. If the translator is found to be faulty, the project will be delayed. The college application is developed at the XAP Corporation. A Spanish version exists, and XAP is also assisting Mt. San Jacinto College to translate its custom application questions to Spanish. This also is expected to be live by fall 2008.

**AP II.B.4**

Make all service, as is feasible, available online and at off-campus sites.

**Response:**

Status: In process. Online tutoring is available in mathematics and is being developed for other areas. Library services are also fully available online and for off-site through web access. The class schedule and catalog is available online, as is access to grades for students, grade input for faculty, application and registration processes, application for financial aid, and other services: The District fully uses online application and registration, exclusively, and many other services are now offered on the web. The District operates robust networks to the off-site centers at Temecula and Banning in order to offer services at those sites as space

and personnel allow. The District has purchased software from the Hershey Corporation called Workflows which will allow for online forms and approval processing. This software is being implemented in 2008-2009.

#### **AP II.B.5**

Develop and implement a district-wide plan for activities and events.

##### **Response:**

Status: In process. A master calendar has been created for the 2007-2008 academic year including performing arts, athletics, and outreach activities. This is the first step in creating a district-wide plan for activities and events.

#### **AP II.B.6**

Develop and implement updated student conduct policies and procedures.

##### **Response:**

Status: Complete. The Information, Communication, and Technology Committee (ICTC) developed and posted a revised Acceptable Use Policy (AUP) in 2007.

#### **AP II.B.7**

Measure the effectiveness of current services to meet the needs of students through the expansion and refinement of the SARS database, student learning outcomes, student satisfaction surveys, and high school focus groups.

##### **Response:**

Status: In process. The District has taken a proactive position on measuring the effectiveness of services for students by utilizing technology and student surveys. Expanded components such as SARS Alert have been purchased to enhance the current SARS Grid and SARS Caller. The electronic early alert process provides the timely and accurate data necessary to enhance student success. Student surveys that have been developed, implemented, and collected by the Student Services Department and will be addressed as a part of each area's program review.

#### **AP II.B.8**

Continuously assess the student service needs of a diverse student population and continue to refine methods of communication and service delivery that address the academic, cultural, linguistic, and access (disability) needs of our student population.

##### **Response:**

Status: Complete. The Student Services Department continues to measure, assess, and evaluate the effectiveness of current services and activities to meet the needs of a diverse student population. Through program reviews, topical research studies and student satisfaction surveys the division has been able to use the results to continuously improve services.

Regularly scheduled department meetings and/or external meetings at different levels (i.e., regional, state, etc.) provide dialogue, feedback, discussions, and outcomes concerning program procedures, ideas, and improvements that impact a student's success. Both formal

and informal retreats provide opportunities for continuing discussion regarding student learning outcomes and department learning outcomes to increase the understanding of the role of programs of the Student Services Department in the institutional learning outcomes.

#### **AP II.B.9**

Develop and refine curriculum and student life activities that are culturally sensitive and responsive to the plurality reflected in the college's diverse population.

##### **Response:**

Status: Complete. Curriculum and courses alike have been developed to build and expand cultural sensitivity and responsiveness to the college's plurality through the following programs and courses:

- Puente Program
- Learning Skills Program
- Student government
- Student clubs, of which there are currently eleven active
- Cross-campus activities, e.g. Welcome Back Barbeque, Multi-Cultural Festival, Halloween Carnival, Amnesty International Film Series, Week of the Young Child
- Guidance Courses e.g. Strategies for Life and Learning (GUID 50); Strategies for College Success (GUID 90); College Success (GUID 100); Training and Preparation of the College Mentor (GUID 104); Integrative Career/Life Planning (GUID 116); Personal Success Habits of Highly Effective People (GUID 120); Special Topics (GUID 151, GUID 152, GUID 154).
- Learning Skills Courses e.g. Study Skills (LSP 73); Language Arts Lab (LSP 74); Language Arts (LSP 75); Math (LSP 77); and Adaptive Computer Technology (LSP 79)
- Student Government Courses e.g. Leadership Development (SGA 101); Personal Leadership (SGA 102); and Service Learning Leadership (SGA 105).

#### **AP II.B.10**

Determine the efficacy of assessment cut scores. A validation study is planned for fall 2005. A separate study will be run to determine disproportionate impact and evaluate bias. Increased faculty participation in these studies is essential.

##### **Response:**

Status: Complete. The cut score validation study for reading, English, mathematics, and college mathematics has been completed, and the results are being reviewed by the Associate Dean of Research and Planning and instructional deans.

#### **AP II.B.11**

Evaluate use of written assessment instruments for English placement.

##### **Response:**

Status: In process. Previous attempts to introduce a written assessment instrument have been largely unsuccessful due to logistics and cost. Once the validation study has been released, the possibility of using WritePlacer as a challenge exam will be explored.

**AP II.B.12**

Develop a strategic plan for future allocations of institutional costs related to campus technology needs.

**Response:**

Status: In process. The Dean of Information Technology and the Dean of Instruction, Library and Technology have been working together to plan for lease purchases; consider ongoing software migration issues; secure funding for integral servers; and provide increased staffing. Meetings have been held between vice presidents, deans, and the Business Services Department staff to determine future technology needs. Staffing plans have been submitted for the Instructional Technology Support Department as have budget augmentation requests. The Educational Master Plan has included the needs of the Instructional Technology Support Department. In 2008-2009, the Information Technology Department will oversee a district-wide technology assessment and planning initiative. A modular approach has been developed to include infrastructure, ERP, email, disaster recovery, telephone, and many other technology elements. This effort will allow technology needs to be quickly tied to the Educational Master Plan and strategic plan being developed.

**AP II.B.13**

Include in all future college catalogs policies and information pertaining to identified self-study issues such as transfer of credit, academic freedom, and the student code of conduct.

**Response:**

Status: Complete. The Mt. San Jacinto College catalog, both electronic and in print, currently includes detailed information on transfer of credit for all courses. This includes general education patterns for transfer i.e. CSU-GE breadth and IGETC into the California State University (CSU) System and the University of California (UC) System. Each transfer-level course has the appropriate CSU and/or UC identification code for acceptance. There is a description of course numbering for non-transfer and transfer-level courses as well as the California State University CAN numbering chart of approved Mt. San Jacinto College courses will continue to be included along with the new TCSU approved courses. (Note: TCSU is the California State University common numbering system which is replacing the CAN numbering system). The student code of conduct is also found in the catalog.

The board policy on academic freedom (BP 4030) that was adopted February 10, 2005, has been on file within the Board Policy Manual and will be added to the 2008-2009 Mt. San Jacinto College catalog both in electronic format and in print.

**STANDARD II.C.****AP II.C.1**

Provide adequate and stable funding for library materials through the budgeting process so that there is less dependence on “soft” money for purchasing library materials, especially annual subscriptions to the library’s online journal databases.

**Response:**

Status: In process. Databases and funding have increased some over the years; however, the increase in database subscriptions must be negotiated each year, which threatens the

continuity of the subscriptions. Instructional Equipment and Library Materials (IELM) funds have generally been absorbed into paying for equipment and none has been directed to library materials for the past several years.

#### **AP II.C.2**

Increase the number of library workstations so that entire classes may be accommodated during library orientations.

##### **Response:**

Status: Complete. The Menifee Valley Campus Library has a 30-seat classroom dedicated to library orientations. The San Jacinto Campus Library will have a new library orientation/ESL classroom with 25 stations by fall 2008. It currently has enough stations within the library to serve one entire class for orientation.

#### **AP II.C.3**

Increase departmental budgets for new programs that require extensive library resources.

##### **Response:**

Status: Complete. While Departmental budgets for the libraries have been increased by 5%; library staff have not been directed to spend this for library resources. The library budgets are projected to increase to cover database cost increases in the 2008-2009 budgets. Instructional Equipment and Library Materials (IELM) funding have not been sufficient enough to cover increases in materials for the libraries and have been used only for instructional equipment, some of which is in the libraries.

#### **AP II.C.4**

Implement strategies in the Learning Resource Centers and the Academic Resource Centers for employing grant opportunities to supplement budgetary needs. Grant opportunities should include monies allocated to innovative academic student support programs that include supplemental instruction and learning communities and should integrate instructional programs and academic support programs whenever possible.

##### **Response:**

Status: Complete. Funding for the learning resource centers was increased significantly in the 2006-2007 year and was held at the same level for 2007-2008. These funds were requested again for 2008-2009. Basic Skills and Title V grant funds have been used to improve services for students in the learning resource centers. Title V grant funds have also been used to provide for technology resources for the San Jacinto Campus Library and for tutoring resources on both campuses. Grant opportunities are currently being explored through the Grants Office to provide additional funding for the San Jacinto and Menifee Valley campuses' growing supplemental instruction programs.

#### **AP II.C.5**

Develop LRC and ARC action plans and goals on a three-year basis. These action plans should be coordinated with the dean, and duties from this goal plan will be delegated to staff. Budget proposals and goals will be developed based on student growth, faculty input, and emerging technology needs within the field as well as continued implementation of California Education Code mandates for supervised tutoring.

**Response:**

Status: Complete. Goals, departmental learning outcomes, and staffing plans have been developed in both libraries and learning resource centers. All four areas have been represented clearly in the Educational Master Plan. Program reviews will be conducted in the new system in fall 2008. A general department review is in progress for the Dean of Instruction, Library and Technology. Budget augmentation requests have been submitted for two years in a row, which contain requests for additional funds based on growth.

**AP II.C.6**

Centralize program reviews into academic resource support programs at each campus and eventually blend them into library program reviews.

**Response:**

Status: Complete. The Program Review Committee has produced a complete, online review template that generates data from existing MIS source data and is piloting the review model. The template will then be adapted to the needs of other sectors in order to maximize comparability of data for decision making. In addition, a Decision Support System (DSS) program has been implemented to aid in making scheduling decisions based on departmental history and program review. Library program reviews have been conducted and were a part of the educational master plan efforts.

**AP II.C.7**

Introduce library programs to students and staff through new avenues, such as the Welcome Back Barbeques.

**Response:**

Status: Complete. The library has effectively marketed its services via the website and to the faculty via faculty meetings and classroom visits. As materials are added, the marketing effort will be increased appropriately.

**AP II.C.8**

Aggressively market the information competency course and develop an online version, in addition to a traditional classroom version, as this may attract more interest from students.

**Response:**

Status: Complete. Library 100 will be offered fully online in fall 2008. Library 101 is also offered as a short-term classroom and hybrid version at the Menifee Valley Campus. Information competency has been successfully integrated into the general education courses through class orientations. However, not all classes take advantage of the orientation process.

**AP II.C.9**

Conduct a survey to determine whether the need exists for a departmental budget for interlibrary lending fees. If a need exists, the library should establish a budget for payment of lending fees so that libraries that charge fees can be used to supply interlibrary loan requests.

**Response:**

Status: Complete. The library is able to fulfill more than 90 percent of the interlibrary loan requests. There is no need at the present to implement an ILL fee fund to obtain additional material; however, changes in enrollment may necessitate additions to the budget in the future.

**AP II.C.10**

Market the library's electronic book collection and make students aware that full-text sources may be viewed off campus via a password issued by the library. This knowledge is particularly critical to online or distance education students not enrolled in classes on campus.

**Response:**

Status: Complete. This is being accomplished through messages within the Blackboard portal and advertised through class orientations. Class orientations are being developed for online courses and are currently held on a teacher-requested basis in online classes. A session on library electronic services will be held at the 2008 @MSJC Teaching and Learning Academy. Use of electronic resources has increased heavily as both faculty and students access the library website. The need to increase the electronic resources of the library has grown incrementally with the huge increase in the District's distance education offerings.

**AP II.C.11**

Inventory the entire San Jacinto Campus library collection. This would result in a more accurate catalog of its holdings and help eliminate student and staff frustration in searching fruitlessly for titles listed in the catalog but no longer held by the library.

**Response:**

Status: Complete. The San Jacinto Campus Library staff have been inventorying and weeding the collection for the past three years. They have reduced the number of outdated books in a variety of discipline holding areas. However, the increased funding necessary to replace the holdings with new ones, has not kept pace with the weeding efforts.

**AP II.C.12**

Make LRC and ARC services and resources available online to ensure student access.

**Response:**

Status: Complete. This has been accomplished via the library web sites and through online tutoring. More work is being done to increase the availability of online tutoring; both learning center websites are being improved upon to add dynamic access for students and should be completed by fall 2012.

**AP II.C.13**

Provide increased ARC services with future ESL/reading labs.

**Response:**

Status: Complete. Reading centers exist within the Learning Resource Centers at both the San Jacinto and the Meniffee Valley campuses with expansion also completed at the Temecula Education Complex. The San Jacinto Campus Library is being remodeled to include English as a Second Language lab space with 24 computer stations. The Learning

Resource Centers also offer reading tutoring with reading software to support classroom instruction, as well as online programs and resources for reading students.

#### **AP II.C.14**

Address library and LRC security issues more comprehensively. For example, a member of campus security should be posted at the San Jacinto campus library during college functions when library staff is not present. Additionally, facilities should ensure that the two other SJC library exits have an equal level of security as the main entrance. At each campus library and LRC, technology needs to be secured throughout the building. All security provisions should be supervised by the dean and the librarians to ensure that systems are adequate and correctly implemented.

#### **Response:**

Status: Complete. Security gates have been placed in both libraries with sensors in all library materials. A video security system is also in place in the Learning Resource Center building on the Menifee Valley campus.

#### **AP II.C.15**

Create a new administrative position: dean of Library and Learning Resource Center Programs. A key function of this new position would be to work with library faculty to establish a process for evaluating the library's ability to meet student learning outcomes in both courses and programs.

#### **Response:**

Status: Complete. The position of Dean of Instruction, Library and Technology which was initially called the Dean of Academic Success and Technology was created in 2003 and is now staffed by a permanent administrator who is working with library faculty on an ongoing basis.

#### **AP II.C.16**

Encourage higher-level bodies like the Curriculum Committee to require faculty who propose new courses to spend more time evaluating library holdings prior to submitting their proposals to the committee for a hearing. At present, this is unenforceable by library staff, except that librarians can refuse to sign off on a course proposal until they are satisfied that an adequate evaluation has been done.

#### **Response:**

Status: Complete. The Curriculum Committee has upgraded librarian membership on the committee to voting status. During spring 2007, the librarians updated the library form required for all new course proposals.

#### **AP II.C.17**

Conduct an annual survey to determine library user satisfaction and effectiveness in meeting student learning outcomes. This survey will be developed in conjunction with other academic resource support programs and the dean.

#### **Response:**

Status: In process. The Menifee Valley Campus Library has developed and implemented a user satisfaction survey. It has been used for previous program reviews and accreditation studies. The San Jacinto Campus Library is modifying the model to run in fall 2008. It will be

converted to an electronic version, accessible from the library's website. The student learning outcomes content will be added and surveyed separately in spring 2009.

#### **AP II.C.18**

Assess how LRC and ARC services can better support student learning outcomes as they are developed by faculty for courses and programs.

##### **Response:**

Status: Complete. This is currently being accomplished through the librarian service on the curriculum committee, participation in both the program review and student learning outcomes processes, and the education master plan efforts.

#### **AP II.C.19**

Collaborate with the Research and Planning Department to develop data programs to assist LRC and ARC areas in determining the effectiveness of their services.

##### **Response:**

Status: Complete. The new Associate Dean of Research and Planning and the Dean of Instruction, Library and Technology have collaborated extensively to collect and review data from the past few years of the learning resource centers' operations. This review has resulted in decisions regarding funding for programs within the centers, such as the Supplemental Instruction program, and has been connected to the Basic Skills Initiative Planning. Data from patron usage and library collections upgrades has been used to request appropriate funding and procedural changes for the libraries on both campuses. Routine learning resource center reports are shared with the Executive Cabinet and the Board of Trustees detailing student activity while in the learning resource centers in terms of number of visits and hours.

#### **AP II.C.20**

Incorporate LRC and ARC programs into other institutional student support programs that use effectiveness surveys as part of institutional student response.

##### **Response:**

Status: In process. The addition of full time faculty representation in both learning centers has led to increased participation by learning resource center and library staff in planning for the Basic Skills Initiative, the @ MSJC Teaching and Learning Academy program, Curriculum Committee representation, and Educational Master Plan efforts. The implementation of the Decision Support System (DSS) has assisted in planning efforts as well. Surveys for both libraries and in the learning centers have resulted from program review processes. Learning resource center data is being compiled and will be analyzed by the Research and Planning Department to measure the correlation between student visit frequency and student success. If a correlation does exist, this data will be leveraged to increase student visits and hence increase student success.

## **STANDARD III.A.**

### **AP III.A.1**

Develop a philosophy that will guide the institution's approach to stated student learning outcomes. When an approach is agreed upon, through the shared governance process, the issue of how faculty evaluations can measure faculty effectiveness in achieving the designed goals will also need to be addressed.

#### **Response:**

Status: In process. At this point, faculty effectiveness in producing student learning outcomes is not addressed in the evaluation procedures. A well-developed student learning outcomes model is currently being integrated into the program review process to support the District's education master plan. The District is working closely with faculty through the Academic Senate developing a documented process to include the student learning outcomes component in faculty evaluations.

### **AP III.A.2**

Recruit and hire additional full-time faculty at both campuses. This effort should be a high priority.

#### **Response:**

Status: Complete. In 2006, the District employed one hundred thirty one full-time faculty. In 2007, the District employed one hundred forty nine full-time faculty, a net gain of eighteen new faculty positions. On a yearly basis, the California Community Colleges Chancellor's Office provides each district with its required full-time faculty obligation. Mt. San Jacinto College's full-time faculty obligation for fall 2007 is 119.8. Mt. San Jacinto College is currently twenty nine positions over its Full-time Faculty Obligation.

### **AP III.A.3**

Review the FLEX Program in terms of its compliance with California Education Code regulations and its effectiveness in serving the staff at both MSJC campuses.

#### **Response:**

Status: Complete. The District submits the Flex Calendar Report yearly to the Chancellor's Office as required by Title 5, not according to the California Education Code as stated in the above action plan. The Flex Program serves all faculty at Mt. San Jacinto College. Each campus has a designated Flex Coordinator. The Flex Committee has utilized a satisfaction and needs survey for the past few years. The survey was used to develop the fall 2008 workshops for Flex and Convocation. Overall, it appears that faculty are very satisfied with the Flex program.

## **STANDARD III.B.**

### **AP III.B.1**

Continue the development of Mt. San Jacinto College's police department.

**Response:**

Status: In Process. The Police Department is responsible for the safety and security of all District personnel, including staff, faculty, and students. Safety is always a top priority. In addition, the police department is responsible for protecting District property and assets.

In 2003, the District established a Police Department with the following (nine) personnel: one chief, two police officers, four campus safety officers, one parking coordinator, and one department administrative assistant. Currently the department is staffed with a total of twelve employees. In the last five years, the department has gained three positions. Law enforcement standard staffing ratios suggests one officer per every 1000 students. Mt. San Jacinto College staffing is one sworn officer for every 5000 students.

The District needs to ensure that the Police Department continues to keep pace with growth in terms of personnel, services, and equipment. Staffing ratios need to be analyzed to ensure the police department has adequate personnel to serve the District and has sufficient resources available to respond to crises or emergencies. The District also needs to analyze the Police Department's infrastructure and equipment to ensure that the department is prepared and equipped to respond properly to emergencies and to protect life.

**AP III.B.2**

Aggressively work towards the adoption and passing of the 2006 Bond campaign.

**Response:**

Status: Complete. In March 2006 the Mt. San Jacinto College Board of Trustees voted to place a \$720 million general obligation bond measure on the June 2006 ballot to finance the expansion of the existing campuses and open new campus locations in Wildomar and Banning, where the College owns land. The Measure G Bond Campaign failed and was not passed with only 45.09 percent voting to approve the bond measure.

The District anticipates a bond campaign for a 2010 General Obligation Bond to build district-wide facilities and a possible School Facilities Improvement District for the San Geronio Pass area.

**STANDARD III.C.**

**AP III.C.1**

Develop an auditable security plan.

**Response:**

Status: Complete. A security plan was developed and is now Administrative Procedure 6520. Security is a component in the 2008-2009 Technology Planning Initiative, so ongoing analysis will be performed in the area of data security.

**AP III.C.2**

Perform a cost/benefit analysis of a lease agreement. This analysis, to be directed by the dean of Information Services, is necessary because the institution, in taking advantage of Microsoft's Longhorn initiative, has placed a minimum standard and moratorium on desktop replacement while a lease agreement is explored.

**Response:**

Status: Complete. A cost-benefit analysis for the lease of desktop computers was completed in 2007-2008. A lease plan was developed that provided for the currency and recapitalization of all college desktop computers. This plan was approved by the Board of Trustees. The administration of the budget for district desktop computers for the administrative network will be moved to the Information Technology Department in 2008-2009. The district implemented part A of the four-part plan in 2007-2008, and will implement part B of this plan in 2008-2009. The lease agreement has allowed Mt. San Jacinto College to acquire current technology without a large upfront expenditure and to realize economies of scale regarding asset management.

**STANDARD III.D.**

**AP III.D.1**

Streamline processes within the Budget Committee to encourage continuous participation in budget development. Periodic discussion sessions should be instituted to create a proactive process in formulating financial plans during the fiscal year.

**Response:**

Status: In process. The budget development process has been restructured to encourage greater participation in budget development throughout the year. The revised process is summarized [here](#).

**AP III.D.2**

Establish guidelines to assist program areas for the successful completion of their grants and awards.

**Response:**

Status: Complete. The Grants Office was developed in March 2004 and reports directly to the President's Office. The office focuses on establishing and strengthening the District's ability to acquire external funding by making the competitive grants process accessible to faculty and staff. The Grants Office's mission statement is to provide quality services and resources to assist faculty, administration, and staff in researching, developing, and writing competitive grant proposals that further the mission of Mt. San Jacinto College and improve overall student success. The Grants Office supports all phases of a project from initial planning through project completion, including proposal writing activities of the district's faculty and staff, grant management, and reporting.

In order to facilitate the manageability of requests, procedures and forms are available for use. All grant projects must receive proper approval and be reviewed by the Director of Grant Development before submission. Faculty and staff are encouraged to seek external grant funding for program needs and projects. The Grants Office has developed formal guidelines for all grant submissions.

**AP III.D.3**

Provide on-site workshops (twice a year, if possible) to train restricted-program project directors and support staff on how to access and use the variety of tools available to them with the current financial system.

**Response:**

Status: Complete. Galaxy training is being offered in scheduled sessions and also on an as-needed basis throughout the year. Training sessions in the use of Microsoft Excel and other financial tools are offered at the semi-annual @MSJC technology training academies and the semi-annual @MSJC Teaching and Learning Academy.

**AP III.D.4**

Establish a process for expanding the understanding of faculty and staff of the potential long-term commitment of institutional resources that may occur when accepting new grants and awards.

**Response:**

Status: Complete. The Director of Grant Development has created a Grants Management Handbook for all employees i.e. faculty, classified staff, and administration to utilize when awarded an external federal, state, or private grant. Based on appropriate business and grant practices, this handbook provides an overview of activities involved in starting up a new or continuing a grant. The handbook begins with an introduction to the Grants Office that includes the key players in grant development and the role and responsibilities of the project director. A brief overview of the grant proposal submission guidelines follow as do the following sections: 1) grant award acceptance; 2) post-award grant management; 3) records management; 4) budget management; 5) reporting; 6) passwords; and 7) contract with the federal agency. Included are appendices that cover the Mt. San Jacinto College grant idea approval form, the grant proposal and budget development approval form, the grant partner proposal approval form, the grants management responsibility matrix, and grant terminology.

**STANDARD IV.A.**

**AP IV.A.1**

Explore and test strategies to recruit a broader base of staff participation. Participation, though relatively strong, has been represented by a smaller section of the overall staff population. This approach will bring about two significant improvements. The first will be a more equitable division of labor and time. The second will be a dynamically richer committee/group representation. A review of the shared governance document is also in order, and additional communication about the status of all committees is suggested.

**Response:**

Status: In process. A committee, comprised of faculty, classified, and administrative staff members, met in fall 2006 and spring 2007 and collaboratively developed a revised shared governance document draft. The revised document draft provides a defined shared governance process that establishes 1) vehicles for planning and decision making, 2) committee representation, and 3) staff participation. The document clearly identifies the structure and purviews of the governance committees and the administration. The revised document features elements related to the District's institutional priorities including a focus on institutional effectiveness and assessment. With the new shared governance document, shared governance committees will be required to develop annual goals, objectives, and activities that relate to the institutional goals. In addition to developing the annual strategies, the shared governance committees will also be required to evaluate and assess the overall

achievement of their objectives and goals in relation to the institutional goals. In the revised shared governance document, all constituencies will be accountable for the District goals.

The new revised document, once approved, will provide the institution with a substantial tool for bringing all constituencies together to formulate recommendations that make a positive impact on the institution and also provide an effective means for governance and decision making processes.

In addition to the revised shared governance document, both the Academic Senate and Classified Senate have actively recruited faculty and classified staff to participate on various shared governance and district-wide committees. The Academic Senate recently created an Appointments Secretary whose primary role is to recruit and encourage faculty participation. The Vice President of the Classified Senate plays a similar role.

#### **AP IV.A.2**

Administer a follow-up survey to the student population at large to identify the motivators that would likely increase the level of student participation. This identification of motivators will enhance the college's ability to more effectively address the learning needs of our students. Students' active involvement in the development of student learning outcomes will encourage and reinforce the productive process of shared governance.

##### **Response:**

Status: In Process. Mt. San Jacinto College hosted a Student Services focus group in May 2008 on the San Jacinto Campus. The facilitator was the Director of Marketing and Public Information. Thirteen students, who ranged in age from the early twenties to early sixties, participated in the focus group. Some were first-generation college students, while others had parents who attended vocational school or went to four-year universities. Low-income, disabled, non-traditional, and returning students participated. The students represented different areas of the district, including Temecula, Hemet, Beaumont, and Meniffee. The students provided several suggestions regarding how to improve the learning needs of students. Minutes of the focus group were taken and will be distributed to the appropriate departments.

#### **STANDARD IV.B.**

##### **AP IV.B.1**

Develop a Board of Trustees self-evaluation process.

##### **Response:**

Status: In process. Currently, the President's Office is assisting the Board of Trustees in developing a formal procedure and process for annual self-evaluation. The President's Office completed an exhaustive review of various community college governing board evaluation instruments (questionnaires) in fall 2007. The evaluation instruments will be reviewed by the Board of Trustees Chairperson and the Superintendent/President in fall 2008. The Board of Trustees Chairperson and the Superintendent/President will approve the use of a single evaluation instrument and then will distribute the questionnaire to each member of the Board of Trustees. It is anticipated that the Board of Trustees will complete

the evaluations and return them to the President's Office by November 2008 to compile the results for distribution to the members of the Board of Trustees.

In early December 2008, it is anticipated that the Board of Trustees will hold a special organizational meeting to elect new leadership for the upcoming year, and will also at this time review its performance and establish goals for the upcoming year. It is the intention that the areas of weakness or concern mentioned in the self-evaluation will be incorporated into the goals for the following academic year.

The student trustee will participate in the annual organizational meeting. At this time the student trustee will identify and develop goals that he or she would like to establish for the term of their office. The student trustee will work closely with the Associated Student Body (ASB) to ensure that the student trustee goals are integrated with the goals of the Associated Student Body as well as the institutional goals established by the Board of Trustees and Executive Cabinet.

After this initial pilot self-evaluation the Board of Trustees will assess its performance as a governing body, based upon these annually established goals, in order to identify strengths and areas in which it may improve its functionality and effectiveness. This self-evaluation process will be effective in ensuring that the Board of Trustees remains focused on the global issues affecting the district.

#### **AP IV.B.2**

Proceed with the administrative restructuring plan.

##### **Response:**

Status: Complete. A number of new administrative hires (one full-time academic dean, the Associate Dean of Research and Planning, two associate deans of instruction, two deans of career education, Dean of Instruction, Off Site Programs, Dean of Student Services, and Associate Dean of Business Services) were authorized in spring 2007. The Executive Cabinet, after reviewing and analyzing the effectiveness of the current administrative structure, determined that creating new administrative positions throughout the District would centralize the focus of administrators. The additional administrators will provide more faculty support (with separate deans to focus on full-time and adjunct faculty, on humanities, sciences, and career education); important institutional research; a sharper focus on student learning outcomes and student achievement; more support for student success in student services; and more planning, evaluation, and assessment of the effectiveness of the performance of the instructional and business sectors of the District. In short, the additional administrators are necessary to maintain and ensure that the quality of education provided by Mt. San Jacinto College continues.

#### **AP IV.B.3**

Implement core goals and values as an institutional priority.

##### **Response:**

Status: In process. In June 2007, the Board of Trustees adopted the Mt. San Jacinto College institutional goals for the 2007-2008 fiscal year, based on the District's 2004-2009 Master

Plan goals. The development of the institutional goals was the result of a comprehensive discussion at the Executive Cabinet level with collaboration from all areas of the District including Student Services Sector, Business Services Department, Human Resources Department, and Instruction Office and will take place on an annual basis. The six institutional goals act as part of the strategic framework through which the District functions i.e. governance, decision making, and resource distribution and can be aligned in an ongoing process centered on institutional outcomes and performance.

In developing the 2007-2008 institutional goals, each area of the District i.e. the Student Services Sector, Business Services Department, Human Resources Department, and Instruction Office) simultaneously developed individual division goals that support the priorities established and approved by the Board of Trustees. The division goals were developed in spring 2007 and will be the foundation for the decision making at the division level.

#### **AP IV.B.4**

Formalize and communicate a transition plan to a multi-college district.

##### **Response:**

Status: Deferred. Due to the drastic changes in administrative leadership, the formalization of a plan to transition to a multi-college district has not been completely explored or reviewed by administration or the Board of Trustees. It is anticipated that in 2008-2009, the new administration and the Board of Trustees will explore the possibility of transitioning to a multi-college district, especially considering the new changes to funding for multi-colleges.

#### **AP IV.B.5**

Link program review of all sectors to budget development.

##### **Response:**

Status: Complete. Program review for all sectors has been linked to budget development. Budget change proposals for all areas are reviewed by the Budget Development Committee regularly. A task force was convened to develop a standardized [Budget Change Proposal and Evaluation Form](#) for use by the Budget Development Committee in evaluating proposed budget allocations throughout the year.

#### **AP IV.B.6**

Encourage and support further staff development funding.

##### **Response:**

Status: In process. The Human Resources Department is in the process of submitting a formal budget change proposal request to seek additional funding for staff development activities district-wide. In addition, the Grants Office has been tasked with identifying potential external funding to expand and support professional and staff development.

## Abbreviations and Acronyms

|                |   |
|----------------|---|
| 3CDUG          | California Community College Datatel Users' Group <i>see also</i> DUG                       |
| AA             | Associate of Arts Degree  |
| ACCCA          | Association of California Community College Administrators                                  |
| ACCJC          | Accrediting Commission for Community and Junior Colleges                                    |
| AP             | Administrative Procedure  |
| ARCC           | Accountability Reporting for the Community Colleges   |
| AS             | Associate of Science Degree   |
| ASB            | Associated Student Body   |
| ATRC Form      | Approval Tracking and Request for Changes form  |
| AUP            | Acceptable Use Policy   |
| BCP            | Budget Change Proposal  |
| BLS            | United States Bureau of Labor Statistics  |
| BOT            | Board of Trustees   |
| BP             | Board Policy  |
| BP             | Business Procedure  |
| CAN            | California Articulation Number System <i>see also</i> TCSU                                  |
| CAST           | Center for Applied Special Technology   |
| CCCCO          | California Community College Chancellor's Office  |
| CCCTAN         | California Community College Transcript Exchange Program                                    |
| CCLC           | Community College League of California  |
| CENIC          | Corporation for Education Network Initiatives in California                                 |
| CIS Department | Computer Information Systems Department   |
| CISOA          | Chief Information Officers Association  |
| Connect-Ed     | California Center for College and Career  |
| CSU            | California State University   |
| CSU/GE Breadth | California State University General Education Breadth                                       |
| CTE            | Career and Technical Education  |
| Datatel        | Datatel, Inc. [corporation]   |
| DLO            | Departmental Learning Outcomes  |
| DSPS           | Disabled Students Program and Services  |
| DSS            | Decision Support System   |
| DUG            | Datatel Users' Group <i>see also</i> 3CDUG  |
| EDA            | Economic Development Agency   |
| EDD            | Employment Development Department   |
| EMWD           | Eastern Municipal Water District  |
| EOPS/CARE      | Extended Opportunities Program and Services/Cooperative Agencies<br>Resources for Education |
| ERP            | Enterprise Resource Process   |
| ESL            | English as a Second Language  |
| ETC            | Educational Technology Committee  |
| FAFSA          | Free Application for Federal Student Aid  |
| FCA            | Facilities Condition Analysis   |
| FPP            | Final Project Proposal  |
| FTEF           | Full Time Equivalent Faculty  |
| FTES           | Full Time Equivalent Students   |

|                |  |
|----------------|--|
| HEERG          | Higher Education and Evaluation Research Group             |
| HP             | Hewlett Packard Corporation                                |
| ICTC           | Information, Communication, and Technology Committee       |
| IELM           | Instructional Equipment and Library Materials              |
| IGETC          | Intersegmental General Education Transfer Curriculum       |
| ILL            | Interlibrary Loan  |
| ILO            | Institutional Learning Outcomes                            |
| IPEDS          | Integrated Postsecondary Educational Data System           |
| IPP            | Initial Project Proposal                                   |
| IPR            | Instructional Program Review                               |
| IRB            | Institutional Research Board                               |
| ITS Department | Instructional Technology Support Department                |
| JLDP           | Job Location Development Program                           |
| LRC            | Learning Resource Center                                   |
| LSP            | Learning Skills Program                                    |
| MIS            | Management Information Systems                             |
| MSJC           | Mt. San Jacinto College                                    |
| MVC            | Menifee Valley Campus                                      |
| Nichols' Model | Nichols' Model of Institutional Effectiveness              |
| NSLC           | National Student Loan Clearinghouse                        |
| RFP            | Request for Proposal                                       |
| SAN            | Storage Area Network                                       |
| SARS           | SARS (software program)                                    |
| SCAQMD         | South Coast Air Quality Management District                |
| SJC            | San Jacinto Campus   |
| SLO            | Student Learning Outcomes                                  |
| SM/SR Plan     | Scheduled Maintenance/Special Repair Plan                  |
| SMS            | Short Message Service (messaging protocol)                 |
| SMART          | Self-Monitoring, Analysis, and Reporting Technology        |
| SPAM           | <u>use</u> spam  |
| STEM           | Science, Technology, Engineering, and Mathematics          |
| SSTF           | Student Success Team (formerly Student Success Task Force) |
| TCSU           | Transfer CSU Numbering System <u>see also</u> CAN          |
| TIIIP          | Telecommunications and Technology Infrastructure Program   |
| TOP codes      | Taxonomy of Programs codes                                 |
| TOPS codes     | <u>see</u> TOP codes                                       |
| UC             | University of California                                   |
| WAN            | Wide Area Network  |
| WCMS           | Web Content Management System                              |
| WSCH           | Weekly Student Contact Hours                               |