



Educational Master Plan

2017-2023





Mt. San Jacinto College Educational Master Plan

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*Dr. Roger Schultz
Superintendent/President
Mt. San Jacinto College*

On behalf of Mt. San Jacinto College, it is with great pride that I present this comprehensive Educational Master Plan. This insightful plan is the result of a year-long organizational self-reflective dialog that was deliberate, collegial and inclusive of internal College constituencies (faculty, counselors, students, staff, administrators and our Board of Trustees) as well as community organizations, partners and leaders.

As a data-driven institution, Mt. San Jacinto College focused the Educational Master Plan discourse and analysis on three major data components: 1) a comprehensive environmental scan of the District's 1,700 square mile service area; 2) internal data and research focused on student demographics, achievement and learning outcomes; 3) programmatic information specific to the District's Academic and Career and Technical Education degree/certificate

program as well as the myriad of student support services, programs and initiatives.

Given this focus on both quantitative and qualitative research and discussion, our Educational Master Plan provides the foundational structure that addresses not only future identified needs specific to student enrollment growth projections, student success, academic and career and technical education programming and the expansion of new facilities and campus sites, but it also outlines potential partnership opportunities and recommends benchmarks for student learning and achievement. The plan also identified current obstacles and barriers facing our student population, our communities we serve, and institutional policies and practices that could be improved to positively impact student access and success District-wide.

Over the past 50 years, Mt. San Jacinto College has become a model institution and we have much to celebrate. Our dedicated faculty, staff, and administrators welcome these future challenges and are excited about the opportunity to explore and deploy intentional, innovative and creative solutions that will have a lasting impact on our students and the community.

Purpose

The Mt. San Jacinto College Educational Master Plan provides a comprehensive institutional overview that aims to integrate current and future planning efforts related to data-driven enrollment projections and targets, prospective capital outlay projects, staffing requirements, and educational programming and student support services. The Mt. San Jacinto College Educational Master Plan is intended to provide long-term strategic recommendations and considerations for the College over the next six years (2017-2023) as a result of a thorough examination, assessment, and analysis of external and internal environmental scans and impacts related to the District and its service area.

The Educational Master Plan acts as the roadmap for future activities and endeavors. It is not the tactical plan by which implementation strategies are identified. Rather, recommendations and considerations identified in this plan will require specific, detailed, and unique implementation strategies be developed and adopted within the College's strategic planning process.

The Educational Master Plan incorporates elements of the Facilities Master Plan with established short and long-term facilities considerations. The plan accounts for the College's current main physical campuses, centers and off-site locations (San Jacinto

Campus, Menifee Valley Campus, San Geronio Pass Campus, Temecula Education Complex, Temecula Higher Education Center), its distance education program, and the institution as a whole pursuant to the Facilities Master Plan adopted by the District's Board of Trustees. Specifically, the Educational Master Plan identifies current programs of instruction and support services and includes recommendations to expand and modify existing strategies and/or create new initiatives.

Institutional planning efforts must provide an adaptable framework to allow the District to readily adjust to changes in technologies, teaching methodologies, needs of students, and fluctuations in resources. Although the plan advocates for priorities and areas of foci for the institution over the next six years, it is important for the plan to remain flexible and adjust to emerging issues, challenges, or needs that may arise locally, state-wide or nationally.

The Educational Master Plan is an ever-evolving "live" document and depicts a moment in time. As such, the Educational Master Plan will be updated as necessary over a three-year cycle. The review and amendment cycle for the Educational Master Plan coincides with the College's overall planning timelines and allows for the plan and its projections to be continually adapted in response to unforeseen impacts. This will ensure that the plan retains its accuracy and utility over the years to come.

Educational Master Plan Development

The Educational Master Plan was developed over a 12-month timeframe beginning in January 2016. The plan was coordinated by the College's Institutional Planning Committee (IPC). The committee, representative of all College constituencies, met monthly and provided guidance relative to the plan's development, reviewed data, and provided feedback on drafts.

As with similar institutional-wide strategic planning efforts and following the collegial practices established through the College's participatory governance structure, Mt. San Jacinto College ensured that the College constituents and community were provided ample opportunities for involvement, input and feedback into the development of the Educational Master Plan.

The Educational Master Plan was presented for discussion and input at multiple constituent leadership groups including Academic Senate, Classified Senate, and the Student Government Association throughout the development cycle. Additionally, the Educational Master Plan timeline, development strategy, and drafts were shared with Executive Cabinet and the Mt. San Jacinto College Board of Trustees.

Mt. San Jacinto College has created effective standards of practice to actively engage community constituents, faculty, staff, and students in the development of the College's various institutional plans. Effective practices used to involve community members, faculty,

staff and students in this Educational Master Plan included targeted focus groups, campus forums, meetings with groups, and presentations to various College committees and departments, faculty, classified and student leadership teams. Faculty were invited to review data and academic program information relative to their respective areas and provide feedback regarding future programmatic considerations and needs, and to identify distinctive characteristics of their programs.

Integration with District-Wide Planning

The Mt. San Jacinto College Educational Master Plan is fundamental to the College's integrated planning model. Specifically, the Educational Master Plan informs the institution's goals and allocation of resources to support and better serve the diverse communities within the College's 1,700 square mile service area. It ultimately serves as the primary resource for the development of the College's Strategic Plan, as well as the implementation of the College's other major tactical master plans.

The Educational Master Plan is the result of an extensive process involving a review of institutional sources, plans, and documents to identify trends and issues. As part of the Educational Master Planning process, various plans created within the District were reviewed and analyzed. Planning documents utilized for this specific process included, but are not limited to the following:

Mt. San Jacinto College

- Facilities Master Plan
- Strategic Plan (2014-2017)
- Distance Education Plan
- Technology Master Plan
- Student Success and Support Program (SSSP) Plan
- Basic Skills Plan
- Student Equity Plan
- Comprehensive Program Review and Annual Program Assessments

Other Plans

- California Community Colleges Long Range Master Plan
- Facilities Planning Manual for the California Community Colleges
- Student Success Scorecard
- Student Success Task Force Recommendations

Mt. San Jacinto College's Educational Master Plan supports a six-year institutional vision (versus a decade-long timeframe that is typical of most long-range Educational Master Plans). This shorter timespan accounts for several important planning characteristics of Mt. San Jacinto College. Specifically, the six-year Educational Master Plan integrates with the College's master plans, program review, learning outcome and assessment, and resource allocation structures that are embedded as a part of a comprehensive planning cycle. Per Accreditation Standards, Mt. San Jacinto College has established a regular program review cycle that occurs on a three-year cycle with comprehensive program reviews, and

the associated unit plans required every three years. Annual program assessments, as well as unit plan updates, are submitted each of the ensuing two years. An Institutional Planning and Assessment Calendar outlines a completion schedule for program review, goal development, resource and budget development, and assessment that is used District-wide and adhered to by all College divisions.

The results of the College's ongoing comprehensive program review process were used in the development of the Educational Master Plan, particularly as it relates to current and future academic programming. Program review processes at Mt. San Jacinto College are ongoing, systematic and used to assess and improve student learning and achievement. Mt. San Jacinto College's comprehensive institutional framework for program review is built upon institutional research and disaggregated data. Institutional data from the College's Scheduling Efficiency Tracking System (SETS) data warehouse is incorporated into every cycle of program review, including the annual program assessment templates utilized by faculty to evaluate and assess academic program quality, effectiveness, to identify student needs, address gaps, and assess the mission of the College.

Program Review at Mt. San Jacinto College provides analysis of course and program offerings with respect to raw numbers of students served, the full-time equivalent students (FTES), the number of full-time equivalent faculty (FTEF) per student, success and retention rates within courses, number of sections offered, percentage

of students taking courses online, and degrees and certificates awarded (where appropriate). Academic disciplines and student service support were used as units of analysis in this review. In addition to the data, each program has provided an assessment of its area as well as program considerations for the future, as specified in the program review templates. The Educational Master Plan, however, is not a compilation of the program reviews nor is it a document that takes the place of key functional or operational plans.

With respect to future labor market and

employment consideration, the Educational Master Plan uses labor market data from a variety of sources including ESRI, Inc., Bureau of Labor Statistics (BLS), and California Department of Economic Development (EDD) to project future business, government, and industry needs for workers in the region.



Mission

Mt. San Jacinto College offers quality, accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals.

We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates which meet workforce development needs in our diverse communities.

Our commitment to learning and achievement empowers students to enrich our communities and participate meaningfully in today's complex world.

Vision

Transforming Learners.
 Transforming Communities.
 Transforming Lives.

Values

We are students, employees and a community. We believe that the act of teaching and learning is vital to a thriving community that enriches and at times, saves lives. We commit to opportunities that inspire the following values in ourselves and our institution:

- **Excellence:** We challenge students by setting high standards for learning and

critical thinking, which we model with action.

- **Collaboration:** We believe the best results are achieved through communication and participation among students, employees, industry and the community we serve.
- **Relationship:** We nurture a community built on positive interactions and a genuine concern for the welfare of others.
- **Innovation:** We cultivate a creative environment that promotes the development of new ideas for continuous quality improvement.
- **Relevance:** We create educational experiences that have meaningful applications in a local and global context, today and tomorrow.
- **Access:** We ensure the equitable rights of all students by removing barriers to a quality education and promoting a network of support that improves learning opportunities.
- **Leadership:** We empower people throughout the community to support and facilitate positive change.
- **Diversity:** We respect and embrace the power of sharing our differences in thought, opinion, culture and background to optimize our collective strength.
- **Integrity:** We believe in being true to our core values by consistently demonstrating our character and an institutional commitment to do the right thing.

Institutional Strategic Priorities

- Student Success
- Fiscally Sound Position
- Community Partnerships and Service
- Systematic Planning and Assessment
- Institutional Pride and Organizational Culture

Core Competencies

Core Competencies are the learning outcomes that Mt. San Jacinto College has defined at the institutional level, also called Institutional Learning Outcomes (ILOs). Core Competencies define the most critical, general education skills that students should acquire as a result of completing an educational program at Mt. San Jacinto College.

The College's Core Competencies are used to identify a level of competence in an academic program and expectations of its graduates. The Mt. San Jacinto College Core Competencies specify how learning can be expressed and assessed in practice; general skills that students will obtain through course and program pathways; and enable students and faculty to set common learning goals and assess learning within and across disciplines, programs and services.

A student who completes a General Education Program should achieve the following outcomes:

- **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.
- **Information and Technology Literacy:** The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively and in an ethical and legal manner.

Academic Services

Mt. San Jacinto College students have the opportunity to access a variety of academic, career technical education, non-credit, contract, and continuing and community educational opportunities. The institution offers over 1,500 sections focused on workforce training, basic skills education, and transfer to four-year institutions. In 2016, the institution offered 56 Associate degrees, 36 certificate programs, and 67 employment concentrations.


The following briefly summarizes the Academic Services offered by Mt. San Jacinto College:


- Academic Programs for Transfer
- Career Technical Education program opportunities for transfer, employment or advancement


- Non-credit offerings to assist in the completion of a high school diploma, English as a Second Language, Citizenship, and other career enhancement opportunities
- Partners with local businesses for Contract Education to further train employees
- Continuing and Community Education opportunities that provide professional, personal and career development courses and seminars


Additionally, the District's campuses accommodate numerous athletic programs, student clubs, and college activities.


College Locations

 **SAN JACINTO CAMPUS**
1499 N. State Street, San Jacinto, CA 92583
(951) 487-3215

 **MENIFEE VALLEY CAMPUS**
28237 La Piedra Road, Menifee, CA 92584
(951) 639-5215

 **SAN GORGONIO PASS CAMPUS**
3144 W. Westward Ave., Banning, CA 92590
(951) 922-1069

 **TEMECULA EDUCATION COMPLEX (TEC)**
27447 Enterprise Circle West, Temecula, CA 92590
(951) 506-6752

 **TEMECULA HIGHER EDUCATION CENTER (THE CENTER)**
43200 Business Park Drive, Temecula, CA 92590
(951) 506-6752



MSJC

Introduction

Through the development of the College's Educational Master Planning process, several key themes and trends emerged from the evaluation and analysis of the internal and external environmental scans, data from the Community College Survey of Student Engagement (CCSSE), as well as through the dialog and input from campus constituents and community members.

Strengths of Programs, Institutional Management & Fiscal Stability

- Identified as one of the nation's top 150 community colleges by the Aspen Institute College Excellence Program in 2014 and 2016
- Designated as a Pilot for the California Online Education Initiative and Student Education Plan Initiative
- Voter approved \$295 million facilities bond allowing District to double classroom space and serve more students over the next decade
- Member of the Riverside County Education Collaborative recently recognized by President Barack Obama at the College Opportunity Day of Action for robust and successful Dual Enrollment Program with all service area high school districts; 90 sections offered at high schools for college credit
- Dual Admissions Transfer Agreement

- with California State University, Transfer Admission Guarantees with most University of California institutions
- Active office of Institutional Effectiveness, Planning and Research supports institutionalized focus on effectiveness, accountability, and data-driven decision making
- Dedicated and diverse faculty well-prepared in discipline specific fields
- Significant sustained growth in enrollments
- Prudent fiscal planning and transparent and inclusive budget process
- Diverse associated student body
- Increased efficiency in use of resources and facilities
- Collaborative and collegial relationships between faculty, administration and staff
- Strong leadership and vision of administrative team
- Institutional motivation to embrace changes due to population and demographic shifts

Recurring Themes

Student Success

- Reduce time to completion of student educational goals to increase degree, transfer, certificate completions, and/or employment
- Design curricular pathways, cohorts, and acceleration models that reduce time to completion of degree, certificate, transfer, job placement or advancement

- Support the institutionalization of a comprehensive early alert system that strengthens the connection between students, faculty, counselors and support services
- Create intentional communities to foster innovation and promote the scholarship of teaching and learning

Internal Collaboration & External Partnerships

- Enhance college-wide interdisciplinary collaborations and connections
- Strengthen connections between Instruction, Student Services, and Administrative Services.
- Enhance partnerships and collaboration with local business, industry, K-12, performing and fine arts organizations, parks and recreation for joint projects and leveraging of facilities

Distance Education & Online Learning

- Strengthen institutional capacity to improve student preparation, transition, and successful course completion in distance education and online learning
- Improve access to instructional design resources and other distance education training and support for instructors teaching via distance education
- Enhance consistency and quality of online learning through a dedicated Distance Education Support Center
- Adopt a comprehensive Online Campus

model with centralized oversight/administration, resources, and support services for faculty and students to improve teaching and learning in distance education

Resources

Human Resources

- Identify a long-range human resources strategy and staffing plan to include the early development of new programs and services and support student learning in the new bond facilities and renovated buildings and laboratories
- Support the design of a comprehensive professional development program that strengthens cultural competencies, collaborative and active learning, student engagement practices, contemporary pedagogic/andragogic strategies and tools, technology proficiency, and promotes support and mentoring for adjunct faculty

Facilities & Equipment

- Delineate service areas with divergent identities and needs
- Increase access to innovative active learning space approaches
- Increase visibility, usage, and facility access to community
- Create opportunities for the appreciation of performing and fine art in the campus

History & Profile

In 1962, by a vote of residents in Banning, Beaumont, Hemet, and San Jacinto, the Mt. San Jacinto Community College District was formed. The District's first classes were held in rented facilities in Banning and Beaumont during the fall of 1963. In 1965, donated land in the city of San Jacinto provided space for a permanent San Jacinto Campus with two buildings so that classes could be offered to residents.

Just over a decade after the founding of the District, another election effectively doubled the size of the Mt. San Jacinto Community College District service area to its present 1,700 square miles of southwest Riverside County. Citizens of Lake Elsinore, Perris, Temecula, and the surrounding areas voted in 1975 to join the District, which added a large area and a diverse, widespread population.

Although the boundaries have remained stable since 1975, the District has changed dramatically, especially since the 1980s. In recent years, unprecedented population growth in the District has made Mt. San Jacinto College one of the fastest-growing community colleges in California. Today, over half a century later, the District has established four campuses, an off-site educational complex, and plans for additional centers along the Interstate 15 corridor.

With the rapid growth in enrollments being experienced at both main campuses, the District has engaged in extensive planning and

development to ensure state-of-the-art learning environments for Mt. San Jacinto College students. The voters of Mt. San Jacinto College's service area approved Measure AA in 2014, a \$295 million bond measure that will allow the District to double classroom space and serve more students over the next decade.

Mt. San Jacinto College is a single-college district that is governed by a five-member Board of Trustees, with each Trustee representing a service area within the District.

Summary of Physical Property

Mt. San Jacinto College serves a 1,700 square mile region of southwestern Riverside County in Southern California, approximately 60 miles southeast of Los Angeles. The College serves a total of 25 communities in all, both rural and urban. As a single college district with four learning sites, Mt. San Jacinto College uses many off site locations to serve students through the region.

Profiles of Campus Locations & Modalities

San Jacinto Campus

The San Jacinto College campus is located at 1499 North State Street in the city of San Jacinto. The approximately 160 acre campus site is located southwest of Mt. San



Jacinto and the San Jacinto River. The campus is situated immediately east of State Route 79, also known as North State Street, and north of the Ramona Expressway.

The San Jacinto Campus was the only campus in the District for over 30 years. There were only about 2,500 students enrolled in 1965 and that number has since tripled. As of 2016, it serves over 7,500 students per semester. It started with only two buildings but has gone through major development changes since the 1990's. The campus features a Library and Learning Resource Center, Child Development and Education Center that provides the Child Development and Education program with classroom space, internships, and observation opportunities, an Administration building, a Business and Technology Center, state-of-the-art music building, a 300-seat theater, gymnasium, and an athletic stadium with tennis courts, baseball fields and track.

The San Jacinto Campus provides a comprehensive program in the Performing

and Fine Arts, making it a source of pride for the campus. In addition to the curriculum in the arts, the San Jacinto Campus provides several technical and career programs that have affiliations in private and corporate companies. Specifically, the San Jacinto campus houses a radio station (Eagle Radio) and a television station (Eaglevision) that broadcasts news, athletic events, and classic TV shows for the public and trains Mt. San Jacinto College students for careers in broadcasting.

The San Jacinto Campus provides students with a full array of student support services from Counseling, Enrollment, Financial Aid, and Disabled Students Programs and Services (DSPS) Offices, to a Writing Center, Math Center, and tutoring services. The San Jacinto Campus offers academic credit, basic skills, and General Education transfer courses as well as non-credit Adult Education classes, English as a Second Language, and Continuing Education Classes.

Development of the campus site is planned incrementally in order to meet Mt. San Jacinto

College's academic and space needs while minimizing disruption to campus operations. The Facilities Master Plan for the San Jacinto Campus will ultimately provide for 15,000 to 20,000 students. Implementation also considers the sources of availability of anticipated funding for proposed projects. Phasing for proposed development is planned in several segments and the sequencing will be revisited annually in conjunction with the preparation of the 5-Year Construction Plan. Over the next six years the anticipated capital development projects for the San Jacinto Campus include the following:

- **Athletic Renovation:** Construction to begin Spring/Summer 2017 - \$7.9 million
- **Math and Science (STEM) Building:** Design phase to begin Fall 2016/Spring 2017 – Occupancy date of 2021
- **Modular Swing Space:** Fall 2017
- **Cultural Arts Building:** Design phase could begin Fall 2019 - \$41,815,230 (per Five Year Plan Initial Project Proposal) Occupancy date of 2023

Menifee Valley Campus

In response to intense growth, Mt. San Jacinto College opened its Menifee Valley Campus in October 1990. The Menifee Valley Campus is located at 28237 La Piedra Road in the city of Menifee. By the end of its first year, there were 2,100 students attending classes at the Menifee Valley Campus. Twenty-six years later the campus serves more than 12,000 students each semester.

The existing campus includes 15 buildings, 24 portable structures, 5 parking lots,



a softball field, basketball court, and soccer field. The campus features an Allied Health building, Fine Arts building, a state-of-the-art Learning Resource Center, Child Development and Education Center, a Business and Technology Center and a Social Science and Humanities building. The campus is accessed from both La Piedra Road on the north, and Antelope Road on the west. The Facilities Master Plan for the Menifee Valley Campus will ultimately provide for 15,000 to 20,000 students.

The Menifee Valley Campus provides students with a full array of student support services from Counseling, Enrollment, Financial Aid, and Disabled Students Programs and Services (DSPS) Offices, to a Writing Center, Math Center, and tutoring services. The Menifee Valley Campus offers academic credit, basic skills, and General Education transfer courses as well as non-credit Adult Education classes, English as a Second Language, and Continuing Education Classes.

Centered at the Menifee Valley Campus are key Career and Technical Education (CTE) programs. The Nursing and Allied Health program offers Registered Nursing, Medical

Diagnostic Sonography, Emergency Medical Technician, Certified Nursing Assistant, and Medical Assistant programs. The Child Development and Education Center provides the Child Development and Education program with classroom space, internships, and observation opportunities. The Business and Technology building houses the Business, Computer Information Systems, Digital Media, Photography, and Digital Arts programs.

Development of the campus site is planned incrementally in order to meet Mt. San Jacinto College's academic and space needs while minimizing disruption to campus operations. Implementation also considers the sources of availability of anticipated funding for proposed projects. Phasing for proposed development is planned in several segments and the sequencing will be revisited annually in conjunction with the preparation of the 5-Year Construction Plan.

The District Final Project Proposal for a new Science and Technology Building has been approved by the California Community Colleges Chancellor's Office and is waiting for a State Bond for funding. The District also submitted two Final Project Proposals, with its Five Year Plan, to the California Community Colleges Chancellor's Office for a new Student Services Building and a new Nursing and Allied Health Building.

Over the next six years the anticipated capital development projects for the Menifee Valley Campus include the following:

- **Modular STEM/Swing Space:** Spring 2017
- **Football Stadium and Field House:** Design to begin in Fall 2017 (Occupancy

2019) \$28.5 million

- **Math and Science (STEM) Building (Dependent on Prop 51):** Design phase to begin 2017 (Occupancy date of 2021)
- **Student Services Building:** Design phase to begin in Fall 2018 (Occupancy 2022) \$21,730,946 (per Chancellor's Office Five Year Plan FPP)
- **Nursing and Allied Health Building:** April 2022 to April 2024

Temecula Education Complex & Temecula Higher Education Center

The College opened the Temecula Education Complex in 2007 and the Temecula Higher Education Center in 2014, giving residents of the Temecula and Murrieta areas increased access to higher educational opportunities and the ability to register, receive counseling and placement testing, and also attend classes.

Temecula Education Complex

The Temecula Education Complex (TEC) is a 28,000-square-foot educational facility that opened for its first classes in



April 2008. Located at 27447 Enterprise Circle West, in the corporate center of Temecula, right off the 15 freeway, it is a convenient location for residents of the southwest corridor to access day and evening college classes and services. The complex features easy access to a full schedule of General Education classes designed for completion of an AA, AS or as a base for transfer to a four-year college/university, job placement or advancement.

The TEC site offers a variety of career and technical education programs that allow students to complete, in a relatively short period of time, Certificates of Achievement in high demand employment sectors. Certificate programs include Administration of Justice, Legal Assisting, Water Technology, Real Estate Appraisal and Real Estate Licensing, Records Management, and Computer Applications certifications.

Fee based, not-for-credit seminars and classes are offered to meet the needs of the entire family through the Continuing Education department. Several categories of classes are offered in Business and Careers, Arts and Leisure, College for Kids, and Computer Technology. In addition, free classes in English as a Second Language (ESL) and Adult Basic Education are offered at or near the TEC.

A full array of student services are also available at the TEC including tutoring, supplemental instruction in some subject areas, electronic access to the Mt. San Jacinto College library, services for students with disabilities, enrollment assistance, assessment and educational counseling. A student lounge and study areas with internet access are available.

Temecula Higher Education Center

The Temecula Higher Education Center, also referred to as THEC, opened in September 2014 as a unique partnership with California State University, San Marcos. Located at 43200 Business Park Drive, THEC takes up the second floor of the old Temecula City Hall. It includes four classrooms, a lecture hall, computer lab, learning lab, student lounge and breakroom. There are also 10 offices for Mt. San Jacinto College and California State University, San Marcos teachers and administrators.



Temecula Valley Campus

Recently acquired - see Addendum on page 145.

San Geronio Pass Campus

In February 2008, the District opened the San Geronio Pass Service Center in the City of Banning. For two years the Service Center offered registration, enrollment, assessment, and counseling to students in the Pass area. Classes, however, were not available at the Center.

Realizing the need to accommodate the rapidly increasing demands for higher education in that area the District acquired a 50 acre site

on the south side of Interstate 10 to host not only a new Service Center but complete campus facilities.

In November 2010, the San Gorgonio Pass Service Center moved 1.5 miles southwest from its previous Ramsey Street location to the new Westward Avenue site. The San Gorgonio Pass Campus is located at 3144 W. Westward Avenue in Banning. The first phase of the new campus is situated on a 2.7 acre site and includes modular buildings housing six classrooms, counseling, enrollment, and administrative offices. In January



2011, the new campus began hosting classes.

The San Gorgonio Pass Campus now offers day and evening classes. During the first semester, a total of 40 classes were available. These classes included core academic courses like math, science, and writing classes needed to transfer to four-year institutions, as well as classes in administration of justice and child development. Job training programs focused on health care, business administration, law enforcement, criminal justice and computer technology.

Other District Sites

Mt. San Jacinto College is proposing to implement the development of its I-15 Corridor Campus Master Plan. The I-15 Corridor Campus would serve approximately 15,000 part-time or 10,000 full-time equivalent students (FTE) at its ultimate buildout. The primary objective of the project is the District's development of a self-contained, full-service community college campus of sufficient size to meet the needs of anticipated student growth in the southwestern portion of the District.

The new campus would provide core academic courses, such as math, science, and English, that would allow students to transfer to four-year colleges and universities or secure employment. The campus would also provide job training specifically tailored to give students the skills to compete for jobs that are in demand in the local area. The District anticipates that a portion of the start-up enrollment would be drawn from existing students served by other District facilities such as the Menifee Campus and the San Jacinto Campus.

The additional objectives of the I-15 Corridor Campus are to:

- Further the District's mission to enhance access to higher education and lifelong learning for the growing population in southwestern Riverside County;
- Further the State's identified mission and function of a community college in an area where there is a marked demand for two-year degree programs, vocational training,

and other educational opportunities for the community;

- Provide increased opportunities for education, create new jobs, and accommodate planned growth in the region;
- Create a campus that is compatible with surrounding land use and that provides both passive and active recreational opportunities for the community;
- Create a state-of-the-art, modern, full-service campus with an emphasis on science and technology

Distance & Online Learning & Education

Mt. San Jacinto College supports a Distance Education Program to meet the challenges of today and future decades of its student population by utilizing different delivery modes and offering online and hybrid/blended courses. The Mt. San Jacinto College Distance Learning and Online Education program offers fully online and hybrid course sections. The program began in fall 2000 with two online courses. As of fall 2016, there were a total of 275 online and 89 hybrid courses offered by the institution. Demand for distance learning and education courses by Mt. San Jacinto College students continues to grow. Approximately 150 faculty members, both full-time and associate faculty, are involved in online teaching during any given semester.

In late 2014, Mt. San Jacinto College was selected as a Full Launch Pilot School by the California Online Education Initiative (OEI). Mt. San Jacinto College was one of eight pilot schools selected from 57 applicant institutions with the

pilot slated to end at the end of the 2016-2017 academic year. The mission of the California Community Colleges Online Education Initiative is to dramatically increase the number of California Community Colleges (CCC) students who obtain college associate degrees and transfer to four-year colleges each year by providing online courses and services within a statewide CCC Online Education system.

Mt. San Jacinto College will be adopting the Canvas Learning Management System to replace Blackboard. This change will be fully in effect beginning fall 2017; however, a small number of courses are currently being piloted during the fall 2016 and spring 2017 semesters.

Summary of Staffing Patterns

Recent improvements made to the College's institutional data warehouse, SETS, has yielded significant advances that now provide the capacity for faculty, staff and administrators to perform sophisticated and comprehensive gap analyses to determine minimum levels of staffing needed to ensure that the College meets its mission and core standards regarding access, equity, and student success. As a result of SETS, the College is able to review live data related to course and program need and initiate the process for establishing minimum staffing requirements for all areas of the institution. The program review process also requires departments and programs to project hiring needs based on institutional and discipline data that has been disaggregated in the District's data warehouse (SETS).

Data from SETS has become one of the primary sources used to substantiate and identify potential staffing needs at the District. One critical element of this analysis, however, is that the data from SETS merely identifies highly impacted academic areas and whether current staffing levels are sufficient to support the District's high quality programs and services. The data does not designate the prioritization of full time faculty positions; rather it simply informs the staffing allocation process. The responsibility of recommending full-time faculty hires is through the College's Joint Hiring Committee, an ad-hoc of the Academic Senate. This process includes a formalized data-driven model to determine recommendations for future faculty hiring priorities through the Faculty Hiring Rubric. The Joint Hiring Committee produces a list of positions and then submits that hiring prioritization list to Executive Cabinet and the President's Office as recommendation for formal approval.

During the planning and budget allocation cycle, the College leadership submits other personnel (Classified and Administrative) requests. The Classified and Administrative Personnel Prioritization Requests (CAPPR) are validated and supported through the institutional research and data contained within the program review/annual program assessments. For personnel requests, the CAPPR acts as the College's rubric for determining that staffing needs are 1) related to short- and long-term planning models (Strategic Plan, Educational Master Plan and Facilities Master Plan) and

connected to the mission of the institution; 2) addressing a verifiable need and substantiated with institutional and external data; 3) tied to program goals and objectives that are measurable, evaluated and assessed; and 4) supported by the unit and division structures. This rubric is similar in nature to the Faculty Hiring Rubric and provides the mechanism by which the institution can prioritize all classified and administrative positions each year.

Effective Service Area

Mt. San Jacinto College's service area covers 1,700 square miles in southern Riverside County with sites located in Temecula in the south and as far as Banning in the north. The service area is accessible by three major freeways in southern California the I-15, I-215, and I-10.



Population Projections

The growth projections for the Mt. San Jacinto College service area are based on the California Department of Finance growth projections for Riverside County. By 2030, Mt. San Jacinto College is estimated to have 219,919

additional residents in its service area with most of the increase occurring in the southern region. The central and southern regions combined are projected to account for over 68% of the growth.

Local	Year	2015	2020	2025	2030
County	Riverside	2,323,527	2,478,059	2,662,235	2,862,915
Rate	Growth Rate	5.86%	6.65%	7.43%	7.54%
District	MSJC Service Area	947,346	1,010,352	1,085,444	1,167,265
Hemet	92543	34,680	36,986	39,735	42,731
Hemet	92544	47,136	50,271	54,007	58,078
Hemet	92545	41,078	43,810	47,066	50,614
Homeland	92548	7,020	7,487	8,043	8,650
San Jacinto	92582	16,200	17,277	18,562	19,961
San Jacinto	92583	31,167	33,240	35,710	38,402
Menifee	92584	46,346	49,428	53,102	57,105
Menifee	92585	20,148	21,488	23,085	24,825
Sun City	92586	19,384	20,673	22,210	23,884
Sun City	92587	16,787	17,903	19,234	20,684
Winchester	92596	26,044	27,776	29,841	32,090
Aguanga	92536	2,750	2,933	3,151	3,388
Anza	92539	3,890	4,149	4,457	4,793
Idyllwild	92549	2,652	2,828	3,039	3,268
Mountain Center	92561	1,600	1,706	1,833	1,971
Banning	92220	32,793	34,974	37,573	40,406
Beaumont	92223	46,719	49,826	53,529	57,564
Cabazon	92230	3,297	3,516	3,778	4,062
White Water	92282	783	835	897	965
Calimesa	92320	8,097	8,636	9,277	9,977
Redlands	92373	34,017	36,279	38,976	41,914
Lake Elsinore	92530	51,816	55,262	59,369	63,845
Lake Elsinore	92532	21,260	22,674	24,359	26,195
Murrieta	92562	63,293	67,502	72,519	77,986

Local	Year	2015	2020	2025	2030
Murrieta	92563	57,605	61,436	66,002	70,978
Temecula	92590	3,841	4,096	4,401	4,733
Temecula	92591	39,767	42,412	45,564	48,999
Temecula	92592	74,558	79,517	85,427	91,866
Wildomar	92595	31,139	33,210	35,678	38,368
Moreno Valley	92555	40,419	43,107	46,311	49,802
Nuevo	92567	9,469	10,099	10,849	11,667
Perris	92570	56,766	60,541	65,041	69,944
Perris	92571	54,825	58,471	62,817	67,552

Demographic Profiles of Service Area

Ethnicity

Mt. San Jacinto College’s service area has a population of almost one million people and makes up about 42% of the population of Riverside County. The table below shows that the percentages of “White alone” in Riverside County and in Mt. San Jacinto College’s service area are 38.3% and 45.8% respectively and the

“Hispanic or Latino origin” percentages are 46.5% and 38.6% respectively. These two groups are almost exactly reversed when comparing the two areas with Mt. San Jacinto College’s service area having 7.9% fewer “Hispanic or Latino origin” and 7.5% more “White alone” residents.

	California	Riverside County	MSJC Service Area
Total population	38,066,920	2,266,899	947,346
Hispanic or Latino origin (of any race)	38.2%	46.5%	38.6%
White alone, not Hispanic or Latino	39.2%	38.3%	45.8%
Hispanics are counted in the various racial groups listed			
Two or more races	4.5%	4.3%	4.9%
One race	95.5%	95.7%	95.1%
White	62.1%	65.3%	66.8%
Black or African American	5.9%	6.2%	6.5%
American Indian and Alaska Native	0.8%	1.0%	1.1%
Asian	13.5%	6.1%	5.7%
Native Hawaiian and Other Pacific Islander	0.4%	0.3%	0.3%
Some other race	12.8%	16.8%	14.7%
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates MSJC service area consists of 33 zip codes within the district boundary			

Age

Mt. San Jacinto College’s service area has almost the same median age (34.9) as Riverside County (34.2), which are both about a year below the average for California (35.6). The various age groups are almost identical when comparing Riverside County and the Mt.

San Jacinto College service area. California as a whole has a larger percentage of people between the ages of 25-44 years compared to both Riverside County and the Mt. San Jacinto College service area, but fewer people between the ages of 5-17 years.

Age Groups	California	Riverside County	MSJC Service Area
Total population	38,066,920	2,266,899	947,346
Median age (years)	35.6	34.2	34.9
Under 5 years	6.60%	7.10%	7.26%
5 to 17 years	17.60%	20.10%	20.75%
18 to 24 years	10.50%	10.60%	9.79%
25 to 44 years	28.10%	26.30%	25.88%
45 to 54 years	13.80%	13.20%	13.30%
55 to 64 years	11.30%	10.30%	10.29%
65 to 74 years	6.70%	6.90%	6.91%
75 years and over	5.40%	5.60%	5.83%

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates.
MSJC service area consists of 33 zip codes within the district boundary

Gender

Mount San Jacinto College's service area has a higher percentage of females compared to both Riverside County and the state of California.

Gender	California	Riverside County	MSJC Service Area
Total population	38,066,920	2,266,899	947,346
Male	49.70%	49.80%	48.97%
Female	50.30%	50.20%	51.03%

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates
MSJC service area consists of 33 zip codes within the district boundary

Educational Attainment of Service Area

There are 589,434 people in the Mt. San Jacinto College service area that are 25 years old or older. The table below shows their highest level of education attained compared with California and Riverside County. A majority of this population has earned a high school diploma or equivalent with only about 17% earning less compared with 18.5% and 20.2% in California and Riverside County respectively. Just over 1 in 4 in this population has earned a high school

diploma or equivalent and another 36% have completed at least some college or an associate's degree. There is a large gap in the percentage of the population earning bachelor's degrees or higher in both the county and the service area as compared with the state. Roughly 20% of the population of both Riverside County and Mt. San Jacinto College's service area have earned a bachelor's degree or higher compared with just over 30% for California.

Educational Attainment	California	Riverside County	MSJC Service Area
Population 25 years and over	24,865,866	1,410,823	589,434
Less than high school graduate	18.50%	20.20%	16.92%
High school graduate (includes equivalent)	20.70%	25.50%	26.46%
Some college or associate's degree	29.80%	33.50%	36.32%
Bachelor's degree	19.60%	13.40%	13.09%
Graduate or professional degree	11.40%	7.40%	7.23%

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates
MSJC service area consists of 33 zip codes within the district boundary

Participation Rate

Participation rate is determined by taking the total number of enrolled students divided by the total adult population in the service area. The following table shows the participation rates for Mt San Jacinto College over the previous five academic years. One concern with this measure is that it does not take into account those in the

adult population that have already attained their educational goals and are therefore not enrolled in college. It also does not take into account those living in the service area who are enrolled at another educational institution other than Mt San Jacinto College.

Academic Year	AY2011	AY2012	AY2013	AY2014	AY2015
Enrollment Headcount	19,625	18,004	18,191	19,349	20,451
Adult Population in Service Area	623,413	639,177	660,423	682,085	697,378
Participation Rate	3.15%	2.82%	2.75%	2.84%	2.93%
Service area population based on 33 zip codes within MSJC district boundaries. Collected from Census Bureau ACS.					

Household Income of Service Area

Income

The median income for Mt San Jacinto College's service area is almost exactly the same as the state average and approximately \$2,000 higher than the median for Riverside County. Overall, the service area is on par with both the state and the county for the various

income levels. The largest discrepancy is at the \$75,000 or more in which the county and service area are at 10.4% and 10.5% respectively which puts them more than 3% lower than the state average.

	California	Riverside County	MSJC Service Area
Population 15 years and over	30,462,253	1,760,922	730,952
Median income (dollars)	\$26,932.00	\$24,972.00	\$26,941.04
\$1 to \$9,999 or loss	16.00%	16.40%	16.13%
\$10,000 to \$14,999	9.50%	9.60%	9.39%
\$15,000 to \$24,999	13.20%	13.80%	13.70%
\$25,000 to \$34,999	9.50%	10.00%	9.94%
\$35,000 to \$49,999	9.80%	9.60%	9.92%
\$50,000 to \$64,999	7.00%	6.70%	7.07%
\$65,000 to \$74,999	3.30%	3.10%	3.32%
\$75,000 or more	13.90%	10.40%	10.51%

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates MSJC service area consists of 33 zip codes within the district boundary

Poverty Status

The Mt San Jacinto College service area and Riverside County are very near the state values for the three categories of poverty status measured. The service area has a slightly lower

percentage of the population below 100 percent of the poverty level and slightly higher percentage at or above the 150 percent level.

	California	Riverside County	MSJC Service Area
Population for whom poverty status is determined	37,323,127	2,232,372	938,448
Below 100 percent of the poverty level	16.40%	16.90%	15.08%
100 to 149 percent of the poverty level	10.40%	11.10%	10.15%
At or above 150 percent of the poverty level	73.20%	72.00%	74.77%

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates MSJC service area consists of 33 zip codes within the district boundary

K-12 Enrollments And Projected Graduates

Most San Jacinto College's feeder high schools have seen a very slight rise in their senior class headcounts of about 700 students between the 2010-2011 and 2013-2014 academic years. It is estimated to remain about 12,000 seniors every year for the next few years. The demographics of the feeder high schools are

listed below and it shows that there is a larger percentage of Hispanic students in the high schools compared to the MSJC service area, which are 44% and 38.6% respectively. Also, the percentage of White is lower in the high schools relative to the MSJC service area, which are 32% and 45.8% respectively.

High Schools within MSJC District Boundary				
Graduation Year	2010-11	2011-12	2012-13	2013-14
Senior Class Headcount	11,336	11,592	12,205	12,033
Source: California Department of Education Data Reporting Office 44 Feeder High School within MSJC District Boundaries are included				

2013-14 Feeder High School Race Proportions				
Hispanic	White	African American	Asian	Other
44%	32%	6%	2%	16%
Source: California Department of Education Data Reporting Office				

Mt. San Jacinto College Employees

The following tables show the total number of staff employed at Mt San Jacinto College, their ethnicity, and hourly status.

Employee Type	Academic Year				
	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	958	878	913	960	1102
Administrator	32	34	32	35	43
Classified	322	308	314	306	320
Other	1	1	6	8	14
Grand Total	1,304	1,217	1,240	1,285	1,437

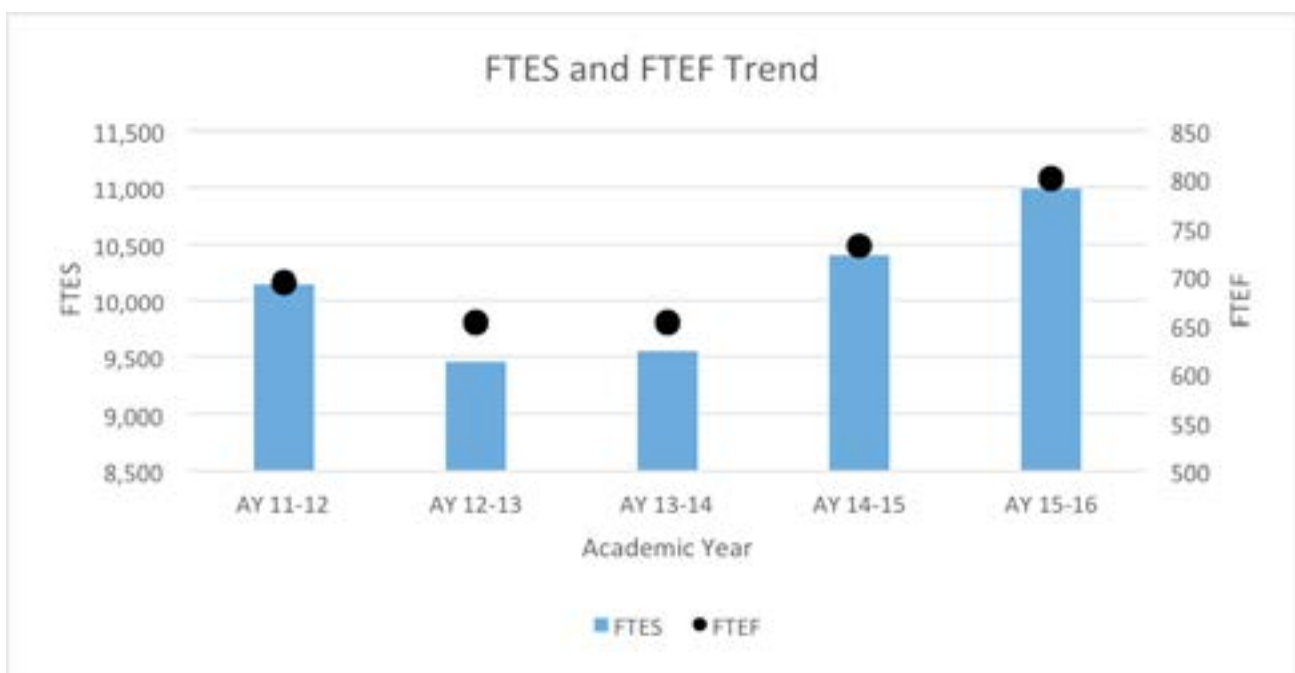
Race/Ethnicity	Academic Year				
	2011-12	2012-13	2013-14	2014-15	2015-16
African American	82	73	79	84	87
Asian	60	54	66	68	79
Filipino	15	16	18	20	18
Hispanic	217	211	220	237	278
Multi-Race	13	13	15	22	31
Native American	17	21	18	16	17
Pacific Islander	4	3	3	3	4
Unknown	43	39	35	33	35
White	853	787	786	802	888
Grand Total	1,304	1,217	1,240	1,285	1,437

Category	Academic Year				
	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty					
FT	157	154	155	150	173
PT	809	734	767	827	962
Classified					
FT	253	244	256	256	276
PT	71	66	64	56	51
Administrator					
FT	32	34	32	35	43
Other					
PT	1	1	6	8	14
Grand Total	1,304	1,217	1,240	1,285	1,437

Full-Time Equivalent Students And Full-Time Equivalent Faculty

The graph below shows the five-year trend for Full Time Equivalent Students (FTES) and Full Time Equivalent Faculty (FTEF). Each academic year includes the total for the summer session as well. Academic year 2011-2012 would

therefore include summer 2011, fall 2011, and spring 2012 counts. Due to the nature of funding and the flexibility with some of the summer FTES earned the numbers might not match up exactly with those reported on other reports.

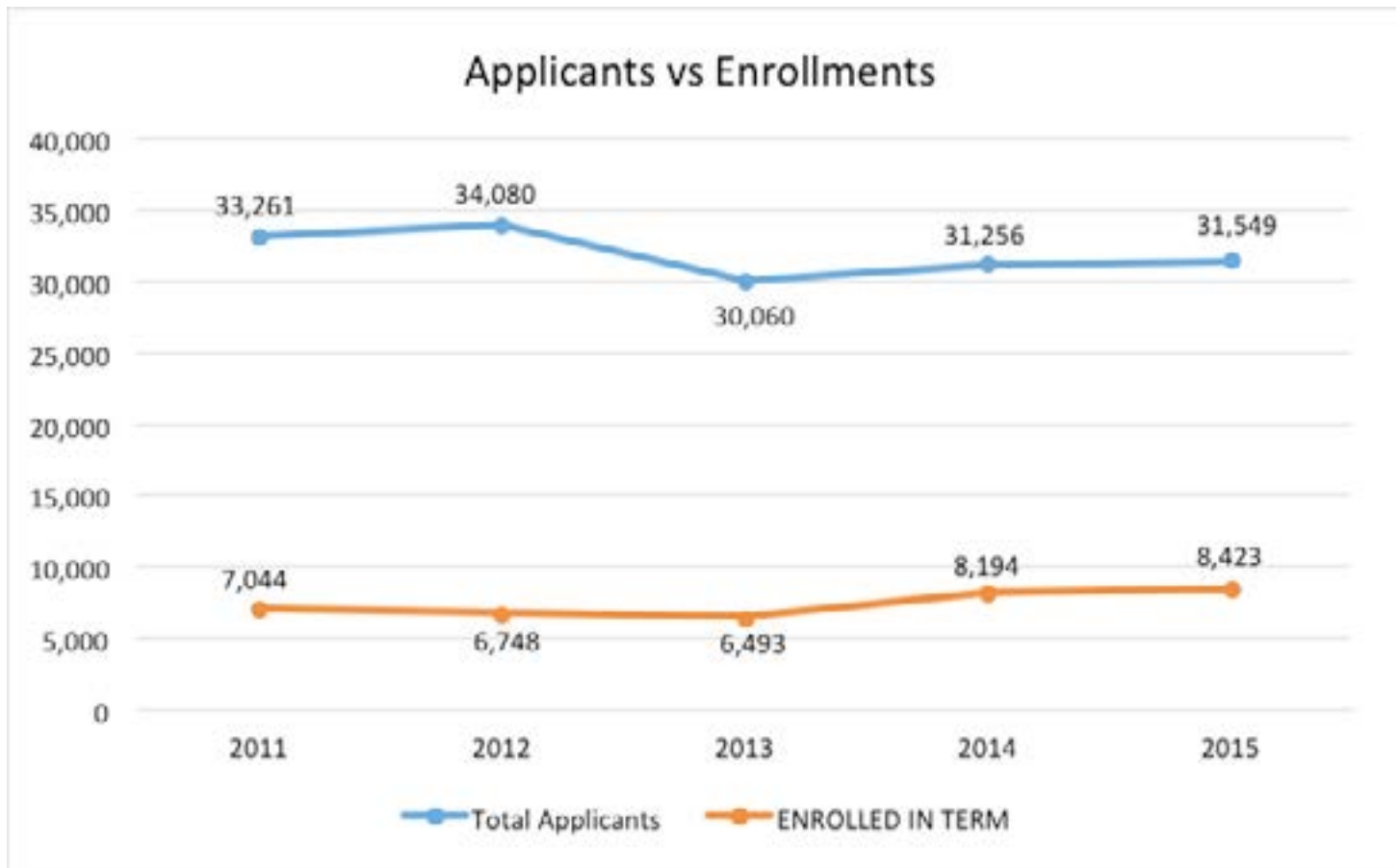


Enrollment & Headcount

Total Applicants

The chart below shows the total number of applicants in any given year over the past five years. The number of applicants peaked in 2012 with a dramatic drop off in 2013, it has started to recover over the past two years.

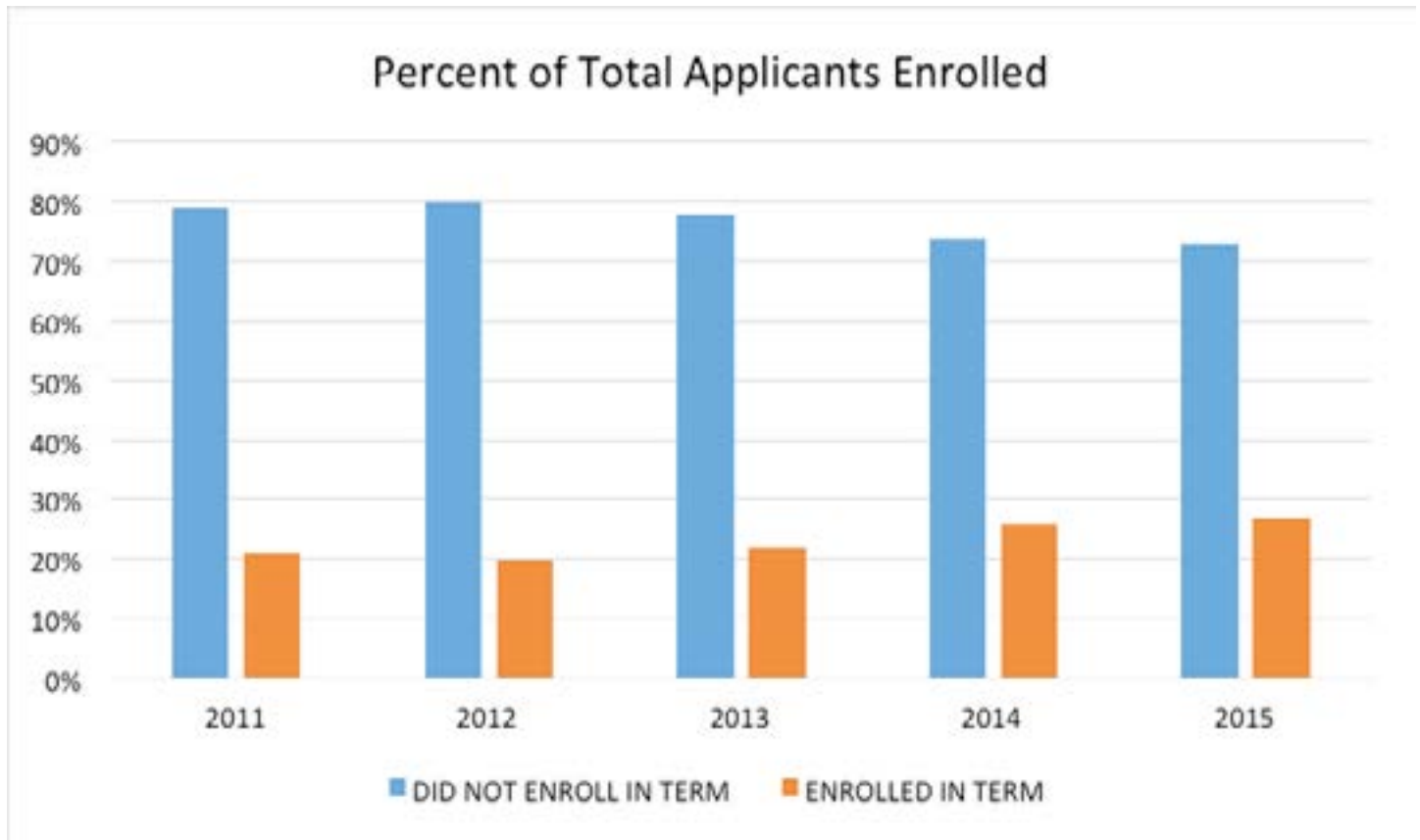
Although the number of applicants has not reached the same level as 2012 the number of students enrolling has increased, surpassed the 2011 numbers, and has reached its highest point in the last five years.



Percentage of Applicants Who Enroll

The trend over the past five years is that although fewer students have been applying compared to 2011 a larger percentage of those applying are enrolling in classes. This result is shown in the chart below as well as the previous

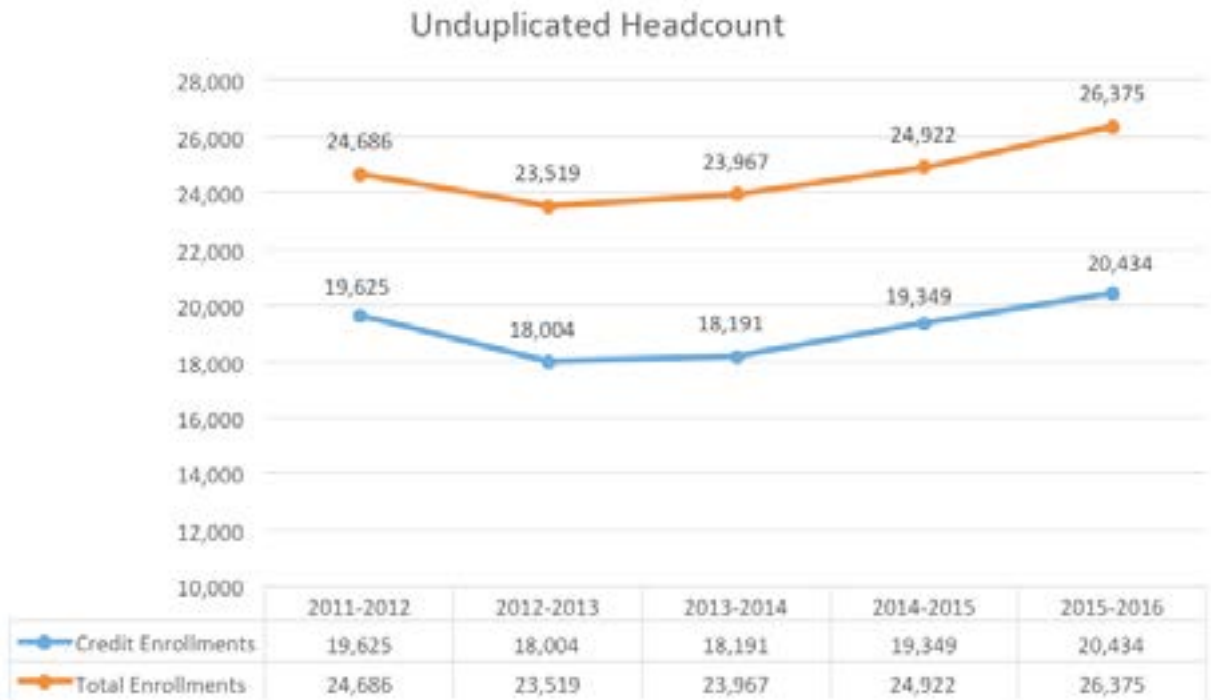
charts which show that the raw number of applicants who enroll has also increased while the overall total number of applicants has decreased.



Total Enrollments

The total unduplicated headcount for Mt. San Jacinto College dipped between academic year 2011-2012 and 2012-2013, but has recovered over the past three academic years. The

most recent academic year (2015-2016) has seen the highest unduplicated headcount over the past five years.

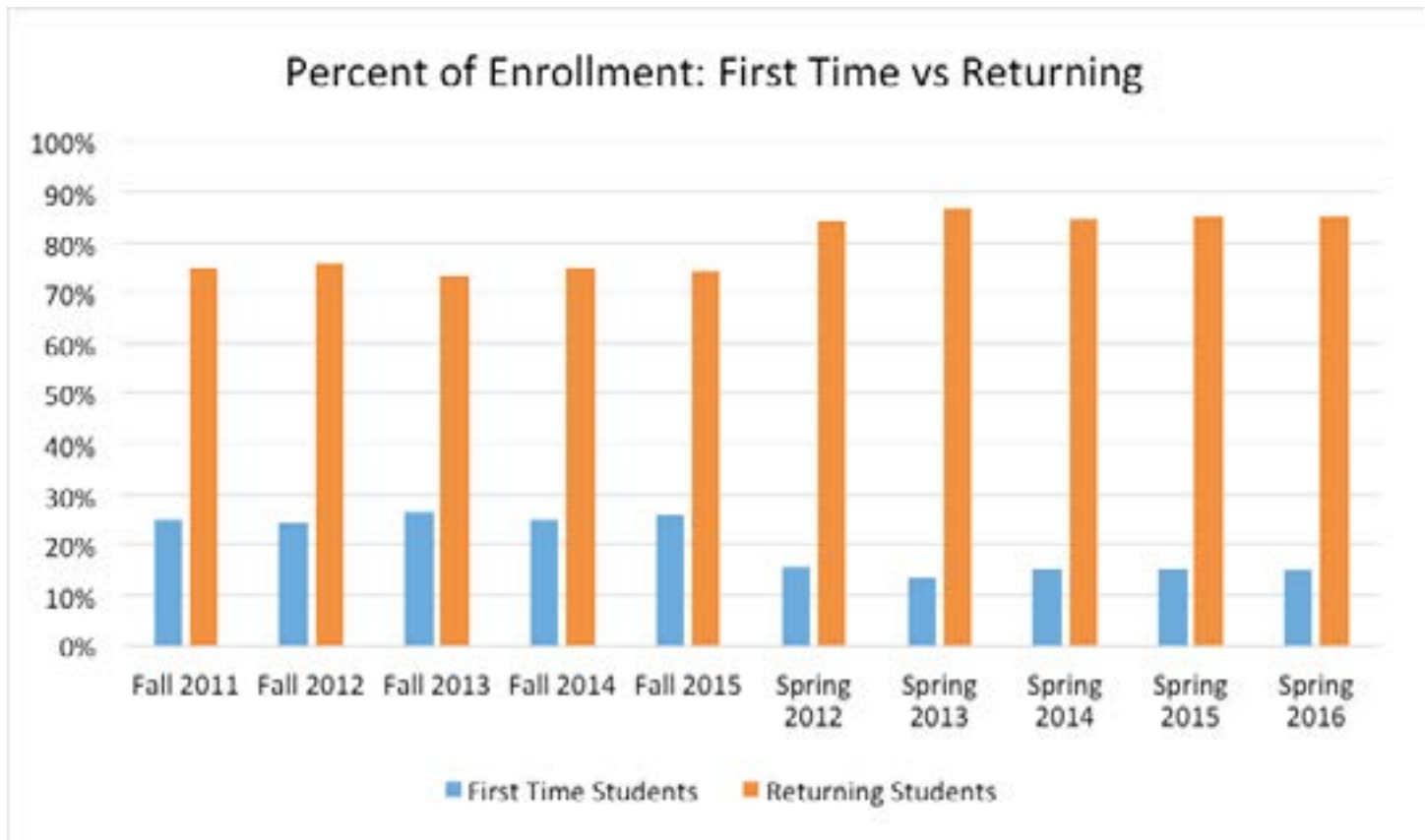


First Time & Returning Students

Patterns for first time and returning students have remained consistent over the past five years. New students or first time students

make up approximately 25% of Mt. San Jacinto College's headcount in the fall semesters and approximately 15% in the spring semesters.

	First Time Students	Returning Students
Fall 2011	24.91%	75.09%
Fall 2012	24.23%	75.77%
Fall 2013	26.51%	73.49%
Fall 2014	24.94%	75.06%
Fall 2015	25.75%	74.25%
Spring 2012	15.59%	84.41%
Spring 2013	13.39%	86.61%
Spring 2014	15.24%	84.76%
Spring 2015	15.03%	84.97%
Spring 2016	14.95%	85.05%

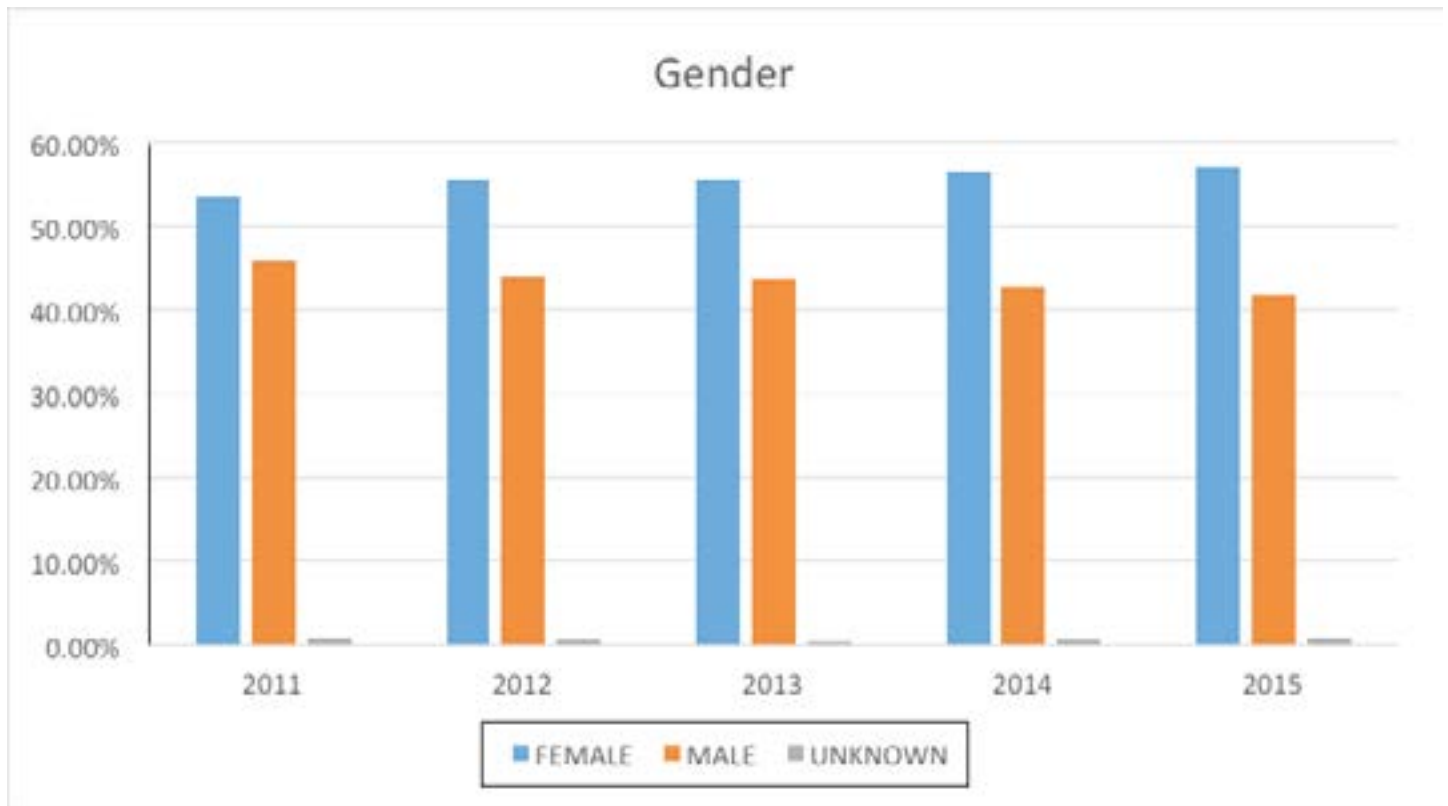


Description of Student Population

Demographics Based on Headcount

Gender

Mount. San Jacinto College has more female students and the gap has been slightly increasing over the past five years.



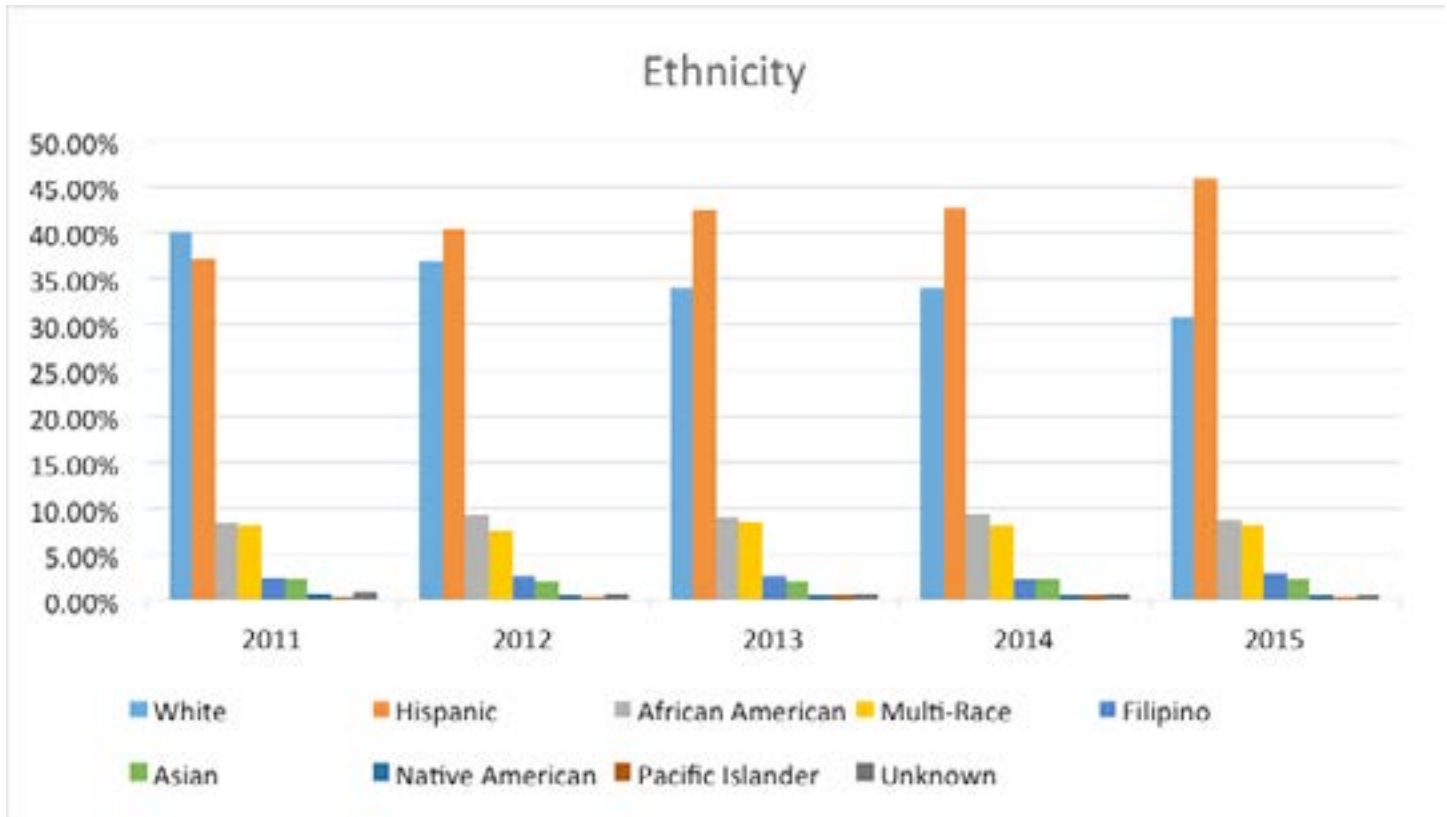
Gender	2011	2012	2013	2014	2015
Female	53.50%	55.60%	55.80%	56.70%	57.10%
Male	45.90%	43.90%	43.80%	42.80%	41.90%
Unknown	0.70%	0.60%	0.30%	0.50%	0.70%

Ethnicity

Mt. San Jacinto College has seen almost a 10% decrease in white students over the past five years however, the percentage of Hispanic students has increased by almost 9%. Mt. San Jacinto College achieved Hispanic-Serving Institution status in 2001 and since that

time the student body has become increasingly more diverse, with the Hispanic student population experiencing the most dramatic increases over the past decade.

The remaining ethnicities have remained fairly steady over that same time period.

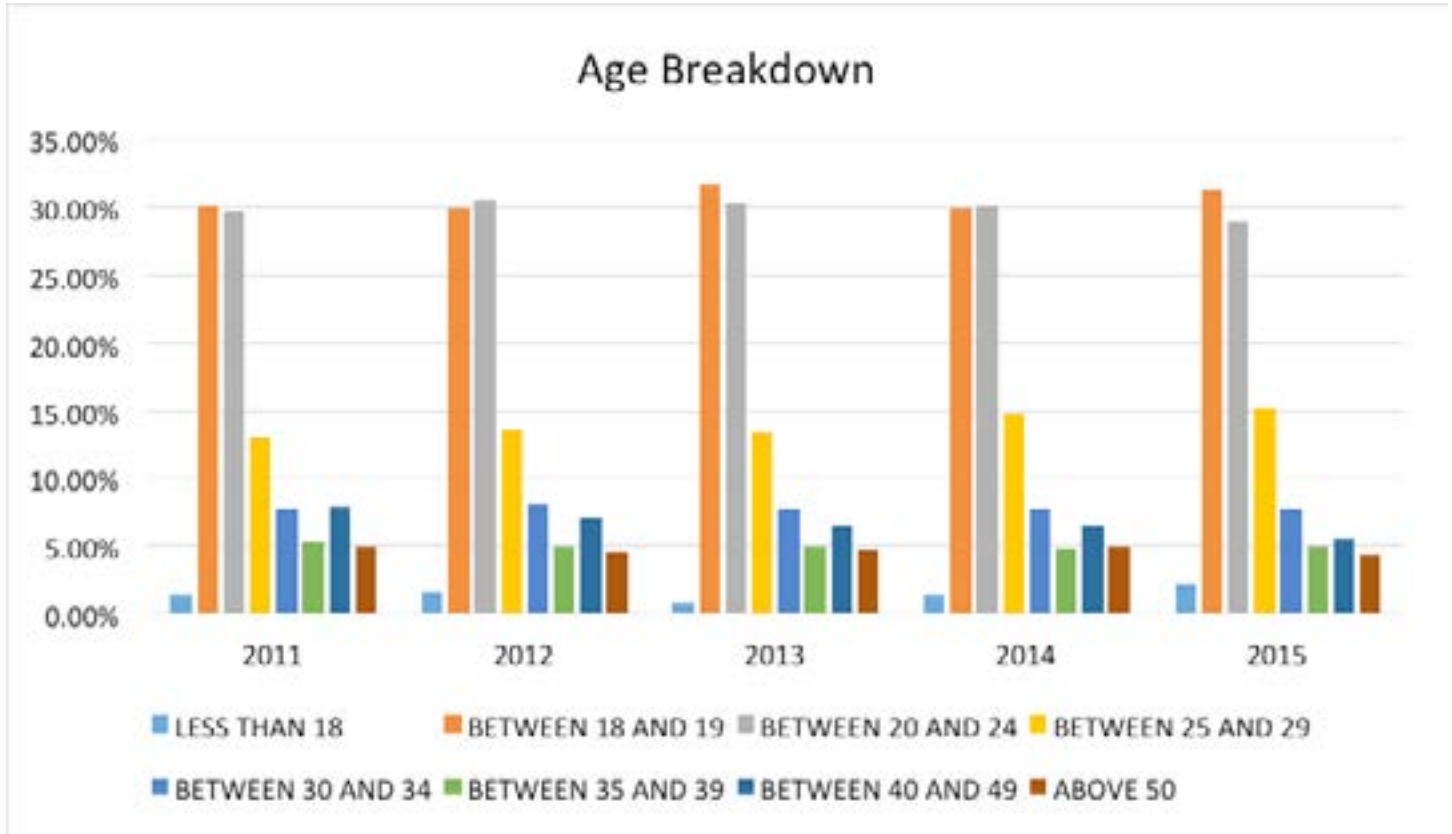


Ethnicity	2011	2012	2013	2014	2015
White	40.20%	36.90%	34.00%	34.00%	30.80%
Hispanic	37.10%	40.50%	42.50%	42.70%	46.00%
African American	8.30%	9.10%	8.90%	9.40%	8.80%
Multi-Race	8.00%	7.40%	8.50%	8.10%	8.20%
Filipino	2.40%	2.60%	2.60%	2.30%	2.80%
Asian	2.20%	2.00%	1.90%	2.20%	2.30%
Native American	0.60%	0.50%	0.40%	0.40%	0.40%
Pacific Islander	0.30%	0.30%	0.40%	0.40%	0.20%
Unknown	0.80%	0.60%	0.60%	0.60%	0.50%

Age

The age group break down at Mt. San Jacinto College has remained fairly stable over the past five years with a majority of students, 75.4%, between the ages of 18 and 29. The largest

changes coming in the 40-49 age group which has decreased by about 2.5% and 25-29 group which has increased by 2%.

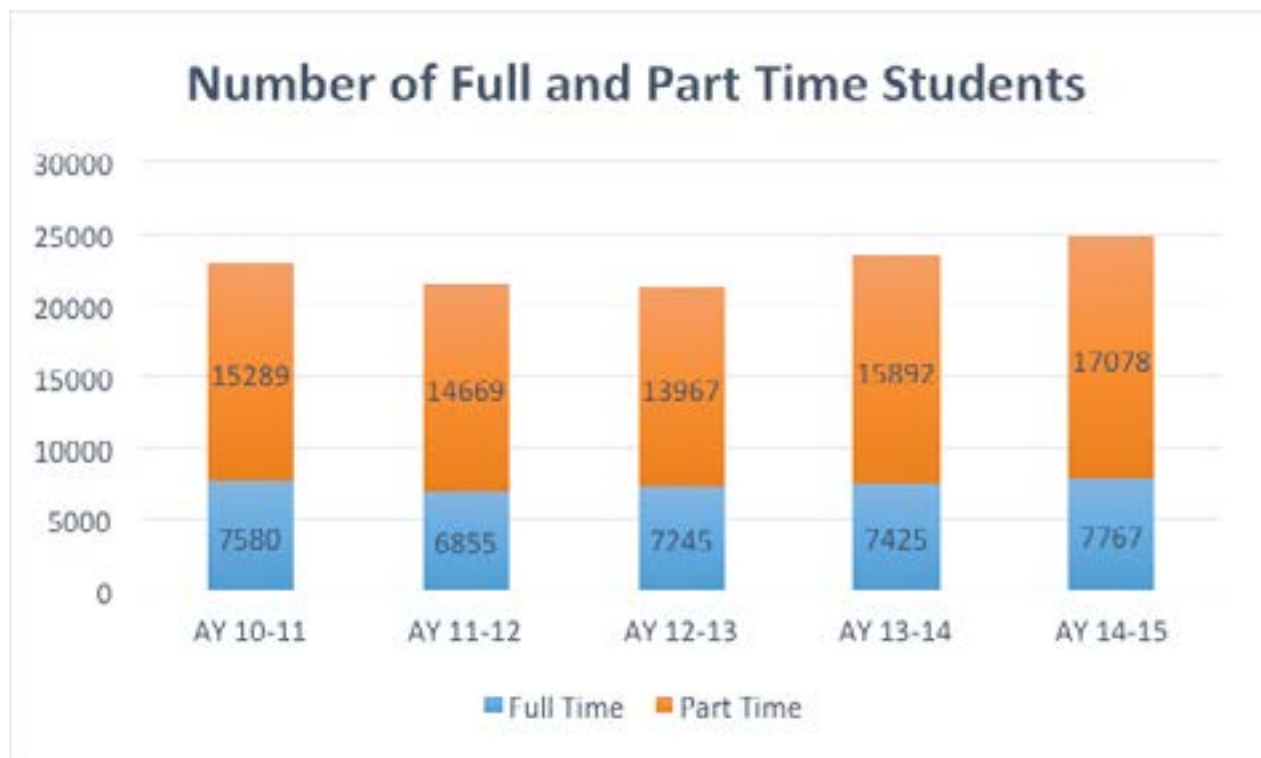


Age Group	2011	2012	2013	2014	2015
Less Than 18	1.40%	1.50%	0.80%	1.40%	2.10%
Between 18 And 19	30.10%	29.90%	31.70%	30.00%	31.30%
Between 20 And 24	29.70%	30.60%	30.20%	30.10%	29.00%
Between 25 And 29	13.10%	13.50%	13.40%	14.70%	15.10%
Between 30 And 34	7.70%	8.10%	7.80%	7.70%	7.70%
Between 35 And 39	5.20%	5.00%	4.90%	4.80%	5.00%
Between 40 And 49	7.90%	7.00%	6.50%	6.40%	5.50%
Above 50	5.00%	4.50%	4.60%	4.90%	4.40%

Enrollment Status

Since the 2010-2011 academic year the number of students decreased for a couple of years and has now begun to climb again. The number of part-time and full-time students has reached the highest they have been over the five

year span. There were almost 1,800 more part-time students and almost 200 more full-time in the academic year 2014-2015 compared to academic year 2010-2011.



Placement Tests Results

The table below shows that over 80% of students taking the placement test were placing below college level in English up until the fall 2016 semester. Fall 2016 was the first semester of a new method of placing students implemented by the English faculty based on

research that suggests students would be more successful under the new model. Data will continue to be gathered to verify if the changes have the intended outcomes.

Over 85% of students taking the placement exam place below college level math.

Percentage of Students Placing At or Below College Level

	FA15	SP16	FA16
Place Below College Level English	84.1%	83.5%	74.8%
Place at College Level English	15.9%	16.5%	25.2%
Place Below College Level Math	88.4%	88.1%	85.2%
Place at College Level Math	11.6%	11.9%	14.8%

Enrollments in Basic Skills and Developmental Courses

The table below shows the number of students enrolled in English courses below college level has declined for the fall 2016 semester representing a 41% increase in the number of students enrolled in English 101. This is due to a new placement model established by the English faculty based on research that suggests students will be more successful under the new model.

A decline in the total number of students enrolled in credit ESL courses is also shown in the table with the drop from fall 2015 to fall 2016 representing a 47% drop in enrollments.

The number of students enrolling in math courses lower than college level has remained fairly constant from fall 2015 to fall 2016.

Number of Students Enrolled in Courses Below College Level

	FA15	SP16	FA16
Below English 101	2,491	2,379	1,737
English 101	1,781	1,793	2,506
ESL Courses (All Enrollments)	156	118	82
Below College Level Math	3,741	3,255	3,683

Student Achievement Data

Retention & Successful Course Completion Rates

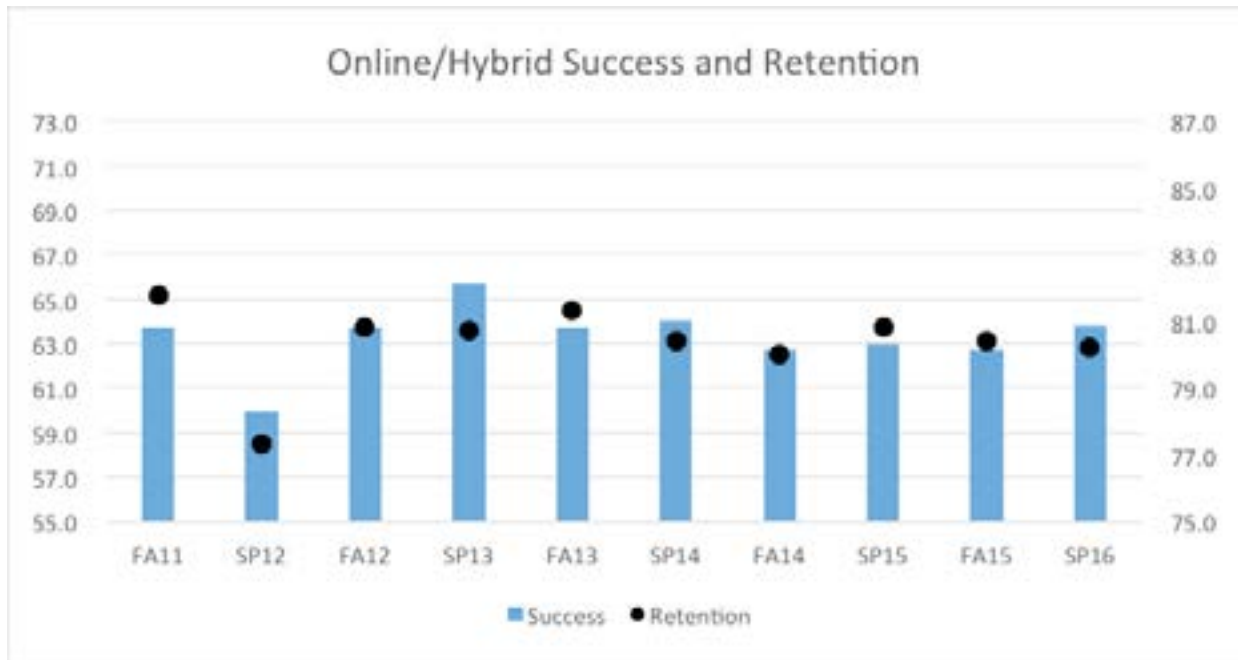
The chart below shows the overall success and retention rates for all credit courses taught.



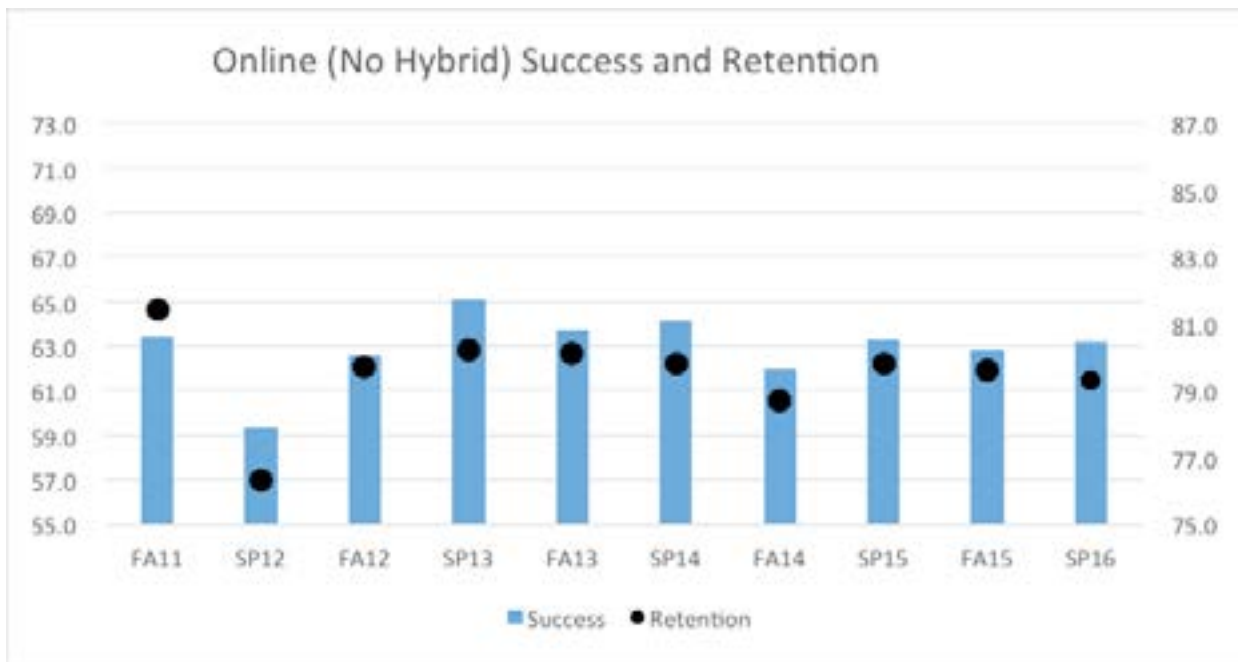
The chart below shows the success and retention rates for the credit courses offered in a face to face modality.



The chart below shows the success and retention rates for all credit courses taught in a fully online or hybrid modality.



The chart below shows the success and retention rates for all credit courses taught fully online only.



Degrees & Certificates Awarded

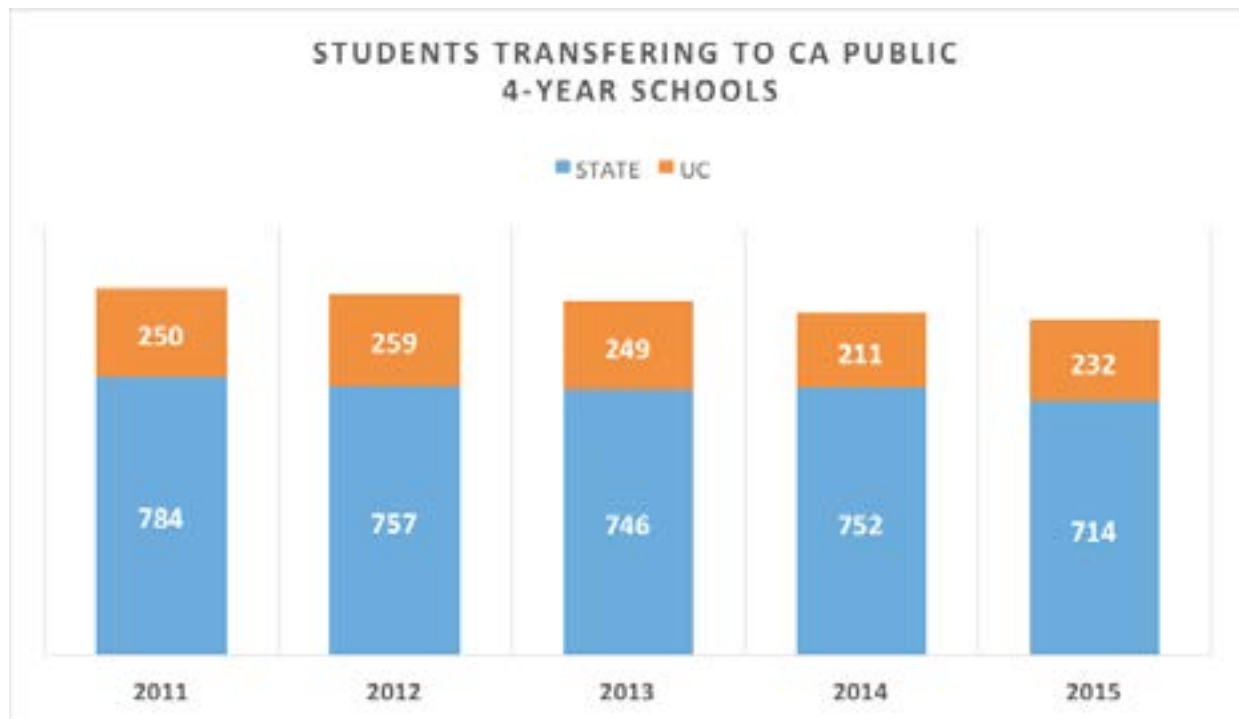
The following table shows the five-year trend for the degrees and certificates earned.

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16
Degrees	1,592	1,760	1,629	1,728	1,889
Certificates	242	183	148	149	154
Total Awards	1,834	1,943	1,777	1,877	2,043

Transfers to Four-Year Institutions

The following chart shows the number of Mt. San Jacinto College students who transferred to a public California college or university. This number does not include those students who

transferred to a private college or university or those students transferring to out-of-state institutions.



Community College Survey of Student Engagement (CCSSE) Data and Analysis

During the 2014-2015 academic year, Mt. San Jacinto College participated in the Community College Survey of Student Engagement (CCSSE). The CCSSE survey is a 155 question survey that is used to assist institutions focus on good educational practices and identify areas in which they can improve their programs and services for students. The CCSSE was delivered to 55 randomly selected sections targeting over 900 diverse students across all four physical campus locations. Administered during the spring semester to mostly returning students, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention.

The demographic breakdown of the 900 students is a proportional representation of all Mt. San Jacinto College student groups:

- 41% Hispanic
- 38% White
- 7% African American
- 7% Asian or Pacific Islander
- 6% Other
- 1% Native American

Community College Faculty Survey of Student Engagement (CCFSSE)

Offered as a companion to the CCSSE student survey, over 220 faculty participated in the Community College Faculty Survey of Student Engagement

(CCFSSE). Developed in response to demand from the community college field, the CCFSSE elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time – both in and out of the classroom.

Key Findings:

- Full-time students have higher engagement than part-time students
- MSJC students are not satisfied with orientation services and do not feel they are well oriented at MSJC.
- Less than 50% are satisfied with orientation services, 21% used face-to-face orientation.
- MSJC has low participation in student success and connection programs (i.e. Learning Communities, First Year Experience, and Guidance and Success courses). Less than 15% of students participate.
- Faculty have a perception that students do not work as hard as the students perceive they do.
- Faculty perceive that they provide more for students than what students feel they get from faculty.

Alcohol/Drug Studies (NT)

The Associate in Science in Alcohol/Drug Studies is designed to prepare students to serve as professionals in the counseling of individuals who suffer from addictions to alcohol or other drugs.

Sections:

Fall 2010: 7

Fall 2015: n/a

Fill Rates:

Fall 2010: 80.7%

Fall 2015: n/a

FTES:

Fall 2010: 12.6

Fall 2015: n/a

Enrolled Seats:

Fall 2010: 164

Fall 2015: n/a

FTEF:

Fall 2010: 1.1

Fall 2015: n/a

Program Description

The Alcohol/Drug studies non-transfer certificate and degree program is designed to prepare people to serve as professionals in the counseling of individuals who suffer from addictions to alcohol or other drugs.

The MSJC Alcohol/Drug program is a certificate program consisting of 37.5 units, drawing from a course list which provides a thorough grounding in medical and social origins of addiction. The successful student will be well prepared for the qualifying examination offered by the California Board for Alcohol and Drug Abuse Counselors (CBADAC), a statewide certification organization.

Courses in Program

- ADS 101 – Foundations of Alcohol and Drug Studies
- ADS 102 – Pharmacology and Biomedical
- ADS 103 – Law and Ethics
- ADS 104 – Case Management
- ADS 105 – Domestic Violence Prevention
- ADS 110 – Introduction to Counseling
- ADS 115 – Individual, Family and Group Counseling
- ADS 120 – Personal and Professional Development
- ADS 149 – Cooperative Work Experience: Alcohol and Drug Studies
- ADS 150 – Supervised Field Work Practicum

¹ For additional Academic and Career Technical Program information please refer to [Comprehensive Program Reviews](#)

Administration of Justice

The Associate in Science in Administration of Justice for Transfer will fulfill the requirements for students to transfer to the California State University system and be prepared to study in the following areas: Administration of Justice, Law Enforcement, Correctional Administration, Social Science, and Pre-Law.

Sections:

Fall 2010: 18

Fall 2015: 20

Fill Rates:

Fall 2010: 95.7%

Fall 2015: 87.1%

FTES:

Fall 2010: 65.2

Fall 2015: 64.2

Enrolled Seats:

Fall 2010: 651

Fall 2015: 644

FTEF:

Fall 2010: 3.6

Fall 2015: 4.0

Program Description

The scope of the program in administration of justice and corrections is designed to prepare the student for entry into careers in the criminal justice system. The program provides the student with a basic understanding of a variety of criminal justice positions at the federal, state, county and municipal level. The course of study involves an introduction to law enforcement, criminology, criminal law and evidence, juvenile and criminal procedures, public safety report writing, traffic control, community relations, criminal investigations, correctional courses, and vice and narcotics control. These courses provide the student with a base of knowledge that will serve them well regardless of the criminal justice field they choose, i.e., police officer, deputy sheriff, corrections, probation or parole, private security or investigator, or FBI and civilian support.

For individuals currently working in the field there may be potential for salary and/or career advancement. Many agencies require entry level and current personnel to possess a certain level of education to be hired or to be eligible for promotion. The Certificate/Associate degree (A.S.) provides that level of education.

Courses in Program

- AJ 101 – Criminal Law
- AJ 102 – Introduction to Criminal Justice
- AJ 103 – Criminal Evidence
- AJ 105 – Public Safety Report Writing
- AJ 106 – Juvenile Procedures
- AJ 108 – Criminal Investigation
- AJ 109 – Interview and Interrogation Techniques
- AJ 110 – Crime Scene Investigation and Reconstruction
- AJ 111 – Criminal Procedures
- AJ 112 – Introduction to Criminology
- AJ 115 – Introduction to Probation and Parole

- AJ 118 – Community and the Justice System
- AJ 125 – Vice and Narcotics Control
- AJ 128 – Traffic Control, Enforcement and Investigation
- AJ 299 – Special Projects: Administration of Justice
- CORR 101 – Introduction to Correctional Science
- CORR 102 – Control and Supervision in Corrections
- CORR 103 – Correctional Interviewing and Counseling
- CORR 104 – Legal Aspects of Corrections

American Indian Studies

The Associate in Arts in American Indian Studies will prepare students for transfer to four-year colleges offering a Bachelor of Arts in American Indian Studies or related fields.

Sections:

Fall 2010: 19

Fall 2015: 24

Fill Rates:

Fall 2010: 98.9%

Fall 2015: 88.0%

FTES:

Fall 2010: 77.5

Fall 2015: 81.4

Enrolled Seats:

Fall 2010: 785

Fall 2015: 826

FTEF:

Fall 2010: 4.0

Fall 2015: 4.8

Program Description

The scope of the American Indian Studies transfer program includes Native American Literature, regional studies in American Indian culture, and Cultural and Physical Anthropology. Elective courses allow students to follow interests by region or by time period, as well as to examine language in relation to culture. All courses selected for this major will enable a student to understand and communicate the depth and complexity of Native American issues in society today. American Indian Studies courses provide students with an ability to examine issues affecting Native American populations today, tomorrow and in the past. These courses offer students an opportunity to learn about American Indian culture in an academic setting in which stereotypes and shallow interpretations of culture and history are not the norm. All courses offered for this major seek to stretch students' abilities to think critically and to carefully examine primary sources of information.

The core and elective courses provide grounding in knowledge about cultural and genetic diversity, about various life ways, and about American Indian heritage. The articulated transfer major is intended to enhance student progress toward bachelor programs in American Indian Studies. Courses in the program are selected to prepare students for transfer successfully to four-year colleges.

Courses in Program

- ANTH 101 – Physical Anthropology
- ANTH 102 – Cultural Anthropology
- ANTH 103A – North American Indians
- ANTH 103B – Northwest Coast Indian Cultures
- ANTH 103D – Latin American Cultures
- ANTH 121 – California Indians
- ANTH 125 – Magic, Witchcraft, and Religion
- ANTH 145 – Introduction to Language and Linguistics

Anthropology

The Associate in Arts for Transfer in Anthropology will provoke student interest in human issues. It provides basic information about humankind. It is also designed to stimulate critical thinking about existing stereotypes regarding the people around us in the world now and those who came before.

Sections:

Fall 2010: 22

Fall 2015: 28

Fill Rates:

Fall 2010: 99.1%

Fall 2015: 85.6%

FTES:

Fall 2010: 86.7

Fall 2015: 91.6

Enrolled Seats:

Fall 2010: 862

Fall 2015: 932

FTEF:

Fall 2010: 4.6

Fall 2015: 5.5

Program Description

Anthropology is the study of ancient and modern human beings and their ways of living. This study is based upon several kinds of information and is divided into four sub-disciplines which attempt to understand basic aspects of humankind. Cultural Anthropology studies human behavior to understand the cultural values that guide the behaviors. Archaeology examines the material record of human activity in order to understand how ideas change over time. Anthropological Linguistics is the study of the human capacity for language and its use. Physical Anthropology (also called Biological Anthropology) is the study of human evolution which includes human biological diversity.

Courses in Program

- ANTH 101 – Physical Anthropology
- ANTH 102 – Cultural Anthropology
- ANTH 103A – North American Indians
- ANTH 103B – Northwest Coast Indian Cultures
- ANTH 103C – Cultures of the Pacific Islands
- ANTH 103D – Latin American Cultures
- ANTH 103E – Cultures of Africa
- ANTH 104 – World Prehistory
- ANTH 111 – Physical Anthropology Lab
- ANTH 115 – Introduction to Archaeology
- ANTH 121 – California Indians
- ANTH 125 – Magic, Witchcraft, and Religion
- ANTH 145 – Introduction to Language and Linguistics
- ANTH 201 – Introduction to Forensic Anthropology
- ANTH 205 – Archaeological Excavation
- ANTH 210 – Archaeology Laboratory

Art - Art History

The Associate of Arts in Art History for Transfer degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus.

Sections:

Fall 2010: 33

Fall 2015: 33

Fill Rates:

Fall 2010: 100.4%

Fall 2015: 89.5%

FTES:

Fall 2010: 155.3

Fall 2015: 136.4

Enrolled Seats:

Fall 2010: 1,041

Fall 2015: 940

FTEF:

Fall 2010: 8.7

Fall 2015: 8.8

Program Description

MSJC offers an Associate of Arts degree in Art and an employment certificate in Graphic Design. We highly encourage that the employment certificate is taken in conjunction with one of the Colleges' degrees like the A.A. in Art, A.S. in Multimedia, A.A. in Photography or any other Associate of Arts or Science degrees that are offered by other departments.

Both campuses offer a broad range of art courses including: Art History and Art Appreciation, Drawing, Painting, Design, Ceramics and Sculpture. The Menifee campus houses a robust ceramics studio as well as a state-of-the-art digital lab for Graphic Design. The San Jacinto campus houses a bronze casting facility that supports more advanced, media specific courses in sculpture and ceramic-shell bronze casting. The art program at the San Jacinto campus is supported by an art gallery that hosts monthly exhibitions, introducing students to a culturally diverse range of visual art and serves as a venue for students from both campuses to display their work.

The MSJC Art Department serves a diverse group of students, including those who are taking their first art instruction, as well as those who plan on transferring to pursue degrees in art. The study of studio art at MSJC is an ideal way for students to understand their creative potential, and to be introduced to a variety of art disciplines. Art History and Appreciation courses can be used to satisfy Humanities requirements, and are designed to introduce students to important works and artists from both Western and world art traditions.

Courses in Program

- ART 101 – Art History: Prehistoric Through Medieval Art

- ART 102 – Art History: Renaissance to 20th Century Art
- ART 103 – Introduction to Modernism
- ART 104 – World Art
- ART 108 – Beginning Drawing
- ART 109 – Intermediate Drawing
- ART 112 – Life Drawing
- ART 115 – Painting I
- ART 120 – 2D Design
- ART 121 – Color Theory
- ART 131 – Introduction to Digital Art
- ART 151 – Ceramic Arts
- ART 160 – Sculpture
- ART 170 – Intermediate Sculpture

Art - Studio Art

The Associate of Arts in Studio Art for Transfer will fulfill the requirements for students to transfer to a CSU institution as a Studio Arts major and prepare students with a cohesive body of work so that they may begin development of their artist portfolio while they work towards a BA or BFA.

Sections:

Fall 2010: 35

Fall 2015: 35

Fill Rates:

Fall 2010: 99.5%

Fall 2015: 86.7%

FTES:

Fall 2010: 162.2

Fall 2015: 138.5

Enrolled Seats:

Fall 2010: 1,067

Fall 2015: 918

FTEF:

Fall 2010: 9.4

Fall 2015: 9.5

Program Description

MSJC offers an Associate of Arts degree in Art and an employment certificate in Graphic Design. We highly encourage that the employment certificate is taken in conjunction with one of the colleges' degrees like the A.A. in Art, A.S. in Multimedia, A.A. in Photography or any other Associate of Arts or Science degrees that are offered by other departments.

Both campuses offer a broad range of art courses including: Art History and Art Appreciation, Drawing, Painting, Design, Ceramics and Sculpture. The Menifee campus houses a robust ceramics studio as well as a state-of-the-art digital lab for Graphic Design. The San Jacinto campus houses a bronze casting facility that supports more advanced, media specific courses in sculpture and ceramic-shell bronze casting. The art program at the San Jacinto campus is supported by an art gallery that hosts monthly exhibitions, introducing students to a culturally diverse range of visual art and serves as a venue for students from both campuses to display their work.

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Courses in Program

- ART 101 – Art History: Prehistoric Through Medieval Art

- ART 102 – Art History: Renaissance to 20th Century Art
- ART 104 – World Art
- ART 108 – Beginning Drawing
- ART 109 – Intermediate Drawing
- ART 112 – Life Drawing
- ART 115 – Painting I
- ART 120 – 2D Design
- ART 121 – Color Theory
- ART 122 – 3D Design
- ART 123 – Graphic Design I
- ART 125 – Graphic Design: Typography
- ART 131 – Introduction to Digital Art
- ART 141 – Illustration
- ART 151 – Ceramic Arts
- ART 160 – Sculpture
- ART 223 – Graphic Design II

Art - Visual Communication

The Associate of Arts in Visual Communication is designed for students who are interested in transferring to a 4-year university that specializes in professional design practices like Graphic Design, Multimedia, etc. The academic emphasis of the program is for students to develop creative solutions to solve visual problems by combining research, concept, and production.

Sections:

Fall 2010: 22

Fall 2015: 23

Fill Rates:

Fall 2010: 98.9%

Fall 2015: 90.3%

FTES:

Fall 2010: 101.2

Fall 2015: 96.1

Enrolled Seats:

Fall 2010: 699

Fall 2015: 650

FTEF:

Fall 2010: 5.8

Fall 2015: 6.2

Program Description

MSJC offers an Associate of Arts degree in Art and an employment certificate in Graphic Design. We highly encourage that the employment certificate is taken in conjunction with one of the colleges' degrees like the A.A. in Art, A.S. in Multimedia, A.A. in Photography or any other Associate of Arts or Science degrees that are offered by other departments.

Both campuses offer a broad range of art courses including: Art History and Art Appreciation, Drawing, Painting, Design, Ceramics and Sculpture. The Menifee campus houses a robust ceramics studio as well as a state-of-the-art digital lab for Graphic Design. The San Jacinto campus houses a bronze casting facility that supports more advanced, media specific courses in sculpture and ceramic-shell bronze casting. The art program at the San Jacinto campus is supported by an art gallery that hosts monthly exhibitions, introducing students to a culturally diverse range of visual art and serves as a venue for students from both campuses to display their work.

The MSJC Art Department serves a diverse group of students, including those who are taking their first art instruction, as well as those who plan on transferring to pursue degrees in art. The study of studio art at MSJC is an ideal way for students to understand their creative potential, and to be introduced to a variety of art disciplines. Art History and Appreciation courses can be used to satisfy Humanities requirements, and are designed to introduce students to important works and artists from both Western and world art traditions.

Courses in Program

- ART 101 – Art History: Prehistoric Through Medieval Art

- ART 102 – Art History: Renaissance to 20th Century Art
- ART 105 – History of Graphic Design
- ART 108 – Beginning Drawing
- ART 109 – Intermediate Drawing
- ART 120 – 2D Design
- ART 122 – 3D Design
- ART 123 – Graphic Design I
- ART 125 – Graphic Design: Typography
- ART 131 – Introduction to Digital Art
- ART 249 – Portfolio and Professional Development

Art (Non-Transfer)

The Associate of Arts in Art is designed for students who wish to earn a degree for personal enrichment, employment or any reason other than transfer to a Bachelor of Arts program.

Sections:

Fall 2010: 37

Fall 2015: 32

Fill Rates:

Fall 2010: 96.2%

Fall 2015: 84.5%

FTES:

Fall 2010: 165.9

Fall 2015: 129.1

Enrolled Seats:

Fall 2010: 1,108

Fall 2015: 862

FTEF:

Fall 2010: 9.8

Fall 2015: 8.6

Program Description

MSJC offers an Associate of Arts degree in Art and an employment certificate in Graphic Design. We highly encourage that the employment certificate is taken in conjunction with one of the colleges' degrees like the A.A. in Art, A.S. in Multimedia, A.A. in Photography or any other Associate of Arts or Science degrees that are offered by other departments.

Both campuses offer a broad range of art courses including: Art History and Art Appreciation, Drawing, Painting, Design, Ceramics and Sculpture. The Menifee campus houses a robust ceramics studio as well as a state-of-the-art digital lab for Graphic Design. The San Jacinto campus houses a bronze casting facility that supports more advanced, media specific courses in sculpture and ceramic-shell bronze casting. The art program at the San Jacinto campus is supported by an art gallery that hosts monthly exhibitions, introducing students to a culturally diverse range of visual art and serves as a venue for students from both campuses to display their work.

The MSJC Art Department serves a diverse group of students, including those who are taking their first art instruction, as well as those who plan on transferring to pursue degrees in art. The study of studio art at MSJC is an ideal way for students to understand their creative potential, and to be introduced to a variety of art disciplines. Art History and Appreciation courses can be used to satisfy Humanities requirements, and are designed to introduce students to important works and artists from both Western and world art traditions.

Courses in Program

- ART 101 – Art History: Prehistoric Through Medieval Art

- ART 102 – Art History: Renaissance to 20th Century Art
- ART 104 – World Art
- ART 105 – History of Graphic Design
- ART 108 – Beginning Drawing
- ART 109 – Intermediate Drawing
- ART 112 – Life Drawing
- ART 115 – Painting I
- ART 116 – Painting II
- ART 118 – Watercolor/Mixed Media
- ART 119 – Mural Painting
- ART 120 – 2D Design
- ART 121 – Color Theory
- ART 123 – Graphic Design I
- ART 125 – Graphic Design: Typography
- ART 141 – Illustration
- ART 151 – Ceramic Arts
- ART 160 – Sculpture
- ART 170 – Intermediate Sculpture
- ART 249 – Portfolio and Professional Development
- ART 299 – Special Projects: Art

Interpreter Preparation (NT)

The Associate in Science in Interpreter Preparation Not for Transfer prepares students for interpreting work in a variety of settings.

Sections:

Fall 2010: 19

Fall 2015: 13

Fill Rates:

Fall 2010: 79.1%

Fall 2015: 83.1%

FTES:

Fall 2010: 56.69

Fall 2015: 41.2

Enrolled Seats:

Fall 2010: 447

Fall 2015: 319

FTEF:

Fall 2010: 5.0

Fall 2015: 3.3

Program Description

The Department of American Sign Language offers an associate degree in Interpreter Preparation to educate Deaf, hard of hearing, and hearing students in the field of interpretation and prepare them for interpreting work in a variety of settings. The student will learn and practice translation, consecutive interpretation, simultaneous interpretation, and the sociocultural knowledge needed to serve as a cross-cultural mediator.

This degree will provide high quality American Sign Language Instruction, prepare students to become professional interpreters who are competent, ethical, and life-long learners, and promote excellent outreach resources and service to interpreters. The goal is to offer students who are interested in becoming interpreters the ability to earn an Associate degree in Interpreter Preparation. The student may then continue their education receiving a BA/BS in any field, which will then lead to national certification by the Registry of Interpreters for the Deaf (RID).

The Department of American Sign Language offers, to those currently holding a BA or BS degree, a certificate in the Interpreter Preparation to educate Deaf, hard of hearing, and hearing students in the field of interpretation and prepare them for interpreting work in a variety of settings. The student will learn and practice translation, consecutive interpretation, simultaneous interpretation, and the socio-cultural knowledge needed to serve as a cross-cultural mediator.

Courses in Program

- ASL 105 – American Sign Language V
- ASL 110 – Deaf Culture and Community
- ASL 150 – American Sign Language Linguistics
- IPP 101 – Introduction to ASL/English Interpreting
- IPP 103 – Processing Skills Development

- IPP 104 – ASL to English Interpreting I
- IPP 105 – English to ASL Interpreting I
- IPP 201 – Ethical & Professional Standards of Interpreting
- IPP 204 – ASL to English Interpreting II
- IPP 205 – English to ASL Interpreting II
- IPP 210 – Specialized Interpreting
- IPP 250 – Practicum and Seminar

Advanced Audio Technology

The Associate of Arts in Advanced Audio Technology is a non-transfer program. This program prepares students for hands-on and theoretical applications in audio and video.

Sections:

Fall 2010: 11

Fall 2015: 12

Fill Rates:

Fall 2010: 98.9%

Fall 2015: 96.2%

FTES:

Fall 2010: 22.4

Fall 2015: 26.9

Enrolled Seats:

Fall 2010: 224

Fall 2015: 258

FTEF:

Fall 2010: 2.2

Fall 2015: 2.4

Program Description

The Advanced Audio & Video Technology Program is a non-transfer program offering both an Associate of Arts and Certificate. Many courses do transfer; however, this program is not usually associated with a four-year degree. The program features a radio station, television station and studio, and three recording studios. This program prepares students for hands-on and theoretical applications in audio and video. Students will become familiar with devices used in television, radio, film, recording studios, and educational institutions. Some Protools certifications may be available. Most audio classes are cross-listed under music. For many individuals currently working within these fields, there may be potential for salary and/or career advancement.

Courses in Program

- AUD 140 – Beginning Studio Recording
- AUD 141 – Intermediate Studio Recording
- AUD 142 – Advanced Studio Recording
- AUD 143 – Computer Audio Recording
- AUD 145 – Midi & Computer Recording
- AUD 146 – Recording Music and Live Sound
- AUD 147 – The Music & Audio Business
- AUD 148 – Radio Production
- AUD 180 – Video Production I
- AUD 183 – Video Production II

Audio Technology

The Associate of Arts in Audio Technology is a non-transfer program. This program prepares students for hands-on and theoretical applications in audio and video.

Sections:

Fall 2010: 11

Fall 2015: 12

Fill Rate:

Fall 2010: 100.0%

Fall 2015: 94.9%

FTES:

Fall 2010: 22.4

Fall 2015: 26.9

Enrolled Seats:

Fall 2010: 224

Fall 2015: 272

FTEF:

Fall 2010: 2.2

Fall 2015: 2.4

Program Description

The Audio & Video Technology Program is a non-transfer program offering both an Associate of Arts and Certificate. Many courses do transfer; however, this program is not usually associated with a four-year degree. The program features a radio station, television station and studio, and three recording studios. This program prepares students for hands-on and theoretical applications in audio and video. Students will become familiar with devices used in television, radio, film, recording studios, and educational institutions. Some Protools certifications may be available. Most audio classes are cross-listed under music. For many individuals currently working within these fields, there may be potential for salary and/or career advancement

Courses in Program

- AUD 140 – Beginning Studio Recording
- AUD 141 – Intermediate Studio Recording
- AUD 142 – Advanced Studio Recording
- AUD 143 – Computer Audio Recording
- AUD 145 – Midi & Computer Recording
- AUD 146 – Recording Music and Live Sound
- AUD 147 – The Music & Audio Business
- AUD 148 – Radio Production
- AUD 180 – Video Production I
- AUD 183 – Video Production II

Automotive Technology

The Associate of Arts in Automotive Technology prepares students to work in today's highly automated repair shops, and provides the background for career advancement in the automotive industry.

Sections:

Fall 2010: 14

Fall 2015: 10

Fill Rate:

Fall 2010: 80.2%

Fall 2015: 75.8%

FTES:

Fall 2010: 51.1

Fall 2015: 43.5

Enrolled Seats:

Fall 2010: 272

Fall 2015: 188

FTEF:

Fall 2010: 4.5

Fall 2015: 4.0

Program Description

Automotive Technology is a career oriented non-transfer occupational program that prepares students to work in today's highly automated repair shops, and provides the background for career advancement in the automotive industry. Students get hands-on training and instruction in automotive repair and maintenance. Our Automotive Technology program prepares students for employment in many areas of the automotive field including dealerships, independent garages, fleet shops, service stations, and specialty shops.

Courses in Program

- AUME 089 – Basic Maintenance Light Repair I
- AUME 090 – Basic Maintenance Light Repair II
- AUME 091 – Maintenance Light Repair III
- AUME 100 – Basic Auto Mechanics
- AUME 110 – Basic and Advanced Clean Air Car Course
- AUME 111 – Emission Controls A6/A8/L1
- AUME 118 – Heating/Air Conditioning Systems
- AUME 119 – Automotive Brake Systems
- AUME 120 – Automotive Suspensions, Steering and Alignment Systems
- AUME 122 – Engine Performance I
- AUME 123 – Engine Performance II
- AUME 124 – Engine Theory and Repair
- AUME 126 – Automotive Electrical/Electronics I
- AUME 127 – Automotive Electrical/Electronics II
- AUME 175 – Automatic Transmissions & Transaxles
- AUME 185 – Manual Transmissions & Transaxles

Business Administration (NT)

The Non-Transfer Associate degree in Business Administration is structured around a set of core courses enabling students to develop a general business perspective and skills.

Sections:

Fall 2010: 74

Fall 2015: 76

Fill Rate:

Fall 2010: 82.3%

Fall 2015: 74.5%

FTES:

Fall 2010: 213.6

Fall 2015: 187.0

Enrolled Seats:

Fall 2010: 2,146

Fall 2015: 1904

FTEF:

Fall 2010: 14.8

Fall 2015: 15.4

Program Description

The program offers students the knowledge and skills necessary to understand the changing global and domestic business environment and to prepare students for success in their professional careers. The non-transfer Certificate in Business Administration provides a broader theoretical overview and approach to the business world. The Business Department is committed to providing a broad and flexible professional education. Recognizing the importance of Accounting, Business Law, Economics, Finance, and Marketing in the business community; these areas provide students with learning opportunities relevant to everyday business and consumer decisions.

Courses in Program

- ACCT 124 – Financial Accounting – Principles of Accounting I
- ACCT 125 – Managerial Accounting – Principles of Accounting II
- ACCT 128 – Federal Income Tax Accounting
- BADM 103 – Introduction to Business
- BADM 104 – Business Communications
- BADM 150 – Small Business Entrepreneurship
- BADM 201 – Legal Environment of Business
- FIN 200 – Financial Management
- MGT 103 – Introduction to Management
- MGT 205 – Principles of Marketing Management

Business Administration (T)

The Associate of Science in Business Administration for Transfer degree is designed for students who are interested in an encompassing formal business education.

Sections:

Fall 2010: 85

Fall 2015: 94

Fill Rate:

Fall 2010: 84.1%

Fall 2015: 80.3%

FTEs:

Fall 2010: 251.5

Fall 2015: 280.6

Enrolled Seats:

Fall 2010: 2,447

Fall 2015: 2,608

FTEF:

Fall 2010: 17.6

Fall 2015: 20.3

Program Description

The Associate of Science in Business Administration for Transfer degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. A student completing this degree is guaranteed admission to the CSU system, but not a particular campus or major. Students should meet with a counselor to develop an educational plan and receive university admission and transfer requirements.

Courses in Program

- ACCT 124 – Financial Accounting – Principles of Accounting I
- ACCT 125 – Managerial Accounting – Principles of Accounting II
- BADM 103 – Introduction to Business
- BADM 201 – Legal Environment of Business
- ECON 201 – Principles of Macroeconomics
- ECON 202 – Principles of Microeconomics

Office Administration (NT)

The Associate of Science in Office Administration degree is designed to introduce the student to the study of a wide range of subjects related to positions and careers in the modern office.

Sections:

Fall 2010: 35

Fall 2015: 35

Fill Rate:

Fall 2010: 88.1%

Fall 2015: 72.4%

FTES:

Fall 2010: 99.8

Fall 2015: 77.7

Enrolled Seats:

Fall 2010: 1,000

Fall 2015: 774

FTEF:

Fall 2010: 7

Fall 2015: 7

Program Description

The non-transfer Associate of Science in Office Administration is designed to introduce the student to the study of a wide range of subjects related to positions and careers in the modern office. The program includes the training necessary to successfully perform in the many and varied Office Technician and Administrative Assistant type positions available in the job market.

Courses in Program

- ACCT 076 – Bookkeeping
- ACCT 077 – Bookkeeping Part 2 – QuickBooks Pro
- BADM 104 – Business Communications
- CAPP 094 – Using Microsoft PowerPoint
- CAPP 122 – Using Microsoft Excel
- CAPP 123 – Using Microsoft Access – Level I
- CAPP 127 – Using Microsoft Word
- MGT 103 – Introduction to Management
- OTEC 098 – Office Procedures and Systems

Early Intervention & Inclusion (NT)

The Associate of Science in Early Intervention and Inclusion Not for Transfer degree is intended for students who plan to work as early childhood paraprofessionals. The degree meets the requirements for various California Child Development Permits allowing students to work with young children in early childhood settings as well.

Sections:

Fall 2010: 26

Fall 2015: 29

Fill Rate:

Fall 2010: 85.4%

Fall 2015: 78.2%

FTES:

Fall 2010: 84.2

Fall 2015: 84.8

Enrolled Seats:

Fall 2010: 933

Fall 2015: 1,098

FTEF:

Fall 2010: 5.4

Fall 2015: 5.8

Program Description

The The Early Intervention and Inclusion (EII) non-transfer degree offers course work for students to complete general breadth requirements for the Associate Degree (minimum 60 semester units). This EII degree prepares students to work with young children in early intervention and inclusion settings and develop expertise for special education populations.

Courses in Program

- CDE 101 – Principles of Early Childhood Education
- CDE 103 – Appropriate Curricula for Young Children
- CDE 110 – Child Development
- CDE 119 – Infant and Toddler Growth and Development
- CDE 125 – Child, Family and Community
- CDE 140 – Children and Youth with Exceptional Needs
- CDE 143 – Supporting Children Who Have Challenging Behaviors
- CDE 144 – Supervised Field Experience/Internship in Early Intervention and Inclusion
- CDE 147 – Observation and Assessment in Early Childhood Education

Child Development & Education (NT)

The Associate of Science in Child Development and Education Not for Transfer degree is intended for students who do not plan to transfer to a four-year university. The degree meets the requirements for various California Child Development Permits allowing students to work with young children in early childhood settings.

Sections:

Fall 2010: 30

Fall 2015: 32

Fill Rate:

Fall 2010: 84.6%

Fall 2015: 79.8%

FTES:

Fall 2010: 94.7

Fall 2015: 94.7

Enrolled Seats:

Fall 2010: 894

Fall 2015: 951

FTEF:

Fall 2010: 6.3

Fall 2015: 6.5

Program Description

The Child Development and Education degree offers course work for students to complete general breadth requirements for the Associate Degree (minimum 60 semester units). The degree contains the core eight-child development courses focusing on physical, cognitive and psychosocial development from concept to age 8. Students will develop the skills necessary to be a qualified early childhood educator.

Courses in Program

- CDE 101 – Principles of Early Childhood Education
- CDE 102 – Language and Literacy Experiences for Young Children
- CDE 103 – Appropriate Curricula for Young Children
- CDE 110 – Child Development
- CDE 111 – Child Health, Safety and Nutrition
- CDE 125 – Child, Family and Community
- CDE 140 – Children and Youth with Exceptional Needs
- CDE 147 – Observation and Assessment in Early Childhood Education
- CDE 148 – Supervised Field Experience: Student Teaching

Early Childhood Education (T)

The Associate of Science in Early Childhood Education for Transfer degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus.

Sections:

Fall 2010: 26

Fall 2015: 32

Fill Rate:

Fall 2010: 86.9%

Fall 2015: 80.8%

FTES:

Fall 2010: 83.2

Fall 2015: 95.3

Enrolled Seats:

Fall 2010: 806

Fall 2015: 955

FTEF:

Fall 2010: 5.5

Fall 2015: 6.5

Program Description

The Associate of Science in Early Childhood Education Degree for Transfer offers lower division major courses and is designed for students who plan to transfer to California State University and earn a Bachelor's degree in Early Childhood, Human Development or Child Development and Education.

Courses in Program

- CDE 101 – Principles of Early Childhood Education
- CDE 103 – Appropriate Curricula for Young Children
- CDE 110 – Child Development
- CDE 111 – Child Health, Safety and Nutrition
- CDE 118 – Diversity and Equity in Early Childhood
- CDE 125 – Child, Family and Community
- CDE 147 – Observation and Assessment in Early Childhood Education
- CDE 148 – Supervised Field Experience: Student Teaching

Communication Studies (T)

The Associate of Arts in Communication Studies for Transfer degree is intended for students who plan to complete a bachelor's degree in a similar major.

Sections:

Fall 2010: 57

Fall 2015: 62

Fill Rate:

Fall 2010: 101.2%

Fall 2015: 92.9%

FTES:

Fall 2010: 170.8

Fall 2015: 157.3

Enrolled Seats:

Fall 2010: 1,725

Fall 2015: 1,588

FTEF:

Fall 2010: 11.4

Fall 2015: 12.4

Program Description

The Communication transfer program major provides students with an opportunity to improve their personal and professional lives. Students will study communication dynamics in interpersonal relationships, groups and public settings. By studying how, why, and with what consequences people communicate, students themselves will become more competent communicators. Students will develop broad based competencies in oral and written communication as well as critical analysis. This major will prepare students for further studies in international relations, intercultural studies, rhetoric, public relations, advertising, journalism, corporate communications, mass media, and a variety of other disciplines.

Communication courses involve the student in the process of learning both theory and skills. Students learn by engaging in class activities that allow for application of theory to everyday experiences, development of critical thinking abilities, and practice of oral communication skills.

Courses in Program

- COMM 100 – Public Speaking
- COMM 103 – Interpersonal Communication
- COMM 104 – Advocacy and Argument
- COMM 106 – Small Group Communication
- COMM 108 – Intercultural Communication
- COMM 110 – Communications Media Survey
- COMM 113 – Oral Interpretation of Literature
- COMM 115 – Persuasion
- COMM 116 – Gender and Communication
- COMM 117 – Professional Communication
- COMM 119 – Public Relations
- COMM 120 – Survey of Communication Studies
- COMM 129 – Reader's Theater
- COMM 201 – Advanced Public Speaking

Computer Science Internet Authoring (NT)

The Associate of Science in Computer Information Systems Not for Transfer degree is designed to provide working professionals with the knowledge and skills required to advance in their workplace.

Sections:

Fall 2010: 17

Fall 2015: 15

Fill Rate:

Fall 2010: 80.9%

Fall 2015: 73.3%

FTES:

Fall 2010: 40.8

Fall 2015: 30.2

Enrolled Seats:

Fall 2010: 410

Fall 2015: 304

FTEF:

Fall 2010: 3.4

Fall 2015: 3.0

Program Description

This Associate in Science in Internet Authoring Not for Transfer is a viable program of study for working professionals who are looking to improve their standing in the workplace by 1) gaining a better understanding of information technologies or 2) by the acquisition of specific job skills.

Courses in Program

- CSIS 103 – Introduction to the Internet
- CSIS 104 – Introduction to E-Commerce Infrastructure
- CSIS 113B – Java Programming – Level 1
- CSIS 113C – C# Programming – Level 1
- CSIS 114A – SQL Programming – Level 1
- CSIS 115A – Web Development – Level 1
- CSIS 115B – SML Design – Level 1
- CSIS 116B – Developing ASP.NET Web Applications
- CSIS 116D – PHP Web Development
- CSIS 116E – Python Programming – Level 1
- CSIS 124A – SQL Programming – Level 2
- CSIS 125A – Web Development – Level 2

Computer Science Networking (NT)

The Associate of Science in Computer Information Systems Not for Transfer degree is designed to provide working professionals with the knowledge and skills required to advance in their workplace.

Sections:

Fall 2010: 32

Fall 2015: 20

Fill Rate:

Fall 2010: 94.5%

Fall 2015: 79.6%

FTES:

Fall 2010: 85.1

Fall 2015: 44.7

Enrolled Seats:

Fall 2010: 864

Fall 2015: 449

FTEF:

Fall 2010: 6.4

Fall 2015: 4

Program Description

This Associate in Science in Networking Not for Transfer is a viable program of study for working professionals who are looking to improve their standing in the workplace by 1) gaining a better understanding of information technologies or 2) by the acquisition of specific job skills.

Courses in Program

- CSIS 101 – Introduction to Computers and Data Processing
- CSIS 151 – Using the OS Command Line Interface
- CSIS 153 – Using Unix-Based Operating Systems
- CSIS 154 – Using and Configuring Windows Operating Systems
- CSIS 201 – System Analysis and Design
- CSIS 202 – Networks and Data Communications
- CSIS 223A – Linux System Administration – Level 1
- CSIS 233A – Linux System Administration – Level 2
- NET 100 – Network Fundamentals
- NET 101 – Routing Protocols and Concepts
- NET 102 – LAN Switching and Wireless
- NET 103 – Accessing the WAN

Computer Science Programming (NT)

The Associate of Science in Computer Information Systems Not for Transfer degree is designed to provide working professionals with the knowledge and skills required to advance in their workplace.

Sections:

Fall 2010: 23

Fall 2015: 26

Fill Rate:

Fall 2010: 78.8%

Fall 2015: 80.5%

FTES:

Fall 2010: 51.6

Fall 2015: 60.4

Enrolled Seats:

Fall 2010: 521

Fall 2015: 585

FTEF:

Fall 2010: 4.6

Fall 2015: 5.2

Program Description

This Associate in Science in Programming Not for Transfer is a viable program of study for working professionals who are looking to improve their standing in the workplace by 1) gaining a better understanding of information technologies or 2) by the acquisition of specific job skills.

Courses in Program

- CSIS 111B – Fundamentals of Computer Programming
- CSIS 113A – C++ Programming – Level 1
- CSIS 113B – Java Programming – Level 1
- CSIS 113C – C# Programming – Level 1
- CSIS 114A – SQL Programming – Level 1
- CSIS 115A – Web Development – Level 1
- CSIS 116B – Developing ASP.NET Web Applications
- CSIS 116D – PHP Web Development
- CSIS 116E – Python Programming – Level 1
- CSIS 118B – Computer Organization & Assembly Language
- CSIS 123A – C++ Programming – Level 2
- CSIS 123B – Java Programming – Level 2
- CSIS 123C – C# Programming – Level 2
- CSIS 124A – SQL Programming – Level 2
- CSIS 125A – Web Development – Level 2
- CSIS 126E – Python Programming – Level 2
- CSIS 201 – System Analysis and Design
- CSIS 211 – Introduction to Data Structures and Algorithms
- CSIS 214 – Principles of Database Management Systems

Computer Science for Transfer

The Associate of Science in Computer Information Systems for Transfer degree is designed to provide students with the knowledge and skills required to transfer into the major at a four-year college or university.

Sections:

Fall 2010: 12

Fall 2015: 25

Fill Rate:

Fall 2010: 105.4%

Fall 2015: 98.6%

FTES:

Fall 2010: 57.2

Fall 2015: 102.5

Enrolled Seats:

Fall 2010: 372

Fall 2015: 719

FTEF:

Fall 2010: 3.5

Fall 2015: 6.8

Program Description

This Associate in Science in Computer Science for Transfer degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus.

MSJC offers a range of course work to prepare students to transfer to four-year colleges and universities. Courses that fulfill major requirements for an associate degree in this program might not be the same as those required for transfer into the major at a four-year university.

Courses in Program

- CSIS 113A – C++ Programming – Level I
- CSIS 113B – Java Programming – Level 1
- CSIS 211 – Computer Organization & Assembly Language
- CSIS 213 – Discrete Structures

Computer Information Systems (NT)

The Associate of Science in Computer Information Systems Not for Transfer degree is designed to provide students with the knowledge and skills required to gain entry level employment as computer programmers, and/or software/system administration technicians.

Sections:

Fall 2010: 40

Fall 2015: 28

Fill Rate:

Fall 2010: 92.0%

Fall 2015: 79.0%

FTES:

Fall 2010: 106.7

Fall 2015: 67.5

Enrolled Seats:

Fall 2010: 1,076

Fall 2015: 676

FTEF:

Fall 2010: 8.0

Fall 2015: 5.6

Program Description

Computer Information Systems are the tools that facilitate the effective and efficient transformation of data into information. MSJC's CIS program is designed to provide students with the knowledge and skills required to gain entry level employment as computer programmers, and/or software/system administration technicians.

This Degree/Certificate is a viable program of study for working professionals who are looking to improve their standing in the workplace by 1) gaining a better understanding of information technologies or 2) by the acquisition of specific job skills.

Courses in Program

Required Core:

- CSIS 101 – Introduction to Computers and Data Processing
- CSIS 103 – Introduction to the Internet
- CSIS 201 – System Analysis and Design
- CSIS 202 – Networks and Data Communications
- CSIS 214 – Principles of Database Management Systems

Dance (NT)

The Associate of Arts in Dance Not for Transfer degree provides a two-year concentration for students pursuing academic studies in dance and/or musical theater.

Sections:

Fall 2010: 24

Fall 2015: 23

Fill Rate:

Fall 2010: 92.6%

Fall 2015: 82.0%

FTES:

Fall 2010: 64.9

Fall 2015: 57.8

Enrolled Seats:

Fall 2010: 575

Fall 2015: 537

FTEF:

Fall 2010: 4.8

Fall 2015: 4.8

Program Description

The Associate of Arts in Dance Not for Transfer degree provides a two-year concentration for students pursuing academic studies in dance, culminating in a non-transfer Associates of Art degree in Dance and/or a Certificate in Musical Theater. Multi-faceted curricula in the theory and practice of the discipline facilitate matriculation to a four-year institution. Challenging coursework, touring and production opportunities are presented in order to prepare the serious student. A hallmark of the program is the ability for students to commit to professional technical training, choreographic inquiry, performance and historical studies of dance within a nurturing, liberal arts college environment.

Course offerings include dance history, ballet, modern, jazz and tap dance techniques, augmented by social dance forms including ballroom, hip hop, and world dance, as well as conditioning and alignment for dance.

Courses in Program

- DAN 100 – History and Appreciation of Dance
- DAN 108 – Improvisation for Dance and Theater
- DAN 120 – Conditioning and Alignment for Dance
- DAN 121A – Beginning Ballet
- DAN 121B – Advanced Beginning Ballet
- DAN 122A – Beginning Modern Dance
- DAN 122B – Advanced Beginning Modern Dance
- DAN 123A – Beginning Jazz Dance
- DAN 123B – Advanced Beginning Jazz Dance
- DAN 124 – Beginning Tap Dance
- DAN 125 – Choreography I
- DAN 126A – Intermediate Modern Dance
- DAN 126B – Advanced Intermediate Modern Dance
- DAN 127 – Intermediate Jazz Dance
- DAN 128 – Intermediate Ballet

- DAN 129 – Intermediate Tap Dance
- DAN 131 – Beginning Hip Hop
- DAN 133 – History of Popular Dance in the United States
- DAN 135A – Intermediate Hip Hop
- DAN 201 – Dances of the World
- DAN 212 – Dance Production
- DAN 213 – Dance Performance
- DAN 214 – Dance Touring Ensemble
- DAN 225 – Choreography II

Digital Media (NT)

The Associate of Science in Digital Media for non-transfer is designed to prepare the students for entry into careers associated with web design, animation and video design and production.

Sections:

Fall 2010: 28

Fall 2015: 14

Fill Rate:

Fall 2010: 80.3%

Fall 2015: 72.9%

FTES:

Fall 2010: 56.4

Fall 2015: 26.5

Enrolled Seats:

Fall 2010: 564

Fall 2015: 256

FTEF:

Fall 2010: 5.4

Fall 2015: 3.0

Program Description

The non-transfer Certificate/Associate degree (A.S.) in Digital Media is designed to prepare students for entry into careers associated with web design, animation and video design and production. This program specifically provides students with a strong foundation in information and digital design applications and concepts, professional production skills, verbal and visual creativity, and individual and team accountability and interaction. For individuals currently working within these fields, there may be potential for salary and/or career advancement.

Courses in Program

- DIG 110 – Introduction to Multimedia
- DIG 170 – 3D Animation
- DIG 171 – 2D Animation
- DIG 172 – Motion Graphics
- DIG 180 – Digital Media Design
- DIG 181 – Social Media Marketing
- DIG 185 – Advanced Digital Media Design
- DIG 190 – Digital Video Design I
- DIG 192 – Digital Video Design II
- DIG 193 – Production Management
- DIG 195 – Professional Production
- DIG 198 – Digital Media Project Management
- DIG 299 – Special Projects: Digital Media

Diagnostic Medical Sonography (NT)

The Associate of Science in Diagnostic Medical Sonography Not for Transfer degree provides an opportunity for students to be educated and trained in the healthcare career of Diagnostic Medical Sonography.

Sections:

Fall 2010: 9

Fall 2015: 9

Fill Rate:

Fall 2010: 44.2%

Fall 2015: 96.2%

FTES:

Fall 2010: 16.4

Fall 2015: 13.6

Enrolled Seats:

Fall 2010: 84

Fall 2015: 75

FTEF:

Fall 2010: 3.0

Fall 2015: 3.1

Program Description

The goal of our DMS program is to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students will demonstrate a high competency in anatomy and pathology, as seen on the ultrasound exam and the skills necessary to perform the ultrasound exam. Students will be evaluated on didactic learning in Ultrasound Physics and Instrumentation, hands on scanning skills, communication skills, patient care and critical thinking ability. Students will practice ultrasound scanning skills with ultrasound equipment in the campus lab. Those skills will be carried out and enhanced in an affiliated medical center by training on the job, scanning patients.

Courses in Program

- AH 105 – Medical Terminology
- DMS 100 – Fundamentals of Diagnostic Medical Sonography
- DMS 101 – Pathophysiology
- DMS 102 – Sonography Medical Ethics
- DMS 103 – Patient Care Techniques for Sonographers
- DMS 104 – Clinical Observation
- DMS 110 – Sectional Imaging
- DMS 114 – Clinical Experience I
- DMS 120 – Abdomen Scanning
- DMS 122 – Ultrasound Pathology I
- DMS 124 – Clinical Experience II
- DMS 125 – Ultrasound Physics and Instrumentation I
- DMS 130 – Obstetric/Gynecology Scanning
- DMS 132 – Ultrasound Pathology II
- DMS 134 – Ultrasound Seminar
- DMS 135 – Ultrasound Physics and Instrumentation II
- DMS 136 – Clinical Experience III
- DMS 140 – Introduction to Vascular Scanning

Economics

The Associate of Arts in Economics for Transfer degree is intended for students who are planning to transfer to a four-year college or for a business occupational area of his/her own choice.

Sections:

Fall 2010: 23

Fall 2015: 19

Fill Rate:

Fall 2010: 73.9%

Fall 2015: 68.9%

FTES:

Fall 2010: 63.5

Fall 2015: 47.1

Enrolled Seats:

Fall 2010: 639

Fall 2015: 481

FTEF:

Fall 2010: 4.6

Fall 2015: 3.8

Program Description

Economics is a social science discipline focusing on the development of critical thinking and logical analysis, mathematical concepts and quantitative reasoning through communication and composition, problem-based learning, and the study of economic literature. These skills provide the fundamental foundation for academic and career path success. The economics curriculum is designed to equip students with the skills and knowledge of macroeconomics, microeconomics, and environmental economics; as related to politics and history, business and markets, governments and global economies, as well as social and cultural institutions.

Economic majors may pursue diverse career paths. Popular undergraduate majors related to the field of Economics include: Accounting, Banking and Financial Services, Business Administration, Business Economics, Business Law, Entrepreneurship, Environmental Economics, Environmental Studies, International Business, Management, Marketing, Public Administration, along with an array of career opportunities, both in government, private, and international sectors. For individuals currently working within these fields, there may be potential for salary and/or career advancement.

Courses in Program

- ECON 201 – Principles of Macroeconomics
- ECON 202 – Principles of Microeconomics
- ECON 203 – Introduction to Environmental Economics

English

The Associate in Arts in English for Transfer will fulfill the requirements for students to transfer to a four-year college or university as an English major.

Sections:

Fall 2010: 154

Fall 2015: 206

Fill Rate:

Fall 2010: 99.4%

Fall 2015: 96.4%

FTES:

Fall 2010: 527.6

Fall 2015: 689.9

Enrolled Seats:

Fall 2010: 4,098

Fall 2015: 5,114

FTEF:

Fall 2010: 39.9

Fall 2015: 55.9

Program Description

English, a transfer program, is an academic discipline focusing on the development of language skills through composition, critical thinking, and the study of literature and writing. Language skills provide an essential foundation for academic and career success. The study of English enhances a wide variety of intellectual skills while exposing students to a major source of cultural enrichment. The scope of the English program includes Freshman Composition, Critical Thinking and Composition, Introduction to Literature, American Literature, English Literature, Survey of Shakespeare, World Folklore, Introduction to Creative Writing, Adolescent Literature, Children's Literature, Introduction to African American Literature, American Indian Literature, Women and Literature, Multiethnic Literature, and Film and Literature.

An Associate in Arts in English for Transfer will fulfill the requirements for students to transfer to a four-year college or university as an English major. The courses in the A.A.-T in English for Transfer provide students with an ability to write academic analyses and arguments, to conduct research, and to read and think critically. The literature courses in this degree provide students with an understanding of diverse cultures and historical time periods and seek to stretch students' abilities to think critically about texts and ideas they encounter and to communicate insightful ideas through the means of well-written academic discourse.

Courses in Program

- ENGL 103 – Critical Thinking and Writing
- ENGL 106 – Introduction to Literature
- ENGL 130 – Introduction to Creative Writing
- ENGL 131 – Children's Literature
- ENGL 132 – Adolescent Literature

- ENGL 203 – Survey of Shakespeare
- ENGL 205 – World Folklore
- ENGL 207 – American Literature: Pre-Colonial to 1865
- ENGL 208 – American Literature: 1865 to Present
- ENGL 225 – Film and Literature
- ENGL 230 – English Literature: Anglo-Saxon to 1775
- ENGL 231 – English Literature: 1775 to Present
- ENGL 240 – American Indian Literature
- ENGL 250 – Women and Literature
- ENGL 260 – Introduction to African American Literature
- ENGL 280 – Multiethnic Literature

General Education:

- ENGL 101 – Freshman Composition

Basic Skills:

- ENGL 061 – Basic Grammar and Usage
- ENGL 062 – Basic Writing Skills
- ENGL 092 – Accelerated English Fundamentals and Skills
- ENGL 095 – Business English
- ENGL 098 – English Fundamentals

Engineering: Drafting Technology (NT)

The Associate of Science in Engineering: Drafting Technology Not for Transfer degree is designed to prepare students for a career in civil engineering, architecture, surveying, and manufacturing processing.

Sections:

Fall 2010: 4

Fall 2015: 5

Fill Rate:

Fall 2010: 76.0%

Fall 2015: 87.4%

FTES:

Fall 2010: 13.7

Fall 2015: 18.3

Enrolled Seats:

Fall 2010: 76

Fall 2015: 118

FTEF:

Fall 2010: 1.2

Fall 2015: 1.4

Program Description

Engineering Technology is a non-transfer program offering two certificates, an A.S. degree, and an employment concentration certificate. Some of the courses do transfer to four-year college and universities. The program will prepare students for a career in civil engineering, architecture, surveying, and manufacturing processing. Students become familiar with computer hardware and software programs which will assist in the aerospace industry to construction.

Courses in Program

- ENGR 120 – Principles of Engineering Technology
- ENGR 121 – Introduction to Engineering Design
- ENGR 122 – Electronics for Engineering Technologies
- ENGR 123 – Computer Integrated Manufacturing
- ENGR 124 – Civil Engineering and Architecture
- ENGR 125 – Engineering Design and Development
- ENGR 154 – Computer Aided Drafting I
- ENGR 155 – Computer Aided Drafting II
- ENGR 156 – SolidWorks I
- ENGR 157 – Microstation I
- ENGR 164 – Plane Surveying I
- ENGR 167 – Global Positioning Systems
- ENGR 180 – Introduction to Engineering
- ENGR 181 – Statics
- ENGR 182 – Strength and Materials

Environmental Studies

The Associate of Science in Environmental Studies for Transfer prepares students for transfer to four-year colleges offering a Bachelor of Science (BS) in Environmental Studies or related fields.

Sections:

Fall 2010: 13

Fall 2015: 16

Fill Rate:

Fall 2010: 96.2%

Fall 2015: 88.5%

FTES:

Fall 2010: 46.0

Fall 2015: 51.8

Enrolled Seats:

Fall 2010: 461

Fall 2015: 518

FTEF:

Fall 2010: 2.6

Fall 2015: 3.2

Program Description

The Environmental Studies transfer and non-transfer programs draw on a multi-disciplinary curriculum that emphasizes the impact of human civilizations on environmental systems. The disciplines represented draw from the physical, life and social sciences as well as the humanities. Environmental science is largely issues-based and relies heavily on the critical thinking skills necessary to understand contemporary issues and propose meaningful solutions to complex problems. Successful completion of the degree requirements entails a broad scientific background, which provides a foundation for continued academic and career success.

Courses in Program

- ENVS 100 – Humans and Scientific Inquiry
- ENVS 101 – Environmental Science
- ENVS 102 – Environmental Science Laboratory
- ENVS 110 – Natural Resources
- ENVS 190 – Watershed Resource Management

Fire Technology

The Associate of Science in Fire Technology Not for Transfer prepares the student for an entry-level career in the fire service by providing a foundation of core concepts, practices, vocabulary, culture, safety and requirements for the fire service.

Sections:

Fall 2010: 9

Fall 2015: 6

Fill Rate:

Fall 2010: 95.2%

Fall 2015: 83.4%

FTES:

Fall 2010: 29.7

Fall 2015: 15.0

Enrolled Seats:

Fall 2010: 295

Fall 2015: 151

FTEF:

Fall 2010: 1.8

Fall 2015: 1.2

Program Description

The non-transfer Certificate/Associate degree (A.S.) in Fire Technology involves the study of fire behavior, protection and control techniques which for individuals currently working within these fields, there may be potential for salary and/or career advancement. This program prepares the student for an entry-level career in the fire service by providing a foundation of core concepts, practices, vocabulary, culture, safety and requirements for the fire service. This program is designed to prepare students for the entry-level career in public or private fire protection agencies, to survey career options, and to upgrade fire personnel. This program follows the Fire and Emergency Services Higher Education (FESHE) model from the National Fire Academy in Emmetsburg, Maryland and is a component of accreditation from the California State Fire Training.

Courses in Program

- FIRE 101 – Introduction to Fire Technology
- FIRE 102 – Fundamentals of Fire Prevention
- FIRE 106 – Fundamentals of Fire Behavior and Combustion
- FIRE 107 – Fire Apparatus and Equipment
- FIRE 108 – Fundamentals of Fire Investigation
- FIRE 109 – Fundamentals of Fire Protection and Equipment
- FIRE 115 – Building Construction for Fire Protection
- FIRE 117 – Hazardous Materials First Responder Operational
- FIRE 121 – Fundamentals of Wild Land Fire Fighting
- FIRE 122 – Principles of Fire and Emergency Services Safety and Survival
- FIRE 149 – Occupational Internship: Fire Technology
- FIRE 299 – Special Projects: Fire Technology

Geography

The Associate of Arts in Geography for Transfer prepares students to transfer to four-year colleges and universities.

Sections:

Fall 2010: 21

Fall 2015: 16

Fill Rate:

Fall 2010: 79.8%

Fall 2015: 70.3%

FTES:

Fall 2010: 59.3

Fall 2015: 38.0

Enrolled Seats:

Fall 2010: 525

Fall 2015: 386

FTEF:

Fall 2010: 4.7

Fall 2015: 3.3

Program Description

The Associate of Arts in Geography for Transfer prepares students to transfer to a four-year college or university in a field related to geography.

From local to global scales, geographers study political organization, transportation systems, marketing, economics, climate and weather, urban planning, land use development, globalization, and more. They examine distribution of land forms, study soils and vegetation, analyze limited resources such as water, and human impacts on the surface of the planet.

Courses in Program

- GEOG 101 – Physical Geography
- GEOG 102 – Cultural Geography
- GEOG 103 – Field Studies in Geography
- GEOG 104 – Physical Geography Lab
- GEOG 105 – Map Interpretation and Spatial Analysis
- GEOG 106 – Introduction to Weather and Climate
- GEOG 107 – Urban Geography
- GEOG 108 – World Regional Geography
- GEOG 111 – Geography of California
- GEOG 115 – Introduction to Geographic Information Science

Geographic Information Science (NT)

The Associate of Science in Geographic Information Science Not for Transfer prepares students for GIS related careers which are enhanced by completion of a bachelor or graduate program.

Sections:

Fall 2010: 2

Fall 2015: 0

Fill Rate:

Fall 2010: 58.3%

Fall 2015: 0.0%

FTES:

Fall 2010: 3.3

Fall 2015: 0.0

Enrolled Seats:

Fall 2010: 28

Fall 2015: 0

FTEF:

Fall 2010: 0.5

Fall 2015: 0.0

Program Description

Geographic Information Science (GIS) involves basic to advanced analysis and scientific research methods for identifying patterns, trends and relationships that are represented spatially and temporally on maps, large databases, reports and animations. Recent advancements make it possible to analyze, interact and produce maps using cloud technology. Students enrolled in our GIS courses online have the advantage of learning advanced communication and mapmaking skills that prepare them for a career in GIS, anywhere.

Courses in Program

- GEOG 081 – Spatial Awareness
- GEOG 082 – Programming for GIS
- GEOG 083 – Spatial Database Design and Management
- GEOG 084 – Water Management with GIS
- GEOG 085 – GIS for Catastrophes
- GEOG 086 – GIS for Web Applications
- GEOG 088 – GIS Client-Based Projects
- GEOG 149 – Cooperative Work Experience: GIS
- GEOG 298 – Various Topics in GIS
- GEOG 299 – Special Projects: GIS

History

The Associate of Arts in History for Transfer prepares students to transfer to four-year colleges and universities as a history major.

Sections:

Fall 2010: 52

Fall 2015: 64

Fill Rate:

Fall 2010: 95.8%

Fall 2015: 92.5%

FTES:

Fall 2010: 202.9

Fall 2015: 236.4

Enrolled Seats:

Fall 2010: 2,018

Fall 2015: 2,394

FTEF:

Fall 2010: 10.5

Fall 2015: 12.9

Program Description

The History program is structured under a world history umbrella that encourages students to explore change over time through area and regional studies, comparative analysis, and multi-disciplinary investigations. US History courses emphasize critical analyses of basic American institutions, values, and traditions, covering the nation's past by emphasizing cultural and ethnic diversity and multi-faceted analysis (social, political, economic, military, gender, ethnic, and cultural history). In each history course, students will be asked to analyze critically major historical problems and issues and to master primary and secondary sources. The history program encourages students to approach their world with curiosity and informed critical analysis and to do so with an awareness of how a particular subject fits into a larger pattern or context.

Courses in Program

- HIST 101 – Western Civilization I: to 1500
- HIST 102 – Western Civilization II: from 1500 to the Present Era
- HIST 103 – History of World Civilizations to 1500
- HIST 104 – History of World Civilizations Since 1500
- HIST 106 – The World Since 1900
- HIST 107 – The History of East Asia Before 1600
- HIST 108 – The History of East Asia Since 1600
- HIST 109 – Global History of World War II
- HIST 111 – U.S. History to 1877
- HIST 112 – U.S. History Since 1865
- HIST 115 – Women in United States History
- HIST 117 – History of India
- HIST 119 – Civil War and Reconstruction 1860-1876
- HIST 120 – California History
- HIST 121 – California Indians
- HIST 124 – Recent America: The U.S. Since 1945

- HIST 125 – Military History of the United States
- HIST 128 – History of Science
- HIST 136 – Cultural History of American Motion Pictures
- HIST 140 – History of Mexico
- HIST 141 – History of Latin America to 1820
- HIST 142 – History of Latin America since 1820
- HIST 150 – Immigration, Race and Ethnicity in U.S. History
- HIST 151 – History and Appreciation of Dance
- HIST 154 – Theater History
- HIST 160 – Black History in the American Context

Humanities (NT)

The Associate of Arts in Humanities Not for Transfer prepares students who want to explore the arts, ideas, values, and cultural expressions of the world's peoples.

Sections:

Fall 2010: 172

Fall 2015: 156

Fill Rate:

Fall 2010: 91%

Fall 2015: 86%

FTES:

Fall 2010: 647

Fall 2015: 552

Enrolled Seats:

Fall 2010: 5,248

Fall 2015: 4,556

FTEF:

Fall 2010: 42

Fall 2015: 39

Program Description

This non-transfer interdisciplinary degree offers a range of coursework to prepare students who want to explore the arts, ideas, values, and cultural expressions of the world's peoples as a foundation for lifelong learning or as an introduction to the related fields of Humanities, Interdisciplinary Studies, Art History, Music Appreciation, Theater Arts, Philosophy, English Literature, Modern and Classical Languages, or Religious Studies.

Courses in Program

Satisfactory completion of Mt. San Jacinto College's General Education Requirements Option A, 60 degree-applicable units, at least 2 science lab classes including at least 18 units in Area C.

Legal Assistant

The Associate of Science in Legal Assistant for Non-Transfer prepares students for a paraprofessional career in generalized or specialized areas of paralegal services.

Sections:

Fall 2010: 3

Fall 2015: 4

Fill Rate:

Fall 2010: 100.0%

Fall 2015: 72.2%

FTES:

Fall 2010: 9.5

Fall 2015: 7.8

Enrolled Seats:

Fall 2010: 95

Fall 2015: 78

FTEF:

Fall 2010: 0.6

Fall 2015: 0.8

Program Description

This program provides the student with the theoretical knowledge and practical skills necessary to enter the job market as a legal assistant in private law offices, government agencies or corporations. A legal assistant works under the direction of an attorney in performing legal services to meet the client's needs. The Associate in Science degree provides students with the educational foundation helpful for transfer to a baccalaureate pre-law program or related field of study. Although most employers do not require certification, earning a voluntary certification from a professional society may offer advantages in the labor market. The National Association of Legal Assistants (NALA), for example, has established standards for certification requiring a combination of education and experience. Paralegals who meet those standards are eligible to take a two-day examination given by NALA. Those who pass the exam will earn a Paralegal Certification.

Courses in Program

- LEG 100 – Foundations of the Legal System
- LEG 103 – Elder Law
- LEG 104 – Law Office Management
- LEG 105 – California Civil Procedure
- LEG 107 – Research and Writing for Legal Assistant
- LEG 112 – Administrative Law
- LEG 124 – Immigration Law
- LEG 134 – Family Law
- LEG 140 – Bankruptcy Law
- LEG 149 – Cooperative Work Experience: Legal Assistant
- LEG 150 – Probate Law and Procedures
- LEG 160 – Business Organizations

Liberal Arts

The Associate of Arts in Liberal Arts for Transfer prepares students who wish to have a broad knowledge of liberal arts and sciences plus additional coursework in an “Area of Emphasis.”

Program Description

The transfer Associate degree in Liberal Arts is designed for students who wish to have a broad knowledge of liberal arts and sciences plus additional coursework in an “Area of Emphasis”. This area of emphasis would be an ideal choice for students who plan on transferring to the California State University (CSU) or University of California (UC) as students can satisfy general education requirements, plus focus on transferable coursework that relate to majors at these institutions.

Arts, Humanities & Communications

These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creations. Students will also learn to value aesthetic understanding and incorporate these concepts when constructing value judgments.

Social & Behavioral Sciences

These courses emphasize the perspective, concepts, theories and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students will study about themselves and others as members of a larger society. Topics and discussion to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate.

Mathematics & Science

These courses emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in Math emphasize the development

of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

Business & Technology

These courses emphasize the integration of theory and practice within the fields of business and technology. Students will develop the ability to effectively manage and lead organizations. Students will demonstrate an understanding of the place of business and technology within the global economy. Students will critically apply ethical standards to business practices and decisions.

Mathematics

The Associate in Science degree in Mathematics for Transfer will fulfill the requirements for students to transfer to a four-year college or university as a Mathematics major.

The transfer Associate in Arts degree in Liberal Arts with an emphasis in math and science is designed for students who wish to have a broad knowledge of liberal arts and sciences plus additional coursework in an “Area of Emphasis”.

Sections:

Fall 2010: 139

Fall 2015: 174

Fill Rate:

Fall 2010: 99.6%

Fall 2015: 96.7%

FTES:

Fall 2010: 677.4

Fall 2015: 921.5

Enrolled Seats:

Fall 2010: 5,074

Fall 2015: 6,282

FTEF:

Fall 2010: 36.8

Fall 2015: 51.2

Program Description

The Mathematics department offers two transfer degrees, one in mathematics and the other in liberal arts with a math and science emphasis.

The Associate in Science degree in Mathematics for Transfer consists of a clear sequence of courses which prepares students for transfer into the major. The study of mathematics concerns the nature and manipulation of known and unknown quantities. The MSJC mathematics transfer degree is designed to provide students with an appreciation of the nature, scope and power of mathematics, as well as an understanding of how mathematics is applied to business, engineering, science and daily life.

The Associate in Arts degree with an emphasis in math and science emphasizes the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in mathematics emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that acquisition of scientific knowledge has on the development of the world’s civilization

Courses in Program

Mathematics for Transfer:

- Math 211 – Analytic Geometry and Calculus I
- Math 212 – Analytic Geometry and Calculus II
- Math 213 – Analytic Geometry and Calculus III
- Math 215 – Differential Equations
- Math 218 – Linear Algebra

Liberal Arts (in addition to above):

- Math 105 – College Algebra

- Math 110 – Pre-Calculus
- Math 115 – Ideas of Mathematics
- Math 135 – Calculus for Social Science and Business
- Math 140 – Introduction to Statistics

Basic Skills:

- Math 055 – Pre-Algebra with Arithmetic
- Math 090 – Elementary Algebra
- Math 094 – Accelerated Algebra
- Math 096 – Intermediate Algebra

Management Supervision (NT)

The Associate of Science in Management/Supervision for Non-Transfer is designed to prepare the student to direct the work of others.

Sections:

Fall 2010: 9

Fall 2015: 10

Fill Rate:

Fall 2010: 95.8%

Fall 2015: 65.6%

FTES:

Fall 2010: 31.5

Fall 2015: 22.2

Enrolled Seats:

Fall 2010: 319

Fall 2015: 223

FTEF:

Fall 2010: 1.8

Fall 2015: 2.0

Program Description

The program offers students the opportunity to acquire practical skills, technical knowledge and experience, and improve conceptual abilities and theory in the areas of analyses, evaluation, selection, communication, production, and follow-up. Both the Associate degree and the Certificate share the same lists of required, recommended electives, and elective discipline specific coursework with the difference being the required general education pattern for the degree.

The Management/Supervision Department is committed to providing a broad and flexible professional education. The studies introduce the student to dynamic processes of goals and objectives setting, planning, and achieving results for the organization. Also emphasized are the recognition of, and the leadership for, changing environments and relationships. Although emphasis is on business and economics of the organization, the learning is relevant to individual daily life.

Courses in Program

- MGT 103 – Introduction to Business
- MGT 108 – Organizational Behavior
- MGT 132 – Labor Management Relations
- MGT 133 – Productivity Management
- MGT 138 – Personnel Management
- MGT 205 – Principles of Marketing Management
- MGT 299 – Special Projects: Management

Musical Theater

The Associate of Arts in Music Not for Transfer is designed to give students an opportunity to commit to an active and challenging program of class work and musical production.

Sections:

Fall 2010: 6

Fall 2015: 6

Fill Rate:

Fall 2010: 93.9%

Fall 2015: 79.4%

FTES:

Fall 2010: 16.8

Fall 2015: 13.8

Enrolled Seats:

Fall 2010: 169

Fall 2015: 139

FTEF:

Fall 2010: 1.2

Fall 2015: 1.2

*Numbers included for Required Core Courses only

Program Description

The Musical Theater Program is a non-transfer program offering an A.A. in Musical Theater and a Certificate in Musical Theater. The Musical Theater Program at MSJC gives the serious student an opportunity to commit to an active and challenging program of class work and musical theater production in a small liberal arts college environment in addition to providing students a path to facilitate matriculation to a four-year college. For many individuals currently working within these fields there may be potential for career advancement. Although non-transferable, the required core classes satisfy each of the department learning outcomes. In addition students who take Musical Theater courses gain an applied knowledge of the craft of musical theater. This knowledge can enhance and enrich a students' progress towards either pursuit of further academic study at a four year institution or entering the entertainment industry workforce.

Courses in Program

Required Core Courses:

- DAN 216 – Musical Theater Production: Dance
- MUS 115 – Beginning Voice Class – Breath/Tone
- MUS 116 – Beginning Voice Class – Diction and Expression
- MUS 216 – Musical Theater Production: Music
- THA 110 – Fundamentals of Acting
- THA 155 – Musical Theater History
- THA 216 – Musical Theater Production: Theater

Other Requirements:

- A minimum of one dance technique course is required along with a course from music in voice and/or theater acting.

Music

The Associate of Arts in Music for Transfer is designed to prepare students to transfer to music major programs at four-year institutions and pursue activities in the music profession.

Sections:

Fall 2010: 50

Fall 2015: 48

Fill Rate:

Fall 2010: 94.9%

Fall 2015: 81.3%

FTES:

Fall 2010: 153.4

Fall 2015: 120.2

Enrolled Seats:

Fall 2010: 1,534

Fall 2015: 1,207

FTEF:

Fall 2010: 9.1

Fall 2015: 8.7

Program Description

The A.A.-T in Music for Transfer provides students with preparation in the areas of music theory, musicianship, individual performance (applied music), and ensemble performance. These skills and abilities can also be used for integration into other majors, such as multi-media, early childhood, and audio technology. The areas of study presented in the music program are designed to align with the required areas prescribed by transfer institutions. Specifics required to transfer differ among many public and private four-year institutions, so students in the music department are encouraged to work with the institution to which they wish to transfer to ensure they complete all of the required courses. These requirements frequently exceed the requirements established for the associate degree in music.

Courses in Program

- MUS 100 – Introduction and Appreciation of Music
- MUS 101 – Music Fundamentals
- MUS 103 – Music Theory I
- MUS 104 – Music Theory II
- MUS 106 – History of Rock & Roll
- MUS 107 – Introduction and Appreciation of American Music
- MUS 108 – History of Jazz and Blues
- MUS 109 – World Music
- MUS 111 – Beginning Piano
- MUS 112 – Intermediate Piano
- MUS 113 – Children’s Music
- MUS 114 – Jazz Improvisation
- MUS 115 – Beginning Voice Class – Breath/Tone
- MUS 116 – Beginning Voice Class – Diction and Expression
- MUS 118 – Applied Music: Instrumental

- MUS 125 – Guitar I
- MUS 127 – Guitar II
- MUS 150 – Intermediate Voice Class
- MUS 151 – Applied Music: Voice
- MUS 175 – Musicianship I
- MUS 176 – Musicianship II
- MUS 177 – Musicianship III
- MUS 178 – Musicianship IV
- MUS 201 – Orchestra
- MUS 203 – Concert Band
- MUS 205 – College Singers
- MUS 206 – Chamber Choir
- MUS 210 – Jazz Ensemble I
- MUS 211 – Jazz Ensemble II
- MUS 212 – Instrumental Chamber Music
- MUS 214 – Guitar Ensemble
- MUS 216 – Musical Theater Production:
Music
- MUS 253 – Music Theory III
- MUS 254 – Music Theory IV
- MUS 299 – Special Projects: Music

Nursing LVN to RN

The Associate of Science in Nursing Not for Transfer LVN to RN program prepares students who are already Licensed Vocational Nurses to take the National Council Licensure Examination (NCLEX) to become a Registered Nurse.

Sections:

Fall 2010: 17

Fall 2015: 22

Fill Rate:

Fall 2010: 94.1%

Fall 2015: 29.0%

FTEs:

Fall 2010: 42.3

Fall 2015: 24.4

Enrolled Seats:

Fall 2010: 192

Fall 2015: 186

FTEF:

Fall 2010: 6.5

Fall 2015: 6.7

Program Description

The Associate in Science degree in Registered Nursing provides courses that are transferable to four-year colleges and universities. The program is accredited by the California State Board of Registered Nursing. Graduates are eligible to take the National Council Licensure Examination (NCLEX). The program pass rates are consistently above the state and national averages.

The Associate in Science degree in Nursing is a 78-unit degree program which requires four semesters (40 units in nursing) of study beyond completion of prerequisite courses. In addition, Mt San Jacinto College offers a LVN-RN articulation option for completion of the Associate in Science degree in Nursing or a non-degree 30-unit option.

Courses in Program

- NURS 073 – Intermediate Nursing Skills Lab
- NURS 074 – Advanced Nursing Skills Lab
- NURS 234 – Intermediate Medical-Surgical Nursing III
- NURS 236 – Mental Health Nursing
- NURS 238 – Gerontology and Community Nursing
- NURS 244 – Advanced Medical-Surgical Nursing IV
- NURS 248 – Preceptorship

Nursing RN (NT)

The Associate of Science in Nursing Not for Transfer prepares students to take the National Council Licensure Examination (NCLEX).

Sections:

Fall 2010: 30

Fall 2015: 37

Fill Rate:

Fall 2010: 103.1%

Fall 2015: 30.8%

FTES:

Fall 2010: 74.4

Fall 2015: 52.1

Enrolled Seats:

Fall 2010: 335

Fall 2015: 343

FTEF:

Fall 2010: 11.8

Fall 2015: 10.8

Program Description

The Associate in Science degree in Registered Nursing provides courses that are transferable to four-year colleges and universities. The program is accredited by the California State Board of Registered Nursing. Graduates are eligible to take the National Council Licensure Examination (NCLEX). The program pass rates are consistently above the state and national averages. The Associate in Science degree in Nursing is a 78-unit degree program which requires four semesters (40 units in nursing) of study beyond completion of prerequisite courses. In addition, Mt San Jacinto College offers a LVN-RN articulation option for completion of the Associate in Science degree in Nursing or a non-degree 30-unit option.

Courses in Program

- NURS 071 – Foundations of Nursing Skills Lab
- NURS 072 – Basic Medical Surgical Nursing Skills Lab
- NURS 073 – Intermediate Nursing Skills Lab
- NURS 074 – Advanced Nursing Skills Lab
- NURS 194 – Pharmacology & Dosage Calculations for Nurses
- NURS 212 – Foundations of Nursing
- NURS 214 – Introduction to Medical-Surgical Nursing I
- NURS 222 – Nursing Care of Children & Families
- NURS 224 – Beginning Medical-Surgical Nursing II
- NURS 226 – Nursing of Childbearing & Families
- NURS 234 – Intermediate Medical-Surgical Nursing III
- NURS 236 – Mental Health Nursing
- NURS 238 – Gerontology and Community Nursing
- NURS 244 – Advanced Medical-Surgical Nursing IV
- NURS 248 – Preceptorship

Physical Education (NT)

The Associate of Arts in Physical Education Not for Transfer offers students extensive courses in fitness, activity, and theory to increase understanding of competitive sports.

Sections:

Fall 2010: 55

Fall 2015: 55

Fill Rate:

Fall 2010: 92.2%

Fall 2015: 63.3%

FTES:

Fall 2010: 214.6

Fall 2015: 138.9

Enrolled Seats:

Fall 2010: 1,686

Fall 2015: 1,090

FTEF:

Fall 2010: 12.1

Fall 2015: 11.4

Program Description

The Physical Education Department offers a non-transfer degree program. It offers extensive courses including fitness and activity courses, and theory courses to increase understanding of competitive sports.

Physical Education is both an activity curriculum and an academic area of study emphasizing the physical and psychological aspects of human movement and performance. Exercise, activity and sports are an important component in the development of well-rounded individuals interested in physical and mental well-being and the productive use of leisure time.

Courses in Program

- PE 100 – Introduction to Physical Education
- PE 106 – Sports Officiating
- PE 110 – Prevention and Care of Athletic Injuries
- PE 112 – Body Conditioning
- PE 112A – Beginning Step Aerobics
- PE 113 – Jogging
- PE 114A – Strength Training: Circuit
- PE 114B – Strength Training: Free Weights
- PE 114C – Powerlifting
- PE 115 – First Aid and CPR
- PE 119 – Exercise Walking
- PE 119B – Intermediate Fitness Walking
- PE 120 – Beginning Yoga
- PE 124A – Theory of Football-Offense
- PE 124B – Theory of Football-Defense
- PE 125 – Strength and Conditioning for Football
- PE 132 – Beginning Tennis
- PE 133 – Individual and Group Sports: Basketball
- PE 134 – Introduction to Volleyball
- PE 136 – Beginning Golf
- PE 137 – Individual and Group Sports: Soccer

- PE 158 – Pep Squad

Students may also choose from a number of Intercollegiate Sports courses. Please see the most recent Catalog for further details.

Philosophy

The Associate of Arts in Philosophy for Transfer prepares students to transfer to the CSU system as a Philosophy major.

Sections:

Fall 2010: 20

Fall 2015: 22

Fill Rate:

Fall 2010: 95.2%

Fall 2015: 94.9%

FTES:

Fall 2010: 71.4

Fall 2015: 81.7

Enrolled Seats:

Fall 2010: 670

Fall 2015: 749

FTEF:

Fall 2010: 4.3

Fall 2015: 4.9

Program Description

Philosophy courses provide lower division preparation for those who plan to major in Philosophy at a university. Comprehensive survey course content along with substantive courses in logic and ethics are designed to acquaint students with the distinctive nature of philosophical ideas and to help increase skills in critical thinking about matters of fundamental philosophical concerns, including the nature of correct reasoning, the scope and limits of human knowledge, the generic and pervasive characteristics of reality and the sources of value and obligation.

Logic and critical thinking courses provide students with an ability to analyze arguments, assess philosophical questions, and to read and think critically. History of philosophy and ethics classes guide students to an understanding of the central figures, questions, and themes throughout the history of philosophy. All courses seek to develop and enhance students' abilities to think critically about texts and philosophical ideas and to articulate and defend arguments through both written and oral academic discourse.

Courses in Program

- PHIL 101 – Introduction to Philosophy I
- PHIL 103 – Logic
- PHIL 109 – Ancient and Medieval Philosophy
- PHIL 110 – Renaissance and Modern Philosophy
- PHIL 112 – Critical Thinking and Composition

Photography (NT)

The Associate of Arts in Photography Not for Transfer prepares students for careers in photography and digital asset management.

Sections:

Fall 2010: 15

Fall 2015: 13

Fill Rate:

Fall 2010: 94.3%

Fall 2015: 59.5%

FTES:

Fall 2010: 37.9

Fall 2015: 18.4

Enrolled Seats:

Fall 2010: 380

Fall 2015: 185

FTEF:

Fall 2010: 2.9

Fall 2015: 2.4

Program Description

The MSJC Photography program offers non-transfer certificate and Associate degree opportunities that respond to new-media industry standards in the digital paradigm. This immersive path of study includes extensive technical and creative production guidance and skill sets. The career-oriented student will study the ubiquitous nature of photographic visual communication while gaining a comprehensive understanding of digital photography workflow and digital asset management. The digital fixing of the photographic image with electronic light sensors and computer software rivals milestones in history like the invention of paper, the printing press, or chemistry-based image fixing. Extinct is hand calligraphy in advertising, illuminated manuscripts in printing or the emulsion based image on tin, for example. Emulsion-based photography has methodically given way to a digital era in image production – an evolution akin to dinosaurs evolving into birds – only faster. For these reasons a versatile and truly state-of-the-art digital studio, light room, and imaging lab has been designed and constructed to facilitate the photography department’s industry responsive digital curriculum.

Courses in Program

- PHOT 090 – Digital Imaging Studio Laboratory
- PHOT 091 – Professional Production Studio Laboratory
- PHOT 125 – Digital Photography Production I
- PHOT 130 – History of Still Photography
- PHOT 224 – Digital Photography Production II
- PHOT 225 – Digital Photography Production III
- PHOT 299 – Special Projects: Photography

Political Science

The Associate of Arts in Political Science for Transfer prepares students to transfer to a four year institution and major in political science.

Sections:

Fall 2010: 36

Fall 2015: 37

Fill Rate:

Fall 2010: 93.5%

Fall 2015: 91.1%

FTES:

Fall 2010: 133.5

Fall 2015: 132.5

Enrolled Seats:

Fall 2010: 1,342

Fall 2015: 1,332

FTEF:

Fall 2010: 7.2

Fall 2015: 7.4

Program Description

Political Science is the study of politics that examines the relationship of citizens to government, the interaction of different governments, and the acquisition and use of political power. Those who major in political science at a four-year university or college might work for a government agency, run for political office, manage a political campaign, go to law school, or teach.

Courses in Program

- PS 101 – Introduction to American Government and Politics
- PS 102 – Comparative Politics and Government
- PS 103 – Ethnic Politics in America
- PS 104 – Current Political Issues and Trends
- PS 105 – Introduction to Political Theory
- PS 106 – Introduction to International Relations
- PS 120 – California Government

Psychology

The Associate of Arts in Psychology for Transfer prepares students to transfer to a four year institution and major in psychology.

Sections:

Fall 2010: 36

Fall 2015: 44

Fill Rate:

Fall 2010: 104.1%

Fall 2015: 97.2%

FTES:

Fall 2010: 160.9

Fall 2015: 165.2

Enrolled Seats:

Fall 2010: 1,620

Fall 2015: 1,690

FTEF:

Fall 2010: 7.2

Fall 2015: 8.6

Program Description

The Psychology program at MSJC is designed to develop skills and knowledge consistent with the study of psychology in a multicultural, global context. Successful students will master the writing, reading and research skills required for psychology inquiry and will develop the necessary background to be successful in the major at the university level.

The Associate in Arts in Psychology for Transfer degree is designed to fulfill the undergraduate requirements for students planning to major or minor in psychology or transfer to the CSU system. The patterns of courses offered for the degree are designed to prepare students to study, understand and to think critically about behavior and mental processes of humans and other organisms under a scientific paradigm. The areas of study encompass consciousness, cognition, motivation and emotion, human development, the psychobiological foundations of behavior, the nature of psychological disorders, and the application of psychological principles to promote the quality of people's lives founded on sound psychological models and research.

Courses in Program

- PSYC 101 – Introduction to Psychology
- PSYC 103 – Human Development
- PSYC 104 – Psychology of Gender
- PSYC 107 – Psychobiology
- PSYC 124 – Social Research Methodology

Real Estate (NT)

The Associate of Science in Real Estate Not for Transfer prepares students for work in the dynamic profession of real estate.

Sections:

Fall 2010: 15

Fall 2015: 9

Fill Rate:

Fall 2010: 85.8%

Fall 2015: 84.1%

FTES:

Fall 2010: 46.9

Fall 2015: 25.9

Enrolled Seats:

Fall 2010: 460

Fall 2015: 253

FTEF:

Fall 2010: 3.1

Fall 2015: 1.9

Program Description

The Real Estate program offers the opportunity to earn a non-transfer certificate or degree.

This program also provides the educational requirements for the real estate broker's license and real estate salesperson's license (issued by the State of California Department of Real Estate). Coursework prepares students for work in this dynamic profession. Essential success skills are emphasized including: ethics, professionalism, sales, financing, property valuation, law, and economics.

For individuals currently working within these fields, there may be potential for salary and/or career advancement.

Courses in Program

- RE 140 – Real Estate Principles
- RE 141 – Real Estate Practice
- RE 142 – Legal Aspects of Real Estate
- RE 143 – Real Estate Finance
- RE 144 – Basic Appraisal Principles and Procedures
- RE 145 – Real Estate Economics
- RE 146 – Mortgage Loan Brokering and Lending
- RE 149 – Cooperative Work Experience: Real Estate
- RE 154 – Property Management
- RE 155 – Residential Real Estate Appraisal
- RE 156 – Residential Appraisal Report Writing
- RE 157 – Uniform Standards of Professional Appraisal Practice (USPAP)

Science (NT)

The Associate of Science in Science Not for Transfer prepares students who want to explore the world of science at the introductory level.

Sections:

Fall 2010: 243

Fall 2015: 242

Fill Rate:

Fall 2010: 95.6%

Fall 2015: 86.3%

FTES:

Fall 2010: 1,105

Fall 2015: 945

Enrolled Seats:

Fall 2010: 7,392

Fall 2015: 7,019

FTEF:

Fall 2010: 78.5

Fall 2015: 69.6

Program Description

This non-transfer interdisciplinary degree offers a range of coursework to prepare students who want to explore the world of science at the introductory level. The science major courses will work as lower division major preparation for specific transfer degrees in biological sciences, botany, ecology, genetics, environmental sciences, physiology, chemistry, toxicology and medicine – all fields. Many science courses are also required for engineering fields. For additional information, please see an MSJC counselor.

Courses in Program

Satisfactory completion of Mt. San Jacinto College's General Education Requirements Option A, 60 degree-applicable units, at least 2 science lab classes including at least 18 units in Area A.

Social & Behavioral Science

The Associate of Arts in Social and Behavioral Science Not for Transfer prepares students who want to explore the world of social and behavioral science at the introductory level.

Sections:

Fall 2010: 441

Fall 2015: 491

Fill Rate:

Fall 2010: 93.8%

Fall 2015: 87.4%

FTES:

Fall 2010: 1,508

Fall 2015: 1,433

Enrolled Seats:

Fall 2010: 14,832

Fall 2015: 14,433

FTEF:

Fall 2010: 89.9

Fall 2015: 98.4

Program Description

This non-transfer interdisciplinary degree offers a range of coursework to prepare students who want to explore the social and behavioral sciences as a foundation of lifelong learning, or as an introduction to the related fields of Sociology, Psychology, Anthropology, Economics, History, Social Sciences and Political Science. For additional information, please see an MSJC counselor.

Courses in Program

Satisfactory completion of Mt. San Jacinto College's General Education Requirements Option A, 60 degree-applicable units including at least 18 units in Area B.

Technical Theater (NT)

The Associate of Arts in Technical Theater Not for Transfer prepares students for a career in performing arts productions.

Sections:

Fall 2010: 20

Fall 2015: 16

Fill Rate:

Fall 2010: 85.0%

Fall 2015: 75.1%

FTES:

Fall 2010: 71.3

Fall 2015: 42.9

Enrolled Seats:

Fall 2010: 545

Fall 2015: 371

FTEF:

Fall 2010: 4.8

Fall 2015: 4.0

Program Description

The Theater Arts Program gives the serious student an opportunity to commit to an active and challenging program of class work along with live play and musical productions. Course work is designed to provide students a path to facilitate matriculation to a four-year college or enter the entertainment industry work force. For many individuals currently working within these fields, there may be potential for salary and/or career advancement.

The Certificate/Associate in Science (A.S.) degree program in Technical Theater will prepare students for a career in performing arts productions specifically entailing set construction, lighting rigging, costume construction, makeup application, and sound recording and reproduction. Students will develop practical and aesthetic skills necessary for employment in scene shops, costume shops, and recording studios in professional theaters, college theaters, film-television studios, theme parks, and other venues. Students will also build the foundation necessary for transfer to a baccalaureate program or related field of study.

Courses in Program

- THA 117 – Stagecraft
- THA 118 – Stage Management
- THA 120 – Stage Lighting
- THA 121 – Costume Construction
- THA 122 – Stage Makeup
- THA 123 – Introduction to Scene Design
- THA 124 – Scenic Painting

Theater Arts (NT)

The Associate of Arts in Theater Arts Not for Transfer gives the serious student an opportunity to commit to an active and challenging program of class work along with live play and musical productions.

Sections:

Fall 2010: 20

Fall 2015: 16

Fill Rate:

Fall 2010: 85.0%

Fall 2015: 75.1%

FTES:

Fall 2010: 71.3

Fall 2015: 42.9

Enrolled Seats:

Fall 2010: 545

Fall 2015: 371

FTEF:

Fall 2010: 4.8

Fall 2015: 4.0

Program Description

The Theater Arts Program gives the serious student an opportunity to commit to an active and challenging program of class work along with live play and musical productions. Course work is designed to provide students a path to facilitate matriculation to a four-year college or enter the entertainment industry work force. For many individuals currently working within these fields, there may be potential for salary and/or career advancement.

Courses in Program

- THA 101 – Introduction to Theater
- THA 102 – Theater History
- THA 108 – Improvisation for Dance and Theater
- THA 109 – Movement for Actors
- THA 110 – Fundamentals of Acting
- THA 111 – Intermediate Acting
- THA 112 – Acting for Film and Television
- THA 117 – Stagecraft
- THA 127 – Reader's Theater
- THA 132 – Acting for the Classical Theater
- THA 150 – Survey of Drama
- THA 155 – Musical Theater History
- THA 200 – Actor's Workshop
- THA 201 – Rehearsal and Performance
- THA 205 – Summer Repertory Theater
- THA 216 – Musical Theater Production: Theater

Turf & Landscape (NT)

The Associate of Science in Turf & Landscape Management Not for Transfer is designed to prepare the student for entry into careers associated with golf course management and turf management.

Sections:

Fall 2010: 2

Fall 2015: 3

Fill Rate:

Fall 2010: 78.7%

Fall 2015: 56.0%

FTES:

Fall 2010: 6.7

Fall 2015: 7.1

Enrolled Seats:

Fall 2010: 59

Fall 2015: 56

FTEF:

Fall 2010: 0.4

Fall 2015: 0.7

Program Description

The non-transfer Certificate/Associate degree (A.S.) in Turf & Landscape Management is primarily designed to prepare the student for entry into careers associated with golf course management and turf management. This program specifically provides students with a strong foundation in turf management, water usage, fertility, soils, horticulture and human resource management for golf courses, recreational parks, sports fields and general landscape areas. This program also prepares students to enter the job market as a golf course superintendent, field crew supervisor, irrigation technician, equipment manager, grounds person for parks, cities, and school districts, or field crew foreman for landscape contractors. The Certificate/Associate degree (A.S.) program in Turf & Landscape Management prepares students with the technical and analytical skills necessary for managing a golf course or turf/horticultural area. For individuals currently working within these fields, there may be potential for salary and/or career advancement.

Courses in Program

- HORT 101 – Horticulture Science
- HORT 102 – Introduction to Turfgrass Management
- HORT 103 – Advanced Turfgrass Management
- HORT 104 – Soil Science and Management
- HORT 105 – Golf Course/Landscape Irrigation
- HORT 106 – Pesticide Law & Regulations – Turf & Landscape
- HORT 107 – Arboriculture
- HORT 109 – Landscape Design
- HORT 110 – Laws and Regulations and Integrated Pest Management Approach

Viticulture, Enology & Winery Technology

The Viticulture, Enology and Winery Technology employment concentration introduces students to a variety of disciplines included in the winemaking industry.

Sections:

Fall 2010: 3

Fall 2015: 2

Fill Rate:

Fall 2010: 89.5%

Fall 2015: 89.4%

FTES:

Fall 2010: 6.7

Fall 2015: 4.1

Enrolled Seats:

Fall 2010: 68

Fall 2015: 42

FTEF:

Fall 2010: 0.6

Fall 2015: 0.4

Program Description

The Viticulture, Enology and Winery Technology Program introduces the student to a variety of disciplines included in the winemaking industry. From basic winemaking (enology), grape cultivation (viticulture), event organization and service (hospitality) to marketing and selling of wine (business principles). This program seeks to inform the student at an introductory level to the many fields encompassing the winery industry.

Courses in Program

- VEW 100 – Introduction to Viticulture
- VEW 102 – Introduction to Enology
- VEW 106 – Wine Hospitality
- VEW 108 – Introduction to Winery Business Principles

Water Technology (NT)

The Associate of Science degree in Water Technology Not for Transfer provides students with a real world approach to diagnostic skill building and a thorough understanding of system theory and operations.

Sections:

Fall 2010: 11

Fall 2015: 9

Fill Rate:

Fall 2010: 97.4%

Fall 2015: 90.3%

FTES:

Fall 2010: 29.6

Fall 2015: 23.8

Enrolled Seats:

Fall 2010: 370

Fall 2015: 280

FTEF:

Fall 2010: 1.8

Fall 2015: 1.6

Program Description

Water Technology is a career oriented non-transfer vocational program offering courses leading to a certificate and/or an Associate degree. The Water Technology program emphasizes a real world approach to diagnostic skill building and a thorough understanding of system theory and operations. Professionalism, workplace skills and responsibilities are stressed along with safety and an awareness of hazardous materials control. Graduates are primarily employed by cities, counties, federal agencies and industries that operate and maintain water treatment, water distribution, wastewater collection and/or wastewater treatment systems. They may also find employment in support roles such as equipment sales. For individuals currently working within these fields, there may be potential for salary and/or career advancement.

Courses in Program

- WATR 090 – Basic Waterworks Mathematics
- WATR 100 – Introduction to Water/Wastewater Operations
- WATR 103 – Water Treatment Plant Operations I & II
- WATR 105 – Water Treatment Plant Operations III, IV & V
- WATR 107 – Water Distribution I & II
- WATR 109 – Water Distribution III, IV & V
- WATR 120 – Wastewater Treatment Plant Operations I & II
- WATR 122 – Wastewater Plant Operations III, IV & V
- WATR 125 – Laboratory Procedures for Water and Wastewater
- WATR 130 – Environmental Laws and Regulations
- WATR 140 – Wells, Pumps and Motors

Adult Education Block Grant (AEBG)

The Adult Education Block Grant was established in response to Assembly Bill 86 (AB86). The intent of AEBG is to expand and improve the provision of adult education via the 70 consortia in California. Additionally, the AEBG includes partner organizations representing local community and work-based organizations. The AEBG is committed to Adult Education and collaborating with its regional partners in the sharing of ideas, innovations and tools that will benefit the community and future economic labor conditions of the region. The goal of the AEBG is to better provide adults with education in the following program areas:

- Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalent certificate
- Classes and courses for immigrants in English as a second language, citizenship, and workforce preparation
- Education programs for adults with disabilities
- Programs for apprenticeships
- Short-term Career Technical Education programs with high employment potential

Athletics

The Mt. San Jacinto College Eagles field intercollegiate teams in men's football, basketball, baseball, golf and tennis; and

women's volleyball, soccer, basketball, tennis, golf and softball. The College is a member of the Pacific Coast Athletic Conference, which is governed by the California Community College Athletic Association (CCCAA). Mt. San Jacinto College has been a strong influence among California Community Colleges. Mt. San Jacinto College athletes have experienced tremendous success both athletically and academically for over four decades. The College's commitment



to maintain excellence in faculty and support personnel have proven to be instrumental in the success of our student athletes. Additionally, the College has a comprehensive program to assist student athletes in achieving their educational and/or vocational goals.

Student Athlete Scholars Program

The Student Athlete Scholars Program provides the necessary support to assist all student athletes in reaching their full potential academically and personally. This proactive program motivates and assists student-athletes to make successful transitions to college life, achievement and maintaining a satisfactory level of academic performance. The support services include Athletic Counseling, the Student Athlete Scholars Program, Summer Bridge, learning communities designed for the intercollegiate student athletes, guidance classes, yearly Athletic Forum, and outreach. The Student



Athlete Scholars Program focuses on fostering the total development of student athletes. The Student Athlete Scholars Program is located at the San Jacinto Campus.

Basic Skills Initiative (BSI)

The Basic Skills Initiative (BSI) at Mt. San Jacinto College is a grant funded initiative of the California Community Colleges Chancellor's Office. The goal of BSI is

to improve access and success for Mt. San Jacinto College's students in the areas of English skill development, pre-collegiate Math and English as a Second Language (ESL). The Strategic Plan guides California Community Colleges as they serve 2.1 million students annually at 114 colleges, including Mt. San Jacinto College. The Basic Skills Long-Term Goals are as follows: increase student completion of basic skills courses by decreasing exit points and increasing alternative pathways; increase participation in activities that are designed to help students be more successful in the placement process and in college classes; and institutionalize successful pilots and programs funded through BSI as evidence by data via the program review process.

Bookstore

The Mt. San Jacinto College Bookstore is dedicated to serving the campus community by providing the needed tools for our students to achieve their educational goals. The Mt. San Jacinto College Bookstore's commitment is to be an effective customer service-oriented department that is respectful to the students, faculty, staff and community that we serve. The Bookstore's goal is to be self-supporting while contributing, supporting and sponsoring student activities and campus events. The Bookstore provides an environment that is service oriented to our diverse, dynamic and growing college communities.

CalWORKS

The purpose of the Mt. San Jacinto College CalWORKS program is to assist welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at community colleges. Services include: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions, post-employment skills training, and instructional services.

Career & Technical Education (CTE) Tutoring Center

To address the specific needs of the District's Career and Technical Education students, six Tutor Centers have been developed to specifically address the diverse topics within several CTE areas including Business/Computer Information Systems, Automotive, and Digital Media. Tutoring is available on both the San Jacinto and Menifee Valley campuses for Mt. San Jacinto College students. CTE counseling support is also available for students.



Career/Transfer Center

The Career/Transfer Centers offer interest inventories, values and skills tests as well as assessment of personality preferences. The results of these assessments are used as the basis for career exploration and counseling. Career resources are available for career planning, exploring career possibilities and researching employers. The Career/Transfer



Centers offer a variety of workshops, at no cost to students, to help them with their career needs including workshops on Setting Goals, Job Search, Interview Skills, and Career vs Major. Current employment opportunities are posted at both campuses, the Mt. San Jacinto College website and distributed via email.

Child Development & Education Centers (CDEC)

The Mt. San Jacinto College Child Development and Education Centers (CDEC) are located on the San Jacinto and Menifee Valley campuses. The Centers



provide an education and care program for children (ages 18 months to 5 years) of eligible Mt. San Jacinto College students, staff and parents in the community, while also providing a model of early childhood education for the training of teachers in the Child Development and Education Program.

College Mentor Program

College Mentors are Mt. San Jacinto College student workers who assist the Outreach staff in representing the College at over 40 traditional and non-traditional high schools throughout Southwest Riverside County. College Mentors are hired by the department based on their academic merit and commitment to represent Mt. San Jacinto College.

Mentors receive intense, on-going training throughout the academic year that emphasizes leadership, team building, and professionalism. College Mentors assist current and incoming students with various aspects of the enrollment and matriculation process in the Eagle Access Center. They assist outreach staff at district high schools, providing support for online application, assessment and orientation workshops. College Mentors also assist at information tables and lead campus tours at the Menifee and San Jacinto campuses, assist with enrollment lines, and participate in many community and campus activities and events.

Concurrent Enrollment

The Concurrent High School Enrollment Program permits high school students to take advanced courses, which give them a jump on their college education. These are regular college courses, and students earn full college credit for their work. Because this is a special program, students must meet specific requirements, and not all college classes are open to high school students.

High school students may be admitted based on their ability to benefit from advanced scholastic or vocational studies. Admission to this program is based on GPA, class standings, recommendations from high school faculty, assessment placement; and must also satisfy all prerequisites and eligibility requirements for each course.

If a high school student is accepted as a

Concurrent High School Enrollment student at Mt. San Jacinto College, there are no enrollment fees charged for courses taken. However, it is the responsibility of the student to purchase any books or materials required for all courses for which they are enrolled. All courses they take must be advanced courses for which they meet the prerequisites, and so are limited to college level courses (100 level and above, except for



Math 90 and English 98). Courses are taught at the college level. Even courses such as Elementary Algebra are taught in the style used by adult learners. For that reason, some high school students may find the curriculum too challenging. However, for those ready to take the challenge, the rewards are many.

Cooperative Agencies Resources for Education (CARE)

Cooperative Agencies Resources for Education (CARE) is a program which is above and beyond the Extended Opportunity Programs and Services (EOPS)

which provides educational support services and activities for the academically underprepared students. The program is designed for EOPS single parent students to strengthen retention, persistence, graduation and transfer. Such services include, but are not limited to: Additional counseling/advisement, child care, financial assistance, textbooks and educational supplies and transportation assistance. The CARE program also works with on-campus and community-based organizations to ensure students have full access to resources available to them. CARE functions in cooperation with the Department of Public Social Services, Employment Development Department, and Mt. San Jacinto College.

Counseling

Mt. San Jacinto College offers comprehensive counseling services to assist students in meeting educational, vocational and personal goals. The counseling program further seeks to contribute to the development and maintenance of a college environment. The counseling program provides assistance and information to individual students regarding academic, personal, transfer and career guidance concerns. Students who would like help with any of these issues are encouraged to contact the counseling center.

Cultural Events

As part of the educational and community service offerings, Mt. San Jacinto College provides a wide range of cultural events. Representative programs include: plays, musicals, musical concerts from a variety of genres, art festivals, art gallery



displays, dance concerts representing many styles of dance from modern to contemporary to hip hop, and other activities that add to the intellectual and cultural life of the college community.

These events include both day and evening programs and are open to students and the general public.

Curriculum Alignment

Curriculum alignment is a joint effort between Mt. San Jacinto College and local high schools to better prepare students for college level coursework directly out of high school. Curriculum alignment gives the high schools access to course outlines of record for specific courses that can be taught at the high school, by high school faculty, at a high school level. Due to the work of the high schools, these courses are taken for high school credit and allow successful students to transition to college level courses in math without the need to take the assessment test.

Disabled Students Programs & Services (DSPS)

Disabled Students Programs and Services assists students with disabilities in gaining maximum access to college curriculum and programs while attaining their academic, vocational, and personal goals in a mainstreamed setting. The DSPS office determines eligibility, accommodations and services for students with documented disabilities participating in Mt. San Jacinto College programs and activities. Support services and accommodations provided to DSPS students are directly related to the educational limitations resulting from the documented disability. The mission of DSPS is to provide necessary accommodations, facilitate independence, self-advocacy and assist students to attain success with their educational and vocational goals.

Dual Enrollment

Dual Enrollment is a program designed to expose qualified high school students to Mt. San Jacinto College courses while still attending high school. The majority of these courses are taught on high school campuses and allows students to earn transferable college credits while still in high school.

Eagle Access Center

The Eagle Access Center, accessible to current and prospective students, is available at all campuses. Friendly staff and college mentors (students especially trained

to offer “student-to-student” assistance) are available to assist in using the online admissions application, orientation and registration process. In addition, help is available in accessing the FAFSA (Free Application for Federal Student Aid), the California Dream Act application (for undocumented students) and searching for scholarship information online.

Early College Program

The Early College Program is designed to expose qualified high school students to Mt. San Jacinto College while attending high school; however, unlike Dual Enrollment, these courses are offered at one of the college’s campuses.



Enrollment Services

The Enrollment Services Office provides numerous services to students and members of the community. General information about the college is provided. Petitions to enter class late, transcripts, credit by examination and enrollment verification are all initiated in this office. Student academic records, courses taken, units attempted, units earned, grades, grade points, graduation date and other data are maintained in this office.

Extended Opportunity Programs & Services (EOPS)

The Extended Opportunity Programs & Services (EOPS) program was established as a result of Assembly Bill 164 which was passed by the California Legislature in 1969 to increase the enrollment of educationally disadvantaged and low-income students on community college campuses. Academic, vocational and personal counseling is the foundation of the EOPS Program. The following are special services that may be offered to qualified students based on availability of funds: book vouchers, priority registration, assessment (Myers-Briggs and Strong Interest), textbooks, Student Government Association (SGA) and parking fees, starter kits, transportation fees, referrals and graduation packs.

Financial Aid

Financial Aid helps accommodate students’ needs by providing various forms of financial assistance. While Mt. San Jacinto College subscribes to and supports the philosophy that primary responsibility for funding college expenses rests with students and their families, the College recognizes that some students and/or their families have limited financial resources and are unable to meet all of the expenses associated with higher education without supplemental assistance.

First Year Experience (FYE)

The Mt. San Jacinto College First Year Experience (FYE) Program gives students an enhanced college experience during their first two semesters. At the end of the first year, they will have successfully completed basic skills coursework and have taken transferable college level courses that contribute to their degree. While completing this coursework with Mt. San Jacinto College's premier faculty, students will have access to enhanced support designed to help them successfully complete their first two semesters at their full potential while enjoying the college experience.

Student Health Centers

In December 2016 the Mt. San Jacinto College Board of Trustees approved the establishment of a center on both the San Jacinto and Menifee Valley campuses. The goal of the Student Health Centers is to promote academic excellence and enrich the student experience by providing high quality, accessible and comprehensive medical care to students with a focus on multidisciplinary services, health education and prevention. The services will be designed to provide support and improve student retention, academic achievement and success simultaneously facilitating healthy lifestyle choices and promoting a safe and healthy Mt. San Jacinto Campus environment.

Honors Enrichment Program

The Honors Enrichment Program offers a number of benefits for students that include close interactions between students in the program and professors, challenging courses with fellow honors students, the exploration of current issues in the interdisciplinary seminar, and specific guidance



from counselors and faculty advisers concerning the course of studies most suitable for transferring to a four-year university and for achieving professional objectives. Upon completion of the program, honors students are actively recruited by public and private universities, often offered scholarships, and frequently given special university-admissions consideration because of Mt. San Jacinto College's honors transfer alliances with major universities. Honors students also attend and participate in honors conferences, and have publication opportunities in *Scribendi*, the Western Regional Honors Council publication dedicated to student work as well as the annual edition of *Building Bridges: Selected Abstracts of the HTCC Student Research Conference*.

International Student Program (ISP)

The International Student Program (ISP) is committed to international student success and offers students assistance with all aspects of admissions and enrollment including application, English testing, orientation, international student contract, and academic counseling. ISP also assists students with navigating U.S. educational and cultural guidelines to assist them in the transition to a new country and educational system. These services include issuing an official I-20 for Embassy interview, setting Embassy appointments, information on exchange rates, referrals to appropriate local government agencies, as well as other policy, procedural, and personal guidance to assist the student.

Learning Skills Program (LSP)

The Learning Skills Program (LSP) offers specialized instruction and services to students who are identified as having specific learning disabilities under the California Community College Learning Disability and Services Eligibility Model (LDSEM). The LSP offers an assessment workshop designed to assess learning strengths and weaknesses, provide instruction in learning strategies, determine educational limitations, and develop an educational plan based on diagnostic assessment. Specialized classes and tutoring in mathematics, adaptive computer technology, reading, written and oral expression, and study skills teach compensatory strategies designed to help students maximize their success in college classes. LSP

services include test facilitation and proctoring, assisted computer technologies, specialized tutoring, and educational advisement.

Learning Resource Center (LRC)

The Learning Resource Centers (LRC) on both campuses provide a variety of services to promote student empowerment and confidence in pursuing academic goals. Three of the primary services offered are walk-in tutoring, make-up testing, and computer usage; in addition, resource handouts are available to assist students with study skills, term papers, and a selection of other academic tasks. The San Jacinto campus offers no appointment necessary for one-on-one tutoring; the Menifee campus offers group tutoring and space for group study.

Library Services

The libraries offer resources and services in support of student success and learning. Resources include books, ebooks, and reference books as well as textbooks and course reserve materials. The libraries' collections also include journals, magazines and newspapers in print and in databases, DVDs, audiobooks, and streaming video/audio collections. Services include reference, research assistance, general library orientations, Ask-



A-Librarian Reference Chat Service as well as student computers with Microsoft Office, Wi-Fi access, document scanning (SJC), 3D printing (MVC) and copy machines. Databases, ebooks, and the library catalog are accessible 24/7 through the Library website.

Mt. San Jacinto College Foundation

The Mt. San Jacinto College Foundation is a non-profit, tax-exempt 501 (c) 3 corporation that broadens the educational opportunities of its students. Established in 1983, the Foundation's mission is to promote student success by enhancing the quality of higher education throughout the district by identifying and securing private support through community alliances. The Foundation was formed to receive gifts for the College from individuals, corporations and foundations to provide scholarships and mini grants to enhance MSJC's services and programs.

The Foundation offers the community the opportunity to support the College through financial donations, and gifts of time and expertise. The Foundation's fundraising efforts provide needed scholarships and support services. Facilities and expanded programs are required as the population in the District's 1,700-square-mile area, which stretches from the San Geronio Pass to the Temecula Valley, continues to grow.

Since the Foundation was formed, over \$2.6 million in scholarships and other support services have been awarded to Mt. San Jacinto College students and the College. Also, donations have provided instructional equipment and

facility improvements. Throughout the District, the Foundation continues to actively solicit support from donors for the San Jacinto and Menifee Valley campuses, the Temecula Higher Education Center, the Temecula Education Complex and the San Geronio Pass Campus.

There are many different ways to support the Mt. San Jacinto College Foundation. They include the President's Club, Alumni & Friends Association, the Legacy Society, Help a Student Services and the Scholarship Program.



Online Education Initiative (OEI)

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. Mt. San Jacinto College is one of eight pilot schools to participate in a full launch of the OEI by engaging in all three core elements to better serve our students. Those three elements are sharing resources such as the OEI Course Design Rubric, Online Learner Readiness Tutorials and @ONE workshops, adopting Canvas as our course management system, and participating in the OEI Consortium along with the Course Exchange.

The OEI is sponsored by the Foothill-De Anza Community College District, in partnership with the Butte-Glenn Community College District and its CCC Technology Center at Butte College as recipients of a \$56.9 million five-year grant disbursed by the California Community Colleges Chancellor's Office. The Online Education Initiative represents a comprehensive and collaborative program that leverages best practices and technology to significantly increase the opportunity for higher education degree attainment in California.

Outreach

The Outreach program coordinates the outreach and recruitment efforts for the entire Mt. San Jacinto College district. This includes providing outreach services to all levels of the K-12 system with an emphasis on high schools, non-profit organizations, businesses and community events. Outreach coordinates college tours along with application, assessment and orientation workshops for high schools. On the Mt. San Jacinto College campuses, Outreach provides assistance to students through the Eagle Access Center, assists with on-campus events and activities, and provides information to students on the enrollment and matriculation processes through College Mentors.

Puente Program

The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Puente is designed to help students adjust to college life and prepare for transfer to four-year universities. The program is unique in that it explores the Latino/a experience. However, Puente is open to and welcomes all Mt. San Jacinto College students. The program has three (3) major components: writing instruction, personal growth instruction and counseling, and mentoring. Puente's goal is to provide students with a strong academic foundation and the support needed in order to be successful at Mt. San Jacinto College.

Scholarships

A number of different scholarships are awarded each year to qualified Mt. San Jacinto College students based upon academic merit and promise, major or vocational objectives, activities or other skills or affiliations, and sometimes, financial need as specified by the various donors. Both continuing and transferring students are eligible for these awards, dependent on specific eligibility criteria.

Applications are available on the Mt. San Jacinto College website, under the scholarship tab, the first (1st) week of December of each year and must be submitted to the Foundation Office by the February deadline.

Mt. San Jacinto College is fortunate to assist in the coordination and delivery of a number of outside or private scholarship awards from various civic groups, clubs and agencies. Potential donors are encouraged to contact the Mt. San Jacinto College Foundation Office if assistance is needed in establishing or implementing a scholarship program.

Student Life & Development Program (SLDP)

The Student Life and Development Program (SLDP) offer students various opportunities to learn through their involvement in campus life. Campus life is what occurs outside of the classroom. The program promotes the fact that a college education includes more than what goes on in the classroom. Campus activities are the combined efforts of clubs and organizations established for

and/or by students. These activities include, but are not limited to governance, leadership, service, cultural, social, diversity, recreational, artistic, political, and religious activities.

Student Equity

Every student attending Mt. San Jacinto College has the right to expect fair and equal access to all educational programs and services at the College. The College is committed to providing high quality educational experiences, supported by excellent services to enable every student to pursue an educational goal and be successful. Mt. San Jacinto College continues to monitor student equity issues, and invites students to let the College know about their personal experiences.

Student Government Association (SGA)

SGA is the representative organization of the Mt. San Jacinto College student body. It is composed of elected and appointed student officers, each with designated duties assigned. SGA is designed to develop leadership and responsibility, to provide opportunities for the development of the social and cultural interests of students, and to promote college spirit and student morale. All students are encouraged to join and take an active part in SGA through participation in weekly meetings and/or SGA events.

Student Success & Support Program (SSSP)

The Student Success & Support Program (SSSP) (formerly Matriculation) is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of the Student Success & Support Program are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the Student Success & Support Program process: admissions, orientation, assessment and testing, counseling, and student follow-up.

Study Abroad

Mt. San Jacinto College students have the opportunity to study in Europe. Mt. San Jacinto College is a member of the study abroad consortium group which is led by Citrus College and the Southern California Foothills Consortium for Study Abroad. Students



can participate in our study abroad programs as long as they meet eligibility requirements. Semester length programs are offered in London, England (fall) and Salamanca, Spain (spring). Students can earn twelve (12) units of college credit. Most courses are CSU/UC transferable and meet general education requirements.

Supplemental Instruction (SI)

Supplemental Instruction (SI) provides weekly review sessions facilitated by a peer SI Leader for students in targeted historically difficult courses. The SI Leaders are former students who successfully completed the course and now attend the course as model students and lead SI sessions. Supplemental Instruction sessions are interactive reviews that incorporate course content (what to learn) and study strategies (how to learn).

Talent Search

The Talent Search Program at Mt. San Jacinto College provides economically disadvantaged and first generation college-bound students with academic support, access and exposure to postsecondary education. This pre-college program, working in cooperation with three schools within the San Jacinto Unified School District, enables students to complete high school and enroll in a postsecondary educational program of their choice.

Upward Bound (UB)

The purpose of the Upward Bound Project (UB) is to identify eligible youths who are low-income and potential first-generation college students. UB encourages project participants to remain and complete high school while setting higher standards for a college education. Furthermore, UB provides the necessary tools to prepare students to enroll and succeed in college.

Veterans Resource Centers

Mt. San Jacinto College is fully approved for the training of students under the various government educational programs for veterans and eligible dependents of deceased or disabled veterans. The Veterans Resource Centers are located on the San Jacinto and Menifee Valley campuses and provide a central location designated strictly for Veteran and dependent needs that include: counseling, a full-time school certifying official for FI Bill benefits; VA student workers; free computer use and printing; a lounge area, and a conference and study area.

Writing & Math Centers

Writing and Math Centers are located on both the San Jacinto and Menifee Valley campuses. At the Writing Centers, students become empowered and confident in their writing abilities through the facilitation of faculty and peer tutors, handouts, and directed learning activities. The Writing Centers also offer several workshops each semester ranging from grammar and documentation styles to creating research topics and revising drafts. Tutors are available and trained to assist students through every step of creating and formatting written assignments or assistance with mathematics problems.

Introduction

The following chapter provides additional context and background regarding the core themes that emerged throughout the formulation of the Mt. San Jacinto College Educational Master Plan. The analysis of both quantitative and qualitative data outlined major trends and provided the institution with an exploratory roadmap to consider for the future.

As previously noted, the Educational Master Plan is the primary vehicle for shaping the institution's overarching vision over the next six years. As such, the recommendations and future considerations identified in the following section serve as a loose framework by which the institution can develop intentional, meaningful, and impactful implementation strategies, institutional innovations and initiatives within the College's planning and resource allocation model.

Some of the recommendations reflect changes that are already underway, while others chart an entirely new direction. The recommendations explore activities in which the College has already employed to support student success and outlines possibilities for additional initiatives the College might contemplate in light of new facilities, changing student and community needs, and improvements in teaching and learning. In any case, the recommendations will require that in-depth, discrete, and specific implementation strategies

be developed in consultation with the appropriate key stakeholders. It is the intention that the College utilize the Educational Master Plan themes to guide the development of its 2017-2021 Strategic Plan. It is within the Strategic Plan that the College can "get in the weeds" and collaboratively design implementation approaches, identify key performance indicators, allocate potential resources, and determine an evaluation and assessment structure to ensure the achievement of the goals set forth in the plan.

Recommendations & Future Considerations

Student Success

Students come to Mt. San Jacinto College with a wide variety of goals and therefore measuring success requires multiple measures. Most students come to community colleges with the intention of earning a degree or certificate and then getting a job. For some, entering the workforce is a longer term goal, with success defined as transferring to, and subsequently graduating from, a four-year college. For others, the academic goal is earning an associate degree. Still other community college students are looking to acquire a specific set of job skills to help them enter or advance in the workforce in a shorter time frame. This could be accomplished by either completing a career



technical education certificate program or through any number of skill oriented courses. Regardless of their goals, the vast majority of students come to community colleges in need of basic skills in reading, writing, and/or mathematics. As a result many of the College's most vulnerable students never attain their educational goal.

Mt. San Jacinto College has a high underprepared and educationally disadvantaged student population. Students are more educationally disadvantaged and are less successful than students who enter college with pre-collegiate competencies. On average, approximately 35% of Mt. San Jacinto College students will be enrolled in at least one developmental (pre-college level) course; this represents roughly 5,000 students per term. Eight thousand new students are assessed each year. Historically, more than 90% of all first-time students that assess at Mt. San Jacinto College, assessed into a developmental level course. This

rate was even higher for Hispanics, with 94% assessing into a developmental course.

Mt. San Jacinto College students experience low academic success rates in developmental courses. Lack of success in developmental courses discourages students from persisting to an intended degree or certificate. Even among students who succeed in these courses, persistence to higher-level course work is challenging. In addition, only 66% of students who enrolled in a basic skills English or Math course successfully completed the course. (Success is defined as having been retained at the end of the term with a final course grade of A, B, C, or CR). A success rate of 66% is extremely devastating to its student population.

First-time students are less likely to complete and earn an associate of arts or associate of science degree, or transfer to a four-year college within a six year period according to the California Community Colleges Chancellor's

Office Balance Scorecard. In the most recent completed six-year cohort of first-time students, students transferred at a rate of 34.3%. In academic year 2015-2016, a total of 1,306 students graduated. A total of 1,889 associate's degrees and 154 career certificates were awarded to Mt. San Jacinto College students.

Although Mt. San Jacinto College is a two-year community college; students enrolled at the institution take nearly 4.5 years to complete a program of study. Strategic enrollment management practices have eliminated major obstacles related to course sequencing, course offerings, and addressed high demand in gateway courses; however, given students' continued low academic preparedness, success, and retention the time to completion is nearly 2.5 times greater than the expected two-years of study.

Student success is core to the mission, vision, and values at the institution and changes are currently underway. Mt. San Jacinto College has been actively engaged in dialog and planning to mitigate some of these specific challenges and obstacles related to student success and achievement. Accountability measures have been established through the California Community Colleges Chancellor's Office Institutional Effectiveness Partnership Initiative and through the College's Institution Set-Standards. To meet these achievement thresholds the institution must recommit itself to finding new and better ways of serving students. To that end, Mt. San Jacinto College should consider prioritizing its efforts and leveraging its resources to employ the following effective educational policies, practices and strategies over the course of the next six years:

- Reduce time to completion of student educational goals to increase degree, transfer, certificate completions, and/or employment
- Design of curricular pathways, cohorts, and acceleration models that reduce time to completion of degree, certificate, or transfer
- Support the institutionalization of a comprehensive early alert system that strengthens the connection between students, faculty, counselors and support services
- Create intentional communities to foster innovation and promote the scholarship of teaching and learning

Internal Collaboration & External Partnerships

A recurring theme explored in the dialog of nearly every community and District focus group, campus forum, and meetings with governance leadership was the topic of strengthening internal collaboration and external partnerships. Without the full collaboration, support and engagement of all pertinent College divisions, units and departments, any attempt to meet the aspirational goals established for the District, as outlined above, will be ineffective.

The phenomenon of "silos" is not isolated to Mt. San Jacinto College but rather is a common obstacle impacting many community colleges. The College is encouraged to strengthen and enhance the communication and collaboration on student success projects and initiatives, between its main functional divisions of Instruction, Student Services, and Administrative Services. Specifically, this communication

and collaboration should occur between not only administrators over each division, but amongst deans, faculty, counselors, and staff. The development of intentional communities of practice among faculty and counselors with a specific, collective focus and goal will further support the achievement of the College's mission. Through the involvement and engagement of all key stakeholders, the institution will be able to better integrate systems, improve internal processes and practices, and strengthen the institution's capacity to serve and support students. Additionally, the leveraging of resources across disciplines, programs, and initiatives is a fundamental strategy that will enhance the overall strength of each individual plan and result in a greater impact in student achievement. To that end, it is recommended that Mt. San Jacinto College explore the following concepts as they develop the next iteration of the Strategic Plan:

- Enhance college-wide interdisciplinary collaborations and connections
- Strengthen connections between Instruction, Student Services, and Administrative Services

Over the past decade the College has developed relationships, strengthened interactions, and fostered a positive image in the community. This ultimately resulted in the successful passage of Measure AA. As a result of this intentional partnership building endeavor, Mt. San Jacinto College is in the process of improving its facilities, technology, and other learning resources as necessary to meet the educational and cultural needs of communities served by the District. The following recommendation is

intended to ensure that Mt. San Jacinto College continues its efforts to foster shared relationships with key external stakeholders that are mission-focused and curricular-based.

- Enhance partnerships and collaboration with local business, industry, K-12, performing and fine arts organizations, parks and recreation for joint projects, leveraging of facilities and equipment

Many of the community focus groups discussed the potential of: creating regional consortiums with various organizations to promote cooperation and awareness between the community, educational institutions, and governmental agencies; opportunities to seek funding to support community collaborations; expanding opportunities to encourage involvement of local professionals in student learning; promoting and encouraging community attendance at student performances/exhibits and vice versa; creating opportunities for local professionals to critique student work and portfolios; creating service learning, mentoring and occupational internship and apprenticeship opportunities; and developing a process for marketing of community cultural activities.

Distance Education & Online Learning

To increase access for Mt. San Jacinto College's service area population and to meet the ambitious enrollment growth targets set by the California Community Colleges Chancellor's Office, the College has increased the proportion of distance education/hybrid offerings. The percentage of distance education/hybrid offerings has increased from 11% to 21%



with face-to-face enrollment growth remaining relatively flat over the past ten years (2005-2015). In fall 2014, Mt. San Jacinto College offered 220 fully online course sections and 65 hybrid sections which account for 18% of the college's total course offerings. Approximately 35% of Mt. San Jacinto College students are enrolled in at least one distance education/hybrid course. Of the distance education/hybrid total course enrollments, approximately 32% are Hispanic students.

Mt. San Jacinto College is considered a model institution at the state-wide level in relation to its distance education program. The College has been designated as a "pilot" district for the California Online Education Initiative (OEI). This comprehensive and collaborative effort leverages best practices and technology to significantly increase the opportunity for higher education degree attainment in California.

Students enrolled in Mt. San Jacinto College distance education/hybrid courses experience a slightly higher success rate than the state average. However, Mt. San Jacinto College

has made it a priority to continue to improve the success rates of students in its online environment despite the higher than average success rates at the state level.

Over three academic years (2011-2014), average overall success rates in distance education/hybrid courses are consistently lower at 63% than the more traditional instructional face-to-face modality 70%. Additionally, withdrawal rates are high in the online education environment, with students withdrawing at a rate of 13%. This withdrawal phenomenon, impacts students, in lengthening their time-to-completion of their educational goals (degree/certificate/transfer) and increasing the costs of higher education due to students frequently repeating courses. These differences represent barriers for the success of students to achieve their educational goals. Without any mechanisms in place to address for the lower success rates in an online environment, the growth to distance education/hybrid offerings will continue to negatively impact overall student success rates, especially for underprepared students.

Approximately 37% of online sections are taught by full-time instructors as compared to 21% of face-to-face sections. The challenges impacting student success in distance education are exacerbated by an insufficient infrastructure to support a faculty development program with standards related to course design, delivery, instruction, and accessibility that are intended to promote a quality learning environment. Considering the extremely large population of first-time students placing into pre-college level courses, it is clear that all faculty have underprepared students in their online classes. The lack of a clearly defined administrative infrastructure to support a distance education faculty development program leaves instructors challenged to address the obstacles students face and unable to capitalize on instructional strategies that have worked for other faculty in a virtual environment.

As distance education grows at Mt. San Jacinto College it has become apparent that the existing oversight and organizational structure of the program is inadequate to address the emerging challenges and opportunities associated with the program. Through extensive dialog and discussion during focus groups with faculty teaching in the online environment, students, and administration as well as review of best practice model institutions and corresponding research, the institution has identified the need to centralize the distance education oversight, resources, and support services for both students and faculty under a single instructional unit. Currently, the distance education program is decentralized in that faculty that teach in an online environment

report to various instructional deans.

Additionally, student and faculty support is also dispersed throughout the organization's various instructional and student support divisions and units. Although faculty receive instructional and technological support through the Academic Technology Services department and the current Dean of Instruction, Academic Computing, Technology and Distance Education – this indirect administrative support is insufficient to make real, lasting, impactful changes in the online teaching environment. It is recommended that the institution explore reorganizing the existing organizational structure so that there is a single-point of contact, administration, supervision, direction, guidance and support related to all distance education related activities.

Mt. San Jacinto College should consider incorporating the following innovative strategies to improve collaborative practices where virtual learning/teaching strategies are scaled to impact student learning outcomes. These recommendations will ensure that distance education and online learning is adequately resourced and supported, integrates meaningful professional development activities specifically for distance education instructors, improves faculty support in course design and development efforts, and creates intentional communities of practice to foster innovation and promote the scholarship of teaching and learning. This centralized Online Campus model would also assure that the standards addressed in the District's Distance Education Plan are met and focus on quality distance education program

offerings.

- Strengthen institutional capacity to improve student preparation, transition, and successful course completion in distance education and online learning
- Improve access to instructional design resources and other distance education training and support for instructors teaching via distance education
- Enhance consistency and quality of online learning through a dedicated Distance Education Support Center
- Adopt a comprehensive Online Campus model with centralized oversight/administration, resources, and support services for faculty and students to improve teaching and learning in distance education

Resources

Human Resources

Facilities and staffing have historically been two of the major resource constraints facing the College as it attempts to meet the ambitious enrollment growth targets set by the California Community College Chancellor's Office. The next six years will set the stage and determine whether the institution's human resourcing is sufficient to address and support (1) anticipated needs of the growing communities served by the District, (2) projected growth of the college-going student population, and (3) the development of quality programming (academic and student support) occurring as a result of the enhanced facilities and laboratories.

The Staffing Summary illustrated that

in 2016, over half (56.6%) of faculty, staff, and administrators have been employed at the District for less than five years. In 2014, the percentage of faculty, staff, and administrators employed at the District for less than five years was only 45%. This dramatic shift in longevity is relatively recent and coincides with the economic recovery experienced by the California Community College system. Within a timespan of two academic years (2014-2016), Mt. San Jacinto College added nearly 100 new faculty, staff, and administrators to its ranks, with the majority of these new positions being full time and adjunct faculty.

Given this relatively new short tenure of faculty, staff, and administrators, the institution must consider developing a strategic and comprehensive professional development plan that provides all personnel with appropriate opportunities for continued professional development and training, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. This is particularly important with part time faculty. The District must ensure that it has developed policies and practices which provide for meaningful orientation, oversight, professional development and mentoring of its faculty (both full and part time).

Mt. San Jacinto College is at a critical juncture in its history. The rapid enrollment growth outlined in the internal scan along with the projected capital outlay projects slated for each of the campus sites and locations necessitates a closer review regarding the organization's future long- and short-term human

resource needs and strategies. The District must anticipate and plan for the human resources need to support student learning in the new buildings. To meet this need, the District should consider increasing staffing gradually before the opening of any new capital outlay/building project. This includes all staffing (i.e. custodial support, administrative support, information and academic technology services and support, secretarial support, grounds/landscaping support, classified help required to support laboratories, etc.).

As budgetary resources become available, additional considerations should be made when designing new or expanding existing programs. The District must anticipate and hire faculty champions that will assume leadership in the new facility spaces, especially in those areas where the institution will be starting new programs and services. Developing the programs early on, prior to the buildings being completed and ready for occupancy, will ensure seamless transition into the new facility and optimize enrollment growth potentials.

As illustrated, effective human resource planning will be absolutely imperative to effectively provide access, improve academic quality, increase student support services and ensure the achievement of student educational goals. It is recommended that the institution adopt the following human resource considerations in its institutional Staffing Plan and outline strategies for implementation:

- Identify a long-range human resources strategy and staffing plan to include the early development of new programs and services and support student learning in the

new bond facilities and renovated buildings and laboratories

- Support the design of a comprehensive professional development program that strengthens cultural competencies, collaborative and active learning, student engagement practices, contemporary pedagogic/andragogic strategies and tools, technology proficiency, and promotes support and mentoring for adjunct faculty

Facilities & Equipment

As with staffing and human resource considerations, the College must proactively develop facility and equipment plans to accommodate projected student enrollment and growth, the expansion of new innovative programs, services, and account for changes in teaching pedagogy and active learning practices. Although the District has impressively met enrollment growth targets, it is important to reiterate that facilities have been a predominate barrier to providing additional access to impacted programs and courses, particularly those programs that require laboratory space.

Given the tremendous opportunity provided by the \$295 million general obligation bond for the construction of new state-of-the-art facilities, it is essential that the District continue to utilize the analysis of enrollment management data to plan for increased efficiencies and innovations in instructional delivery as well as to support spaces designed for active learning to maximize student engagement and success. To ensure maximization of the intended space,



course and program sequencing should be projected and scheduling prioritized.

In addition to data analysis, the District might consider utilizing other strategies to ensure broad collaboration and discussion regarding facility usage. The College is encouraged to engage in discussion with faculty from cross-disciplinary studies regarding the foundation of the new building to leverage the learning space and make connections between related disciplines. Outreach and including representatives from other colleges who have recently completed and occupied new buildings with similar purposes will provide valuable insight as to how the space is or is not working, what they would do differently

now that they've taught in the space, and what elements did they neglect to include that would have added value to teaching and learning in the space. Convening a group of discipline specialists to explore cutting edge pedagogies for the teaching of their subjects is another strategy to ensure the successful design of active, innovative learning spaces aligned in disciplines.

As with the staffing recommendations, it is essential that the District begin to establish the new programming that will be situated in the new buildings and facility spaces early, prior to the completed construction and occupancy, to ensure seamless use of the facility and to maximize efficiencies and growth potential. Curriculum

considerations, instructional equipment specifications, materials and supplies, as well as budgetary requirements need to be addressed as well to ensure that a total cost of ownership model is accounted for to ensure proper resourcing and support of the program to ensure effectiveness.

In discussion with various focus groups, the representatives also suggested leveraging the use of facilities throughout the District's service area to support new programs and services. Many community organizations and K-12 district schools, like Mt. San Jacinto College, are restricted as a result of facility constraints and encouraged the cooperative sharing of equipment and space to maximize space and leverage resources throughout the region, particularly as it relates to Academic, CTE, Athletics and Performing and Fine Arts programs. The leveraging of District facilities would optimize opportunities and exposure of Mt. San Jacinto College, its programs, and its services and ensure gradual growth and development of academic or CTE programs. Specifically, the College is encouraged to use appropriate swing space, as available, or partner with external organizations, such as Parks and Recreation, area high schools, performing and fine art councils for joint use of facilities that include but are not limited to theaters and performing arts facilities, science laboratories, maker spaces, aquatic centers and other physical education facilities.

Given the strong performing and fine arts programs within the College's service area, it is important to recognize the need to incorporate an appreciation of the arts into the campus identities.

The College has been successfully incorporating wall murals into the campus designs; however, it was recommended by a focus group to include and plan for the professional display of student, faculty and community fine art in the new facility spaces.

The District should address these and other possible recommendations through its comprehensive facility master planning process and develop strategies for implementation that can be embedded in the upcoming three-year Strategic Plan cycle.

- Delineate service areas with divergent identities and needs
- Increase access to innovative active learning space approaches
- Increase visibility, usage, and facility access to community
- Create opportunities for the appreciation of performing and fine art in the campus

Educational Master Plan Leadership

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Educational Master Plan Oversight

Institutional Planning Committee

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- Jeannine Stokes
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- Fred Frontino
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- Kathy Donnell
- Jill Lanphere

Office of Institutional Effectiveness, Planning and Research

- Brandon Moore
- Rebecca Teague
- Nik Mesaris
- Stephen Sandstrom
- Fernando Gutierrez
- Paul Hert
- Leticia Luna-Sims
- Jill Lanphere
- Debbie Grace
- Tabitha Lawler
- Dr. Patrick Schwerdtfeger, *Educational Master Plan Consultant*

External Educational Master Plan Focus Group Participants

Fine and Performing Arts

- Richard Leitz, *Diamond Valley Arts Council*
- Anna Aucheta, *MUSICA!/Diamond Valley Arts Council/Eagle Orchestra*
- Zack Steinhaus, *Art Alliance of Idyllwild*
- Kathleen Crain, *Arts Council Menifee*
- Jessica Large, *Murrieta Arts Council*
- Bea Barnett, *City of Temecula/Theater*
- Bill Zimmerman, *Arts Council Menifee*
- Janna Joos, *Temecula Valley Symphony*
- Alana Joos, *Temecula Valley Symphony*
- Peter Thorwarth, *Murrieta Arts Council*
- S. Trapani, *A Repertory Theatre*
- Dr. Mary Kay Switzer, *A Repertory Theatre*
- Dr. Patrick Schwerdtfeger
- Dr. Jeremy Brown
- Rose Russell
- Rebecca Teague
- Jill Lanphere

K-12

- Erika Bennett, *Murrieta Valley Unified School District*
- Don Williamson, *Perris Union High School District*
- Jonathan Greenberg, *Perris Union High School District*
- Timothy Ritter, *Temecula Valley Unified School District*
- Jason Fowler, *Nuview Union School District*
- Eric Mooney, *Murrieta Valley Unified School District*
- Dr. Ebon Brown, *Beaumont Unified School District*

- Daryl Drinkwater, *Hemet Unified School District*
- Robert Poe, *Hemet Unified School District*
- Barbara Wolford, *Banning Unified School District*
- Dr. Vince Record, *San Jacinto Unified School District*
- Paul Bailey, *Hemet Unified School District*
- Christina Pierce, *Beaumont Unified School District*
- Dr. Roger Schultz
- Dr. Patrick Schwerdtfeger
- Brandon Moore
- Rebecca Teague
- Debbie Grace
- Jill Lanphere

Internal Educational Master Plan Focus Group Participants

Instructional Deans

- Dr. Carlos Tovares, *Dean of Instruction, Academic Programs, San Jacinto Campus*
- Joyce Johnson, *Dean of Instruction, Career & Technical Education and Nursing & Allied Health*
- Dr. Jeremy Brown, *Dean of Instruction, Arts, Humanities and Social Sciences, Menifee Valley Campus*
- Marc Donnhauser, *Dean of Instruction, Math and Science, Menifee Valley Campus*
- Patrick Springer, *Dean of Physical Education and Athletics*
- Micah Orloff, *Dean of Instruction, Academic Computing, Technology and Distance Education*
- Martha Crawford, *Interim Associate Dean of Instructional Support Services*

Student Services Leadership

- Susan Loomis, *Dean of Student Services*
- Tom Spillman, *Dean of Student Services*
- Patrick Springer, *Dean of Physical Education and Athletics*
- Dolores Smith, *Dean of Student Services*

Student Government Association

- Genesis (Ariel) Iniguez, *President*
- Diana Medina, *Vice President*
- Philip Acero, *Senator SJC*
- Johnny Bladow, *Senator SJC*
- Demetrius Castillo, *Senator SJC*
- Morgan Comstock, *Senator SJC*
- Joseph Page, *Senator SJC*
- Kenneth Shaw, *Senator SJC*
- Michael Carrier, *Senator MVC*
- Danielle Pegan, *Senator MVC*
- Michael Bohm, *Secretary*
- Jacqueline Figueroa, *Historian SJC*
- Tyler Mendel, *Region 9 Student Representative*
- Maya Cardenas, *Director, Student Life & Development*
- Timothy Lampley, *Clerical II/Support Specialist, Student Life and Development*

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- Belen Kirejian, *Treasurer*
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- Dawn Bridge, *Senator-at-large*
- Janet Brandenburg, *Senator-at-large*
- Diane Morales, *Senator-at-large*

- Esmeralda Bravo, *Senator-at-large*
- Kristin Rodriguez-Gomez, *Senator-at-large*

Academic Senate

- Tamara Smith, *Executive Senate President/SJC Site Council President*
- Dr. Rhonda Nishimoto, *Executive Senate Vice President/MVC Site Council President*
- David Parrott, *Executive Senate Correspondence Secretary/SJC Site Council Vice President*
- Janice Levasseur, *Executive Senate Appointment Secretary/MVC Site Council Vice President*
- David Smith, *Executive Senate Associate Faculty Representative, San Jacinto Campus/SJC Site Council Associate Faculty Representative*
- Jeremy Rogers, *Executive Senate Associate Faculty Representative, Menifee Valley Campus/MVC Site Council Associate Faculty Representative*
- Lyndsey Tone, *Site Council Secretary, San Jacinto Campus*
- Dewey Heinsma, *Site Council Secretary, Menifee Valley Campus*
- Julie Freeman, *Site Council Senator, San Jacinto Campus*
- Paul Hert, *Site Council Senator, Menifee Valley Campus*
- Payden Ackerman, *Site Council Senator, San Jacinto Campus*
- Dr. Jim Decker, *Site Council Senator, Menifee Valley Campus*

All Faculty Meeting

- Payden Ackerman
- Dr. Shelley Aguilar
- Rosalva Amezcua
- Miranda Angeles
- Dr. Crystal Anthony
- Bobby Avila
- Jason Bader
- Larry Barraza
- Bil Bergin
- Arafiena Bhuiyan
- Jennifer Borton
- Ron Bowman
- Dr. Shauni Calhoun
- David Candelaria
- Michael Caputo
- Lissette Castro
- Mireya Cerda
- Katherine Charles
- Larry Clarke
- Carol Coffin
- Rebecca Coleman
- Natalie Cook
- Elizabeth Correia-Jordan
- Dr. Karen Cranney
- Dr. Marlene Cvetko
- Dr. James Davis
- Dr. James Decker
- Eileen Doktorski
- Brett Dooley
- William Farrar
- Susan Farrington
- Farah Firtha
- Michael Fleming
- Monica Flores
- Dr. Pamela Ford
- Anya Franklin
- Julenda Freeman
- Dr. Rosaleen Gibbons
- Kelly Granche
- Estella Gutierrez-Zamano
- Dr. Ching Guu
- Willie Hamilton
- Andrea Hammock
- Keith Hanz
- Dewey Heinsma
- Dr. Del Helms
- Dr. Caren Hennessy
- Dr. Jason Hlebakos
- Audrey Holod
- Keith Johnson
- Richard Kandus
- Dr. Nizam Kazi
- Richard LeGarra
- Janice Levasseur
- Andreea Mardichian
- Carla Maroudas
- Dr. Roy Mason
- Casey Mazzotta
- Luis Mondragon
- Sherri Moore
- Dr. Dave Moss
- Paula Naggi
- Marlon Nance
- Dr. Nancy Napolitano
- Ronald Newman
- Dr. Rhonda Nishimoto
- Erik Ozolins
- Dr. Sujatha Pamula
- Dr. Dan Peace
- Michael Plotkin
- Shezwae Powell

- Dr. Alma Ramirez
- Roy Ramon
- Shahla Razavi
- Dr. Nick Reeves
- Linda Rosser-Middleton
- Dr. Sterling Roulette
- Dr. Richard Rowley
- Gloria Sanchez
- Dr. John Schuler
- John Seed
- Dr. Vanessa Sheldon
- Lorraine Slattery-Farrell
- Dr. Jeffrey Slepiski
- Donald Smith
- Dr. Patrick Smith
- Tamara Smith
- Dr. Michelle Stewart
- Robin Suitt
- John Tribelhorn
- Dr. Suzanne Uhl
- Amanda Uvalle
- Gary Vargas
- Adrienne Walker
- Susan Winslow
- Brenee Wright
- Christina Yamanaka
- Dr. Peter Zografos

Online Education

- Micah Orloff
- Dr. Del Helms
- Dr. Jason Hlebakos
- Dr. Roy Mason
- Dr. Michelle Harper
- Lorrie Ross
- Monica ‘Niki’ Love
- Robin Suitt
- Dr. Tom Donovan
- Michael Plotkin
- Rickianne Rycraft

Temecula Valley Campus (TVC)

The Temecula Valley Campus occupies a 20-acre site in the heart of the city of Temecula. The address is 41888 Motor Car Parkway. MSJC acquired the property and structures, including two 5 story office towers, in March of 2018. The Temecula Valley Campus will serve approximately 15,000 part-time or 10,000 fulltime equivalent students (FTE) at its buildout. We expect to start offering classes at the Temecula Valley Campus in fall 2021.

There has been an increasing focus on the need for a large campus in the most southern part of the district. The primary objective of the project is the development of a self-contained, full-service community college campus of sufficient size to meet the needs of anticipated student population growth in the southwestern portion of the District. The Temecula area has been the fastest growing part of the District and has developed into the area having the highest population density in the district.

Each of the two buildings (Tower A and Tower B) has approximately 175,000 square feet. Tower A is in the process of being renovated to serve as the site of the new TVC campus-classrooms, services for students, and administrative offices. The two towers share a courtyard. The buildings are surrounded by parking lots, providing ample parking for students and staff.

There are four vehicular access points to the Temecula Valley Campus. The main entrance is from Ynez road to the west of towers. There are also vehicle entrances from the south on Solano Way, the east on Margarita Road, and from the north on Nicole Lane.

A comprehensive planning process involving faculty, staff, and administrators from Instruction, Student Services, and Business Services resulted in final program requirements and the allocation of 23 lecture classrooms, 5 computer classrooms, 1 large lecture room, a STEM student and tutoring center, and 7 science laboratories. The facility will also have student collaboration spaces, small group study rooms, and meeting rooms.

In addition to instructional space, Tower A will house all the same support services found at both the San Jacinto and Menifee Valley Campuses-including a library, learning resource center, food service, fitness center, health center, and bookstore. Comprehensive Student Services will include enrollment, counseling, financial aid, EOPS/CARES, CALWORKS, DSPS, Student Life, Student Government, Career and Transfer centers, and a Veterans Resource Center.

Temecula Valley Campus students will have access to an extensive curriculum in place at MSJC. The Temecula Valley Campus will provide comprehensive educational opportunities for students to enroll in transfer courses and to earn degrees and certificates. The new campus will provide core academic courses, such as math, science, and English, that would allow students to transfer to four-year colleges and universities or secure employment. The campus would also provide job training specifically tailored to give students the skills to compete for jobs that are in demand in the local area. The District anticipates that a portion of the start-up enrollment would be drawn from existing students served by other District facilities, particularly the Menifee Valley Campus.

Addendum approved by the Board of Trustees on June 25, 2020