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

2016 Annual Report
Final Submission
04/15/2016

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Rebecca Teague
3.	Phone number of person preparing report:	951-487-3072
4.	E-mail of person preparing report:	rteague@msjc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	www.msjc.edu
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.msjc.edu/InstitutionalPlanningandEffectiveness/Pages/Accreditation-and-Affiliations.aspx
6.	Total unduplicated headcount enrollment:	Fall 2015: 19,173 Fall 2014: 17,823 Fall 2013: 17,777
7.	Total unduplicated headcount enrollment in degree applicable	15,759

	credit courses for fall 2015:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	5,514
9.	Number of courses offered via distance education:	Fall 2015: 111 Fall 2014: 115 Fall 2013: 116
10.	Number of programs which may be completed via distance education:	7
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 5,183 Fall 2014: 4,898 Fall 2013: 4,523
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	66%
14b.	Successful student course completion rate for the fall 2015 semester:	68%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	965
b.		912

		If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	123

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,147
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,065
16c.	Number of students who received a certificate in the 2014-2015 academic year:	135
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	394
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	413
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	n/a
19a.	Number of career-technical education (CTE) certificates and degrees:	17
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	1
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	1
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	17

20. 2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
AS. NURS.RN	51.16	state	75 %	91.11 %

21. 2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
AS.BADM	52.02	11 %	13 %
AS.NURS.RN	51.16	75 %	85 %
AS.AJ	43.01	15 %	60 %
AS.CDE	19.07	10 %	83 %
AS.FIRE	43.02	10 %	16 %
AS.WT	15.05	15 %	88 %
AS.CIS.PROGRAM	11.01	10 %	18 %
AS.MUL	09.07	10 %	12 %
AS.PHOT	50.06	8 %	10 %

22. Please list any other institution set standards at your college:

	Definition	

	Criteria Measured (i.e. persistence, starting salary, etc.)		**Institution set standard**

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

The college's data warehouse (SETS) showcases disaggregated student data,including institution-set standards, for all planning efforts.Data from SETS is incorporated into every cycle of program review,including the annual program assessment templates utilized by faculty to evaluate academic program quality,effectiveness,to identify student needs,address gaps,and assess the mission of the college.During each program review cycle,faculty receive data specific to student outcomes for each academic program as well as institution-set standard data to allow for comprehensive evaluations of course and program level student achievement against the standards and develop informed,data driven recommendations for improvements.SETS is also the foundation for the college's Enrollment Management strategy as it allows for the tracking of enrollment trends.The district leverages course offerings to ensure that students are provided with opportunities to enroll in courses that lead to their educational goals.SETS includes data related to wait lists. In previous years, impacted courses were hidden under the ten-person wait list policy and critical data was missing to be able to make adjustments to scheduling and course offerings that were negatively effecting completion of programs as well as transfers.

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	589
	b. Number of college courses with ongoing assessment of learning outcomes	474
	Auto-calculated field: percentage of total:	80.5
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	89
	b. Number of college programs with ongoing assessment of learning outcomes	81
	Auto-calculated field: percentage of total:	91
26.	Courses	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	15
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	15
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.msjc.edu/InstitutionalPlanningandEffectiveness/Learning%20outcomes%20and%20assessment/Pages/default.aspx
28.	Number of courses identified as part of the general education (GE) program:	414

29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	81%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	414
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).	For the past six years, MSJC has employed two highly effective and innovative practices for measuring its core competencies (ILOs) utilizing both authentic and in-direct assessments through a Graduate Survey and the Critical Assessment Test. Both have been described in significant detail in previous annual reports. Results of both tools are integrated into the college\\\'s program review, planning and resource allocation processes, have been used to make changes in teaching pedagogies, and are published on the college's website to ensure access and transparency for all constituents (internal and external). During 14/15, MSJC participated in the Community College Survey of Student Engagement which was delivered to 55 courses targeting over 900 diverse students. The tool was utilized as an additional opportunity for in-direct assessment of the college's core competencies. Results of the CCSSE were disseminated to the Board of Trustees, various shared governance and leadership groups for further discussion and integration into program planning models and initiatives to improve student success, achievement and engagement. The college also ensures institutionalization of core competencies into program pathways by incorporating ILOs as the basis for the development of the six-year Education Master Plan.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words). Mt. San Jacinto College has progressed from a practice of purely mapping outcomes to an institution that uses the analysis of the learning outcomes alignments to foster improvements in planning of curriculum. A specific example of this highly impactful effort is demonstrated through documented improvements in student success via the creation of curriculum acceleration models for Math, English and ESL. The data demonstrated critically low performance outcomes in the remedial basic skills courses. As a result of review and analysis of the learning outcome and achievement data by faculty in these specific disciplines, faculty recommended significant changes in course offerings (removing lower level courses and combining the curriculum in a revised course). Through the creation of these accelerated models and alignment of curriculum that address the needs of students, the success rates of students in their program of study has dramatically improved. We also anticipate that time to degree completion will be positively impacted by this effort as well. Similar review of data and analysis of implementation of alignments are occurring with the college\'s instructional programs. The development of cohesive pathways has been an institutional priority and focus for clarifying programs of study and improving student success.
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words). Improved access to SLO results and achievement data has enhanced efficiencies in many areas within the district because it has strengthened the college's capacity to become a more inquiry-based institution. Faculty have created inquiry-based research groups to develop comprehensive research queries addressing student outcomes, performance, academic quality, and institutional challenges and obstacles facing students. These inquiry-based teams have consistently been using SLO and achievement data to provide potential solutions for needs identified within the data analysis. The inquiry-based teams have created increased and meaningful district-wide dialog regarding these issues and dissemination of this inquiry-based structure include the following: 1) institutional planning documents such as the comprehensive, annual program review and assessment reports, course improvement plans, resource allocation proposals, presentations during all faculty, department, and convocation meetings, assessment report review with Instructional Leadership/faculty strategic planning retreats, shared governance committee meeting communications and dialog, academic senate updates, and presentations to the Board of Trustees. Formal documentation of the SLO assessment results in program review are linked to resource allocation requests.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words). MSJC actively engages constituents in formal/informal dialog about institutional planning, learning, teaching, and assessment of learning outcomes. Results and dialog regarding improvements are embedded in course improvement plans, program review, annual program assessments, and are used to 1) prioritize resource allocations based on linkage to institutional planning, 2) inform curricular changes through the Curriculum Committee, 3) determine pedagogical improvements, and 4) identify facility and laboratory, personnel, equipment, technology, and professional development needs and challenges - all for the betterment of student achievement and success. Assessment at the course levels is on a 3-year cycle, with each course offered being assessed at least twice every 3 years. This ensures that student learning outcome data is available, and used for the comprehensive program review cycles and can be incorporated into each Strategic Plan iteration every 3 years, which outlines institutional priorities and goals. Comprehensive charting of outcomes at the course, program, and core competency levels continues to occur throughout the academic year during all-faculty and department meetings and is reviewed and adjusted annually as necessary. Outcomes are documented and recorded in the learning and outcomes assessment database (eLumen).
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

Many programs have been positively impacted through the student learning outcome and assessment processes and have experienced dramatic improvements in student learning practices, student achievement, and institutional effectiveness. Specifically, the course improvement plan and assessment results for History 108 have demonstrated that the majority of students either fell into the Average Comprehension or Excellent Comprehension categories. This may be in part explained by a change in one of the groups of primary documents that helped facilitate student understanding of course learning outcomes. As a result of this analysis, faculty plan to continue to utilize these documents in future semesters. For students that underperformed on this particular assessment, the faculty plan to encourage students to fine-tune their study strategies, ensure they purchase books in a timely fashion to be successful in class, attend office hours, and take advantage of the numerous workshops offered by the Writing Center. Another example, as described in an earlier section of this report focused on the modification of curriculum to develop acceleration models in Math, English and ESL. As a result of the accelerated curriculum, success rates of students have improved and it is anticipated that time to degree completion will increase as well.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	New ADT degrees, new programs and certificates, new programs via distance education modality

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Menifee Valley Campus, Temecula Education Complex
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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