

EVALUATION REPORT

MT. SAN JACINTO CCD

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A Confidential Report Prepared for
the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Mt. San Jacinto College from October 17 through 20, 2011

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Mt. San Jacinto Community College District

DATE OF VISIT: October 17, 2011 through October 20, 2011

TEAM CHAIR: Phoebe K. Helm, Ed.D.
Superintendent/President
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An eleven-member accreditation team visited Mt. San Jacinto College District from October 17 through 20, 2011, for the purpose of determining whether the institution continues to meet accreditation standards. Prior to and during the visit, the team assessed how well the college is achieving its stated purposes, analyzed how well the college is meeting the Accrediting Commission for Community and Junior College's (ACCJC) four standards, provided recommendations for quality assurance and institutional improvement, and developed a recommendation for submission to the ACCJC regarding the accredited status of the college.

In preparation for the visit, the team chair attended a Team Chair Workshop conducted by Dr. Barbara Beno, ACCJC President, on Tuesday, August 30, 2011. On Thursday, September 1, 2011 all members of the team, except one, attended an all-day team training session conducted by ACCJC Vice Presidents Jack Pond and Dr. Susan B. Clifford. During this training session, team members were taught how to conduct an institutional evaluation in accordance with ACCJC standards. After the group training, a new team member was identified and trained by V.P. Pond.

A month prior to the team's visit, the team chair and team assistant conducted a pre-visit to the college to discuss expectations and logistics. Initial requests from team members as expressed in Assignment 1, were shared with the President and the Accreditation Liaison Officer (ALO). Findings from the visit served as updates to information provided in the previously completed self study. These updates were sent to the team members for their consideration in completing Assignment 2. In Assignment 2 team members evaluated Mt. San Jacinto College's self study, responded to the previous team report (fall 2005), and submitted requests to the Team Chair for additional college documents, as well as individual and group appointments. Individual team member responses to Assignment 2 were shared with the entire team.

The team prepared for its visit by thoroughly reviewing and evaluating Mt. San Jacinto College's self study and previous team reports, annual budget reports, audits and mid-term report; evaluating responses to the previous team's recommendations; assessing online courses; college catalog and class schedules, the college website and numerous documents provided by the college as evidence in support of the statements made in its self study.

The visit:

On October 17, 2011 the team met for approximately three hours to review the self study report, confirm appointments and issues to be addressed during the visit, and share information gleaned from four team members' observations during a morning visit with two deans, faculty, staff and students at the college's Temecula Education Complex. During the remaining visit, the team held meetings at the San Jacinto Campus and the Menifee Valley Campus with students, staff, faculty, administrators, and board members; visited a variety of classrooms and campus facilities; conducted several drop-in meetings that allowed anyone on campus to meet individually with team members; and hosted two open forums, one at the San Jacinto Campus and one at the Menifee Valley Campus.

Mt. San Jacinto Board of Trustees, administrators, faculty, staff, and students were well prepared for the visit. The staff greeted the team in a professional manner, and the team was provided open access to all documents and personnel needed to gather evidence related to the accreditation standards. To reduce travel time, the college graciously provided duplicates of the evidence files at the team room in the hotel as well as at the Menifee Campus. The President and ALO made themselves available throughout the pre-visit and planning processes as well as during the visit itself. Numerous other staff members provided evidence and technical assistance requested by team members and did so promptly. Trustees, administrators, faculty, staff, and students were very generous with their time and assistance.

The team was able to confirm the self study's portrayal of the college and its appraisal of how well the college was meeting the four accreditation standards. Though not all of the self study planning agendas included timelines for completion or expected outcomes, the team was impressed by the thoroughness of the self study report and by the overall condition of the college campuses as well as its Temecula Education Complex.

The team was impressed with the tremendous progress made since the last comprehensive visit and felt there was a strong sense of awareness and pride in the college's accomplishments. Various staff stated that they liked the e-newsletter, the college blogs and the President's brown bag discussions. Furthermore, they indicated that they felt the decision processes were open, clear and transparent. And, when questioned about the allocation of resources, more than one person stated that even when they did not get what they wanted, they understood the process and the reasons.

The team believes that if the Board of Trustees, administrators, faculty and staff can sustain an atmosphere of trust and cooperation, Mt. San Jacinto College will continue to make progress as required to meet the recommendations prepared by the team.

Introduction

The Mt. San Jacinto Community College District was formed in 1962 and the college held its first classes in 1963. Twelve years later the district was expanded to its current service area of 1700 square miles in southwest Riverside County. It is a single college district serving approximately 23,000 students, generating more than 13,000 Full Time Equivalent Students (FTES) annually in its four locations: San Jacinto, Menifee, Banning and Temecula. The first two locations are comprehensive and the last two are relatively small sites. In fall 2009 the unduplicated headcount enrollment at Menifee was almost 12,000 students which accounted for 55% of the District's FTES. San Jacinto was second, with an unduplicated enrollment of more than 8000 students and 35% of the FTES. The Temecula Complex, located at the southern end of the district near Interstate 15, had an unduplicated enrollment of almost 3000 and generated 7% of the District's FTES. The San Gorgonio Pass Service Center generated 3% of the District's FTES. It had an unduplicated headcount of almost 300 in fall 2009 and jumped to almost 400 in spring 2010. In January 2011, the new San Gorgonio Pass site located south of Interstate 10 was opened, replacing the Service Center. All four sites have experienced significant growth in the past four years. As a multi-campus, single college district, faculty and staff collaborate regularly regarding curricula and services to ensure consistency and quality.

The college is governed by a five member board of trustees, one from each of the five trustee areas. The growth in population has exploded in the past ten years. Census data indicate that each trustee area will have gone from approximately 100,000 to 150,000 when the boundaries are redrawn this year.

The student population has shifted in recent years; it is both more ethnically diverse and younger. The majority of current students are Caucasian (55%); Hispanics are second with 31%. The remaining 14% are Native Americans, African Americans and Asians whose populations range from 1% to 4.7%.

The college going rate of the district is 41% compared to the state average of 47%. Seven out of the eight high schools fall significantly below the state average college-going rate. The disparity between high schools is significant with the lowest college going rate (San Jacinto @23%) being less than half of the highest rate of college going graduates (Temecula Valley Unified @ 52%). The self study listed proximity to the college and transportation as barriers to college participation rates. The range of incomes and educational levels in the district provide significant challenges and opportunities for the college.

Almost 19,000 of the 23,000 MSJC students in 2010-11 qualified for BOG waivers. Currently fifty four percent of San Jacinto students are the first in their families to go to college. Significantly more females than males are enrolled – 48% and 40% respectively. However the gender disparity is less than in 2007 when it was 62% and 37%. At the same time the average age of the student population has been decreasing with 57% of current students under the age of 24.

Since 2007 the number of unduplicated students has increased by approximately 2000 students per year. The largest growth has been in day classes where enrollments triple the enrollments in evening classes. And, while both full and part time enrollments have increased in that same period, the growth in full time (6000) has tripled the growth in part time (2000). The number of FTES generated in distance education has almost doubled in the past four years to a high of 2100 in 2010, which represents 17% of the District's total FTES. The number of distance learning sections has grown from two in 2000 to 350 in 2011 with a fill rate of 92%. Of these, 73 sections were hybrid.

Of the first time entering students, almost 90% score below college level on the assessment tests. Almost 50% score three to four levels below college math and 88% score two to three levels below college English as reported in the self study. Duplicated enrollments in English and Mathematics are approximately 10,000 each annually. Persistence Rates from fall 2008 to fall 2009 were higher for full time (48%) than part time students (28%). Course retention (83%) and success rates (66%) are significantly higher (fall 2009) than were the overall persistence rates. The retention and success rates in Distance Education courses, by comparison are slightly lower, 82% and 63%.

Basic skills course completion rates have improved since 2007. In mathematics the success rate has gone from 53% to 57% and in English it has improved from 62% to 68%. Licensure pass rates in nursing were 88% for RNs; 97% for LVN's and 100% for CNA's. Emergency Medical Technicians (EMTs) and Diagnostic Medical Sonography students performed less well at 73% and 56% respectively.

The numbers of certificates and degrees earned have increased since 2007 as have the numbers of students transferring to four year universities.

Administrators, faculty, and staff have fostered close relationships as evidenced by the self study. Enrollment growth and responsible fiscal planning coupled with the addition of the Menifee Campus, which was 100% state funded, have positioned the college to survive the significant downturn in state funding for community colleges. The Temecula Education Complex, the Menifee Campus and the San Jacinto Campus are clean, well kept and heavily used. The staff at the San Geronio Pass Campus was interviewed and their data were reviewed. However, time and logistics prevented team members from actually visiting the San Geronio Pass Campus. The overall morale of administrators, faculty, and staff is very positive as evidenced by the self study and supported by interviews and observations by the visiting team.

The self study:

The team found the Mt. San Jacinto College institutional self study to be thorough and well organized. It was responsive to the Accrediting Standards and provided evidence that documented and supported the written claims.

Team's Evaluation of Institutional Responses to 2006 Recommendations

In 2005, the accreditation evaluation team that visited Mt. San Jacinto College submitted seven recommendations for the college to address. Between spring 2006 and fall 2011, the college completed three Focused Reports with team Visits in addition to the regularly required Midterm Report in October 2008. In January 2008, The Accrediting Commission notified the college that based on the evidence provided in the Focused Report and verified by the evaluation team visit; Recommendations 3 and 5 were resolved. Recommendations 1, 6 and 7 were accepted in February 2010. And in January 2011, the Commission notified the college that Recommendation 2 had been resolved. The self study report detailed the consideration given to each of the recommendations.

The 2011 evaluation team's assessment of Mt. San Jacinto College's progress in meeting the previous team's recommendations follows:

2006 Recommendation 1: (Mission Statement)

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 2011 evaluation team confirmed that the college reviewed its mission statement. However it was noted that the College needs to make better use data comparing the demographics of the district with the demographics of the MSJC students and graduates to determine the extent to which the District is meeting its mission and identify any gaps and/or disparities in service or success rates. The District met the recommendation as stated.

2006 Recommendation 2: (Assessment and Planning)

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 incorporates 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.)*

The 2011 evaluation team confirmed that the college has made significant progress and has written and adopted policies and procedures for assessment, planning, and program

review. In addition, the college has garnered significant commitment to complete these processes on a regular schedule and use the outcomes of those processes to set priorities and allocate resources. However, after reviewing reports and conducting interviews with staff, the team of 2011 found that the college only partially meets this recommendation. The newness of the process and the lack of assessment data make it impossible to affirm the implementation, effectiveness, or sustainability of these policies and procedures. The team recommends that the college provide evidence it has established an ongoing, systematic assessment that is being used to improve student learning outcomes (SLO) and that program review results in appropriate improvements in student achievement and learning.

2006 Recommendation 3: (Student Learning Outcomes)

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)

The 2011 evaluation team confirmed that the college has developed a comprehensive plan for the development and assessment of student learning outcomes at the course, program and institutional level and that the processes are in place to use those data in the planning and decision making processes. However, none of the cycles have been completed. The processes are new and the data are not available to determine if the processes are effective in improving student learning, or if they are sustainable.

After reviewing the documents and interviewing faculty and staff, the 2011 team found that the college partially meets the previous team's recommendations. The 2011 team recommends that the college continue its efforts to establish systematic and ongoing assessments of SLOs, which are required for continuous improvement, and ensure that SLOs are connected to program reviews, planning and resource allocation. The college must continue to develop a culture in which SLOs can become a visible priority in all practices and structures at the college.

2006 Recommendation 4: (Publication of Policies and Procedures)

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.)

The 2011 evaluation team confirmed that the college has adopted and published policies and procedures to guide decisions as recommended by the previous team. The Institutional Planning Committee has been established and the Shared Governance committees are fully populated. All committees set annual goals and are required to report their accomplishments to the College Council at least annually. All reports, presentations, data and research analysis are published on the Institutional Research and Planning website and fully accessible to the college and the community.

After reviewing documents and interviewing staff the 2011 team confirmed that the college has met this recommendation.

2006 Recommendation 5: (Integrated Planning)

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)

After reviewing documents and interviewing faculty and staff, the 2011 team confirmed that the college has met this recommendation. The team perceives that the college has established a culture that, given time and continued effort, has the capacity to reach the level of Sustainable Continuous Quality Improvement as defined in the planning rubric.

2006 Recommendation 6: (Assessment and Planning for Human Resources)

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 2011 evaluation team confirmed that Human Resources has evaluated its services and programs and has developed significant and commendable professional development activities for all employee groups. Interviews with multiple employee groups supported the team's consensus that employees are engaged, feel valued and empowered. They demonstrate a strong sense of pride, ownership and loyalty to the college and describe it as a great place to work. However, the documents and interviews failed to demonstrate the existence of standards or agreed upon guidelines for determining the minimum numbers required for adequate staffing for the various areas of the college to meet its mission. These base numbers appear to be necessary in planning for all human resource needs and integrating those needs with other institutional priorities and resource allocation decisions.

After reviewing the documents and interviewing staff, the 2011 team found that, while the college substantively meets this requirement, it recommends that a basic guideline for planning, evaluating need, determining priorities and allocating staff across the college be developed and implemented.

2006 Recommendation 7: (Board Self-evaluation)

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

The Board completed its self evaluation in 2011 and compared its results to the results obtained two years earlier using the same instrument. The results indicated fewer

differences and greater cohesion amongst the responses of the five members. The results were discussed in open session and the board used that information to set two improvement goals for themselves this year. One was to create a Board Development Plan that was not dependent on conferences only and the other was to obtain training in how to be an effective advocate for the college.

The 2011 team confirmed, after reviewing documents and interviewing staff, as well as three individual members of the Board, that the college meets the previous team's recommendation.

Findings and recommendations of the team:

The visiting team has the following commendations:

1. The team commends the college for its open culture, engaging all employees in efforts to improve the institution and valuing their contributions, and commends the employees for their collegiality, mutual respect and obvious pride in and dedication to MSJC.
2. The team commends the college on the creative and inclusive communication and professional development activities, including the use of college hour, the Classified Staff Development Day, the Teaching and Learning Academy, and training and mentoring in SLO and curriculum processes.
3. While recognizing that the full continuous improvement cycle has not been completed, the team commends the college for its progress in developing integrated planning and assessment processes.
4. The team commends the college for the clarity of its decision processes and availability of information on its website.
5. The team commends the college for identifying and beginning to implement best practices in Basic Skills and student success.
6. The team commends the college's participation in the San Diego and Imperial County Community College Association Faculty Internship Program, which prepares graduate students from underrepresented groups for faculty positions in community colleges.
7. The team commends the college for involving all constituency groups and shared governance representatives in annually reviewing board policies and administrative procedures (IV.B.1.e.).
8. The team commends the Board of Trustees for implementing its self-evaluation policy and for developing an action plan that includes training in how to be an effective advocate for the college as well as board development that extends beyond participation in conferences.

After carefully reading the college's self study, examining evidence, interviewing personnel and students at the San Jacinto College and Menifee Valley campuses as well as the Temecula Education Complex, and evaluating findings related to the ACCJC standards, the team offers the following recommendations and commendations:

Recommendation 1 (Mission Statement) In order to meet the standard, the team recommends that the college institutionalize the regular review and revision of the mission and assess how well the institution meets its mission for all parts of the community. The team recommends that the college adopt a calendar to ensure the annual review and assessment of the mission and use data comparing the demographics of the district with the demographics of the MSJC students and graduates to determine the extent to which the district is meeting its mission and identifying any gaps and disparities in service or success rates. (I.A.3, I.A.4, II.A.1).

Recommendation 2 (Sustainability of Integrated Planning and Decision Processes) In order to meet the standard and ensure that the college progresses toward the Continuous Quality Improvement level for the ACCJC rubric for planning, the team recommends that the college use its published processes, including resource allocation, to improve student learning and achievement. (I.B.1, I.B.4, I.B.5, I.B.6, I.B.7, III.B.2.b, III.D.3).

Recommendation 3 (Student Learning Outcomes and Assessment) In order to meet the standard and achieve the Commission's goals for 2012, the team recommends that the college should act immediately to:

- Complete all Student Learning Outcomes (SLOs) for all courses and programs (Standard II.A.1.c; II.A.2.a and e; II.B4)
- Distribute the Student Learning Outcomes (SLOs) to students (Standard II.A.6)
- Distribute the Student Learning Outcomes (SLOs) to associate faculty (Standard I.B.5)
- Assess all levels of outcomes, including course, program, General Education (GELOs) and Institutional outcomes (ILOs) (Standard I.B.7; II.A.2.a and e; II.B4)
- Document improvement in student learning. (Standard II.A.1.c; II.B4)

Recommendation 4 (Identify and Address Gaps in Student Outcomes) In order to meet the standard, the team recommends that the college disaggregate student outcome data by student demographics, modality of instruction, time of day, and location to determine comparability of outcomes, identify and address any gaps. (Standard II.A.1.a; A.2.d and e)

Recommendation 5 (Allocation of Human Resources) In order to meet the standards, the team recommends that the college develop guidelines for determining the minimum numbers of faculty and staff required for a sufficient core in various areas of the college to meet its mission and quality standards. (II.A.2.c; II.B.1; II.C.1; III.A.1, III.A.2, III.A.6)

ELIGIBILITY REQUIREMENTS

The team found Mt. San Jacinto College to be in compliance with all eligibility requirements established by the Accrediting Commission for Community and Junior Colleges except Student Learning Achievement.

1. AUTHORITY

The team confirmed that Mt. San Jacinto College is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization as required by each of the jurisdictions or regions in which it operates. The college is accredited by the ACCJC, Western Association of Schools and Colleges and is a part of the California Community Colleges system.

2. MISSION

The team found that Mt. San Jacinto College needs to institutionalize its review and assessment of its mission statement. The most recent statement was approved by the Board of Trustees in September 2010; however, the team did not identify timelines or processes that would trigger reviews at regular intervals. The team recommended that the college adopt a calendar for review and assessment of its mission statement and further that data comparisons of the demographics of the district with the demographics of MSJC students and graduates be used to determine the extent to which the district is meeting its mission and identify any gaps or disparities in service and success rates.

3. GOVERNING BOARD

The team found that the Board of Trustees remains responsible for the quality, integrity, and financial stability of the institution, thus insuring that the institution's mission is being carried out. The financial resources are being used to support a sound educational program. A five member Board of Trustees is sufficient in size and composition to fulfill all board responsibilities.

The Board of Trustees is an independent policy-making body capable of reflecting constituent and public interests in board activities and decisions. A Conflict of Interest declaration is completed annually to ensure that board members are impartial. The team confirmed that current board members do not have any employment, family ownership, or other personal interest in Mt. San Jacinto College, which is a public institution. Information about governing board policies may be found in Board Policies 2000 series, which is published on the college's public website. Board Policy 2710 and Administrative Procedure 2710 address conflict of interest.

4. CHIEF EXECUTIVE OFFICER

Mt. San Jacinto College has a chief executive officer (Superintendent/President) who is appointed by the Board of Trustees and holds the necessary authority to administer board policies. The chief executive officer is not a member of the Board of Trustees. The name, address, and educational information about the chief executive officer may be found in the college's catalog. The Superintendent/President's contract makes it clear that it is a full-time position.

5. ADMINISTRATIVE CAPACITY

The team confirmed that the college has sufficient staff, with appropriate preparation and experience, to provide the administrative services needed to support its mission and purpose. The organizational structure may be found on the college's website, and the names and educational backgrounds of college administrators may be found in the college catalog.

6. OPERATIONAL STATUS

Since 1963, Mt. San Jacinto College has offered post-secondary education to students seeking to improve the quality of their lives and standard of living. Students are able to enroll in courses to obtain certificates, associate degrees, and/or transfer to universities. The team found that the college's current class schedule is available on its website (<http://www.msjc.edu/ScheduleofClasses/Pages/FA11.aspx>) and in hard copy.

7. DEGREE

The team confirmed that a majority of students are enrolled in credit and non-credit courses offered as part of certificate and degree programs at Mt. San Jacinto College. There are very few students who attend not-for-credit or community services courses, which is evidence that Mt. San Jacinto College offers programs that lead to degrees and certificates. The college catalog includes a list of degrees, course requirements, and length of study for each program.

8. EDUCATIONAL PROGRAMS

The team confirmed that Mt. San Jacinto College's principal degree programs are consistent with its mission, are based on widely-recognized higher education fields of study, and are of appropriate length and breadth. The team affirms that the college's level of quality and rigor are consistent with the degrees offered and culminate in identified student outcomes. The team found that information describing programs, courses, curricular sequence, and locations of courses is available in the college catalog and on the college's website.

9. ACADEMIC CREDIT

The team confirmed that Mt. San Jacinto College awards academic credits in compliance with the statutory and system regulatory requirements of the California Community College's Chancellor's Office. The college follows the Chancellor's Office's requirements for the awarding of academic credit. The team confirmed that college provides information regarding the awarding of credit can be found in the college catalog and board policies. The college applies formulas required to calculate units of credit predicated by Title 5 Section 55002.5, which governs the California Community Colleges.

10. STUDENT LEARNING ACHIEVEMENT

Mt. San Jacinto College has defined and published each program's expected student learning outcomes and achievement expectations. Assessment procedures are being implemented to regularly and systematically learning outcomes and achievements and

that those data are available on the college's website and included in departmental and program reviews. However, the team found that the college needs to continue efforts to become proficient in the implementation and assessment of SLO's at the course, program and institutional level.

11. GENERAL EDUCATION

The team confirmed that the college defined and incorporated into all of its degree programs a substantial component of general education to ensure breadth of knowledge and promote intellectual inquiry. The general education component included demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General Education includes comprehensive learning outcomes for students and degree credits for general education programs are consistent with the level of quality and rigor appropriate to higher education. A list and description of the general education classes offered are found in the college catalog. The team confirmed that all of the classes offered are approved by the California Community College Chancellor's Office in order to ensure rigor. The college lists all of its course outlines via its CurricUNET system.

12. ACADEMIC FREEDOM

Mt. San Jacinto College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Mt. San Jacinto College maintains an atmosphere in which intellectual freedom and independence exist. The right to academic freedom can be found in Board Policy 4030.

13. FACULTY

The team confirmed that the college employs qualified and experienced full-time and part-time faculty members. The team expressed concern that the college had not identified the base number of faculty required and thus, recommended that the college establish a base line that would identify the minimum number of faculty and staff needed in each area for the college to carry out its mission and assure its quality. A clear statement of faculty responsibilities is provided and a list of all full time faculty and their degrees can be found in the college catalog. Adjunct faculty records are kept in the Office of Human Resources. The current class schedule lists the faculty assigned to each class and the Mt. San Jacinto Faculty Association contract describes faculty responsibilities.

14. STUDENT SERVICES

The team confirmed that the college utilizes several means of communication to inform students about its student services, which support learning and development appropriate to the college's mission. The college catalog and website contain information about student services, including those for special populations. The college provides data describing student learning outcomes for student services programs that can be reviewed on its website.

15. ADMISSIONS

Mt. San Jacinto College has adopted and follows admissions policies that are consistent with its mission and that specify the qualifications of students appropriate for its programs. The team confirmed that information about college admissions policies can be reviewed in the college catalog and on the website. The college provides instructions on how to use the CCC Apply on line application.

16. INFORMATION AND LEARNING RESOURCES

The team confirmed that the college provides students with access to sufficient information and learning resources and services to support its mission and instructional programs in every format, location and time offered.

17. FINANCIAL RESOURCES

Mt. San Jacinto College makes public its financial documents to prove that there are sufficient resources to support student learning programs and services. The team found budget and financial information online and in the Business Office. Budget information about the college's Foundation is in the Business Office as well. The majority of the college's funds are allocated by the State of California and managed through the California Community College Chancellor's Office.

18. FINANCIAL ACCOUNTABILITY

The team confirmed that the college conducts annual audits and provides the reports to the Chancellor's Office and the local community. Each year, results of the independent audits are submitted to ACCJC along with annual reports. Audits are prepared by an outside certified public accountant. The audit was certified and any exceptions were explained. Past, current and proposed budgets can be found in the Business Office along with audit reports and management letters. Financial Aid reviews are available there as well. The team confirmed that the college does not participate in a student loan program.

19. INSTITUTIONAL PLANNING AND EVALUATION

The team confirmed that the college evaluates and provides public notification about how well it is meeting its goals and the methods employed to do such, including assessment of student learning outcomes. The team found evidence of the college's planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. Progress was assessed regarding achievement of stated goals. Processes are in place for decisions to be made through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The team, however, found a number of the processes to be either new or newly revised and that while there were assessments, program reviews and priority rankings of requests for allocations, none had been honored due to budget cuts. Thus, the team recommended continuous effort to fully implement and evaluate the improvement cycles as designed and adopted.

20. PUBLIC INFORMATION

The team confirmed that the college provides potential and current students with an annual catalog, which contains accurate and current information regarding general

requirements and major policies. All public information specified by the Commission is listed in the college catalog.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The team confirmed that Mt. San Jacinto College provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of ACCJC. The college defines its requirements as required by all accrediting agencies. The college communicates any changes in its accredited status and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

The team confirmed that the college adheres to all ACCJC requests, directives, decisions, and policies. The college sustains its accreditation with other organizations, including the Joint Review Committee on Diagnostic Medical Sonography and the Review Committee for the Emergency Medical Technician Program.

Standard I

Institutional Mission and Effectiveness

I.A. Mission

General Observations:

The Self-study chapter on Standard I: Institutional Mission and Effectiveness, clearly describes the process used to update the mission statement to reflect the educational purposes, the target student populations and commitment to student learning. This statement was approved by the Board of Trustees in September of 2010. The current Mt. San Jacinto College Mission Statement reads:

Mt. San Jacinto College, a California Community College, offers accessible, innovative, comprehensive and quality educational programs and services to diverse, dynamic, and growing communities both within and beyond traditional geographic boundaries. We support life-long learning and student success by utilizing proven educational methodologies as determined by collaborative institutional planning and assessment. To meet economic and workforce development needs, MSJC provides students with basic skills, general and career education that lead to transfer, associate degrees and certificates. Our commitment to student learning empowers students with the skills and knowledge needed to effect positive change and enhance the world in which we live.

The mission statement is published and publicized in multiple locations including the college catalog, the college website, the Educational Master Plan, and the Strategic Plan (completed in October, 2011). Evidence of the process used, the dialogue which occurred, and how the new statement was vetted through the various constituency groups, is documented in the minutes of task forces, program reviews, agendas and minutes of meetings. All documents of a policy nature confirm the assertions made in the Self-study.

The self study expresses clearly the college mission and the team found evidence that the mission of Mt. San Jacinto College is central to institutional planning and decision making. The college reestablished the Institutional Planning Committee to coordinate district-wide planning and effectiveness. The minutes indicate that the college will follow the 2011-12 review of its vision with a review of the mission in 2012-13 and its values in 2013-14, such that each element would appear to be reviewed twice within each six year period.

Findings and Evidence:

The college mission statement defines the broad educational purpose and its commitment to student learning. This commitment is fostered college-wide through the institution's work to establish vision and values statements that complement and extend the mission. Mt. San Jacinto College views its mission statement as an accurate description of focus on preparing students for transfer, earning a degree or certificate, or employment. The

community needs in these areas are verified by institutional research, and are presented in the Virtual Fact Book and on the Institutional Research (IR) website. (I.A.1)

As evidenced in the Mission statement itself and in various planning documents, particularly the college's Educational Master Plan, the college has a full range of programs and services aligned with its purposes, its character, and the diverse needs of its student population. Wide-ranging student educational goals, and identified student and community needs, drive the establishment and development of academic, vocational, student learning support services and programs that are supported through institutional resources. Differences in student populations across the college's service area are utilized to guide program and service planning. Mt. San Jacinto College conducted an Accreditation Climate Survey in fall 2010. The results of this survey indicate that among full time faculty, associate faculty, classified staff, and administrators, the mission of Mt. San Jacinto College is clearly communicated; the mission clearly identifies the educational purposes of the college; and the mission identifies the intended student population. The revision of the mission statement was prompted by a recommendation in ACCJC's action letter following the October 2005 comprehensive visit. Board Policy 1200 - Mission Statement - demonstrates that the mission statement is to be evaluated and revised, as needed, on a regular basis. However, there is no Administrative Procedure (AP) to complement BP 1200 ensuring scheduled reviews, assessments and revisions. (I.A.1)

The revised mission statement was finalized in spring 2009 as part of the Educational Master Planning process and college wide dialogue. The agenda and minutes of the September 10, 2009 meeting of the Board of Trustees verify that the mission statement was adopted by the Board. The mission statement appears in the 2011 Self Study, college catalog, on the website, in the fall Convocation activities, and in the major planning documents, making it readily available to the campus and the public (I.A.2)

In a committed effort to regularly and systematically review the college's operational processes, including its mission statement, Mt. San Jacinto College reestablished the Institutional Planning Committee (IPC), a Shared Governance committee that oversees and coordinates district-wide planning and effectiveness. The IPC analyzes data that are then used for analysis of internal and external trends. It then publishes findings to assist college-wide planning. Simultaneously, the committee reviews the results of department Program Reviews, unit and division plans, and assessments from all sectors that contribute to the development of the college's multi-year planning goals and resource allocations. Mt. San Jacinto is currently in the process of developing a vision statement with planned completion by the end of 2011-2012. A draft statement was finalized in spring of 2011. (I.A.3)

It is clear that the mission of Mt. San Jacinto College is central to institutional planning and decision making. The college functions on a three year comprehensive program review cycle with annual assessments and the Mission Statement leads off the program review manual. Minutes from the IPC and retreats show that the college mission statement is incorporated into the development of the campus wide annual Goals and

priorities. The Program Review Manual 2011-2012, June 7, 2011 draft, includes numerous linkages between the college's mission statement and the program review process. The proposed Strategic Plan 2011-2014, adopted October 2011, establishes a clear link between the institutional mission and purposes of the plan. The Prioritization Allocation Rubric (PAR) categories call for alignment of requests with institutional goals and plans. Institutional planning and effectiveness is led by the Institutional Planning Committee (IPC), Assessment Council, Instructional Program Review Committee, and the Office of Institutional Effectiveness and Planning. All new programs developed at Mt. San Jacinto College align with the institution's mission and goals as outlined in the Educational Master Plan. Funding for new or continuing programs is articulated through the budget allocation process. Additional information contributing to institutional planning and decision-making includes data provided by the Office of Institutional Effectiveness and Planning, information gathered from the most recent external data, and information provided by the Mt. San Jacinto College's administration. Thus, all planning units at Mt. San Jacinto College interact with and respond to the mission of the institution. (I.A.4)

Ongoing evaluation is assured through the comprehensive Program Review process. Comprehensive Program Reviews, and the associated unit and division plans, are required every three years. Annual Program Assessments, as well as unit and division plan updates, are submitted each of the ensuing two years. The purpose of Program Review is to provide continual assessment of institutional functionality and effectiveness. Program Review assesses whether (1) the college fulfills its mission, (2) educational and support programs promote student success, and (3) the college's planning and resource allocation processes are effective and efficient. As instructional programs, student services programs, and administrative units prepare their Program Reviews, they examine relevant demographic, labor market and institutional data in order to determine the suitability of programs for the learner populations, their needs, and the mission of the district. (I.A.4)

Conclusions:

The college partially meets standard I.A. To fully meet standard I.A the college needs to establish an Administrative Procedure including a calendar that ensures a regular review, assessment, and revision of the mission. An assessment of the extent to which the college meets its mission should include comparisons of demographic data of students, graduates and the district's population. Identification of gaps in service and/or achievement should trigger appropriate dialog and planning processes. (I.A.3, I.A.4).

The college's mission statement is central to institutional planning and decision making. The primary focus is on three areas: 1) basic skills, 2) general and career education that lead to transfer and/or employment, and 3) associate degrees and certificates. The mission statement is approved by the Board of Trustees and published in the college catalog, on the website, and in other public and campus documents. The Institutional Planning Committee and other planning related activities make use of the college mission statement as they conduct program reviews, strategic planning and educational master

planning. The college is serious in its efforts in fulfilling its educational mission and improving institutional effectiveness and has implemented procedures and organizational structure to carry this out. (I.A.1)

Mt. San Jacinto College has set two planning agenda tasks for itself as it continues its commitment to meeting Standard I.A. They have set a timeline for adoption of the Values Statement in fall 2011 and have charged the Vision and Values task force with developing a vision statement by the end of 2011-2012. Additionally, the college charged its Institutional Planning Committee to develop and formalize a Strategic Plan that integrates institutional resources and improvement plans. This task was completed in fall 2011. (I.A.1)

Standard I.A. Recommendation:

Recommendation 1 (Mission Statement) In order to meet the standard, the team recommends that the college institutionalize the regular review and revision of the mission and assess how well the institution meets its mission for all parts of the community. The team recommends that the college adopt a calendar to ensure the annual review and assessment of the mission and use data comparing the demographics of the district with the demographics of the MSJC students and graduates to determine the extent to which the district is meeting its mission and identifying any gaps and disparities in service or success rates. (I.A.3, I.A.4, II.A.1).

I.B. Improving Institutional Effectiveness

General Observations:

The self study articulates the college's processes for improving institutional effectiveness. Overall, the description in the Self-study on how the institution meets the standard pertaining to institutional effectiveness, indicates a strong commitment to using data to analyze its processes, and provides for widespread discussion of the analyses of the data. The college has developed a planning cycle that incorporates systematic and ongoing review and assessment of institutional effectiveness of programs and services in support of its mission. A key component of this effectiveness and planning cycle is the emphasis on a data driven program review process linked to resource allocation. Program review is the major process that assures ongoing, self-reflective dialogue about improvement of student learning and institutional processes. The planning cycle is integrated across different time frames based on a longer term Master Plan, near term Strategic Plan, and Annual Program Assessments. Since the 2005 accreditation Self Study the college has modified its administrative structure to place greater emphasis on effectiveness, planning, and research with new associate deans of Effectiveness, Planning, and Grants and Research and Planning. The college has evaluated the planning cycle and added the Strategic Plan since the last comprehensive visit. The newly approved Strategic Plan 2011-2014 indicates commitment to dialogue about continuous improvement of student learning and institutional processes. Mt San Jacinto College clearly articulates its institutional goals and their relationship to planning and decision making. The self study states "a coherent system in which goals drive plans, plans drive allocations, and Program Reviews allow for identification of institutional improvements was developed and implemented to remedy concerns addressed in the ACCJC evaluation team visit report (October 2005)." The development and ongoing application of these processes indicate that the college understands and embraces the notion of ongoing planning and continuous improvement.

The committees identified with the major responsibilities include the Institutional Planning Committee (IPC), College Council, Budget Committee, Instructional Program Review Committee, the Assessment Council and Executive Cabinet. An institutional planning model (Closed Loop Model) visually portrays how the interaction, analysis, and continuous improvement occur.

The college, through the organizational changes in research, planning, and effectiveness, has increased the availability of data in support of a culture of evidence. The college has created a multi-level planning cycle integrated with effectiveness and resource allocation, and has modified that cycle over the past three years with the addition of a strategic plan and a more formalized campus goal setting and evaluation process. The college has allocated significant resources over the past couple of years in developing the necessary structures for continuous improvement of institutional effectiveness. However, much of the implementation, in particular the assessment component that sits at the base of the structure, is too new to enable judgment as to its sustainability.

Findings and Evidence:

It is clear from the review of the various college plans, minutes and interviews, that the college has structured mechanisms to actively engage college constituents in formal and informal dialogue about institutional planning, teaching, learning, and assessment of learning outcomes. Dialogue about improvement of student learning and institutional processes occurs in the context of major planning processes including Educational Master Plan, Strategic Plan, and Program Review. The intensive efforts over the last three years to develop and implement the elements of a new, effective and systematic planning cycle have led to sustained dialogue about student learning, and particularly about improving institutional processes. The outcome of the value of this dialogue is shown in the institutionalization of new planning processes, the Closed Loop planning model, cycles, and practices. Evidence includes changes to campus processes such as the switch from Blackboard to eLumen, the addition of a Strategic Plan, and the multiple modifications of the budget scoring rubric. Evidence of self reflective dialogue can be found on student learning and effectiveness of campus programs through program review and in public forums such as State of the College briefings, brown bag lunches, and the Assessment Council. (I.B.1)

The proposed Strategic Plan 2011-2014 indicates commitment to dialogue about continuous improvement of student learning and institutional processes. In that document, the Superintendent/President identifies the “overarching theme of student success is at the heart of what we do and our purpose of being.” The Institutional Goals drive the Strategic Plan. The plan identifies Mt. San Jacinto College’s institutional priorities as follows: student success, fiscally sound position, systematic planning and assessment, institutional pride and organizational culture, and community partnerships and service. The activities articulated in the plan commit the college to collegial, self-reflective dialogue about continuous improvement of student learning, achievement and institutional processes. (I.B.1)

Evidence of conducting systematic evaluation activities includes Program Review, Annual Program Assessments, student surveys and focus groups. The college ensures that programs and services address the needs of its student population and works to ensure institutional effectiveness and continuous improvement. The college’s use of data, evaluation of its processes and procedures allows for introspection and dialogue on its improvement. The Program Review process incorporates student learning outcomes data and student achievement data such as success, retention, and graduation rates. Program Review is directly connected to the resource allocation process and planning framework. (I.B.1)

The primary vehicle responsible for formally communicating to all constituent groups and supporting an ongoing dialogue at the college is through the College Council, which acts as the decision-making body that forwards recommendations on Shared Governance issues that do not require mutual agreement between the Academic Senate and Board of Trustees to the Superintendent/President for action or presentation to the Board of Trustees for action. In addition, the college Public Information and Marketing department

communicates campus activities, updates on Accreditation, facility planning, strategic planning, technology planning, student learning outcomes and Board Policies and Administrative Procedures through Weekly Round-Up e-mails and a monthly e-newsletter MSJCLinks. The college utilizes other informal structures to augment and enhance institutional planning by integrating the dialogue in departmental meetings, Faculty Chair Academies, monthly faculty staff meetings, Management Leadership and Dean's Council meetings. (I.B.1)

Mt. San Jacinto College's process for integrating mission, institutional goals, learning outcomes, assessment, planning, and resource allocation is reflected in the Integrated Planning Schematic. This visual representation of the process reflects the cyclical incorporation of systematic evaluation, improvement, and resource allocation. Institutional Goals are set by the Institutional Planning Committee and are then approved by the College Council. From there the goals are submitted to the Board of Trustees for review and adoption each spring term. Institutional goals and data are published on the college Institutional Effectiveness and Planning website and are made available to the community through a variety of channels including presentations at convocation, staff development days, 'brown bag' lunches, and by the Public Information and Marketing department. Subsequently, areas develop unit plans throughout the institution. Unit plans are linked to the Educational Master Plan and the Strategic Plan. Resource allocation and budget development are linked to the mission and institutional goals through use of the Resource Allocation Proposal (RAP) and the Prioritization Allocation Rubric (PAR) processes. (I.B.2)

Program Review templates for all areas of the college indicate inclusion of learning outcomes and the ways in which program review integrates with planning. Key elements of the necessary institutional policies and resources are new or newly reconstituted as stated in the Self Study and verified by the team. For example, the Annual Program Assessment and the Strategic Plan are both new, while the Instructional Program Review Committee and the Institutional Planning Committee are both recently reconstituted. The Integrated Planning Calendar and the Integrated Planning Schematic depict the cyclical nature of the college planning process. The self study states "a coherent system in which goals drive plans, plans drive allocations, and Program Reviews allow for identification of institutional improvements was developed and implemented to remedy concerns addressed in the ACCJC evaluation site team visit report (October 2005)." The development and ongoing application of these processes indicate that the college understands and embraces the notion of ongoing planning. A pervasive system of integrated planning has been successfully inaugurated in which goals drive plans, plans drive allocations, and Program Reviews allow for identification of institutional improvements, as evidenced in the 2010 Institutional Goals. Official reports of institutional assessment of course and program SLOs remain at a nominal level based on data from the ACCJC Annual Report. (I.B.3)

The college states that it "has established an institutional framework for defining SLOs". For the last five years, faculty and classified staff have been engaged in SLO development. Mt. San Jacinto College has built the SLO process on institutional data and

research. It has apportioned resources to assist faculty in developing strategies for launching routine assessment of student learning outcomes as evidenced by moving from two SLO coordinators at 60% reassigned time to one at 100% reassigned time. In addition, they have purchased of eLumen for SLO documentation. A SLO and assessment Lifecycle is in place, complete with instructions, forms, and examples. (I.B.30, I.B.40) (I.B.3)

A Research Committee comprised of faculty, classified staff, and administrators provides input and recommendations on current and future research projects that affect the institution. In addition to specific research projects, Program Review, SLO and assessment data are shared and analyzed during the monthly Research Committee meetings. Data and reports from the Research Committee are shared with all appropriate committees and employee groups. (I.B.3)

The Self Study describes a newly configured Decision Support System (DSS), which has allowed for a thorough integration of Program Review reports, campus and college planning projects, faculty and classified position requests, scheduling of classes, and proposals to either expand or contract current class offerings based on identified student needs and other institutional priorities and improvements. The development of the Decision Support System began in August 2006 with full implementation occurring in late summer 2008. Evidence of using the DSS model to make strategic decisions is seen in the way the college went about reevaluating course section offerings in order to more effectively control and manage enrollment and growth without diminishing instructional quality, student learning outcomes, and educational goals. According to the feedback from the IR office, and team review of the DSS, it is clear that the college finds the DSS tool to be a valuable resource to efficiently manage enrollment and class schedules. (I.B.3)

Institutional effectiveness data are made available to faculty, staff, administration, students, and the general public through the Office of Institutional Effectiveness and Planning web page and the Virtual Fact Book. Also, data are made available through regular presentations and public forums. Copies of these presentations are posted on the college website and are accessible through cross-referenced locations. (I.B.3)

Learning outcomes data are reported in program review documents, and the college has implemented the Student Learning Outcomes and Assessment Lifecycle. Currently, most of the college programs have developed learning outcomes and 84.6 percent of courses in the curriculum inventory now have learning outcomes in place. To facilitate more effective data collection and dialogue on learning outcomes, Mt. San Jacinto College has adopted the eLumen system to serve as the institutional electronic data portal for institutional assessment and learning outcomes information. These actions should make assessment data more accessible to the college community. (I.B.3)

There is evidence to support that the college has integrated planning and that it is explicitly linked to the budget process (the RAP, PAR, Program Review and Annual Program Assessment). Research provides additional data for program assessment however one clear problem in implementing this structure is the lack of adoption of

SLO's in 100% of the course inventory. While specific cases are given where faculty are using assessment results to improve instruction, overall the evidence shows that the college is not making sufficient progress on this key element. The college appears to be moving to respond, with the adoption of an Annual Program Assessment in spring of 2010 and with the switch from Blackboard to eLumen in 2011; however, they are behind the pace that is needed to achieve Proficiency by the 2012-2013 year. (I.B.3)

Planning and decision-making at Mt. San Jacinto College is broad based with opportunities for input, dialogue, and information dissemination through all levels of the organizational structure, including but not limited to the master planning processes and informal dialogue. Appropriate representation from all constituencies is assured and achieved through the Shared Governance Document and structure. Student learning outcomes, Program Reviews, and Strategic Planning start with data collection and analysis by the appropriate department, unit, or division. Information is shared among members and distributed throughout the college-wide community. Resource allocation is an important element of Mt. San Jacinto College's planning processes. Systematic and data-driven program review for all areas of the institution has been successfully integrated with institutional planning and resource allocation processes as demonstrated through the RAP and PAR used to score, rank, and prioritize budget augmentation requests that are supportive to the district's planning agendas. The resource allocation process is a new element in the district's planning model, having implemented three full cycles. After the completion of each cycle, the process is evaluated and assessed, thus continually evolving. (I.B.4)

The goal of broad involvement through Shared Governance is to include, within the decision-making and planning processes, representatives of all college constituencies affected by these decisions as evidenced in the Shared Governance document, I.B.28 and the Strategic Plan Webpage, I.B.60) Evidence collected during multiple interviews during the team visit provided evidence to validate that the budget allocation process is viewed as fair and transparent. (I.B.4)

Minutes of Budget Committee meetings and recent budget adoptions verify that the college uses planning processes and the Resource Allocation Proposal (RAP) form, which each department submits at the beginning of the budget planning cycle. All decisions regarding resource allocation are driven by the mission statement, collaborative planning and assessment. Short-range plans are reviewed periodically during the fiscal year and are based on the reasonable expectation of available funding. Long-range plans are set and in sync with the Educational Master Plan objectives. The college states that "As more funds become available, additional spending priorities are met. As experienced in fiscal years 2009-2010 and 2010-2011, decreases in funding trigger a proportionate reduction in spending and commitments". (I.B.4)

An ad-hoc group was appointed in 2010 to review and revise the rubric scorecard with the result that each PAR became more focused on elements of district plans including the Strategic Plan, institutional goals, unit plans, and all elements of division outcomes, SLOs, PLOs, and ILOs, with scores based upon the demonstrated connection to various

planning documents. The district's Budget Development Cycle provides opportunities for departments to request additional funds to improve programs by use of the Resource Allocation Proposal (RAP) and the Prioritization Allocation Rubric (PAR). Mt. San Jacinto College relies on its Resource Allocation Proposal (RAP) and the Prioritization Allocation Rubric (PAR) processes to justify that expenditure requests meet institutional goals. As a result of the scoring, the Budget Committee and Institutional Planning Committee recommended funding only a small number of projects. The RAP and PAR process was first used in 2008-2009 and was modified in 2010 to incorporate the Strategic Plan, institutional goals, division plans and unit-level assessments. The college applies this process even when discretionary funds are limited or not available so that the institution continues to respect its planning process. (I.B.4)

The Shared Governance Document (adopted May 11, 2011) identifies and delineates the roles of constituent groups in the governance processes of the college. Shared governance committees are structured to include faculty, classified staff, students and administrators. Other mechanisms for participation in college planning include work groups such as the Assessment Council and the Instructional Program Review Committee. (I.B.4)

The college planning process is broad based and a good example of this can be found in the broad participation in the development of the Strategic Plan, the Educational Master Plan, Facilities Master Plan, and the Technology Master Plan. All of these had opportunities for participation in an inclusive planning process. The linkage to improving institutional effectiveness is less clear because of the pace in implementing Annual Program Review and SLO assessment as noted earlier. (I.B.4)

From the documents cited in the Self-Study, and verified by the team, it is clear that the college documents its assessment results and communicates them clearly to both the campus community and the general public. The college provides extensive reporting on data and analysis on a broad spectrum of campus functions through its Institutional Effectiveness and Institutional Research websites as well as through various campus electronic formats. Other campus documents are also used to document and communicate assessment results and quality statistics including the Educational Master Plan, ARCC, Annual Program Assessments, and the Virtual Fact Book. The campus is also in the process of moving documentation to eLumen from Blackboard as a result of problems in using Blackboard for this purpose. The college collects a variety of assessment data in planning and operational processes at the course, department, and college levels. Data include placement test results, student data including but not limited to measures of student retention, success, and persistence. The data are augmented with student learning outcome results which can be seen on the Virtual Fact book. The research and effectiveness offices provide campus data in multiple formats and for multiple purposes and are an important and successful link in the communication of campus quality measures. (I.B.5)

The fall 2010 Accreditation Climate Survey focused on assessing institutional effectiveness in communicating information about institutional quality. Per the

Accreditation Climate Survey, over 69 percent of respondents strongly agreed or agreed that staff have access to assessment data through presentations, the Mt. San Jacinto College website, and research reports. Approximately 78 percent of respondents noted that there are many forms of communication widely available at Mt. San Jacinto College. (I.B.5) These statements were generally supported by team interviews.

Mt. San Jacinto College uses several processes to evaluate its cycle of evaluation and integrated allocation needs. These modified Program Review plans impact the college's master planning processes in a continual cycle of assessment. Interviews during the site visit confirmed that, together, the Integrated Institutional Planning Schematic and the Institutional Planning and Assessment Calendar provide college constituents with an outline of the role of evaluation and assessment in the planning, budget allocation and improvement processes. Some confusion was identified regarding how the process evaluation worked with assessment results in the instructional areas. The budget allocation request procedure was modified to stipulate that each request must be tied to: 1) at least one of the annual institutional goals, 2) SLO assessment data and, 3) Program Review to be considered for funding. The college has adopted an annual timeline for evaluation of Goals to ensure the effectiveness of ongoing planning and resource allocation. This was a move away from a less formal goal process. During the 2009-2010 budget cycle, the Budget Committee and the Institutional Planning Committee modified the budget allocation processes, with a subcommittee of the IPC refining the scoring rubric. The changes to the goal setting and budget allocation processes are evidence of review of effectiveness. (I.B.6)

According to the Accreditation Climate Survey, 81 percent of the respondents agreed "Mt. San Jacinto College makes changes to improve student learning", a strong indicator that the development and implementation of the college's integrated planning process has had a positive impact on improving student learning. Concomitantly, 74 percent agreed, "The environment at Mt. San Jacinto College enables me to do my best to ensure student learning" highlighting the change in the college's culture, to one that affirms and supports the student learning. The Accreditation Climate Survey was completed by administrators, faculty (full and part-time) and classified staff in fall 2010. (I.B.6)

The Mt. San Jacinto College Institutional Planning and Assessment Annual Timeline depict the college's assessment of the effectiveness of its cycle of evaluation, institutional planning, resource allocation and re-evaluation. The college demonstrates a pattern of reflection and review of processes, but the full implementation of the cycle remains unclear. (I.B.6)

Mt. San Jacinto College has adopted a comprehensive program review process. The Program Review web page provides templates for the major units: Administrative Unit, Student Services Unit, and Instructional Services. The template for the Annual Program Review Update is posted there as well. These templates indicate a thoughtful approach to evaluation of effectiveness. The college evaluated the program review and assessment procedures and made changes to the process in both program assessment and SLO assessment. It is not clear that all programs have been fully assessed, nor is it clear that

the entire cycle of continuous improvement, including resource allocation, has been implemented.

Mt. San Jacinto College has a process in place to assess effectiveness in improving instructional programs, student support services, library and other learning support services through a comprehensive Program Review process. The district has adopted an Institutional Planning and Assessment Calendar that requires all programs, units and divisions (instructional, non-instructional and administrative) to complete a three- year Program Review and an Annual Program Assessment. Both processes and subsequent documents require faculty, classified staff, and administrators to review internal and external data as well as results from any program assessments (course and/or program learning outcomes) to set annual goals and priorities. The Annual Program Assessment is to be conducted by each unit on each campus. The updates will consist of an analysis of the changes within each unit, data on the assessment of student learning outcomes, and technological and staffing needs. (I.B.7)

Conclusion:

On Standard I.B the college has made good progress in setting up the policies and administrative structures necessary to support an evidence-based culture that allows broad input from all campus constituencies and substantial dialogue focused on improving institutional effectiveness. The college has a well thought out system of plans from long term (Educational Master Plan) to shorter term (Strategic Plan) and down to Annual Program Assessments and course SLOs. Planning is linked to the mission, and the mission statement is widely disseminated across the campus and the community. Full implementation of the planning and effectiveness process is dependent on increasing adoption of SLO's, PLOs, ILOs and GELOs and upon the full participation of all instructional areas in Annual Assessments over multiple cycles. (I.B.1, I.B.4, I.B.5, I.B.6, I.B.7)

The Institutional Research department provides comprehensive data, environmental scans, and enrollment management data and reports to enable program reviews and plans to be highly data driven. All of this provides a foundation for the campus to make data driven decisions. The problem is two-fold. One is that learning outcomes and assessments have not been adopted in all areas and the other is that the full continuous improvement cycle has not been implemented. Thus, while the team acknowledges the quality of the plan, it recognizes the system has not been fully implemented across all courses, programs and units at the college.

Standard I.B. Recommendations:

Recommendation 2 (Sustainability of Integrated Planning and Decision Processes)

In order to meet the standard and ensure that the college progresses toward the Continuous Quality Improvement level for the ACCJC rubric for planning, the team recommends that the college use its published processes, including resource allocation, to improve student learning and achievement. (I.B.1, I.B.4, I.B.5, I.B.6, I.B.7, III.B.2.b, III.D.3).

STANDARD II

Student Learning Programs and Services

General Observations:

Mt. San Jacinto College (MSJC) has invested time and leadership in addressing Standard II. Instructional programs meet the mission of the institution and uphold its integrity. Over the past several years, MSJC has worked to address issues in Basic Skills through Basic Skills Initiative (BSI) funding, training and faculty positions and more recently has worked on developing transfer model curriculum and transfer degrees. Standard II A is addressed including specific examples where using research was employed to develop programs and then to assess instructional program and student services effectiveness e.g. Science, Technology, Engineering and Math (STEM) assessment, Supplemental Instruction (SI) and basic skills. The college recently purchased CurricUNET to manage curriculum processes and eLumen to organize and manage the Student Learning Outcomes (SLO) assessment. CurricUNET has been used as the curriculum development and review platform for one year. eLumen was just implemented in June 2011 and is being populated now with SLOs and assessment information. Faculty are being trained on eLumen but it is currently not activated for general institutional use. MSJC provides regular development training during FLEX days and during the weekly Tuesday/Thursday college hours for faculty, staff and students which appear to be very popular and useful. Faculty and staff report that the SLO Coordinator, Program Review Coordinator and Curriculum Committee provide excellent support and mentorship. Interviews with faculty, classified and administrators indicated that the current emphasis on data and research, supported by the addition of deans and researchers, has magnified the use of data district-wide in decision-making. (II.A)

The college has submitted substantive change documents for all relevant programs. The team reviewed success data from online courses and student survey information concerning online course offerings. The instructional areas have aligned Institutional Learning Outcomes (ILOs) but assessment of ILOs has not been completed. The institution is close to completing SLOs for all courses and has evidence of informal assessment over the last several years, some of which have been documented. There has been steady progress but it is essential to assess and document course and institutional level outcomes (II.A).

Evidence of success is difficult to judge since not all learning outcomes have been identified or assessed and some of the key positions and processes have not been in place long enough to know whether they result in improvement. In addition, while the processes described are comprehensive, it will be necessary to find out if staff generally understands them and buy into them across the various locations.

II.A. Instructional Programs

The team verified that MSJC offers high-quality, relevant programs in vocational education, basic skills, transfer and noncredit through examination of the catalog, interviews, and program review data. Verification of the high quality coursework included observation of several classes including online courses, hybrid courses, laboratory and lecture courses in several subjects, vocational courses, basic skills courses and interviews with numerous students, faculty and support staff. The institution uses the newly revised mission statement to direct offerings and the strategic and master plans to guide the fields of study offered as programs. Some of the instructional offerings include an honors program, dual enrollment courses for high school students and a wide variety of learning communities. Programs and courses are offered at four locations, San Jacinto Campus, Menifee Campus, San Geronio Pass Campus (SGPC) and the Temecula Education Complex (TEC).

Faculty have high standards for the student coursework, as evidenced in the syllabi examined and classroom observations. Those faculty interviewed were dedicated to student success.. Notably, the science faculty have developed and written lab manuals in order to better integrate class work and make course materials more affordable for students. Students in the labs were engaged and interested in the work, reporting high levels of satisfaction with the education they receive at MSJC whether on a main campus or at TEC or SGPC. Students reported attending courses at multiple locations.

Since the last accreditation visit (2005) the college has opened a new learning resource center and a Business and Technology center at the Menifee Valley Campus where growth in unduplicated enrollment went from 12,640 in 2006 to over 17,000 currently. The Menifee Valley Campus is the largest proportion of student enrollments but all four locations are growing. The institution has used general student information and data from research projects to describe and analyze the surrounding community and the needs of the students. Reports indicate a difference between the Hispanic percentages in the community (44%) and the percentage of Hispanics in the student body (31%). No analysis or planning was included in the report. A draft equity plan is being worked on but has not been completed and is not currently connected to the master plan or other planning processes.

The overall student demographics appear to be moving towards more part-time and online students. Data concerning student progress through courses and programs are collected and reported via email, the fact book and the Institutional Research webpage which contains a variety of data.

Instructional programs are regularly reviewed through many processes including the Integrated Program Review Committee (IPRC) and the Curriculum Committee. The Curriculum committee includes broad representation of faculty and administration but several faculty positions were vacant in 2011-12. The process, which is described in the comprehensive and thorough Curriculum Best Practices Guide 2011-12, begins with a Request for Placement Form that goes to the curriculum committee; this form must

address the course or program rationale in light of the mission and with relation to Program Learning Outcomes (PLOs). Program Reviews are completed on a three year cycle and Annual Program Assessment are completed in the other years. Not all instructional programs are full participants yet. Programs and Units submit Resource Allocation Proposals (RAPS) as an outcome of the program review that are designed to direct resources towards achieving student learning outcomes. These are scored by a sub-committee of the Budget Committee using the Prioritization Allocation Rubric (PAR), which rates proposals based on their connection to the college mission and overall planning. (IIA.1)

The Office of Institutional Effectiveness and Planning provides a variety of reports and data for use in developing and assessing programs. Student success at MSJC has improved from 64 to 67% and data mart reports 68% for spring 2011 (as compared to overall statewide success rate 67.91% – CCCCCO Data Mart). The student success rate increased 5% in all areas from fall 08 to fall 09. Distance education success rates are lower but showing improvement in the last year (63%) with a sharp increase in success from 57% in fall 2008 to 63% in fall 2009. The college-wide retention rate has also been improving from 82 to 86% which compares to a statewide rate of 84.25. (II.A.1.a; II.A.2.d)

Over 90% of the first time students are assessed into a developmental course. Success in developmental courses has also increased, particularly in English where a 6% increase was noted. This has resulted in the ARCC report for MSJC reporting the basic skills success rate near the average for the peer group. However, there are issues with the ESL success reported in the ARCC report where the ESL improvement has continued to trend downward. The college obtained a Title V grant in 2010 and has completed its first year goals increasing ESL enrollment and basic skills success rates. The grant funds tutors and a counselor/outreach worker. Over the last several years MSJC has researched and pursued training, examined strategies and best practices in basic skills. Faculty have updated and reviewed basic skills curriculum and implemented a variety of curricular changes, including supplemental instruction and learning communities.

The college's ESL program consists of one full-time faculty member who travels between campuses and several adjuncts. Approximately 60% of ESL students are native Spanish speakers and approximately 16 credit ESL classes (approximately 260 students) are offered each semester (but not during summer). All ESL classes are at the two main campuses and despite a larger Latino population in San Jacinto, more ESL students attend classes in Menifee. A large noncredit ESL program (approximately 1000 students) also exists but few students transition into credit classes and the ESL department considers the noncredit population "distinct."

Many of these reports are posted on the college website, staff indicates that they access them regularly and website counts provide evidence of a well-used research. The college gathers a variety of data on student preparation and learning support needs, which have resulted in improved services and curricular changes, for example, ESL and basic skills curricula have undergone recent changes to improve success rates. Another innovation

has been supplemental instruction, which was expanded after showing signs of success. There are other areas the college needs to pursue in order to meet their diverse student needs. The college has not examined whether, for example, noncredit offerings would better meet the needs of the growing Hispanic population. (II.A.1.a; II.A.2.d)

CurricUNET provides a single location for the Course Outline of Record (COR) which is used for each section of the course regardless of location. The college follows a two-year curriculum review process for CTE courses and six year cycle for all others, but several disciplines have fallen behind this timeline. As an intervention the college plans to deny approval of any new curriculum in a discipline until all course outlines reviews are current. CORs include a section on Methods of Instruction, which is reviewed by the Curriculum Committee. The review process for all courses is stringent; some courses, such as Honors Courses, receive additional levels of review. The institution uses appropriate delivery systems and modes of instruction and has incorporated many online and hybrid courses to meet student needs. Records of student attendance and substantial student interaction in the courses were verified through observation of online coursework and investigation into the blackboard platform and requirements for login. (II.A.1.a; II.A.2)

The online course offerings have increased from 2 courses in 2000 to over 350 sections of classes via the Blackboard server which require a secure login and password. The program has a 92 percent fill rate and continues to grow. In spring 2011, Mt. San Jacinto College offered 129 different online courses with 283 fully online sections and 73 hybrid (blended) sections representing about 17 percent of the college's FTE. The college is using a Title V grant to improve orientation for all students to online courses. The team examined other measures in place to improve online success, such as the regular effective contact policy and online professional. Distance education success rates compared to the hybrid and face-to-face course success rates are comparable and reported on the Institutional Research website and within specific committee and program web pages. (II.A.1.b; II.A.2.d)

The institution has processes in place to ensure high-quality instruction as well as appropriate breadth, depth, etc., for programs. The Curriculum Committee produces a Best Practices Handbook to guide faculty in course creation. Courses and programs are then assessed through the SLO process. The college offers ongoing professional development focusing on pedagogy through the @MSJC Technology and @MSJC Teaching and Learning Academies, as well as a flex program with pre-approved activities or independent projects approved by the Flex Committee and the VPI. Faculty regularly participates in statewide meetings, basic skills institutes, Curriculum and SLO institutes and inter-segmental meetings. Curricular strategies are regularly assessed through the SLO process, Program Review and instructor evaluations. (Standards II.A.1.b; II.A.2.c & d)

The institution has made extensive advances in developing student learning outcomes and has made some progress in the assessment of SLOs. Student learning outcomes for all courses, programs, certificates and degrees have been the focus of a professional

development and the work of a full-time SLO coordinator position. The college processes rely on faculty expertise and advisory committees in identifying competency levels and SLOs. These expectations are determined by the department and based on various performance indicators embedded in each course outline of record. To ensure SLOs support the district's mission, SLOs are developed that align with Program Learning Outcomes (PLOs) which in turn supports General Education Learning outcomes (GELOs) and Institutional Learning Outcomes (ILOs). All SLOs are reviewed during the Curriculum and Program review process by the curriculum committee and the SLO coordinator. The program, certificate and degree outcomes are included in the catalog and online at the SLO website along with the course SLOs. The institution is reporting a greater than 95% completion rate for course-level SLOs. Assessment of these SLOs has been done informally with several departments (Math and English) collecting data and completing the assessment cycle multiple times. The coordinator reported that approximately 85% of the departments were involved in assessment but with no formal documentation or institutional record of the assessments and no report about how the assessments led to improvement. None-the-less, visits with individual departments indicate that this process has been loosely assessing various outcomes and implementing improvements and interventions as a result such as Supplemental Instruction (SI) and the creation of Learning Resource Centers. (II.A.1.c; II.A.2.b)

The college has been evolving a program review process that integrates SLO and other data in decision making processes. There are good plans in place to integrate the SLO information with planning and budgeting, but the plans are very new and the ability to implement and sustain these plans needs to be examined. In addition, while most areas point to program review and SLOs as the means of maintaining quality, there is only isolated evidence of implementing conclusions based on the analysis of SLO assessment and program review to initiate changes or improvement e.g. changes in the math curriculum and ESL course development that parallel English coursework. A Program Review Coordinator links Program Review to the educational and strategic plans through the Institutional Planning Committee (IPC). Again, these are new positions and processes that have not been thoroughly tested. CTE programs rely on feedback from advisory committees that meet regularly to modify curriculum and make other improvements. The new SLO coordinator has been meeting with the student services staff to coordinate student service outcomes and assessment and to integrate with instructional outcomes. Plans to have the SLO coordinator work with staff on administrative outcomes are also underway. Overall, there is evidence of growing dialogue and a culture of data informed decision making. (II.A.1.c; II A.2.b)

During the site visit most SLOs were not included on the Course Outline of Record. Some were included as a separate section on the syllabus, but all recently reviewed courses include SLOs in the CurricUNET process but included as an addenda separate from the COR. There was no way to confirm that SLOs are consistently provided to adjunct faculty, but interviewees consistently explained that this was an important responsibility of department chairs. Recently the Academic Senate approved the inclusion of SLOs on syllabi, so the college plans to enforce inclusion of SLOs on syllabi beginning in spring 2012 and would update documents pertaining to the syllabus check

list. This effort will help ensure that students understand the SLO expectations of the course. The check of multiple syllabi revealed only a very few course syllabi which included SLOs. Some included course objectives, most included neither. It is important to continue the good start on implementing SLOs and communicating the role and expectations for assessment.

Results of SLO assessment will be gathered using eLumen software. Planning indicates that course assessments will be reported to the SLO Committee, which is part of the Institutional Assessment Council, and should result in action plans. The Assessment Coordinator and Council assist in writing and assessing SLOs. Assessment cycles exist for courses and disciplines. Many of the key processes have not been in place long enough to know whether they will be effective. In addition, while the processes described are comprehensive, it will be necessary to find out if staff generally understand the processes and buy into them and are able to sustain. (II.A.1.c)

A variety of courses were deactivated for 2011-12 through the Curriculum Committee process as the catalog was updated with program SLOs. A deactivation process for courses exists which requires multiple reviewers to ensure that there are no unintended effects; a program deactivation process is being designed based on existing policies. Samples of the review process and draft worksheets were reviewed by the team. (II.A.1.b.c; II.A.2 a-c.)

Developing non-biased measures of student learning, such as common examination questions, is not complete. The Assessment Council plans to distribute guidelines in academic year 2011-12 and this work should be completed as planned.

MSJC offers 45 AA's, including one new AS-T, 34 certificates and other career technical areas including courses for transfer. MSJC recently undertook an extensive catalog review to ensure that the catalog present accurate information about programs, including PLOs and GELOs. Faculty are responsible for creating competencies and SLOs using the CORs. There are several processes in place to create ongoing review of courses and programs, including Program Review, Annual Program Assessment, unit plans, and regular meetings with community advisory committees for CTE programs. Transfer programs are evaluated by faculty with the assistance of the Articulation Coordinator. Recently, one SB1440 degree in math was instituted through this process and several more are planned. Support services have been expanded and curriculum changed as a result of SLO assessment results and ARCC data. The college is using a Title V grant to improve orientation for all students to online courses and also has other measures in place to improve online success, such as a regular effective contact policy and professional development for faculty.

The SLO and program review results are used by administrators to work with departments to create unit plans and ultimately the Strategic Plan, which is currently in its final draft. Data is supplied by the research department to assist in this process. The Institutional Planning Committee began meeting in its current form in 2009 and oversees all planning processes. The Educational Master Plan is designed to drive all

other plans and includes different planning for departments found at each of the various campuses and centers. Assessment of student achievement including dialogue to improve teaching and learning are available through links on MSJC Institutional Research page, the Program Review page and the Student Learning Outcomes homepage as well as the Institutional Planning homepage. Evidence indicates an active research practice including projects that are current and relevant, such as prerequisite course evaluation studies.

<http://www.msjc.edu/CollegeInformation/Administration/InstitutionalResearch/Pages/default.aspx>

The information found at these links indicates a healthy dialogue and engagement by many components of the institution in an effort to assure currency and to improve teaching and learning strategies and achieve stated student learning outcomes. (II.A.1 a-c, A.2.a, e, f)

Credits are awarded based on achievement of student learning outcomes which have been developed by faculty and approved by the Curriculum Committee. These credits are consistent with the institutional policies that are generally accepted in higher education (II.A.2.h, i).

The team suggests that the college prioritize the planning agenda addressing departmental course and/or program examinations that are used in measuring student learning and minimizing test biases. The college should identify and validate these assessment methods. (II.A.2.g)

The MSJC has three distinct General Education (GE) options required for academic and vocational degree programs which are clearly described in the catalog. The General Education program is based on a carefully considered philosophy that is clearly stated in its catalog and incorporated into the SLO assessment and Program Review processes. Inclusion of courses in the General Education curriculum is through thorough examination of the course learning outcomes using a process which relies on the expertise of its faculty (Standard II.A.3.) The MSJC General Education options include all the necessary areas required in the standards including the basic content and methodology of the major areas of knowledge, the capability to be a productive individual and life-long learner and recognition of what it means to be an ethical human being and effective citizen. Evidence of this inclusive GE policy is found in the catalog and documents available to students concerning GE options as well as the General Education Learning Outcomes (GELO) matrix used to determine what category to place courses into. SLO and assessment information found on the SLO and Program review websites provide the best evidence to indicate that this standard is met but in addition to these data the self-study report includes examples of each as implemented in specific courses. This college has aligned these areas of GE across the curriculum and across the institution. (II.A.3.a, b & c)

In addition MSJC has Institutional Learning Outcomes (ILOs) which were adopted in 2007 as core competencies.

MSJC Institutional Learning Outcomes (ILO)

- **Communication:** The student will communicate effectively, expressing thoughts, goals and needs through use of appropriate modes and technologies.
- **Critical Thinking:** The student will reason and think critically.
- **Aesthetic Awareness:** The student will possess aesthetic awareness.
- **Social Awareness:** The student will demonstrate societal awareness.
- **Responsibility:** The student will display personal and civic responsibility.
- **Scientific Awareness:** The student will possess an awareness of the physical and biological principles related to science.

All programs of study clearly include focused study in at least one area of inquiry or an interdisciplinary core as exemplified by the degree requirements and found on the DLO portion of the SLO website, the specific department and division plans website and in the Master Plan as well as in specific program examples cited in the self-study. (II.A.4)

Over the last year, CTE programs reviewed their relevancy to employment standards and professional competencies using advisory meetings, state requirements and internships. Programs were updated and the results are in the current catalog. Students completing vocational degrees and certificates appear to meet external licensure and certification requirements (II.A.5). However, the licensure pass rates for some programs, Diagnostic Medical Sonography (DMS) and Emergency Medical Technician, are poor (56% and 73% respectively), the number of students in the programs are increasing and yet there appears to be little dialogue or research discussions. The ARCC data indicates that the completion rate in MSJC vocational courses (69%) is 6% below the peer average (75%) and below a statewide average of 77%. The Perkins Core Indicators at the Chancellor's Office for California Community Colleges also show potential problems with regards to outcomes. (II.A.5) The team is concerned that adequate dialogue about CTE outcomes needs to occur across the district, particularly in those areas where certification scores are poor, where there are very few students that complete courses or very few certificates given.

The catalog accurately informs students about program requirements and transfer policies. Degrees are clearly identified as Transfer or Non-Transfer. Learning outcomes and career opportunities are also included. (II.A.6) The transfer status of MSJC courses is regularly reviewed and communicated by counselors and in the catalog. Articulation agreements are kept current and listed in the catalog. Representatives from transfer schools regularly visit campus and meet with students. Incoming coursework is evaluated and a library is created in Datatel to prevent duplicate evaluation. When programs are eliminated or changed, students are informed through the Counseling department and catalog, and may petition for substitution. (II.A.6.a)

The institution presents itself to students and the public clearly, accurately and consistently through its Office of Public Information and Marketing; its catalog; its

website; and other printed and electronic means. (II.A.6.c.) The recent catalog update and thorough review provides students with accurate information about educational courses, programs, degrees and certificates as prescribed by the standards including transfer credit and patterns. (II.A. 6 a-c) Recent changes in existing programs have been reported. All substantive changes appear to have been reported and approved.

The institution has clear policies on academic freedom and responsibility as well as guidelines for faculty professional ethics. Observations of faculty reinforce that they present information fairly and objectively. (II.A.7.a.) MSJC also has policies on student academic honesty and consequences for dishonesty in its Student Code of Conduct. These are in the catalog, on the website and in course syllabi. (II.A.7.b.) MSJC does not promote specific beliefs or world views. (II.A.7.c.)

The Board of Trustees policy manual, student code of conduct and the faculty handbook provide evidence of academic integrity of the teaching-learning process; the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. This is evidenced in the Academic Freedom and statement of professional ethics in the college catalog. Statements concerning academic honesty are clearly communicated on the website and in the student conduct code. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge. (II.A.7)

The institution has no operations in foreign locations. (II.A.8)

Conclusions:

The college partially meets this standard. MSJC has an active Curriculum Committee that provides substantial written and personal support to assist faculty in creating and revising curriculum. Curriculum undergoes a rigorous review to ensure that it fits with the mission and maintains high quality. However, the college has not been able to revise courses on a 6-year cycle nor ensure that course SLOs appear on syllabi or are systematically communicated to both adjunct faculty and students. The college has a full-time SLO coordinator who is assisted by an Assessment Committee, which has catapulted the progress forward with regards to SLO assessment. The team noted that many people reported that MSJC makes SLOs fun!

The college conducts a variety of surveys and collects data which is posted to the website for use by faculty and other employees. Some changes have been made in response to identified needs, such as the expansion of the supplemental instruction program. Yet other issues – such as service to the growing Latino population need to be addressed more fully to create a clear pathway through ESL and the English sequence. The college has obtained two Title V HIS and two STEM grants to grow the college's capacity to serve this population. Also, the college operates a Puente Program. (II. A.1.b.) Currently disciplines have produced course SLOs in 85%-95% of the courses offered. Assessment is in the beginning stages and use of the results for improvement has not been documented.

A variety of teaching modes and programs are offered to meet the diverse student needs including dual enrollment, honors programs, and learning communities. Online offerings have grown and seem to have received adequate support to ensure high quality and student success. General education offerings are appropriately reviewed to conform to the college's GELOs.

Overall, comments from a variety of staff – including the results of a 2008 survey – indicate that not enough full-time faculty exist in some disciplines to ensure quality of instruction, updating of SLOs and assessment, and full participation by faculty on key college committees, such as Curriculum Committee.

MSJC has invested a lot of energy, leadership and resources in the SLO assessment development and training with particularly commendable work in the General Education Learning Outcomes (GELO) and alignment throughout the General Education courses and programs consistent (II.A.3 a, b, c). There are several areas that need attention by the college to ensure the same high quality instructional programs are sustained. Work has been started in the area of program review and SLO assessment but the college needs to move on to assessing all levels of SLOs, including course, program, General Education (GELOs) and Institutional outcomes (ILOs) (I.B.7; ; II.A.2.a and e; II.B4) It is important that the data is analyzed and used to improve teaching and learning. (2A. 1-3). The Student Learning Outcomes (SLOs) need to be distributed to students and associate faculty (II.A.6). In the past assessment has been done informally, but accreditation standards require that these outcomes be documented. MSJC plans to document the data in eLumen.

MSJC has created opportunities for dialogue and integration of program review and SLO assessment in a plan for linking budget and planning decisions to those data. The development of the Prioritization Allocation Rubric (PAR) and use of the Resource Allocation Proposals (RAP) fit the MSJC culture, institutional organization and elicits buy-in. This good work will need to be sustained over time. It was difficult for the team to assess many of these newly developed processes because they are so recent and there aren't completed cycles to examine.

Sound programs that meet student needs are evident in the fact that MSJC has increased the student success rates over the last two years and this success rate appears to be continuing in spite of the fact that the college has 90% of students assessing at below college level. MSJC done commendable work analyzing how to serve these students and make improvements.

Finally the team is concerned that the college has not fully discussed student outcomes data disaggregated by demographics, location, and time of day. There are data posted on the Institutional Research site that shows large gaps in student success based on ethnicity and gender. Intentional dialogue among college constituencies, supported by disaggregated data about the student population and community, should take place with the goal of better serving all groups through instructional programs and support services.

II.B. Student Services

General Observations:

MSJC provides a variety of student support services to enhance student learning. However, some services at the TEC and SGPC may lack a truly comparable level of support. The draft Equity plan indicated that data regarding the diverse student population has been collected, but no analysis or action planning has been done due to the draft nature of the plan. The changes in district demographics will require close analysis of the community needs with regards to the student services. The student service areas completed 100% of their program reviews within the last year. The institution has made an effort to provide student services and resources throughout the district at the four locations. Many services are available to students online to support student success, including New Student Orientation online in both English and Spanish. Despite a growing Latino population in the district and at the college (currently 31%) there is little information available about the district's Latino population, whether they are ESL students or what their support needs are. Only one page of information in Spanish appears on the website and no Spanish-language materials are available at the counseling offices. Several counselors are bilingual, however, and each college site has at least one bilingual staff member. It should be noted that the college has greatly increased the number of students receiving the BOG waiver over the past five years. A logical next step to increase the financial aid recipients' benefits is to move beyond "strongly encouraging" recipients to file a FAFSA to establishing a requirement to filing a FAFSA. Currently over 80% of the students attending MSJC receives a BOG waiver yet only 26% receive a Pell grant. (II.B)

Findings and Evidence:

The institution systematically assesses student support service services using SLOs and program review as evidenced in the student service program review documents submitted. The evidence supports the fact that MSJC is concerned about and plans for quality support services including off-site locations. The self-study also states that, "The district has also made a commitment to provide a similar level of support in services and scope based on enrollment ratios" This comparable level of service is primarily delivered through the access to online services.

Student Support Services meet the mission of the institution in attempting to offer accessible, innovative, comprehensive and quality educational programs and services to a diverse and dynamic population. The process begins with outreach activities to district high schools and local communities and is complemented with "in-reach" supportive services to colleges' students and departments. (II.B)

Full student support services are provided at the San Jacinto Campus and the Menifee Valley Campus, while additional student support services are expanding to the Temecula Education Complex and the San Gorgonio Pass Campus. Program reviews have been

100 percent completed within the Student Services Division and all campuses and centers are part of the Educational Master Plan. (II.B.1)

There is a student equity plan; but it is still posted in draft form and, although reviews of ethnicity data and related information are available, analysis of the data and strategies to improve the disproportionate success are not complete or detailed. How this equity plan is linked to the master plan and strategic plan and how any of the goals are incorporated into the PAR in order to receive priority attention and allocation of funding is unclear. The matriculation website provides students with a door to the student services available and a reason to use those services.

Students who participate in the matriculation process have higher grade point averages (GPA's), complete their certificate and degree requirements and transfer to four year universities at higher rates.

The catalog and other publications appear to be correct, precise, accurate, and current with general information and requirements consistent with Commission standards. The catalog includes current information about degree and certificate requirements, policies affecting students, and locations where other policies may be found. A major effort to update the catalog, including courses and programs, occurred in October 2010. The catalog clearly deals with all methods of credit, credit by exam (CLEP, AP and IB) and clearly informs students about the value and extent of that credit. (See catalog pages 38-44) Numerous other policy documents were examined, including the student conduct code, the faculty handbook, the program review handbook, the administrative policies, and the Board of Trustee policy manual, all appearing consistent and complete. (II.B. 2)

MSJC researches, identifies, and provides support for student learning needs. While the actual evidence included in the self-study report was not substantive, it was clear from examination of the Institutional Research website that local research studies have informed and directed improvements in student services. The research projects appear to be ongoing, inclusive, well-analyzed, and display improvement in the research processes itself. One example is the student learning resource centers, created in response to a previous recommendation and planning agenda that have been developed in several areas of need, assessed and reassessed. Regular assessment of the effectiveness of these centers is evidenced in the documentation on the research website and through the minutes of the research committee. There have been recent examples of the institution researching and identifying learning support needs such as the Student Success Summit held in spring 2011 and the iStudent Program implemented in 2010 to increase persistence and retention of basic skills students. (II.B.3)

The college has made efforts to provide equitable access to all its students regardless of location or delivery method. These efforts are more recent and the evidence is not clear whether these efforts have indeed been validated. The self-study states that "The college's efforts to provide equitable access to all its students by providing appropriate, comprehensive, and reliable services to students, regardless of service location or delivery method," is evident in its ongoing Program Review process, its assessment of

student services in each area, and its alignment of PLOs and SLOs to the ILOs.(page 242). Examination of program reviews reveal that lack of staffing due to budget, attrition, and other factors, has created support issues in areas such as Outreach, DSPS, EOPS and Enrollment Services. For instance, the SGPC is not currently able to provide on-site service to DSPS and all EOPS eligible students not attending the San Jacinto Campus still have to go to SJC to receive most of their services. Yet there are no tangible examples linking this goal and the process to equitable access. (II.B.3.a)

The college offers many opportunities for students to develop personal and civic responsibility. The college also offers opportunities for intellectual, aesthetic, and personal development, including clubs, activities and cultural events. The student service activities and clubs provide evidence of a campus environment that encourages personal, civic, intellectual, aesthetic development. (II.B.3.b)

The counseling programs are accessible through online services that provide orientation, college information, educational direction and help with technology throughout the district. Comprehensive counseling services are available at the college's San Jacinto Campus and Menifee Valley Campus; there are counseling services available at the San Geronimo Pass Campus as well as the Temecula Education Complex, but the description leaves unclear just how comprehensive they are at those two off-site locations. (II.B.3.c)

The college demonstrates in commitment to support student understanding and appreciation of diversity. A disproportionate impact study is planned for the academic year 2011-2012. This study should be completed during the current academic year.

The latest matriculation information is good. The handouts are complete and concise. There are several programs and activities aimed at promoting the understanding and appreciation of diversity, including a Multi-Cultural Gender Studies in area F of the General Education requirement. Program review reports and student surveys (particularly the equity plan survey) indicated incorrect information provided by counseling and inadequate numbers of counselors and time with students. (II.B.3.d)

MSJC has several processes in place to deal with diversity including examination of research data and surveys of student input. Admission and placement instruments are evaluated for bias. As a result of these evaluations, some disproportionate impact was identified. The college intends to address these disparities through use of the College Board Placement Validity Report. The college adheres to the California Community College Chancellor's Office regulations which require regular evaluation and validation of instruments used for course placement. A validation study is currently in progress. The college provides a 10-15 minute presentation to familiarize students with the assessment process and to minimize bias. (II.B.3.e)

Student records at MSJC are judged as adequately secured in that the methods used are consistent with standard practice, documented in the institutional policies, in accordance with the California Education Code, FERPA laws and other regulations (II.B.3.f). The

Standard II team members and chair reviewed the summary of student grievances over the last 6 years. No concerns or patterns were indicated regarding these data. (II.B.3.f)

MSJC student services identify student success as the highest priority (p. 252) and there is data in the ARCC report that indicates student success is improving, but some of the data ESL and Basic Skills are below that of peer colleges and state average.

Student support services are evaluated through the college's program review process, whose timeline was developed and implemented in 2010. Service units are required to submit a Comprehensive Program Review every three years. All the units conducted a program review last year. Information regarding analysis and action taken based on these reviews were not widely available because the process is fairly new. (II.B.4)

Conclusions:

The college provides a full complement of student services at its sites in San Jacinto and Menifee. Student services staff are committed to their jobs and are diligent in serving students. However, staffing limitations have compromised the ability to provide all services at TEC and the SGPC and to provide sustained and comprehensive outreach. Information about student support services is well disseminated electronically and on paper although almost all information is provided exclusively in English. In addition, the Eagle Access Centers and the student mentor program have significantly contributed to effectiveness of the matriculation process. Student service units participate fully in assessment through the Program Review and SLO processes; the expectation is that when data are generated, they will be used to implement improvements in services. The Equity Plan and disproportionate impact study will be important tools to use in determining future directions and allocation of resources.

II. C. Library and Learning Support Services

General Observations:

MSJC has continued to expand library and resources commensurate with the growth in its student population. The self study states that funding for the library books and materials has not been reduced during the present state budget crisis. The San Jacinto Campus (SJC) and Menifee Valley Campus (MVC) Libraries have established a set of Department Learning Outcomes (DLOs) that are intended to specifically support information competence as it applies to the Communication outcome that is part of the Institutional Learning Outcomes.

Findings and Evidence:

A representative of the Library and the Learning Resource Center is included on the College's Curriculum Committee. New courses and majors as well as course review require a Library Resources Joint Review. If courses are planned or taught on both campuses, library materials at each campus are reviewed. Access to library materials, tutoring and literacy improvement are available online and in person. A significant number of new book titles which have been added to the library collection since the last Self Study are e-books (54,000 of 66,048). Library resources at the offsite locations are limited to the online resources. There are no hard copy delivery services from the main campuses so students must travel to the libraries in order to avail themselves of these resources. Faculty members have access to physical and electronic library resources and are involved in evaluating and enhancing the collection. Faculty members are also involved in the process of removing outdated materials. A library Resources and Services Guide is available to faculty and library orientation sessions are offered. Library services are linked to Blackboard. Evidence suggests that the library's web-based intranet and internet information and applications are Section 508 compliant. (II.C.1.a)

The SJC Library and the MVC Library share space with a Learning Resource Center (LRC) that provides academic support services to students. LRC DLOs have been established. A 2010 Program Review Update was completed for the SJC LRC and the MVC LRC. Each update includes SLOs for the credit teaching classes TA080, TA081, and TA082, and these are embedded in the learning objectives presented in each Course Outline of Record. SLOs have been developed for the Learning Skills Program (LSP) that is under the umbrella of the Library. A Course Outline of Record for each LSP course includes SLOs that are embedded in the learning objectives. Face-to-face and online tutoring services are available to students. Peer tutors are certified and a teaching assistant class (TA-100) has been developed to prepare students to work as professional tutors. (II.C.1.a)

An Honors Enrichment Program (HEP) is also under the umbrella of the Library. HEP is comprised of student scholars and faculty who share a passion for learning and the desire to expand their personal and academic horizons has been developed. "Honors Only" courses are relatively new to the curriculum and enrollment is limited to honors

students. Currently, one thematic honors seminar is offered each semester. Additionally, several workshops are offered at the San Jacinto and Menifee Valley campuses. DLOs or SLOs specific to the HEP are not present in the Self Study. (II.C.1.a)

The institution provides and assesses library orientations at the two campus library locations. There is a link to online orientation material at the Menifee campus library website, but none was located at the San Jacinto Library site and no reference to any orientation is made at the TEC or SGPC centers. It is notable that to access the online tutorials/orientation a student must enter the MSJC website, go to the specific Menifee Library Site and find the tutorials. Because the number of distance education and TEC and PASS center students are increasing, access to this information should be more available for students on the main page without the necessity to drill down and find the information. (II.C.1.b)

The MVC Library Program Review describes that library orientation Student Learning Outcomes (SLOs) have been identified. A pre and post quiz was developed to assess the orientation SLOs and examples of results were provided. The intent is to use the results as a basis for ongoing improvement and enhancement of the orientation content. SLOs have been identified for the Library 100 and Library 101 credit courses and are embedded in the learning objectives presented in each Course Outline of Record and these include methods of evaluation. Hours of operation are present on the SJC Library and MVC Library homepages and these are regularly assessed to see if the needs of students are being met. Relative to the Learning Resource Center, the number of visits to and the number of hours visited are regularly recorded and data are used to establish goals, objectives and modifications. (III.C.1.c)

Maintenance and security of the Library and other learning support services is provided. (II.C.1.d)

Libraries are members of a regional consortium that enables access to several private and public college collections. Additionally, a comprehensive electronic collection of e-books and reference materials are available to faculty and students, including those who are studying remotely. Subscriptions and contracts with electronic vendors seem to be current. No formal method of evaluating contracted services is presented in the Self-Study. (II.C.1.e)

Data collection is part of the library daily operations and in combination with student surveys, statistics about usage, database relevancy and the collection are used to maintain quality. There are orientation materials and SLO assessment specifically directed at library orientation to provide data for improvement of instruction provided to library users. Evidence of research related to the resource centers and student success indicate MSJC systematically assesses library and learning support services using SLOs and program review. Examples of library and information competency SLOs provide evidence of an assessment culture to examine work in these areas. The library and learning resource center SLOs align with the ILOs and GELOs. Information competence is assessed in individual courses based on assignments and projects, but it is unclear how

these are aggregated into an institutional picture that may provide a basis for improving information competency. The planning agenda indicates that this area of investigation is ongoing. The PLOs for this area include:

Learning support services and area departments have also established Program Level Outcomes (PLOs) to reflect the mission of the areas. The two LCs collaborated to develop their PLOs. The PLOs are: 1) To increase persistence, retention, and completion rates among the students who utilize LRC services; 2) to increase student academic success, including literacy and numeracy, through appropriate, accessible, and up-to-date learning resources delivered through multiple modalities, including face-to-face instruction, tutorial services, and technology; 3) provide systematic, effective, and ongoing training of peer tutors; 4) increase active learning by promoting and tracking student usage of the learning centers. (Self Study, 285)

These SLOs and the data found on the Research Website suggest measureable and valuable SLO processes that provide feedback for a well-developed Library and Learning Support Services. (II.C.2)

Ongoing assessments and surveys about library services occur and are disseminated. A 2008 Program Review was completed at the MVC Library as well as a 2010 Annual Update. A 2010 Annual Update was completed at the SJC Library. An evaluation of library services and collections dated fall 2011 is currently available on the SJC Library homepage. A library collections survey of faculty was conducted at the MVC Library in the fall of 2010. As part of the Administrative Unit Program Review, a Library and Technology Unit Plan 2010 was submitted. A section of the Unit Plan visually illustrates how the program review process conceptually integrates with planning. It also visually illustrates the planning and allocation cycles. (II.C.2.)

Conclusions:

The college meets this standard. The college provides extensive library services at its two main locations and online services beyond the campuses. Orientations are available in person or online. It appropriately involves faculty in the development of its collections so that the library supplements and supports quality instruction. Under the auspices of the library, the LRCs and Honors program provide additional and much needed support to students. The LRCs are well-used and accessible, although hours have been reduced due to budget considerations. All library services undergo systematic evaluation through the SLO, DLO and Program Review processes.

The growth at the off-site centers will necessitate careful review to ensure that all students have comparable access to services needed. Efforts must be made to provide adequate access and orientation to both online students and the students that attend the centers and do not have transportation to the campus libraries. (II.C.1.b, c)

Standard II Recommendations:

Recommendation 3 (Student Learning Outcomes and Assessment)

In order to meet the standard and achieve the Commission's goals for 2012, the team recommends that the college should act aggressively to:

- Complete all Student Learning Outcomes (SLOs) for all courses and programs (Standard II.A.1.c; II.A.2.a and e; II.B4)
- Distribute the Student Learning Outcomes (SLOs) to students (Standard II.A.6)
- Distribute the Student Learning Outcomes (SLOs) to associate faculty (Standard I.B.5)
- Assess all levels of outcomes, including course, program, General Education (GELOs) and Institutional outcomes (ILOs) (Standard I.B.7; II.A.2.a and e; II.B4)
- Document improvement in student learning. (Standard II.A.1.c; II.B4)

Recommendation 4 (Identify and Address Gaps in Student Outcomes)

In order to meet the standard, the team recommends that the college disaggregate student outcome data by student demographics, modality of instruction, time of day, and location to determine comparability of outcomes, identify and address any gaps. (Standard II.A.1.a; A.2.d and e)

Standard III

Resources

III.A. Human Resources

General Observations:

Mt. San Jacinto College employs over 1,000 personnel in different categories. Staffing needs are identified through program reviews for individual areas. Hiring policies and practices, such as recruitment, screening, selection, and hiring of all personnel, comply with all state laws and Board policies to ensure fairness. Evaluation procedures based on collective bargaining agreements are clearly identified for faculty and classified staff; the process for administrative staff is clearly identified, as well. While processes are clear, performance evaluations are not always completed at the scheduled intervals. A strong commitment to diversity is demonstrated by the wide range of activities for all segments of the college and community. Professional development opportunities are currently provided for all members of the college community and the college is in the process of planning and developing a more coordinated program for professional development

Findings and Evidence:

Mt. San Jacinto College employs personnel who meet the education and/or experience necessary for their positions. Faculty and education administrators meet the minimum qualifications set by the State of California. The need for new or replacement positions is established during the program review process.

Job descriptions identify needed education, skills, and experience. All applicants are screened to ensure that they meet the minimum qualifications for a position. For positions requiring a degree, the degrees are verified as coming from accredited institutions. Hiring committee members only review applications packets that meet the minimum qualifications and select candidates for interviews. All faculty hiring committees are required to have several faculty on the committee. Part of the faculty interview process involves a teaching demonstration. Candidates are evaluated both on content knowledge, and on the effectiveness of their teaching style. When a candidate is selected, the Human Resources Office requires official transcripts and verification of prior work experience. (III.A.1.a).

Performance review criteria, timelines, and processes are negotiated with each of the bargaining units representing employees of the college. The self-study report provides substantial detail on the procedures for evaluating each category of personnel; one statement in the report points out that the goal of these procedures is to improve employee performance. The team verified that performance evaluations are following the established procedures. The self-study report states that “The faculty evaluation process is completed in a timely manner; however, some classified employee evaluations have not been conducted consistently and some have not been completed on time or in

accordance with stated policies and procedures.” In a review of evidence, the team found that there are also administrative and associate faculty reviews that have not been completed within the established time frames. The Human Resources Office does track completion of performance evaluations, but currently, tracking is a largely manual process. Performance evaluations which are overdue are brought to the attention of Executive Cabinet in order to ensure eventual completion of the evaluations. The self-study report contains a planning agenda item to create a tracking process to monitor timely completion of performance evaluations; the Human Resources Office confirmed with the visiting team their intention to implement a software solution that would provide more effective tools to ensure timely completion. The team strongly encourages the college to take whatever steps necessary to accomplish this planning agenda item, and to ensure that all evaluations are completed in accordance with established timelines and procedures. (III.A.1.b)

The self-study report asserts that faculty participation in the development and assessment of student learning outcomes is incorporated into the performance evaluation process. However, in the team’s review of the forms used in faculty evaluations, there is no focus on this area. The planning agenda item in the self-study report states that the college will “complete the process of incorporating participation in the development, assessment and evaluation of SLOs into the faculty performance evaluation.” Interviews with staff in the Human Resources Office confirmed that this element has not yet been included in the faculty evaluation process. The team recognizes this matter as subject to bargaining, agrees with the college’s self-identified planning agenda item, and would reiterate the importance of addressing SLOs development and assessment within the faculty performance evaluations. (III.A.1.c)

Mt. San Jacinto College’s Administrative Procedures (AP3050) outlines an institutional code of ethics which is applicable to all college employees. This section was reviewed, revised, and approved by Executive Cabinet in October 2011. (III.A.1.d)

Program review documents have a place to assess the sufficiency of staffing. In the Resource Allocation Process, proposals can be created to request additional staffing. There is an additional process, utilizing the Joint Hiring Committee, to create and then prioritize requests for full-time faculty hiring. The self-study report notes “In lieu of a Staffing Plan, the staffing needs for each program and service at the college are identified in each department’s Program Review.”

The self-study report does not contain any analysis of whether the current staffing is sufficient to support high quality programs and services. The visiting team could not find any evidence that the college has clearly defined what level of staffing would be sufficient. There was no question on this topic in the Accreditation Climate Survey. The only survey the visiting team could identify was a 2008 survey of faculty that asked whether there were sufficient classified staff and full-time faculty to sustain high quality programs. Faculty overwhelmingly disagreed that there was adequate staffing; only 22% believed that classified staffing levels were adequate, and just 11% believed that full-time faculty staffing levels were adequate. The visiting team received a number of comments

questioning whether the college currently employs a sufficient number of full-time faculty to adequately support educational programs and services (particularly in cases where a program has only one or even no full-time faculty), and to also engage in the processes needed to ensure continuous quality improvement (program review, SLOs assessment, the curricular and pedagogical changes indicated by these assessments, ongoing planning activities, and shared governance responsibilities) (III.A.2)

Board Policies and Administrative Procedures contain the college's personnel policies. The policies and procedures comply with state and federal employment law, and are congruent with collective bargaining agreements. They are reviewed on a regular basis, and are posted on the website in order to make them available to employees. (III.A.3, III.A.3.a)

Personnel records are kept in locked cabinets in the Human Resources Office, and processes established in the Administrative Procedures ensure that confidentiality is maintained. Personnel have access to their own records following the process that is established in Administrative Procedures. (III.A.3.b)

Both Board Policies and Administrative Procedures make clear the college's commitment to and understanding of issues related to diversity and equity. An understanding of diversity is a key qualification for all newly hired staff, with every candidate asked to respond to a question on this topic during their interview. A broad range of services are offered to support the diverse student population that the college serves. (III.A.4)

The college has an active Diversity Committee that is committed to raising awareness of diversity issues; the Committee includes community members, and partners with community organizations to sponsor and host a wide range of activities and programs. Also, the college supports a faculty internship program focused on increasing the opportunities for underrepresented graduate students to teach in community colleges. The college participates in the Bias Education Assessment & Response program which investigates incidents of bias both at the college and in the surrounding communities. The college widely publishes its non-discrimination policy in the catalog, the schedule of classes, and recruitment brochures. Each campus hiring committee is trained to ensure compliance with EEO procedures. (III.A.4.a)

Consistent with its mission, Mt. San Jacinto College regularly assesses its record on employment equity and diversity. The Human Resources Office monitors hiring results and the changes in the diversity of the college's employees. This information is posted on the college website so that it is available for review. Regular reports are made to the Chancellor's Office. (III.A.4.b)

The college's employment policies and procedures adhere to federal, state and local labor laws. Training is routinely provided for administrative staff to ensure that all employees are treated equitably. The self-study report notes that there have only been two grievances filed in the past three to four years, and that both have been satisfactorily resolved. (III.A.4.c)

Mt. San Jacinto College provides professional development activities available to all personnel. The college has a protected “College Hour” on Tuesdays and Thursdays in order to allow broad participation in many activities, including professional development, shared governance, and cultural activities. In the Accreditation Climate Survey 65% of all respondents agreed with the statement: “Mt. San Jacinto College provides sufficient opportunities for continued professional staff development” (although only 54% of classified staff agreed.) The self-study report notes that “... there is a need for a comprehensive district-wide professional development program” and the planning agenda commits to providing a consolidated and coordinated program by 2013. The visiting team met with members of the college’s Flex Committee that currently provides a number of training opportunities and oversees flex activities for full-time and associate faculty. This Committee has used surveys to identify professional development needs. The college is re-establishing the Professional Development Committee to provide a more coordinated focus on professional development activities for all employee groups at the college. (III.A.5, III.A.5.a)

Surveys are used at the end of professional development activities such as the faculty academies and the classified professional development days; these surveys evaluate the effectiveness of these activities. However, college staff members acknowledge that evaluations do not take place after all professional development activities. The self-study report states that “A more systematic approach should be developed to analyze the information [the evaluations of activities]” and there are plans to broaden the review of effectiveness to include all professional development activities. (III.A.5.b)

Currently, program review documents serve as the primary tool for assessing the effective use of human resources. Requests for additional personnel are made within the budget request process. Decisions regarding classified staffing are made within that process, while the Joint Hiring Committee is used as an additional venue to make decisions regarding faculty hiring. In order to provide a more coordinated approach, the Human Resources Office is committed to developing a separate Staffing Plan for the college. It is not yet clear how that Plan will be developed and integrated with other institutional planning. In the Accreditation Climate Survey, respondents were asked whether “MSJC program and service needs are used for human resource decisions.” Only 34% of respondents agreed with this statement, one of the lowest ratings for any question in this survey. The college acknowledges in the self-study report that it only partially meets this standard. A series of planning agenda items detail a commitment to develop the district-wide staffing plan in 2012, to develop a process to determine faculty hiring priorities that is linked to institutional planning, and to create an annual prioritized faculty hiring list. In addition, the self-study report noted that the Human Resources Office is reviewing the effectiveness of their internal operations and has surveyed college staff to determine the satisfaction with services being offered by the Office. In interviews with staff in the Human Resources Office, the team found that there is a commitment to respond to concerns raised in the survey; the team strongly encourages the Human Resources Office to continue to assess the effectiveness of their internal operations and services, and to make improvements based on the results of these assessments. (III.A.6)

Conclusions:

The team found that the college has partially met the standard.

The college is fortunate to have highly qualified employees who are genuinely committed to serving the college and its students. A large number of the faculty and staff are graduates of Mt. San Jacinto College. Many of them spoke to the visiting team about the impact in their own lives of the dedicated faculty and staff they experienced as students at Mt. San Jacinto, and how this sparked their desire to pursue careers in higher education.

The college participates in several noteworthy projects, such as the San Diego and Imperial County Community College Association Faculty Internship Program, designed to “increase the pipeline” of qualified faculty from underrepresented groups by providing teaching internships for graduate students at the college. In addition, while the college acknowledges a need to further coordinate the professional development program, there are currently a wide variety of offerings available. The team received positive comments about a number of these programs, such as the College Hour programs, the Classified Staff Development Day, the Teaching and Learning Academy, and training/mentoring in SLO and curriculum processes. However, the team strongly encourages the college to address the concerns related to performance evaluations and to continue to assess and improve operations and services provided by the Human Resources Office.

Recommendation 5 (Allocation of Human Resources)

In order to meet the standards, the team recommends that the college develop guidelines for determining the minimum numbers of full-time faculty and staff required for a sufficient core in various areas of the college to meet its mission and quality standards. (II.A.2.c; II.B.1; II.C.1; III.A.1, III.A.2, III.A.6)



III.B. Physical Resources

General Observations:

Mt. San Jacinto College serves a number of diverse communities spread over a wide geographic area. The self-study report provides a general description the facilities available. There are four separate learning sites, with a total of 78 structures. There are 31 buildings at the San Jacinto Campus, 41 buildings at the Menifee Valley Campus, and six buildings at the San Geronio Pass Campus. The college leases the building space at the Temecula Education Complex. It is clear that the college is genuinely committed to adding and improving facilities, and to ensuring safety and security at all locations.

Findings and Evidence:

Mt. San Jacinto College provides programs and services at a variety of locations to better meet the needs of students throughout its service area. While the self-study report provides a great deal of descriptive information about the programs offered at different campuses, there is little analysis of the sufficiency of the physical resources. The recent Accreditation Climate Survey did not contain any questions about the sufficiency of facilities. The team spent substantial time at the two main campuses (the San Jacinto campus and the Menifee Valley campus). The college has worked diligently to maximize their use of the facilities and buildings at both of these locations, and the team found both locations to be safe and well-maintained. The team also visited the Temecula Education Complex and found that the facilities adequately and safely accommodate the programmatic and other needs of students and staff. Technology has been incorporated throughout the complex, including “smart” classrooms, computer labs, and a learning resource center that includes computers for word processing, and other functions. (I.B.1)

A Physical Security Assessment Report was prepared in 2009 to identify potential security deficiencies or shortfalls that could lead to property loss, property damage, or personal injury. The report recommended installation of integrated video surveillance systems and this was thereafter implemented. The college utilizes a key control policy intended to assist in ensuring safety of facilities and off-campus sites. An inventory of Potential Hazardous Materials was completed in 2010 and on-site inspections are conducted regularly.

The evaluation and replacement of district equipment is assessed at the program level and requests can be made as part of the program review process, using the Resource Allocation Proposals process. A Prioritization Allocation Rubric (PAR) is used to rank these resource requests as they integrate and interconnect with the Educational Master Plan. Emergency procurements are governed by administrative procedures. To secure property the college employs a number of methods, including a tracking system for stolen computers, labeling, and security tagging and cabling to help deter theft. The self-study report identifies a planning agenda item to further develop administrative procedures for safety inspections. (III.B.1)

Mt. San Jacinto College has completed a Facilities Master Plan, based on the Educational Master Plan and on previous facility assessment reports, the space inventory, and the five year construction plan. The visiting team was able to review the Facilities Master Plan, which consists of four separate planning documents outlining future facilities development at each of the four learning sites established by the college. The Plan is to be formally adopted by the Board of Trustees in fall 2011. It is envisioned that the college will use the Plan to determine the sufficiency of its classrooms, lecture halls, laboratories, and other facilities. The program review process will identify future facilities needs, as it includes a section in which respondents are asked to identify needs for new equipment and for building site improvements. Program Review findings and requests will enhance the information provided by the Space Inventory Report (which outlines cap load ratios) to determine the sufficiency of facilities to meet program and service needs. (III.B.1.a))

Safety was established as an institutional goal at the college in 2009-2010. Appropriate California codes are followed to ensure that facilities are safe and accessible. A Safety Committee works to ensure that appropriate laws and regulations are followed, and the Committee's website offers safety tips for employees. The college utilizes regular safety reviews by an outside consultant. A form has been developed to initiate the investigation of unsafe conditions. The MSJC police department provides personnel at the San Jacinto and Menifee Valley campuses, but not at the other two locations. In the Accreditation Climate Survey, 78% of respondents agreed with the statement "I feel safe on campus." While the college does have a Disaster Plan, this plan needs to be updated, and the college has begun working on a new plan and on a variety of other emergency preparedness programs. The visiting team observed that some college facilities do not have posted evacuation route and noted that the college is working to address this matter. The self-study report contains a planning agenda item to further develop administrative procedures for safety inspections and maintenance. (III.B.1.b)

Mt. San Jacinto College drafted the Facilities Master Plan in spring 2011; the plan was drafted with broad participation from all constituent groups under the guidance of a consulting firm. The Educational Master Plan broadly identifies the needs of the institution's programs and services and includes growth projections that informed the development of the Facilities Master Plan by providing information about space needs by academic discipline, and TOP Code. The college also utilizes the FUSION database and space inventory reports (outlining cap load ratios) to assess the use of existing facilities and to plan for needed new projects. A Facilities Condition Assessment was also completed in 2009. As facilities projects are prioritized, faculty, classified staff, and administration are invited to collaborate with architects to determine programmatic and service needs and to collaborate in the development of Initial Project Proposals to be submitted to the State for eventual funding. Mt. San Jacinto College relies on state funding and college general fund revenues to support facilities improvements and new construction because there is no general obligation bond for capital construction projects. The self-study report acknowledged that the "total cost of ownership"(TCO) model is not broadly understood; and, in interviews during the visit, team members found that

awareness and understanding of the TCO model varied. The team agrees with the self-study report that contains a planning agenda item on the need to better institutionalize knowledge and understanding of the use of this model. (III.B.2, III.B.2.a)

The self-study report outlines how Facilities Planning is integrated with all other planning, and notes that the Facilities Master Plan is closely aligned with the Educational Master Plan. There is substantial description devoted to identifying how facilities requests are presented within the Resource Allocation Proposals process, and to how the Budget Committee and Institutional Planning Committee (IPC) will be involved in the prioritization process. Since the Facilities Master plan and the Resource Allocation Proposal process are new, the team was unable to see a full cycle of facilities planning and allocation process that utilized this integrated process. The team strongly encourages the college to move forward to operationalize the established processes. In addition, it is vital that the college ensure that all physical resources planning, particularly decisions with regard to location and development of facilities, be based on the college mission and on data regarding population growth and needs of the communities in the College's service area. (III.B.2.b)

Conclusions:

The team found that the college has partially met the standard.

The college should review all facilities at the four learning sites to ensure that appropriate emergency and evacuation procedures are readily available, and should revitalize its disaster and emergency preparedness plans. The team encourages the college to broaden the understanding of the Total Cost of Ownership model and to utilize this model in planning for new capital construction projects, including facilities, equipment, maintenance and replacement. Finally, the team strongly recommends that the college implement its new Facilities Master Plan, and then to continuously evaluate and assess the Plan's effectiveness in guiding the college as it provides sufficient physical resources to meet the educational and service needs of college and the communities it serves.

Recommendation 2 (Sustainability) In order to meet the standard and ensure that the college progresses toward the Continuous Quality Improvement level for the ACCJC rubric for planning, the team recommends that the college use its published processes, including resource allocation, to improve student learning and achievement. (I.B.1, I.B.4, I.B.5, I.B.6, I.B.7, III.B.2.b, III.D.3).

III.C. Technology Resources

General Observations:

The self-study report provides a general description of technology resources, support, and training at Mt. San Jacinto College. The college offers multiple levels of support for technology users, both staff and students. It has several components in its DE program that are designed to increase student success, and the college provides substantial resources to support faculty who are teaching online. One recent change was the development of an ongoing technology fund built into the budget to support future needs – an excellent idea in an era of shrinking and less stable funding. The college Technology Master Plan was approved in October 2011 and a newly drafted Distance Education Plan was presented to the Board in October 2011 as well.

Findings and Evidence:

The college uses technology to support learning programs and integrates technology planning with institutional planning. The main software systems utilized are Datatel Colleague, Blackboard, Microsoft Office Suite and a Cisco VoIP system. Two departments oversee technology: Instructional Technology Services and the Information Technology Department. Two committees oversee procurement and effective use of technology: the Information Communication and Technology Committee and the Educational Technology Committee. The college recently completed a Technology Master Plan and drafted a Distance Learning Plan. (III.C)

The college's technology resources enhance learning, communication, research and operations. A Help Desk is maintained and DE students and faculty are supported by a 24/7 DE support system through a third party, Presidium. Vendor support contracts have been maintained for problems that cannot be addressed by district IT staff. Student computer labs are maintained each semester. All students and staff have email accounts and access to computers on campus. Blackboard is used exclusively for DE classes and all faculty are given shells to use to support on-ground classes as well. Faculty seem satisfied with the training provided and use Blackboard extensively to support on-ground classes. A portal is available through the Blackboard system. An ongoing group of Datatel module leaders meets to review needs and the Datatel hardware is upgraded on a five-year cycle. The Office of Institutional Effectiveness and Planning has access to a wide variety of data sources. In spring 2011, an ongoing technology reserve fund was created. (III.C.1)

Technology resources support the college's operation and overall effectiveness. Both technology support departments (the Instructional Technology Services Department and the Information Technology Department) stay up to date on best practices and make decisions based on program reviews and other data. Faculty are encouraged to use Blackboard resources in all classes and reported to team members during the visit that they do so. The college has a decentralized website that allows users to update their own pages, leading to more current information. Technology issues are fed into a work order

system that provides feedback to staff members as problems are addressed. No security issues were found in a recent audit. (III.C.1.a)

The institution provides a variety of technology training opportunities for faculty, staff and students. The @MSJC Academy is a multi-day technology training held twice a year for faculty and staff; it has begun offering some training on the web. The effectiveness of these training sessions is monitored through surveys of participants. Training is required for online instructors and criteria for readiness were developed by the Educational Technology Committee and the Academic Senate. A 12-station training room is available for faculty and staff trainings. Staff are trained primarily through workshops and webcasts, and are informed about training opportunities through a newsletter. The visiting team noted that relatively fewer onsite training opportunities are available for classified staff, with most of the training opportunities being available online. College employees participate in state and regional Datatel conferences. Students can choose to participate in face to face, online orientations, or get one-on-one assistance with all technology at Eagle Access Centers at each campus location (in addition to the HelpDesk). A web-based online orientation is being developed. Two full-time faculty, with release time, support 250 DE faculty who must meet the readiness standards and get training on Blackboard before teaching online. Other requirements are a certificate in online pedagogy and continuing education at least every two years. (III.C.1.b)

The institution has an adequate maintenance and upgrade plan for infrastructure and equipment. Datatel is on a five-year refreshment cycle and faculty and staff computers are on a 4 or 5 year lease refresh cycle. In spring 2011, the VoIP system was put into a 4 year refresh cycle. In order to fund these cycles, the Budget Committee approved a technology reserve fund in spring 2011. While offsite storage may be needed, backup tapes are stored on campus in fireproof safes. Master plan documents take maintenance and upgrade needs into consideration. (III.C.1.c)

The distribution and utilization of technology resources supports programs and services. Several campus groups have input into the needs. All employees have access to computers and Microsoft Office Suite, and acquisition has been centralized. All employees have college email accounts as well. The DE program has a college budget, two faculty members with release time to assist instructors, two dedicated network coordinators and support staff. All faculty have Blackboard shells whether or not they teach online. Ninety-eight percent of classrooms in the district have smart technology. Students have access to technology in computer labs, learning resource centers and Eagle Access Centers. (III.C.1.d)

Technology planning is integrated with institutional planning and evaluation results are used for improvement. The recently completed Technology Master Plan is designed to support goals and objectives of the college and includes assessment rubrics. The two technology areas have strategic documents with annual goals. All of these planning efforts need to be supported by research data, and it will be important to continue to collect information about students and the community. The last survey of connectivity in the district was conducted six years ago and is due for an update. The Distance

Learning Plan looks at priorities for learning and technology support needed to meet those goals. An effort is made through program review to connect technology resource requests to learning outcomes; a rubric to assess technology has been developed. While these plans are in place, they are new and thus, visiting team members could not obtain clear evidence that one full cycle of assessment and improvement has been completed. (III.C.2)

Conclusions:

The team found that the college has met the standard.

The college has adequate technology planning processes that integrate with educational planning to support student success. It provides a variety of resources for students and employees, including online services, student email accounts and trainings for both students and employees. The college is especially strong in its support of the distance education program; it has established regular effective contact guidelines for online courses and requires online instructors to be trained not only before teaching but at intervals thereafter. In addition, all faculty are provided Blackboard shells that they report using to supplement on-ground classes by posting information for students. Eagle Access Centers at each college location provide the computers and personnel support for students to register, apply for financial aid, or complete other electronic transactions. Data support that EA Centers are heavily used throughout the academic year. The college should periodically assess whether campus technology is meeting student needs and whether the community has access to technology in order to access online courses.

Recommendations:

None

III.D Financial Resources

General Observations:

Mt. San Jacinto College uses financial resources to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The college plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources, although constrained by state funding reductions over recent years, provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning processes are being integrated with institutional planning.

Findings and Evidence:

Mt. San Jacinto College develops a Strategic Plan that drives the development of the MSJC Educational Master Plan that in turn gives vision, mission and direction to other integrated planning processes including department plans, facility plans and the technology plan. The various institutional plans are considered by the College Council and the Budget Committee during the detailed budget development process. In addition, financial planning is being integrated with all institutional planning. However, the self-study report notes that in the Accreditation Climate Survey, only 30% of respondents agreed with the statement “District funds are allocated through a process that is clearly understood.” A planning agenda item in the self-study report identifies the need for additional information and training on the budget development process; the team encourages the college to move forward with this planning agenda item. (III.D.1, III.D.1.a)

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The Business Office develops revenue estimates based on state projections for consideration by the Budget Committee. (III.D.1.b)

The college short-term and long-term financial obligations are included in annual financial planning and given priority for funding. The college provides for debt payments, has a plan to fund the post employment retiree benefits liability and funds other fixed costs, including fixed cost increases, in their budget allocation process. While the college has not formed an irrevocable trust, it is setting aside funds for retiree benefits in accordance with requirements indicated in actuarial studies. (III.D.1.c)

The planning and budget processes are defined in the integrated strategic and master planning processes and various shared governance committees participate in these processes. The committees have appropriate representatives from all constituencies who participate in planning as evidenced in the meeting minutes. Through interviews and a review of evidence, the team found that the college’s budget planning process is clearly defined and is understood by the Budget Committee. The college is using the current

Resource Allocation Proposal (RAP) process for the second time this year; the process includes a Prioritization Allocation Rubric (PAR) including assignment of points based upon the proposals' relationship to planning priorities. The first year of this process was useful in engaging the college community in developing this process, but because of fiscal constraints, no funding allocations were made in this initial cycle. The scoring and results of the prioritization process are clearly communicated. The prioritized lists will be used to review grant opportunities. (III.D.1.d)

Once the college budget is established and approved by the Board of Trustees, controls exist in the financial management system to ensure resources are spent within the budget. Expenditure requests and budget transfers, all of which are entered electronically, are approved by management to ensure they are authorized and appropriate. Budget status is monitored at the college level and by department managers. (III.D.2)

Financial documents, including the budget and independent audit, reflect appropriate use of financial resources to support student learning programs and services. In addition, the quarterly financial reports reflect the financial status by individual funds. These are all accessible on the college website. The annual audit reviews internal controls, tests transactions for validity, and verifies restricted fund compliance with program and service requirements. Although recent audits reports include unqualified audit opinions, they did include audit findings. The college has addressed all but one audit finding from recent years. (III.D.2.a)

Financial information is available at all college sites via budget presentations, audit reports and financial statements posted on the college website. Department managers have online access to allocated budget and expenditure status in real time. The college also conducts budget forums, maintains a budget watch webpage, conducts "brown bag" meetings, and the college President issues budget updates; all of the communication is designed to enhance the understanding of the college community regarding the college's budget status. During the team visit, staff across the college sites commented positively on the transparency of the budget, the resource proposal process, and the timely communication regarding the status of requests. (III.D.2.b)

The college maintains adequate unrestricted general fund reserves and insurance to manage risks and maintain stability. The college maintains a reserve at no less than 5%, referring to the State's Office's prudent level for a reserve. MSJC has exceeded this amount in recent years. The reserve as of 6/30/11 was 14%, but this included a dedicated reserve for a real property acquisition; these funds were appropriately transferred to a capital projects fund during 2011/12. Cash flow is monitored regularly. The college uses Tax and Revenue Anticipation Notes (TRAN) to help fund anticipated shortfalls. The college belongs to a joint powers authority to manage risk for property, liability, auto, and workers' compensation. This consortium provides training programs and a system of monitoring and notifying employees of training requirements. (III.D.2.c)

The team verified that there is appropriate oversight over all college funds including management of financial aid, grants, externally funded programs and contractual

relationships. Finance staff as well as program managers and administrators review transactions for adherence to budget allocation and compliance with funding requirements. (III.D.2.d)

Resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the college. Auxiliary funds, including the foundation, bookstores and food service operations are monitored to confirm appropriate activities and verify that they support programs and students consistent with the college mission. (III.D.2.e)

Contractual agreements are processed and approved according to standard business practices and are reviewed at many levels including purchasing and senior administration. All agreements are monitored for consistency with the college mission and to ensure that the specific contractual language includes components to protect the college. (III.D.2.f)

MSJC regularly evaluates its financial management processes for adequacy and to improve systems. The many levels of evaluation include an assessment as part of the Business Services Department unit plans, Information Technology unit plans and program reviews across the institution. The college Budget Committee continually reviews the budget development process for ways to enhance the process and to improve fiscal transparency. The independent auditors evaluate the financial management system for adequacy of internal controls and reliability of financial information. (III.D.2.g)

As part of the budget process and division planning, the college regularly assesses the use of financial resources for effectiveness and consistency with the college established goals. Program and unit review processes are used to identify budget needs which are then developed into a Resource Allocation Proposals (RAPs) and considered in the budgeting process which aligns available resources with expenditures. The self study report contains a planning agenda to develop an administrative procedure to document the approved resource allocation process; the team encourages this action. The self study report includes a planning agenda item in section III.D.1.b identifying the need to continuously review and refine the resource allocation process. The team strongly encourages the college to institutionalize a cycle of regular review and assessment of the effectiveness of the college's use of financial resources, and to use the assessment results to plan improvements. (III.D.3)

Conclusions:

The team found that the college has partially met the standard.

The college manages its financial resources well, especially given the current fiscal environment. The team reviewed data on the college's fiscal condition, and identified no concerns regarding the college's fiscal stability. The team was impressed by the recently automated requisition process and the availability of on-line real time budget information for college staff. Processes are in place to coordinate financial resource planning efforts with other institutional planning processes. Since the current Resource Allocation

Proposal process is fairly new, the team was unable to see a full cycle of financial resources planning that utilized the fully integrated processes to allocate financial resources. The team strongly encourages the college to move forward to operationalize the resource allocation and planning processes which have been established.

See recommendation #2

Standard IV

Leadership and Governance

IV.A Decision-Making Roles and Processes

General Observations:

The detailed description of this standard and its sub-sections are well written and supported by evidence through the many documents which are listed. It is clear that the various policies and processes are adhered to, support each other, and align with the other accreditation standards in support of institutional effectiveness and student learning success. The institutional goals, developed in 2009-10 and consolidated in 2010-11, demonstrate the college's commitment to excellence.

Findings and Evidence:

Through review of evidence and on-site interviews, the team verified that Mt. San Jacinto College has a collegial atmosphere where contributions of faculty, staff, students and administrators are valued. The report for Standard IV describes a very collaborative and open process of goal setting and reporting on goal outcomes that permeates the institution. Annual goals, arising from the Educational Master Plan (EMP), and the various institutional plans, which "bubble up" into the EMP, are shared with all constituency groups at Convocation and posted on the website. The college administered an Accreditation Climate Survey (ACS) in August 2010, revealing that 80 percent of those who participated in the survey agreed that MSJC's mission statement is clearly communicated; 87 percent agreed that the mission statement clearly identifies the educational purposes of the college. At the same time, 88 percent agreed that the mission statement supports learning.

Staff participation in governance is wide-spread and meaningful. In fact, in the same ACS, 84 percent agreed that they understand their role in helping Mt San Jacinto College achieve its goals.

It is clear that Mt San Jacinto College strives to make institutional decisions in a measured, logical, and accountable manner. The leadership of the college utilizes a variety of approaches in making and communicating institutional decisions through an effective Shared Governance structure.

The institution encourages and supports the participation of all constituents in the committees of the Shared Governance structure, and in senates, unions, associations, and departments. Dialogue and analysis of outcome measures appear to be widespread, leading to affirmation of the various practices, implementation of policies, or changes. Individuals may bring forward ideas for institutional improvement through the department chairs, deans, vice presidents and representatives serving on Shared Governance committees. Additionally, Board of Trustees meetings are held every second Thursday of the month, allowing a venue for further input.

The five institutional goals for 2010-2011 are: Student Success; Systematic Planning and Assessment; Fiscally Sound Position; Institutional Pride and Organizational Culture; Community Partnership and Service. These are communicated by college leadership to faculty, classified staff, administrators and students through the college website, staff meetings, Convocation, professional development activities, e-mails, marquees at both campuses, monthly e-newsletter from the Superintendent/President, brown-bag lunches, and board of trustees' agendas and minutes.

The Board Policy Manual describes the participatory and empowering environment for faculty, classified staff, administrative, and student roles in governance and institutional planning in conjunction with the Superintendent/President and Board of Trustees. Board Policy 2510 – Participation in Local Decision-Making, identifies the roles and opportunities for participation of the academic senate, classified senate, staff, and students, and administrators. The Shared Governance Document states, “Shared governance is the mechanism whereby employees and students participate equitably and collegially in the decision-making processes of the college. The goal of shared governance is to include, within the decision-making processes, representatives of all college constituencies affected by these decisions.” The college maintains a committee structure to accommodate collegial consultation. This structure includes the College Council, the Mutual Agreement Council, and the Standing Committees of the College Council. (IV.A.1.)

The Institution articulates the responsibilities of individuals to develop ideas for improvements in their areas of responsibility and makes this information available through Convocation, faculty and classified staff meetings, department meetings, marquees, the college website, e-newsletters, brown-bag lunch meetings, as well as State of the College presentations.

Committee membership provides faculty and staff opportunity to dialogue, collaborate and formulate suggestions and improvements that can be presented to the Mt. San Jacinto leadership. The Academic Senate monitors faculty appointments to committees and openly communicates which committees need participants.

Team members verified active engagement in the shared governance process through review of documents and interviews with academic senate leaders and with representatives of the Classified Senate. Team members noted that charge statements for standing committees do not address student learning and assessment. (IV.A.1)

The college's shared governance system is articulated in Board Policy 2510 – Participation in Local Decision-Making. This document states that the governing board will “ensure faculty, staff, and students the right to participate effectively in district governance, and the opportunity to express their opinions at the campus level and ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards as well as other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.”

Additionally, Board Policy 2510 states that “The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.”

There are fourteen shared governance committees of the college, affording faculty, classified staff, administration, and student opportunities to participate in the decision-making process. The district’s organizational structure defines the roles and responsibilities of each of the four major divisions. Each major division is headed by a Vice President who serves as a member of the Superintendent/President’s Executive Cabinet. The Executive Cabinet meets weekly to discuss district issues and serves as a mechanism for providing feedback between the district and the faculty, classified staff, and students of the respective divisional areas.

The comprehensive, updated Shared Governance Document, along with Board Policy 2510, describes the responsibilities and authority of the Academic Senate, the Classified Senate, the student government organization and administrators and assure broad and fair representation of all college constituents affected by these decisions. Further, the Shared Governance Document identifies the roles of the College Council and Standing Committees. Student participation continues to be strongest in student specific activities, such as Student Government Association and student clubs. While participation of students on the Shared Governance standing committees has experienced some progress, team members agree with the college that student participation on shared governance committees is an area for continued improvement. (IV.A.2.a.)

The college has two academic senate bodies, one at each major site, with an Executive Academic Senate where representatives of the two Academic Site Councils are represented. The district relies primarily on the advice and judgment of the Academic Senate, via the Curriculum Committee, in matters of curriculum including establishing prerequisites and placing courses within disciplines.

The institution relies on faculty, its Academic Senate, and other appropriate faculty structures in matters affecting curriculum, student learning programs and services, and other academic areas. Board Policy 4020-- Program and Curriculum Development identifies the district’s responsibility for developing programs and curriculum that are relevant to community and student needs and evaluated regularly to ensure quality and relevance. Furthermore, the policy establishes procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. The Curriculum Committee, as delegated by the Academic Senate, has the responsibility to establish prerequisites, co-requisites, advisories on recommended preparation, curriculum development, general education requirements, graduation requirements, program review, grading policies, and certain limitations on enrollment using the curriculum review process, program review, and program discontinuance.

Student learning programs and services are faculty driven. The college has provided reassigned time for several faculty coordinators to focus their efforts on student learning

outcomes and assessment, program review, and curriculum, and it has reinstated the Instructional Program Review Committee and created an Assessment Council.

Management participates with faculty to “work collegially by mutual consent” on educational program development, standards and policies regarding student preparation and success, and other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate. (IV.A.2.b)

The Instructional Program Review and Curriculum Committees both are comprised of representatives from nearly every learning area and administration. Over the last two years, the Instructional Program Review, Assessment Council, and Curriculum Committees have been instrumental in improving development of student learning outcomes, assessment, student success, and curriculum revision and implementing new processes and tracking mechanisms to link instructional and institutional goals.

The primary body for communicating to and from all constituent groups at the college is the College Council, which consists of representatives from faculty, classified staff, administration, and students. Reports to the college community on the goals, progress toward completing goals, and plans for improvement occur at State of the College briefings, Convocation, brown-bag lunches for faculty, classified staff, and administration, leadership briefings, and e-mail communications. The website contains agendas, minutes and members information on all of the shared governance groups.

The Superintendent/President chairs the Institutional Planning Committee with representatives from each college constituency group. Priorities identified through the Institutional Planning Committee are communicated to College Council for review and recommendation via constituent representation.

The college provides for student representation on the Board of Trustees, the Institutional Planning Committee, and other significant committees. Students are welcomed in the Shared Governance structure and are invited to participate in the decision-making processes.

The Mt. San Jacinto College Strategic Plan development process and subsequent planning document exemplifies the district’s broad-based planning processes. The Strategic Plan was completed during the spring 2011 semester and adopted in October 2011.

Additionally, the Educational Master Plan, Facilities Master Plan, and Technology Master Plan development processes provide ample opportunities for participation in college planning prior to administrative recommendation and Board of Trustees approval of resource allocations.

The Accreditation Climate Survey completed in fall 2010 indicates that 65 percent of the respondents agree they are able to participate meaningfully in shared governance. 55

percent agree or strongly agree that they are well informed on how governance groups participate in institutional improvement. (IV.A.3).

Mt. San Jacinto College advocates and demonstrates honesty and integrity in its relationships with external agencies and complies with Accrediting Standards, policies, guidelines, and requirements. Mt. San Jacinto College responds expeditiously and honestly to the Accrediting Commission's recommendations. Required reports are submitted in a timely manner. Letters and reports from the Commission are posted on the college's website and in the college catalog where they are accessible to the public.

During the last Self Study prepared for the Commission in 2005, the college had seven recommendations to improve its adherence to the Accrediting Standards. Since then, the college has submitted a Progress Report with a Site Visit, Midterm Report, two Follow-Up Reports with one Site Visit, six Annual Reports, and three Substantive Change Proposals.

In the most recent follow up report submitted in fall 2010, the college received a commendation from the Site Visit team recognizing faculty, staff, administrators and Board of Trustees for a most improved institutional planning model. In the commendation the site visit team highlighted the positive and collegial climate of the district to overcome institutional challenges and fully address the Accrediting Standards.

In addition, Mt. San Jacinto College has maintained a positive track record with the U.S. Department of Education. Currently, the college has several grants from the U.S. Department of Education, including Title V- Developing Hispanic Institutions, Upward Bound, Talent Search, and CCRAA STEM. Mt. San Jacinto College continues to demonstrate honesty and integrity in working closely with all granting and contractual agencies. Many of these agencies have rigorous reporting requirements that the college meets. The college's repeated ability to obtain external funds from these various granting agencies exemplifies the college's honesty and integrity. (IV.A.4).

Each year since 2007, the Board of Trustees has adopted Institutional Goals based on planning documents, the Mt. San Jacinto College mission statement, program review, internal assessment data, and external trend data. The institutional goals act as part of the strategic framework through which the college functions (governance, decision-making, and resource distribution) and are aligned in an ongoing process that centers on institutional outcomes and performance.

The college strives to involve all four college constituencies in the decision-making process through representation on different committees within its well-defined Shared Governance structure. Institutional and departmental goals, along with data-driven information, are brought through the appropriate Shared Governance committees and serve as the foundation of information that supports an institutional or departmental decision.

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. All constituencies are accountable for the institutional priorities and goals. All shared governance committees participate in an annual evaluation process that began in the 2010-2011 academic year. The evaluation process commences at the beginning of the academic year when shared governance committees are to submit to the College Council the committees' charge, as well as the goals, outcomes and assessment measurements for the year. A midterm and final report are required to be submitted in December or January and May, respectively. The evaluation consists of Report Out forms that shared governance committees complete and submit to the College Council. Also, committees are encouraged to prepare short presentations to College Council highlighting successes, goals and outcome achievements, and areas needing improvement. Evaluation results are published in the College Council meeting minutes and posted on the College Council's webpage on the College's website. (IV.A.5)

Conclusions:

The college meets Standard IV.A.

Mt. San Jacinto College demonstrates a clear commitment to an ongoing process of integrated planning that includes development of institutional goals, unit level action plans, program review and assessment. The shared governance process includes broad participation and calls for standing committees to review their progress in achieving goals. The method for regularly evaluating governance and decision-making structures and processes is very recent. The self study reports that beginning in 2010-2011, the shared governance committees evaluate and assess the achievement of their objectives and goals in relation to the college's institutional goals. Further, the Self Study states, "As this is the first iteration of the Shared Governance committee evaluation and assessment, College Council has yet to use the results as a basis for improvement and to make changes that allow committees to function more effectively and efficiently." Therefore, the team was not able to verify the sustainability of the institution's governance and decision-making structures and processes. The team encourages the college to implement a regular evaluation process to determine how well the shared governance process supports and sustains continuous improvement. (IV.A.5)

Recommendations:

None

IV.B Board and Administrative Organization

General Observations:

The college is governed by an elected five-member board with each member representing the five Trustee areas of the district. Trustees are elected every four years with staggered election cycles in even years ensuring that there is continuity and consistency. In accordance with Education Code Section 72023.6 and BP 2015, one student trustee is elected by the student body and serves a one year term as a non-voting member of the Board of Trustees. The publically elected members of the Board are long standing; each has served multiple four year terms.

The college subscribes to the Community College League of California's (CCLC) Board Policy support services. MSJC Policies and Academic Procedures are reviewed annually to bring them up to date with the advisories provided by CCLC and in their entirety every three years. Both board policies and administrative procedures are published on the college's website, as are the agendas and minutes of its Board Meetings.

Board policies and administrative procedures are comprehensive and inclusive of the requirements set forth in Accreditation as well as those deemed to be "best practices" in Community Colleges. Members of the Board and college employees appear to be generally aware and supportive of these policies and procedures. Members of the team met with and interviewed three voting members of the Board in separate appointments. Through that process and subsequent reviews of one members' Blog, concerns were noted as to the intent and impact of those blogs. Were they for the intent of promoting and advocating for the college or were they written to promote a personal or political point of view? The content of the Blogs sampled, raised questions as to the member's understanding of, or willingness to support, the majority vote of the Board. While each member has a right to his or her point of view, it is expected, as expressed in BP 2715 (Ethics), BP 2720 (Communication), and a multitude of best practices publications, that these differences will be discussed appropriately in open session and once the vote is cast, that all members will respectfully support the majority decision, regardless of their personal vote. It appears that as a result of the Board's self evaluation, subsequent discussion and goal setting for their own growth and development, the Board is well poised to address this concern. Their goals were presented as directions to the CEO to develop: 1) a Board Development Plan that does not rely solely on Trustee attendance at conferences, and, 2) training for the Board in how to advocate effectively for the college.

The team applauds the Board's assessment of its growth and development needs and urges implementation and measurement of its goals as stated. (IV.B.1. a. c. g. h.)

Findings and Evidence:

Team members met with individual Board members, the CEO, leaders and various members of Shared Governance Groups, administrators, and students. In this context, minutes and meeting Agendas, Board Policies and Administrative Procedures were

reviewed. Both documents and interviews generally verified the assertions made in the Self Study and that the leadership, governance and organization of the college are appropriate to carry out the mission of the college and ensure its quality and integrity. BP 2200 – Board Duties and Responsibilities, sets forth the Board as the legal governing unit with responsibility for setting policies that ensure the fiscal health and stability of the district. Its policies are consistent with the college mission statement as evidenced by the goals adopted in 2009-10 and consolidated and adopted in 2010-11. These goals provide evidence of commitment to quality, integrity, and improvement of student learning. They were developed with broad participation from constituency groups and vetted through the shared governance processes. (IV. B.1.c).

Board Policies are designed to ensure quality educational programs designed to meet the needs of the community and provide for integrity and transparency in communication, management and allocation of resources. Board Policies are published on the college website and include Board Membership (BP 1010) regarding size and structure of the Board. Duties and Responsibilities are detailed in BP 2200 and in accordance with BP 2410, Board Policies are reviewed in their entirety every three years and updated annually to incorporate the advisories from the CCLC Board Policy Service, as appropriate. Team members noted that a few policies contain outdated references to standards for accreditation and questioned whether policies showing adoption dates of 2001 or earlier had been reviewed and not changed or were missed in the review process. The team however, acknowledged and commended the college for its intense and inclusive annual board policy review process, designed to keep current with the advisories from CCLC. The annual review and the three year comprehensive cycle provide evidence of the Board's awareness the need to abide by, evaluate and revise its policies. (IV.B. 1.e.)

The Board has not had a new member, other than the student trustee, for an extended period of time. Board Elections are held in even numbered years as described in BP 2100 and provides for continuity through staggered four year terms. New member orientation is provided to the Student Trustee and recently, the Board directed the CEO to design a Board Development Plan for continuing members that was not solely dependent on conference attendance. This request along with the request for specific training in how to be an effective advocate for the college provides evidence of the Board's commitment to its own growth and development. (IV.B. 1. f.) The Board completed its self evaluation and with assistance of the research staff, had the results compiled and compared to the results of the prior year using the same instrument. The results showed improvement in the Board's interactions and efforts to work together in the best interest of the college. The results were discussed in open session and as a result, the Board chose two areas for improvement and directed the CEO to facilitate the execution of those goals as indicated above. (IV. B. 1. g.)

The Code of Ethics (BP 2715) was revised in 2007 as a consequence of an issue leading to censure of a Board member for unethical behavior. The policy has clearly defined definitions of what constitutes ethical behavior as a trustee. In its most recent revision, the Board added a provision describing the process of what do in cases of violations. This policy was adopted at the October 13, 2011 meeting unanimously. (IV.B.1.h)

The governing board is informed about and involved in the accreditation process. Board Duties and Responsibilities (BP 2200) describes the role of the Board of Trustees in the institutional Self Study and planning efforts, as well as institutional reports such as Midterm, Follow Up, Substantive Change Proposals, and any recommendations or follow up required by the Accrediting Commission of Community and Junior Colleges (ACCJC). The Superintendent/ President and the Accreditation Liaison Officer provide regular updates concerning Accreditation, and the Board of Trustees approves all reports or documents prior to submission to the ACCJC. The Institutional Effectiveness and Planning website features up-to-date information on accreditation activities including any reporting requirements, timelines, and access to Accreditation Steering Committee meeting agendas and minutes. (IV.B.1.i.)

The Board of Trustees has the ultimate responsibility for selecting and evaluating the CEO (Superintendent/President) as described in BP 2431. This selection process was last used during the most recent Superintendent/President search in 2008. The CEO is evaluated bi-annually with annual updates of attainments of mutually agreed upon goals as provide for in BP 2435. The CEO evaluation was last conducted in spring 2011 and discussed in closed session. (IV.B. 1.j.)

Through BP 2430, the Board of Trustees has appropriately delegated authority to the CEO to implement Board Policy and holds him/her accountable for operation of the college without Board interference. The Board of Trustees is a policy-making body which employs the Superintendent/President to carry out the policies established by the Board. However, team members are concerned that a trustee who insists on contacting employees and consultants and requesting information directly from them may be violating BP 2430 (delegation), BP 2715 (Ethics) and BP 2720 (Communication). The team encourages the Board and the CEO to implement its development goals and engage in frequent assessments of its progress toward these goals. Even a monthly report from trustees recounting the actions they have taken to advocate for the college and efforts they have made to increase their knowledge and skills could serve as a public and documented method of progress toward these goals. (IV.1.e.f.g.h. j.)

The president has primary responsibility for the quality of the institution he/she leads. The current president has demonstrated significant leadership in the development of a fully institutionalized planning and resource allocation model that was not in existence prior to his appointment in 2008. Evidence of his effective leadership is seen in the following accomplishments in cooperation with various shared governance groups and administrative units: adopted annual institutional goals and revised mission statement, drafted vision and values statement, developed significant planning documents including the Strategic Plan, Educational and Facilities Master Plans and a Technology Master Plan. The Office of Institutional Effectiveness and Planning, a Budget Watch webpage, were implemented to provide transparency and accountability for the planning processes.

The team observed collegiality among all constituent groups to achieve challenging tasks related to planning, resource allocation, and organizational shared governance structures.

The Superintendent/President has been credited with creating and maintaining a positive campus climate despite challenging budgetary conditions. He has established student success as a priority for the district and as such has set aside resources and created institutional structures to support student learning outcomes, program review, assessment, and institutional effectiveness. The Superintendent/President is focused on institutional improvement and effectiveness to support student success. (IV.B.2).

The administrative structure reflects the institution's purposes, size, and complexity. The Superintendent/President assesses the administrative structure to ensure institutional effectiveness and assigns authority to his administrative team consistent with their responsibilities as appropriate. In addition to the weekly Executive Cabinet meetings with his vice presidents, the Superintendent/President holds quarterly meetings with his Management Leadership Council which consists of all administrators including the CEO, vice presidents, deans, and associate deans to discuss college wide issues and to disseminate information. His brown bag lunches and blogs, as well as college hour, were frequently cited as evidence of access and involvement that supports the dialogue required for continuous improvement.

The Superintendent/President has ultimate authority over college operations as outlined in BP 2430 and appropriately delegate authority and responsibility to administrators and managers. Each of the vice presidents manages the administrators within his or her respective division. These administrators are qualified to perform their responsibilities, which are aligned with the college's mission, strategic priorities, goals, and objectives.

The Executive Cabinet is the primary administrative structure overseen and evaluated by the Superintendent/President. This body meets weekly.

All administrators are expected to assist the college in achieving institutional goals, objectives and priorities by way of administrative program review, unit and division plans. In addition, administrators are assigned to various college shared governance committees and other college committees as needed. (IV.B.2.a)

The last comprehensive team visit in 2005 resulted in a recommendation that the college solidify its shared governance processes, policies, and procedures. With the adoption of the Shared Governance Document, the completion of the Integrated Planning process, improvements to Program Review, the development of the Strategic Plan, the Educational Master Plan, resource allocations processes, and other key documents, the college has met this requirement and is now poised to implement and evaluate the effectiveness of these processes.

The Superintendent/President exercises an open communication policy with all members of the Mt. San Jacinto College community. He frequently schedules communication meetings to share information and also to solicit responses from faculty, classified staff, and students. This communication welcomes all points of interest and assures that all departments have an opportunity to share information and help keep the college true to the established goals and mission. The College Council monitors all governance

committees and is responsible for the annual evaluation and assessment of each committee. (IV.B.2.b)

Per BP 2430, the President/Superintendent assures institutional practices are consistent with the institutional mission and policies. Through the annual updates of Board Policies and Administrative Procedures new regulations and statutes are added as necessary, assuring that the statutes, regulations, and governing Board Policies are implemented and that institutional practices are consistent with the institutional mission and policies. (IV.B.2.c)

The Superintendent/President controls the budget effectively as described in the team's response to Standard III. The budget is developed in consultation with the Budget Committee, which is composed of the various Shared Governance groups in the district. Policies and the Resource Allocation proposals (RAP) are intended to see that the planning and evaluation processes are linked and support the mission of the college. Budget and expenditures are carefully monitored and regular reports are prepared for Board of Trustees and posted on the website. College budget decisions are guided by institutional mission and priorities. The budget serves as an instrument by which plans and priorities for the college are reflected. (IV.B.2.d)

The Superintendent/President maintains a very visible and active presence in the communities of the district. He and other members of the administration are active in community service clubs, boards, and statewide organizations. During recent focus groups for the Strategic Plan development held in April 2011, key community leaders from the four main learning sites emphasized the need for improving awareness of college services, programs, and mission of the college. And these matters were addressed as strategies in the 2011-2014 Strategic Plan. (IV.B.2.e)

The college is a single college district with multiple locations. None of the requirements for a multi-college district are applicable to MSJC. (IV.B. 3.)

Conclusions:

The college meets Standard IV.B.

The college appears to be effectively organized and staffed with all groups, including the Governance Board, understanding and respecting each other's roles and responsibilities. While many are new or newly re-established, the policies and procedures and shared governance structures appear to serve the college well in meeting its mission. There is evidence of real commitment to achieving student and institutional success, and the college has made a significant investment in augmenting its planning structures added staff to address integrated planning and student learning outcomes assessment.

Under the direction of the Superintendent/ President, the college has made many important strides toward sustainable processes that assure programs and services carry out the mission of the institution. The college should continue this momentum and apply this same diligence and enthusiasm into areas still in need of improvement, particularly program review and assessment.

The team agrees with the college's planning agenda to implement the strategic plan goals, objectives and activities related to Community Service and Partnerships in order to improve awareness of services and communication with the communities served by Mt. San Jacinto College before pursuing any further bond projects. (IV.B.2.e) Further the team commends the Board of Trustees for completing its self evaluation and as a result, establishing goals that, if implemented, can move them to greater unity and effective leadership for the district and the college.

Recommendations:

None