EXTERNAL EVALUATION REPORT

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

This report represents the findings of the evaluation team that visited
Mt. San Jacinto College District on March 12 to 15, 2018

Cindy Miles, Ph.D.
Team Chair

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Mt. San Jacinto Community College District
Comprehensive Evaluation Visit
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Summary of Evaluation Report

INSTITUTION: Mt. San Jacinto Community College District

DATES OF VISIT: March 12 - 15, 2018

TEAM CHAIR: Cindy Miles

An 11-member accreditation team visited the Mt. San Jacinto Community College District, referred to Mt. San Jacinto College (MSJC), March 12 to 15, 2018, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education (USDE) regulations. The team evaluated how well the District is achieving its stated purposes, provided commendations and recommendations for institutional improvement related to the Standards, and submitted recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair reviewed team chair training materials with the co-facilitators of ACCJC's spring 2018 Team Chair training and conducted a pre-visit to the campus on February 21, 2018. During this visit, the chair and team assistant met with College leadership and key personnel involved in the self-evaluation preparation process. The entire evaluation team attended ACCJC's Team Training Workshop on February 8, 2018.

The evaluation team received the MSJC's Institutional Self-Evaluation Report (ISER) and related evidence several weeks prior to the site visit. Team members found the ISER to voluminously detail the processes used to address Eligibility Requirements, Commission Standards, and Commission Policies, as well as its activities related to ongoing quality improvement. The College continued its progress between the time of writing and the team visit and provided additional evidence before and during the site visit. The team confirmed that the ISER was developed through broad participation by the College community including faculty, staff, students, and administration. The College also prepared a Quality Focus Essay with two areas for improvement, which the team reviewed at the end of this report.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On March 11, team members spent the afternoon discussing their initial observations and preliminary review of the written materials and evidence provided. From March 12 to 15, team members visited all five college sites (two campuses and three centers) and collaborated on their evaluations. MSJC hosted welcome receptions for the team at both primary campuses, on March 12 at Menifee Valley Campus (MVC) and March 13 at San Jacinto Campus (SJC) and provided campus tours.

During the visit, team members held more than 40 individual/group meetings and interviews with approximately 85 students, faculty, classified staff, and administrators and reviewed written

comments provided by internal and external community members. Team members also met with all five members of the MSJC Board of Trustees and visited classrooms, tutoring and student support centers, labs, libraries, bookstores, cafeterias, and other learning venues, as available, at all sites. During two open forums (March 12th at MVC and 13th at SJC), approximately130 faculty, staff, and students shared their perspectives about the College with members of the evaluation team.

The team found the College well-prepared for the visit and felt generously welcomed by the entire MSJC community. The team was impressed by the College's swift and candid responsiveness to requests for additional information, the depth of engagement within all employee groups in the accreditation reaffirmation process, and the widespread demonstration of a deep commitment to serving their students and community.

The team found that the College satisfies all Standards, Eligibility Requirements, Commission Policies and USDE regulations, but provided three recommendations to improve institutional quality and effectiveness. The evaluation team also identified a number of advanced practices for which the College excels in meeting the Standards that are documented in six commendations for MSJC.

Major Findings and Recommendations of the 2018 External Evaluation Team

Recommendations

Recommendations to Meet Standards:

None.

Recommendations to Improve Quality:

Recommendation 1
In order to improve institutional effectiveness, the College should establish institution-set standards that provide more challenging benchmarks in pursuit of continuous improvement (I.B.3).

Recommendation 2
In order to improve institutional effectiveness, the College should accelerate the implementation of its system for automating the tracking and timely completion of all employee evaluations (III.A.5).

Recommendation 3
In order to improve institutional effectiveness, the Board should balance its focus on ensuring student access and institutional growth with an enhanced focus on promoting student equity and success (IV.C.5).

Commendations

Commendation 1
The team commends the College for its systemic integration of data-informed planning, evaluation, and resource allocation in pursuit of enhancing student learning and achievement. Supported by its highly engaged Institutional Effectiveness Unit and Institutional Planning Committee, analysis of data to guide decision-making permeates every aspect of the College, creating a true culture of evidence throughout the institution (I.B.9).

Commendation 2
The team commends the College's Curriculum Committee for its forward-thinking faculty leadership. In one example, the committee proactively analyzes all high-unit courses for impediments to timely student progress towards degree attainment. By collaboratively addressing such institution-wide issues, the faculty continuously improves instructional courses, programs, and services through comprehensive evaluations used to promote student success (II.A.2).

Commendation 3
The team commends the College for the development of innovative learning technology support services through the DELTA team. This approach provides intensive online student support and training as well as faculty professional development and support to promote high impact practices in using instructional technology for all modalities of learning that is showing gains in academic quality and student success (III.C.4).

Commendation 4
The team commends the College for its effective oversight of finances including the management of grants through processes that include all grant and categorical funds in the budgeting process. This not only incorporates restricted funds into the integrated planning process, it also ensures that the College plans for the eventual end of grant funding (III.D.1, III.D.10).

Commendation 5
The team commends the College for strategically identifying and allocating resources for payment of liabilities and future obligations. Over the last several years, through strategic planning and budgeting and with strong Board leadership, the College budgeted conservatively and set aside one-time funds to address long-term liabilities and, as a result, increased their Moody's credit rating from Aa2 to Aa1, one of the highest in the state (III.D.1, III.D.11).

Commendation 6
The team commends the Board for advancing the culture of collegiality and support so that the Board now acts as a collective entity. Once the Board reaches a decision, all Board members act in support of the conclusion. This intentionally united focus of the Board on the greater good of the institution provides a powerful and inspirational behavioral standard for the College community (IV.C.2).

Introduction

Formed in 1962, the Mt. San Jacinto Community College District, referred to as Mt. San Jacinto College (MSJC), is a single-college district serving 1,700 square miles in southwest Riverside County spanning 25 urban and rural communities. The College supports this growing, diverse area through five locations: San Jacinto Campus (SJC), Menifee Valley Campus (MVC), San Gorgonio Pass Campus (SGPC), Temecula Education Complex (TEC), and Temecula Higher Education Center (THEC).

The College also maintains an active distance education program, offering more than 350 online and hybrid courses each term and participating as one of eight pilot institutions for the California Online Education Initiative. Growth in online course enrollments has nearly tripled in the last five years, with more than 8,000 students taking MSJC online courses in 2016-17.

San Jacinto Campus was the original location for the College and its only campus for 30 years. A comprehensive campus known for its performing and fine arts programs, as well as transfer and career offerings, SJC now serves more than 9,000 students per year.

Intense population growth, particularly in the southwestern part of MSJC's service area along the Interstate 15 corridor, led to the opening of Menifee Valley Campus in 1990, which enrolled 2,100 students its first year. MVC is a comprehensive campus offering a full range of transfer programs, as well as adult education, English as a Second Language (ESL), and continuing education classes. MVC offers a variety of career training programs, particularly in nursing and allied health, business, computer information systems, multimedia, and digital arts. Currently, MVC serves more than 15,000 students annually.

In 2008, the College opened a service center in Banning to provide counseling, registration, and other intake services to residents of the Banning and Beaumont areas. In 2010, these services were moved to the new San Gorgonio Pass Campus, located south of Interstate 10, where classes have been offered since 2011. SGPC now serves approximately 1,000 students each year.

To provide access to the rapidly growing cities of Temecula and Murrieta, the College opened the Temecula Education Complex in 2007 (offering its first classes in 2008) and Temecula Higher Education Center in 2014 (in partnership with California State University, San Marcos, in the old Temecula City Hall building). Currently, TEC and THEC serve more than 4,000 students annually.

With burgeoning population growth in its region, MSJC has undertaken extensive planning and development to address the needs of its community. In 2014, the voters of the College's service area approved a $295 million facilities bond that is being used to modernize its existing campuses and provide more access to higher education and training.

Altogether, MSJC currently serves nearly 30,000 students each year. Members of the college community describe a lifelong reliance on the College, from launching their college experience,

to enriching their children through College for Kids and dual enrollment classes, to preparing them for university transfer, multiple careers, and post-retirement personal development. The large number of employees, both faculty and staff, who are alumni and whose family members have attended MSJC reflects the high level of trust and affinity the community has for the College.

As one of the fastest growing institutions in the state, the College has grown dramatically (more than 23%), in the last five years and now is making a clear effort to be mindful in its continued growth to balance the needs of two large campuses with three smaller remote sites and an increasingly successful distance education program. Despite the challenges inherent in this rapid and distributed growth, MSJC has managed to effectively advance several significant college-wide improvement initiatives. This is a tribute to the College's long-standing commitment to student success and service to its community.

Eligibility Requirements

1. **Authority**

   The team confirmed that Mt. San Jacinto College is a comprehensive two-year community college in a single college district authorized to operate as a postsecondary degree-granting educational institution by the State of California, the Board of Governors of the California Community College System, and the Governing Board of Mt. San Jacinto College. The College has maintained continuous accreditation by ACCJC since its inception in 1963.

   Conclusion: The College meets ER 1.

2. **Operational Status**

   The College's Office of Institutional Research provides extensive data, detailing student enrollment from the 2008-2009 academic year onward, showing steady growth in student headcount and in course and program fill rates. Program reviews for degree-granting programs provide further documentation of students' active enrollment and completion rates in certificates and programs.

   Conclusion: The College meets ER 2.

3. **Degrees**

   At MSJC, a substantial portion of the educational offerings are programs that lead to degrees, many of which are two years in length. A significant proportion of the students at MSJC are enrolled in such programs.

   Conclusion: The College meets ER 3.

4. **Chief Executive Officer**

   MSJC has a CEO who has been appointed by the Board, who has the authority to administer Board policies, and whose full-time responsibility is to the institution. This CEO does not serve as the chair of the Governing Board.

   Conclusion: The College meets ER 4.

5. **Financial Accountability**

   It is confirmed that MSJC engages a qualified external auditor to conduct audits of all financial records. All audits are certified and all explanations of findings are documented appropriately. Resulting audit reports are made available.

   Conclusion: The College meets ER 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards address the same or similar subject matter. Evaluation teams will evaluate the institution's compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

General Instructions: The form should contain narrative as well as the "check-off."

a. *The team should place a check mark next to each evaluation item when it has been evaluated.*
b. *For each subject category (e.g., "Public Notification of an Evaluation Visit and Third Party Comment"), the team should also complete the conclusion check-off.*
c. *The narrative will cite to the evidence reviewed and team findings related to each of the evaluation items. If some content is discussed in detail elsewhere in the team report, the page(s) of the team report can be cited instead of repeating that portion of the narrative.*
d. *Any areas of deficiency from the Checklist leading to noncompliance, or areas needing improvement, should be included in the evaluation conclusions section of the team report along with any recommendations.*

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
x	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
x	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College posted information and a link to the ACCJC third-party comments form on the website in advance of the accreditation site visit. Information about open forums also was posted on the website. The public was notified of the site visit and the associated open forum through the local newspaper.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

x	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
x	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
x	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
x	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College sets institution-set standards for student performance. These standards are shared and discussed widely through governance committees and the Program review process. The evaluation team recommends that to improve its effectiveness, the College review the process for establishing benchmarks that support continuous improvement. See recommendation associated with I.B.3.

Credits, Program Length, and Tuition

Evaluation Items:

x	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
x	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
x	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
x	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2; 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

MSJC awards academic credits based on generally accepted practices for degree-granting institutions of higher education. The Course Outlines of Record, degrees, and certificates are reviewed by the Curriculum Committee, under the direction of the Academic Senate, to ensure that the credit hours and units comply with the regulations set forth in the Program and Course Approval Handbook. The College has in place written policies and procedures for determining a credit hour that meets USED and commonly accepted academic expectations. The College does not offer clock-hour based courses. Tuition is clear and consistent across all degree programs.

Transfer Policies

Evaluation Items:

x	Transfer policies are appropriately disclosed to students and to the public.
x	Policies contain information about the criteria the institution uses to accept credits for transfer.
x	The institution complies with the Commission *Policy on Transfer of Credit*.

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

MSJC policies and information regarding transfer are available to students on the College website and in the catalog. To evaluate and grant transfer credit, College faculty, counselors, students, and staff use a common articulation system (ASSIST) to determine course-to-course articulation for general education and major requirements. When appropriate, course descriptions and Course Outlines of Record are reviewed to determine where a course is equivalent.

Distance Education and Correspondence Education

Evaluation Items:

x	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
x	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
x	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
x	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
x	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education.*

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.

Narrative:
MSJC provided evidence that it has policies and procedures for classifying a course as distance education and that these policies and procedures are applied on a consistent basis. Distance education courses follow the same course outline of record as face-to-face classes and are required to address regular, effective, and substantive contact. Student identity is verified through secure authentication. Technology infrastructure is sufficient to support distance education students.

Student Complaints

Evaluation Items:

x	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
x	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
x	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
x	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
x	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
MSJC has clear procedures for student complaints. Policies and procedures are posted online and in the College catalog. The College maintains appropriate historical records of student complaint files. The names and contact information for accrediting bodies is posted on the College website. Evidence indicates that the College complies with the *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions.*

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
x	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
x	The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College, through its catalog and website, undergoes a multilayered review, and provides accurate, timely and appropriately detailed information to students and the public about its programs, locations, and policies. The College complies with the Commission *Policy on Institutional Advertising, Student Recruitment and Representation of Accredited Status* by ensuring all publications and advertising are accurate and the term "accredited" is in compliance with the ACCJC policy. Finally, the College lists all required information and program accreditors as described in the section on Student Complaints.

Title IV Compliance

Evaluation Items:

x	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
x	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
x	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

x	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
x	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

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

Conclusion Check-Off:

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The U.S. Department of Education conducted a review of MSJC's Title IV program in 2016. The review resulted in no findings. The student loan default rates are acceptable. All contractual obligations engaged by the institution are controlled by *Board Policy* 6340. The College is in compliance with Title IV.

Standard I
Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Mt. San Jacinto College demonstrates its commitment to its students through its mission, which articulates its educational opportunities available based on identified student and community needs. Through an extensive program review, planning and resource allocation cycle, the College aligns its programs, services and resources toward its mission and the communities it serves. The mission is reviewed on a regular cycle, updated, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:

MSJC's mission relates the institution's broad educational purpose to offer "quality, accessible, equitable and innovative educational programs and services." The mission supports the intended student population pursuing educational, career, or personal development goals by offering associate degrees in arts, science, and transfer along with certificates in career and technical education. The College demonstrates its commitment to student learning and achievement through its assessment of skills, knowledge and behaviors acquired by students (I.A.1).

The College uses a variety of institutional data, local service area data, and student outcome data to determine its effectiveness in accomplishing its mission. The College also reviews data through its program review, strategic planning and educational master planning processes to identify problem areas and, in turn, develop institutional priorities along with goals and objectives to meet the diverse educational needs of its students (I.A.2).

MSJC aligns its programs and services with its mission through its program review and annual program assessment processes. All planning and resource allocation decisions go through a planning cycle that includes the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the Superintendent/President, with multiple checkpoints for mission alignment. The participatory governance process involves collegial consultation that is transparent with a feedback loop and is linked to planning, showing the institution's maturity. Stakeholders are allowed only one vote in the process, and do not vote on resource requests directly relevant to their own interests. (I.A.3)

The mission statement is widely published via the college website and catalog and is posted in high-visibility areas throughout the District. The Executive Cabinet meets with all new hires in a mixed employee group session to introduce them to the institution's values, purpose, intended student population, and offerings. The current mission statement was approved by the MSJC Board of Trustees in January 2017, following a three-year cycle of review, assessment, and update led by the Vision, Values and Mission Task Force (I.A.4)

Conclusion: The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Mt. San Jacinto College's mission statement describes its commitment to offering "quality, accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals." Explicit values statements attest to a further commitment to equitable access, collaboration, and diversity. The institution has a structured, regular system for dialogue on student outcomes, program review, academic quality and rigor, institutional effectiveness, and continuous improvement of student learning and achievement.

Findings and Evidence:

MSJC has a structured and data-supported dialogue on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement, as outlined in the "Mt. San Jacinto College Shared Governance Document." The Institutional Assessment and Program Review Committee formalizes processes and dialogue related to program review, learning outcomes, and assessment. A full cycle of program review featuring meaningful appraisal of learning outcomes assessment is evident, and a process for allocating resources is based upon this assessment (the Resource Allocation Proposal and RAP follow-up). Measures such as fill rates, completion rates, employment rates, grades, and SLO assessments are plentiful and carefully disaggregated to inform discussion of institutional effectiveness. Analysis of student learning in sufficient detail to be meaningful in the program review process, while not entirely universal, is definitely widespread (I.B.1).

MSJC defines and assesses student learning outcomes (SLOs) for all instructional programs and student and learning support services. A review of data in eLumen, randomly-selected annual program review samples, and the list of course learning outcomes (CLOs) circulated by the College's Assessment and Program Review Coordinator reveals that SLOs, service area outcomes, and assessments are established for all instructional credit and non-credit courses and programs, student services, and learning support services. A systematic and regular program review process is evident for instructional, student support, and administrative areas (I.B.2).

Learning outcomes assessments are an essential element of regular program reviews. In general, instructional programs are well-focused on fine-tuning SLOs to better assess evolving areas of the curriculum and modify instructional methods to improve student achievement of CLOs. Improvements to courses and programs emerge from Course Improvement Plans (CIPs), which detail course-level assessment data, careful analysis of the data and incorporate student need, appropriateness, articulation requirements, and sound pedagogical planning. An active Curriculum Committee shepherds a robust, data-driven, and student-centered curriculum review and development process. Decisions about what programs and services to offer are clearly aligned with the College's stated mission, its character, and the diverse needs of its student population as identified through research and community input. Further, there is evidence of

support services being institutionalized based upon evidence of their impact on student learning and success, for example, the Student Athlete Scholars Program, the Supplemental Instruction (SI) program, and online tutoring (I.B.2).

The College has well-established processes for setting student achievement standards (student retention 80%, student program success/completion rate 66%), and has recently expanded its metrics to also include standards related to transfer rates, excluding transfers to private institutions. All programs are evaluated in how well they meet these standards in the annual program reviews. Nursing, the only program with a licensure examination, has a 95% passage rate for the NCLEX, exceeding the set standard of 75% by a wide margin. According to the USDE Scorecard, the College's overall graduation rate is 23%; however, the College has found that data available in the California Community College's Scorecard are more useful and actionable. According to the CCC Scorecard, the overall student graduation rate is 42.4%. The Institutional Research and Effectiveness office presents an analysis of these data annually to the College's Board of Trustees and the IPC Committee, and these are actively used to inform major institutional plans, including the Education Master Plan, Facilities Master Plan, Strategic Master Plan, Staffing Plan, Technology Plan, Distance Education Plan, Integrated Student Support and Success Plan (SSSP)/Basic Skills/Equity Plan, Strong Workforce Plan, and Professional Development Plan (I.B.3).

Nevertheless, institution-set standards for program job placement rates vary widely across programs and by year, depending upon the number of graduates. For example, the AS Business Administration, AS Nursing (RN), and CT Water programs regularly exceed the set standards, while the much-smaller CT Photography program, while still meeting the standard, shows declining student placements. In addition, the visiting team noted that the College's set standards for student achievement in course completion, persistence, and degree and certificate completion, while broadly established and reviewed, are set at or below their multi-year averages. For example, the decision to set the institutional standard for course completion at 66% (below the six-year average of 68.6%) was reportedly based upon data indicating that students in online courses succeed at a lower rate, rather than upon an aspiration to improve student completion outcomes overall. In addition, some career-technical education (CTE) programs have had unusually low standards for job placement over several years (e.g., business administration ranging from 0% to 11% to 50%; administration of justice from 15% to 50%; and photography from 8% to 15%). Such uncertain standards could fail to adequately challenge the College to strive for continuous improvement in some areas of student achievement (I.B.3).

Learning outcomes assessment data are an essential, required element of all annual program reviews. Assessment of student achievement of Core Competencies (Institutional-Level SLOs) is based primarily on data from CLO (course-level SLOs) assessment, which are matrixed with Core Competencies and PLOs (program-level SLOs). Additional Core Competencies assessment data is obtained through the Critical Assessment Test (CAT) and an annual comprehensive Graduation Survey that examines students' perceptions of whether they accomplished the seven

institutional core competencies in their particular program of study. The return rate of this survey, which is currently administered anonymously due to staffing limitations, is about 11%. Aiming to improve this return rate, the Institutional Research and Effectiveness Office plans to reach out to graduates next year with a redesigned non-anonymous survey that will allow disaggregation of data. A current pilot of the CAT is planned for expansion (I.B.4).

A notable innovation in program review at MSJC is the integration of assessment, program review, and scheduling, in which programs complete a two-year schedule table for the discipline, including general education classes. Specific attention is called to balancing district efficiency with equity and access. Improvements include institution of a block schedule in which course offerings are organized with consistent start and end times so that course scheduling conflicts are minimized, leading to better fill rates and enabling students to access more program-relevant courses per semester in more efficient schedules (I.B.4).

The institution assesses accomplishment of its mission through careful evaluation of goals and objectives, as well as SLO and student achievement data to review its programs and services. It has made substantial efforts in organizing institutional processes to efficiently use information from this analysis to support student learning and achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery, as well as by a variety of demographics useful and relevant to the College's mission and service area (I.B.5).

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students for individual courses and programs. When the institution identifies performance gaps through program review data analysis, the CIPs, Resource Allocation Proposal (RAP), Institutional Planning Committee (IPC), and Budget Committee process is used to allocate or reallocate human, fiscal, and other resources, to mitigate those gaps. The RAP follow-up process monitors and evaluates the efficacy of resource allocation, and the IPC reviews the efficacy of the process each year (I.B.6).

MSJC regularly reviews and assesses its institutional effectiveness practices and processes, including its cycle of evaluation, integrated planning, resource allocation, and re-evaluation, to determine its efficacy. In accordance with Board Policy 2410, the Board Policy and Administrative Procedure manuals are reviewed on a three-year cycle, as are the Assessment, Program Review, and Budget Allocation (APRBA) Manual, and the Comprehensive Program Review Instructions. The policy review process begins each summer with an annual policy and procedure update workshop that includes key departmental and administrative staff from each area of the College, and focuses on the overall college, governing board, instruction, student services, fiscal affairs, and human resources, among other areas. Changes to procedures are reviewed before implementation by the various participatory governance groups (Academic Senate, Classified Senate, and Student Government Association). Annual updates to the Administrative Procedure Manual are evident in the revision history of Board documents, and an updated APRBA Manual was produced in 2017.

Another recent example of reviewing and improving practices is the College's work with eLumen during 2016-2017 to improve the raw data retrieval and disaggregation standards for its in-house assessment data warehouse. The Office of Institutional Effectiveness coordinated development of a database and matrix infographic outlining specific categories of disaggregation and subpopulations, as well as other institutional parameters. After lengthy discussion in IPC, with representatives from faculty and classified leadership, the College adopted the database, populated by the assessment data retrieved from eLumen, to drive the student learning and achievement data fields for the 2017-2020 Program Review cycle (I.B.7).

The results of all assessment and evaluation activities are broadly communicated so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. Data-based decision-making is clearly evident and embraced across all areas of the College. Program review authors and supervisors are encouraged to present their findings to the Institutional Assessment and Program Review Committee to garner feedback. The College makes extensive data reports on all programs available throughout the College community. All program reviews are publicly accessible on the College website. Relevant committees meet regularly, and discussions of student equity, student success, student outcomes, and College-wide reviews of institutional data are evident (I.B.8).

Course, program, and institutional outcomes and program reviews are publicly available on the College website, as are the catalog and accreditation status. The Public Information and Marketing Office ensures an active social media presence augmented by press releases about MSJC's quality programs, events, College facts, and compelling stories about students and staff. Annual Institutional Effectiveness Partnership Initiative reports, as well as ACCJC Annual reports, are posted on the College website and published in the monthly newsletter, *MSJCLinks*. Robust dialogue during institutional planning and participatory governance meetings related to student achievement, learning, and equity is evident. An institutional equity audit that identified institutional barriers and obstacles to student success was used to inform efforts to address performance gaps in subpopulations in the College's Strategic Plan, Student Equity Plan, Educational Master Plan, and USDE Title V grant. Annually, the College's Office of Institutional Research analyzes the CCCCO College Scorecard data, prepares and publishes a comprehensive report, and provides presentations to the College's Board of Trustees, the IPC, administration, faculty, and classified staff (I.B.8).

The team found ample evidence that comprehensive planning to improve institutional effectiveness and academic quality is based on a clear, data-informed program review, planning, and resource allocation process, which addresses short- and long-range needs for educational programs and services, as well as for human, physical, technology, and financial resources. Course-level assessment of student learning, coupled with data on fill rates, persistence, completion, job placement, and licensure pass rates (as appropriate) informs a robust program review process, which, following "closing the loop" analysis and discussion by program constituents, leads to Course Improvement Plans. When resources needed to improve student

success are identified, a Resource Allocation Proposal (RAP) form is completed to request budgetary support. RAPs are reviewed and scored independently by three employees (one administrator, faculty, and classified staff) using an extensive rubric, and the aggregate scores are used to rank these resource requests. The ranked RAPs are then reviewed by the IPC, which makes recommendations to the Budget Committee regarding which RAPs to fund. Final decisions are made by the Executive Cabinet and President. This process is widely promulgated and well-understood by College administration, faculty, and staff, and engagement with the institutional planning and resource allocation process is evidenced in many documents (I.B.9).

Conclusion: The College meets the Standard and related Eligibility Requirements.

Recommendations to Improve Quality:

Recommendation 1
In order to improve institutional effectiveness, the College should establish institution-set standards that provide more challenging benchmarks in pursuit of continuous improvement (I.B.3).

Commendations:

Commendation 1
The team commends the College for its systemic integration of data-informed planning, evaluation, and resource allocation in pursuit of enhancing student learning and achievement. Supported by its highly engaged Institutional Effectiveness Unit and Integrated Planning Committee, analysis of data to guide decision-making permeates every aspect of the College, creating a true culture of evidence throughout the institution (I.B.9).

I.C Institutional Integrity

General Observations:

The College provides accurate and timely information to the public and its students through a variety of print and electronic sources regarding awards, total cost of education, and its commitment to education and learning. The College reviews its policies, procedures and publications on academic freedom, honesty, responsibility and integrity while complying with accreditation standards and external accrediting agencies.

Findings and Evidence:

MSJC shares information including its mission statement, student learning outcomes and achievement, educational programs and various student services through its printed publications (catalog, class schedule, newsletters and handbooks), as well as electronic media (website, online videos, and social media channels, including Facebook, Twitter and Instagram). Coordinated by the Office of Instructional Services, content experts throughout the College monitor the clarity, accuracy and integrity of the information provided to the public and students. For example, the Public Information and Marketing Office oversees press releases and newsletters about College programs and services. The Institutional Assessment and Program Review Committee ensures

accuracy of learning outcomes information at all levels. The Office of Institutional Effectiveness maintains the accuracy and currency of information about the College's accreditation status on its website, catalog and at participatory governance meetings (I.C.1).

The College annually publishes a print and online version of its catalog. The catalog contains the mission statement, requirements for admission, degrees, certificates, transfer information, policies affecting students, all courses and services, and all other "Catalog Requirements." Each spring, departments, divisions and faculty, under the leadership of the Office of Instructional Services, follow the catalog development timeline to update information for precision, accuracy, and currency (I.C.2).

MSJC communicates matters of academic quality to its students and the public through its catalog, its student learning outcomes database and the Institutional Effectiveness and Planning website. Documented assessment of student learning and evaluation includes information about core competencies, program learning outcomes for each degree and certificate, program reviews and CLOs found on the course syllabus (I.C.3).

The College describes its degrees and certificates regarding their purpose, content, course requirements and expected learning outcomes in the catalog, counseling appointments and educational plan materials. The catalog provides general requirements for certificates, degrees and transfer, along with career opportunities for students. Counseling appointments for new and continuing students allow for the exchange of information about the College's offerings and requirements, including annually updated educational plan materials (I.C.4).

MSJC regularly reviews its policies, procedures and publications to assure integrity related to its mission, programs and services. Board Policy (BP) 2410 outlines a three-year cycle for reviewing Board policies and administrative procedures. The process calls on divisions and departments to review existing administrative procedures and forward suggested changes to vice presidents and the Executive Cabinet. The College Council and other participatory governance groups provide feedback, with particular focus on student fees, before Board of Trustees final review and approval. BP 3320 on branding helps guide the College's publications in maintaining visual consistency and an annual systematic review for accuracy (I.C.5).

The College accurately informs current and prospective students regarding the total cost of education. The printed and online catalog provide students with specific program costs. The Enrollment Services Department website allows students to view any expected fees. The financial aid webpage provides students a net price calculator that estimates cost of attendance along with a video to assist students in planning and decision-making. In addition, the online college bookstore provides specific information about costs for materials for each course (including comparisons between new, used, in-house and competitor textbook costs) (I.C.6).

BP 4030 regarding academic freedom guides the institution in assuring institutional and academic integrity. The policy governs faculty in the classroom, research and publications by assuring an atmosphere where freedom of inquiry and information and knowledge dissemination

occurs for all. The policy is published in the College Board Policy Manual, the Faculty Handbook, and the College Catalog (I.C.7).

The institution establishes and publishes policies and procedures that promote honesty, responsibility and academic integrity. BP 3050, Institutional Code of Ethics, states that all employees "shall be committed to the principles of honesty and equity." BP and AP 5500, Standards of Student Conduct, clearly articulate the consequences for dishonesty including removal, suspension or expulsion. Students are notified in the course syllabus and the policies are published on the Student Conduct webpage and in the Faculty Handbook (I.C.8).

BP 4030, Academic Freedom, is published in the Faculty Handbook and College Catalog and outlines the expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline. The Course Outline of Record helps assure information is presented fairly and objectively. Classroom and teaching observations, student evaluations, and peer and administrative reviews validate that faculty conform to the policy (I.C.9).

While MSJC has policies in place related to academic freedom, standards of behavior, and professional ethics, the College is an open access public institution that does not require conformity to codes of conduct that seek to instill specific beliefs or world views (I.C.10).

The College does not operate in a foreign location, therefore Standard 1.C.11 is not applicable.

Board Policy 3200, *Accreditation*, serves as the guide for the College in complying with Eligibility Requirements, Accreditation Standards, Commission policies and guidelines, requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College discloses all information required by the Commission on its accreditation webpage (I.C.12).

MSJC demonstrates honesty and integrity in its relationships with external agencies including ACCJC, the California Board of Registered Nursing, and the Commission on Accreditation of Allied Health Accreditation Programs. College reporting to all of its accrediting agencies is consistent, timely and accurate. The College uses its website, catalog, newsletter (*MSJCLinks*) and press releases to communicate any changes in accreditation status to the Commission, students and the public. The College also communicates information to faculty and students through email, brown bag lunches, town hall meetings, and Board of Trustee meetings (I.C.13).

The College's commitment to ensuring the high quality education noted in its mission statement is defined by its Board policies and administrative procedures. Financial audit statements show the College is committed to the betterment of its students rather than generating financial returns. The College's planning processes also show its commitment to student achievement and learning and independence from external agencies (I.C.14).

Conclusion: The College meets the Standard and related Eligibility Requirements.

Standard II
Student Learning Programs and Support Services

IIA. Instructional Programs

General Observations:

Mt. San Jacinto College is a two-year comprehensive public two-year community college offering a broad array of courses and programs that lead to a certificate, degree and/or transfer that meet current higher education standards. The institution has a comprehensive program review process to promote continuous improvement and effectiveness of all programs, regardless of level, type, and delivery mode or location.

The College has a well-defined and ambitious process for the development and review of course and program learning outcomes. Faculty input is incorporated into the review and assessment of all curriculum through the curriculum committee and program review process. Courses are offered at each of its physical locations (San Jacinto, Menifee, Temecula, San Gorgonio), as well as in online and hybrid delivery formats.

MSJC is engaged in broad dialogue regarding the learning needs of its diverse student population. The institution uses high-quality data in a systematic manner to measure the effectiveness of learning. Learning modalities are assessed through the program review process and include physical campus locations and distance education comparisons of success and completion rates. The College has established protocol and policies for awarding course credit, degrees and certificates based on student attainment of learning outcomes.

Findings and Evidence:

The College's Curriculum Committee reviews all instructional programs for relevancy to the institution's mission and appropriateness to higher education and monitors all courses and programs for compliance with relevant laws and regulations. The curriculum process requires ongoing assessment of courses either on a two-year cycle for CTE or a six-year cycle for academic courses. Courses that fail review can be deactivated via the outlined Curriculum Committee Sunset Policy. Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are available to students via the website and course syllabi. CLOs are mapped to PLOs and to the Core Competencies, which reflect the institution's mission statement. Outcomes for all programs and courses are disaggregated by a variety of demographic data to analyze success, retention, and completion data by campus location and mode of delivery (II.A.1).

Curricular quality is maintained through the faculty-driven Curriculum Committee that provides accountability for review of all courses within the institution. The committee systematically reviews courses for appropriate pedagogy and mode of delivery effectiveness. The program review process, overseen by the Institutional Assessment and Program Review Committee, entails both annual program updates, as well as three-year comprehensive program reviews. Each review provides an analysis of the program's relevancy to the College's mission, an assessment

of student learning, an outline of strengths and challenges, and a mechanism for future planning for improvement. (II.A.2).

Faculty use Curricunet as a software platform to track and maintain Course Outlines of Record (COR), supported by the Institutional Program and Assessment Coordinator, who participates in the technical review process. The College has implemented a three-year review cycle of all CLOs, in which each CLO is reviewed two times within the cycle. Faculty use the software platform eLumen to document course assessments. Individual students are assessed for each CLO, and courses found to have ineffective CLOs are modified through a Course Improvement Plan process. All faculty are required to include CLOs in every syllabus, and to post them individually in the course management system (II.A.3).

The institution has been engaged in significant revision and improvement of its pre-collegiate course pathways in math and English. The College has used assessment data gained through the curriculum and program review process, in conjunction with data and practices developed through various state initiatives (e.g., California Acceleration Project, Basic Skills, SSSP, Student Equity) to reduce the remedial pathway to college level courses from four semesters to two. The Curriculum Committee reviews course content for appropriate placement at either the pre-collegiate Level 1 or collegiate Level 2. The College uses articulation agreements with area high schools to enable students to satisfy pre-collegiate prerequisites while still in high school. The College also uses the high school Expository Reading and Writing Course to place students into pre-collegiate and collegiate level courses in Math and English. Students engaged in pre-collegiate level courses are provided additional support through a variety of services, including counseling, tutoring, and supplemental instruction (II.A.4).

The institution has clearly defined and published policies that outline the requirements for all degrees and programs offered. Information about degree and program requirements are available in both policy documents set by the Board, as well as through publications including the College catalog and website. The College has established general education requirements that align with degree and transfer requirements. All MSJC associate degree programs require completion of at least 60 semester credit units (II.A.5).

The Enrollment Management Committee (EMC) coordinates review of course and program offerings. The committee, co-chaired by the vice presidents of instruction and student services, includes administrators, faculty and staff who make recommendations regarding enrollment strategies. Scheduling improvements stemming from EMC include transitioning to a more efficient block scheduling and developing full academic year schedules (rather than single term schedules). The EMC clarified institutional priorities for developing schedules that enable students to progress toward timely degree and program completion, as well as considering offerings at each of the campus location and distance education. (II.A.6).

The College has developed an infrastructure to support diverse student populations and directly address the student learning achievement gap outlined in its Student Equity Plan. The Director of Student Equity and Success, reporting to both the vice presidents of instruction and student

services, provides leadership for these efforts. Developments include (a) events to foster dialogue on topics such as disproportionate impact on learning, teaching men of color, and how to nurture students who experience consistent trauma and (b) two new learning communities, Umoja and A2MEND, to address equity gaps for African-American students. The College also conducted the Community College Survey of Student Engagement (CCSSE) in 2014-15, which highlighted areas of success, needing improvement, and learning support needs among various subpopulations. Data from CCSSE and program review guides services offered to students, including the learning skills program, veterans center, Disabled Students Programs and Services (DSPS), and the Extended Opportunity Programs and Services (EOPS) (II.A.7).

The institution systemically reviews and assesses the effectiveness of any prerequisites through the course and curriculum review process. All faculty are required to use a common rubric when assessing learning outcomes, which are most often facilitated through common exams or assignments developed by departments. The required use of a common rubric enables learning outcomes to be measured across multiple sections. Assessment scores for each section are entered into eLumen, which allows data to be gathered on a single learning outcome across multiple sections and aggregate learning results. Departments use multiple types of assessments (e.g., quizzes, projects, essays) to measure learning outcomes. The Institutional Program Review and Assessment Coordinator also works with faculty to ensure examinations provide a valid and unbiased assessment of student learning (II.A.8).

The College catalog clearly articulates the requirements for degrees and certificates, in addition to graduation requirements. Course and program development processes are outlined in Board policies. The curriculum and program review processes enable dialogue between faculty, staff, and administrators regarding development and assessment of programs and their expected learning outcomes. The program review process maps course learning outcomes to program learning outcomes, which are used as the basis for credit being awarded. The institution offers courses and programs within acceptable norms of unit calculation for lecture and lab hour based courses (II.A.9).

The institution publishes appropriate transfer-of-credit policies and information in its catalog. Transfer information is provided through individual and group meetings offered by the counseling department and transfer center, as well as during new student orientation workshops. Student educational plans are updated annually to match any changing course requirements regarding university transfer. Incoming transfer of credit is evaluated by Admissions Office review of transcripts. The Articulation Coordinator and Curriculum Committee are charged with reviewing the alignment of CLOs with California State University (CSU) articulation standards. Courses are submitted to both CSU and University of California (UC) for articulation review and are entered in the state online Articulation System Stimulating Inter-institutional Transfer (ASSIST) system once approved. Prior to submitting new courses to the Curriculum Committee, faculty research and document comparable courses from regionally accredited institutions (II.A.10).

MSJC has developed seven Core Competencies: communication, critical thinking, aesthetic awareness, social awareness, responsibility, scientific awareness, and information and technology literacy. Core Competencies are reviewed on a six-year cycle, which corresponds with the two 3-year comprehensive review cycles and the College's six-year educational master plan. In addition to the program review process, two different practices are used to measure the Core Competencies: (a) a comprehensive graduation survey, and (b) the Critical Assessment Test that was administered in 2012-2013 and 2016-2017 (II.A.11).

The institution has made available three options for completing general education requirements, dubbed options A, B and C. Option A pertains to local associate degree requirements. Options B and C provide an outline for general education requirements for the CSU and UC, respectively. The curriculum committee is responsible for the evaluation of general education course learning outcomes (GELO). Each GELO is assessed within the regular three-year course review timeline (II.A.12).

MSJC currently offers 39 local associate degrees with discipline-specific areas of emphasis, in addition to 27 state-approved certificates of achievement. The institution also offers 17 Associate Degrees for Transfer (ADT), which include interdisciplinary core requirements (e.g., the performing arts ADT includes core competencies in theater, dance and music). Department faculty determine which core competency course will be included and map the CLOs to PLOs. Courses included in ADTs are approved by CSU under the California State Chancellor's Office Course Identification Numbering System process, which entails approval of learning outcomes to match CSU course requirements (II.A.13).

MSJC maintains an active advisory committee of industry experts and faculty from the appropriate discipline for each CTE program. Where appropriate, career requirements are integrated in courses and programs (e.g., accounting, nursing) to enable students to complete industry-required content and prepare for industry licensure exams. Some CTE programs include Cooperative Work Experience Education (CWEE) program opportunities for students to gain experience, reinforce learning outcomes, and make industry connections. The evaluation team was particularly impressed with the College's partnership between its CWEE program, counseling and nursing departments, and industry partners to create externship opportunities for nursing students. This partnership not only provides nursing students with technical and professional competencies that meet employment standards, but also has led to 100% of the program's participants gaining employment with the externship agency after graduation (II.A.14).

The institution first adopted a program discontinuance procedure in 2007 that was revised in 2016, which outlines criteria for a program to be discontinued and steps to enable students currently enrolled in the program to complete the program in a timely manner. The College used this procedure recently when the Licensed Vocational Nursing program was discontinued due to declining enrollments and limited clinical placements. Major changes to any program

requirements are reviewed by the curriculum process and communicated to students through the counseling department and catalog. (II.A.15).

The institution ensures program relevance, appropriateness and currency through the program review process, evaluating CLOs and PLOs at each physical location and in any distance education modality it is offered (hybrid and fully online). Program review connects needs to maintain and improve programs with resource allocation. Significant changes have occurred in many programs through this thorough review process, including changes to basic skills education courses and program sequencing, as well as creation of online tutoring services to better meet the learning needs of all students (in addition to distance education students). Changes made as a result of program review are evaluated longitudinally as new data become available, and the ongoing program review process includes assessment of long-term impacts of change (II.A.16).

The College does not offer any baccalaureate degrees.

Conclusion: The College meets the Standard and related Eligibility Standards.

Commendations:

Commendation 2
The team commends the College's Curriculum Committee for its forward-thinking faculty leadership. In one example, the committee proactively analyzes all high-unit courses for impediments to timely student progress towards degree attainment. By collaboratively addressing such institution-wide issues, the faculty continuously improves instructional courses, programs, and services through comprehensive evaluations used to promote student success (II.A.2).

IIB. Library and Learning Support Services

General Observations:

MSJC provides adequate academic support resources and services for its students and employees responsible for student learning and support. Its libraries and Learning Resource Centers (LRC) are aligned with the mission and provide comprehensive services. The College also has a strong online presence with extensive resources, which supports its growing distance education population, as well as students at all of its sites and campuses. Learning and support services are evaluated regularly with the intent to target improvements to those students in most need of support to achieve their educational goals.

Findings and Evidence:

The College has a full-service library and LRC (with math, writing, and tutoring centers) at its two main campuses (SJC and MVC), as well as extensive 24/7 online library access, tutoring, and support accessible via computer labs at the extension sites and online. TEC maintains a smaller LRC with tutoring and a computer lab for student use, and SGPC provides computers for student use. A fall 2015 survey found 86% of students feel they can navigate to and access library resources remotely.

Librarians participate in curriculum approval to ensure that new or updated programs have adequate information resources. Librarians work collaboratively to support student success through shared planning practices, collections, and services throughout the College. The LRCs and libraries are staffed by faculty and classified personnel, and they have ample computing facilities to meet student needs. Peer tutors undergo a rigorous training program and are actively involved in program improvement and implementation. Students unable to access face-to-face services can use a wide variety of online resources and online tutoring. Program review and faculty and student surveys help determine resource needs. The team was impressed with the College's best practice model using student peer assistants for its state-recognized Supplemental Instruction (SI) program that has demonstrated improvements in student outcomes in traditionally challenging courses (II.B.1).

Library faculty work with subject area faculty to develop and maintain the collection of library materials. A primary means of collaboration is through the curriculum development/review process. To enhance instructional faculty engagement, professional development credit is offered to faculty who participate in collection development and assessment activities. The libraries and LRCs solicits subject area faculty and student feedback through yearly surveys. Extensive data are collected regarding use of library materials computer labs, and LRC offerings to help with evaluation and planning for improving services (II.B.2).

Evidence indicates that MSJC's libraries and LRCs are responsive to the ever-changing needs of its students and faculty and are innovating to improve their effectiveness. As noted, the libraries and LRC use a variety of methods to gauge their adequacy and effectiveness, including student and faculty surveys, usage statistics, and program reviews conducted by every library, LRC, and SI program across the College. LRC student surveys call for input from students as well as peer tutors. The library documents its efforts to support learning outcomes (PLOs, CLOs) as it serves students at the reference desk. The team found evidence of improvements from ongoing evaluations, including LRC updating of programs, training, and scheduling based on use and evaluation of tutoring sessions. The libraries have made several changes in the use of space (e.g., relocating computers to provide needed tutoring areas) and revamping their collection management as a result of the evaluation of collections and services (II.B.3).

The library contracts with Online Computer Library Center for online reference services, interlibrary loan, and the library services platform. Other collaborative resource acquisition and sharing relationships are also used. These resources and relationships are standard practices for libraries. The team found evidence that these services are regularly evaluated and support student needs. The LRC contracts with NetTutor through the California Community College Online Education Initiative. NetTutor services are evaluated through faculty and staff surveys (II.B.4)

Conclusion: The College meets the Standard and Related Eligibility Requirements.

IIC. Student Support Services

General Observations:

Mt. San Jacinto College shows a commitment to providing quality student support services that contribute to the achievement of student learning through its comprehensive program review and annual program assessment processes used to evaluate how well its services and learning support outcomes meet student needs. The College uses these extensive evaluations to make improvements in its student support programs in keeping with student learning goals and the College's mission. Student support personnel across the College collaborate to provide outreach, assessment, financial aid, and counseling regardless of location or delivery method. MSJC's co-curricular and athletics programs support the College's mission and support the social and cultural experience of the students. Broad institutional collaboration supports the co-curricular and athletics programs, including the CLASS (Community Learning for Athletic Scholars' Success) program.

Comprehensive counseling services support student development through academic advising, career planning, transfer planning, and personal assistance. Counselors are trained professional faculty who undertake ongoing professional development in general education, transfer requirements and personal counseling services. The College provides counseling, advising, educational plans, and web advisors to support students on a clear path to complete their degree, certificate and transfer goals. The College also has measures in place to ensure confidentiality, maintenance, release, and destruction of student records that adhere to state and federal law.

Findings and Evidence:

The College provides an array of in-person and online support services to promote the success of its diverse student body. All 17 student services units are evaluated for effectiveness through the three-year comprehensive program review and annual program assessment and update process. Student Services program reviews align with short- and long-term College strategic priorities and include self-evaluation, surveys, and unit outcomes to assure quality of services and student learning and to guide new programming. Such reviews have led to revised student orientation programs, multiple measures for student placement, and new professional development activities. Institutional reviews pointed to the need for a student health center on the San Jacinto and Menifee campuses, and the College is working with the Student Government Association to establish a student health fee to present to the Board of Trustees. The campuses currently make referrals to local agencies to meet students' personal and mental health needs. (II.C.1).

Each student support area has identified learning support outcomes that are communicated through the website and catalog. Student services outcomes are assessed through surveys of current and graduating students, program evaluations, exit interviews, student interviews, and activities evaluations to ascertain which services are used and the quality of the service. Outcome data are reviewed by each department, shared with participatory governance committees, and

used by the Vice President of Student Services and deans of Student Services to prioritize needs, allocate resources, and make recommendations for improvement. (II.C.2).

The College provides extensive student support services across its five sites and online and analyzes these programs in terms of location, time, day, and modality to ensure it is meeting student needs. It provides access to assessment, orientation, counseling, remediation and financial aid services via campus centers in all locations, as well as online. High school students are supported through assessments and outreach services provided to the large dual enrollment population, as well as to Upward Bound and Talent Search students. New students are provided an opportunity to complete admissions and registration requirements through the Eagle Day program where prospective students come to the College for advising, assessment, financial aid, and tours of campus resources. The College website provides information about and access to student services, including an array of support programs for special populations. (II.C.3).

MSJC has a Student Government Association (SGA), as well as student clubs, athletics, performing arts, and arts-related activities through the Student Life and Development Program, which engages students at all sites and online. Through SGA, students serve in the participatory governance process to help establish activities aligned with student growth and the College mission. SGA has an inter-club counsel to coordinate programs and finances of the SGA, with oversight and approval from the Director of Student Life and Development and the Vice President of Student Services. SGA funding is included in the annual College audit.

The College takes a holistic approach to its 11 intercollegiate athletic teams to ensure students meet athletic eligibility requirements while focusing on their academic goals through its comprehensive student athlete support program. Of note, is the new Community Learning for Athletic Scholars' Success (CLASS) program designed to help student athletes finish their general education requirements within two years. The program has a dedicated coordinator and counselor overseen by the Dean of Physical Education and Athletics, who reports to the Vice President of Student Services. All budgets and player eligibility are appropriately controlled by the College. (II.C.4).

Counseling services at MSJC are developed to meet student needs, depending on their background and goals. General counseling is provided at all campus locations and through specially focused programs for particular groups of students, such as CTE, honors, athletics, veterans, international, ESL, foster youth, transfer, career, EOPS, DSPS, and First Year Experience (FYE). Counseling services include orientation, individual counseling, educational planning, workshops and student success courses. The College has implemented online orientation and counseling services that are current and relevant to student needs. Students requesting services are generally able to meet with a counselor on the same day for 30 minutes or for a more limited "Express Counseling" session. More extensive new student counseling sessions are scheduled on all campuses. Counselors refer students to personal support services as needed and assist with completing required paperwork. The College has strengthened its counseling services through communities of practice built among instructional and counseling

faculty that have led to integrated student support programs, such as FYE, STEM Faculty Inquiry Group, and an improved Early Alert system to advance student progress. Similarly, counselor liaisons are being piloted in several academic program areas to better support students. Members of the counseling department from across the College meet regularly to discuss issues, engage in professional development, review data, and discuss ways to improve processes (II.C.5).

The College specifies its admissions requirements in the approved Board policy (BP 5010). These are published in the catalog, student resource guide, and website, and are organized by student enrollment status (first-time, transfer, high school, or international). Advising, career and transfer guidance, and personal counseling are provided to guide students on paths to achieve their goals. The College follows the protocol of its Student Success and Support Program (SSSP) to advance student progress and uses a degree audit tool to help students understand their educational path and requirements. The Career/Transfer Center provides guidance on the university transfer process and assessments to help direct students in their career choices (II.C.6).

MSJC's Institutional Research Office and Assessment Center collaborates with Student Services, English, mathematics, and ESL departments to validate placement instruments, cut scores, and data regarding disproportionate impact. All placement tools used are certified by the CCCCO, which includes review of cultural and linguistic bias, and are on the list of California Community College Approved Assessments. Prior to undergoing assessment, students are oriented to the assessment process and are encouraged to prepare using readily available online study guides and skill review modules. After assessment, students complete a survey about their assessment experience. With recent implementation of alternative placement methods (multiple measures), the College is reviewing outcomes of these new methods to ensure its effectiveness (II.C.7).

The Vice President of Student Services is responsible for ensuring student records are secure and confidential in accordance with Board policy. The College maintains electronic and physical files and uses several electronic databases that are secured via login and passwords. Physical files are stored in a warehouse with access only by authorized personnel. Electronic records have multiple backup and data restore points using disk and tape media and cross-site replication of backup data along with fire protective safes for storage of the tape media. The College publishes its policies and procedures on records release and storage in the catalog, Board policy and website. The College uses a form signed by the students to release information and designate parental rights of minors (II.C.8).

Conclusion: The College meets the Standard and related Eligibility Requirements.

Standard III
Resources

IIIA. Human Resources

General Observations:

MSJC has in place and follows appropriate policies and procedures for its human resources (HR) functions. The College has appropriate numbers of faculty, staff, and administrators to fulfill its mission. It is implementing a new staffing plan to assist with future planning by establishing formalized guidelines and criteria related to staffing to better ensure achievement of the institution's strategic priorities and mission. Hiring practices follow standard procedures, and open positions are broadly advertised in a variety of venues focused on attracting diverse pools of potential candidates. College personnel are evaluated on a regular basis, and tracking of employee evaluations is improving through implementation of a new automated system. Responding to the rapid growth and turnover in employees in recent years, the College increased planning and resources dedicated to professional development to support both individual and collective abilities to achieve its mission and improve institutional effectiveness.

Findings and Evidence:

The College has well-established policies and procedures for recruitment and selection of faculty, staff and administrators that meet the requirements of their positions. The process includes training of the hiring committees and a commitment to equity in the hiring process and to hiring diverse personnel. Information about all policies and procedures related to HR processes is readily available on the College website. Job announcement materials are clear as to the requirements of each position and are drawn from the actual job descriptions. The College collects sufficient information to ensure that candidates meet all of the minimum requirements for each position, including establishing equivalencies for non-U.S. degrees, if needed (III.A.1, III.A.2, III.A.3, III.A.4).

MSJC uses a consistent multi-step process (qualifications review, two levels of interviews, teaching demonstration/oral presentation) to assess faculty candidate's subject matter knowledge and skills relevant to each position. The screening process includes verification of the credentials and work experience of faculty candidates. Faculty job descriptions include clear statements of responsibilities that include development and review of curriculum, as well as assessment of student learning (III.A.2).

The College uses appropriate hiring standards for its educational managers and supervisors to reflect the preparation needed to sustain institutional effectiveness and academic quality. For example, educational administrators are required to have a minimum of a master's degree and one year of formal training, internship, or leadership experience related to position requirements (III.A.3).

MSJC has sufficient policies and procedures to verify the academic qualifications of personnel. The College verifies domestic degrees are from accredited institutions and requires candidates with degrees from non-U.S. institutions to submit a transcript evaluation demonstrating the equivalency of their credentials. Faculty candidates who do not meet minimum qualifications may undergo a review by the Academic Senate Equivalency Committee to be considered; such equivalency determinations also must be confirmed by the Board of Trustees (III.A.4).

The College has negotiated or created evaluation procedures for all employees that include timelines and matters to be evaluated. The HR department coordinates evaluations and notifies supervisors and managers of upcoming evaluations needed each semester through a manual tracking system, which was found to result in delays for completing and monitoring evaluations. HR has transitioned to an automated employee process tracking system for all new employees (using the applicant tracking system NEOGOV) and is in progress with expanding this program to include all employees. When fully implemented, use of NEOGOV will improve employee and position documentation and provide automatic reminders to ensure all performance evaluations are completed systematically and on time. Evaluation processes for all employees are designed with the purpose of improving job performance and are developed through collaboration with the respective collective bargaining unit (for faculty and staff) or procedurally defined for administrators, all with clear expectations of performance of assigned duties (III.A.5).

Standard III.A 6 is no longer applicable (III.A.6).

The College has significantly increased its number of full- and part-time faculty over the last four years, and closely monitors its adherence to CCCCO standards for adequacy in numbers of faculty and the percent of budget allocated to instruction. The most recent data indicate the College has hired 30 more full-time faculty members than required to meet the California community college standard for providing a quality educational experience for students. Strategic hiring of faculty has been improved through use of Scheduling Efficiency Tracking System (SETS) data to identify impacted courses that are preventing students from progressing. These data are also used by the Joint Hiring Committee along with program reviews to assist in prioritizing faculty hires each year (III.A.7).

All new associate faculty are provided an orientation at the beginning of their first semester, as well as an annually updated Faculty Handbook outlining the policies, procedures, expectations, and support available to help them in their role in the College community. Associate faculty participate in a variety of institutional activities, including participatory governance committees, student clubs and events, and advisory committees, and are eligible to be paid for and encouraged to participate in professional development opportunities (III.A.8).

The College has procedures in place to maintain adequate and properly qualified staff and administrators to support operations of the institution and its mission within the funding available. Staffing decisions are tied to program reviews and available resources. In recent years, the College instituted a new Classified and Administrative Personnel Prioritization Request (CAPPR) process to better identify and prioritize staffing needs for maintaining and enhancing

programs and services in alignment with institutional goals. The CAPPR process led to the prioritization of two new associate dean positions (one for each of the main campuses) focused on growing needs in the College's career technical program areas (III.A.9, III.A.10).

The College's personnel policies and procedures are clearly articulated and readily available on the College website. Policies are kept up-to-date and aligned with changing laws and regulations through an annual policy and procedure retreat and Board review. The College annually assesses the effectiveness of its policies and practices to promote equity and diversity by evaluating applicant and hiring demographic data, as well as employee feedback regarding training and development activities aimed at building a more equitable and inclusive campus and work environment. This information is reflected in the College's Equal Employment Opportunity Plan. The Board has a set of policies and procedures that constitute a code of ethics for the institution and its employees (III.A.11, III.A.12, III.A.13).

Noting that over half of their employees have been employed at the College fewer than five years in 2016, the College took active steps to bolster its professional development (PD) program and staffing with a focus on preparing employees to address the changing pedagogical, technology, cultural, and learning needs of its evolving and diverse student population. The College developed a comprehensive PD Program Plan and added two PD coordinators to work with faculty and staff, respectively. A participatory governance committee works with the PD coordinators to plan, budget, facilitate, and evaluate PD programs throughout the College, using data from needs assessment surveys, program reviews, and institutional performance indicators to identify needed areas of focus for each group to meaningfully impact student achievement and learning. Opportunity for employee growth is evident in the College's commitment to professional development, regular convocations for each employee segment, and the Leadership Academy. The College offers numerous incentives to participate in PD activities (III.A.14).

The College has procedures to ensure that all personnel records are secure and confidential, and that access to them is controlled (III.A.15).

Conclusion: The College meets the Standards and related Eligibility Requirements.

Recommendations to Improve Quality:

Recommendation 2
In order to improve institutional effectiveness, the College should accelerate the implementation of its system for automating the tracking and timely completion of all employee evaluations (III.A.5).

IIIB. Physical Resources

General Observations:

MSJC is a single-college district that serves a dispersed 1,700 square-mile area of Riverside County, California, with two main campuses, San Jacinto and Menifee Valley Campuses, and three additional learning sites: San Gorgonio Pass Campus, Temecula Higher Education Center,

and the Temecula Education Complex. District facilities total over 500,000 gross square feet. The College has implemented adequate policies and procedures to ensure that all physical locations are operated in a safe and efficient manner, and it regularly evaluates the needs and effectiveness of its physical resources.

MSJC engages in numerous planning and operational practices, involving participatory governance committees, program review, resource allocation, equipment and facility master plans, and scheduled maintenance to provide effective use of all facilities in support of its programs and services. Facilities and equipment plans are evaluated on a regular basis by the relevant governance committees in order to gain feedback from constituents and inform College planning processes. MSJC has established both long-term (25 years) and short term (3-5 years) plans for facilities, technology, and equipment that inform the total cost of ownership.

Findings and Evidence:

The institution maintains a five-year capital construction plan and a corresponding five-year scheduled maintenance plan, ensuring review of needs for new facilities and maintenance of existing facilities. A 25-year facilities master plan was created in 2011. The most recent five-year construction plan was adopted in July 2017 and reflects funding projects beginning in 2019-20. The Resource Allocation Proposal (RAP) process is used to identify facility needs. A Physical Resource Committee, with constituency-based membership, is charged with overseeing adherence to the Facilities Master Plan and developing the total cost of ownership of facilities.

The College has processes in place for regularly reviewing safety issues and reporting unsafe conditions at each site; it completed more than 8,000 work orders for maintenance and safety from September 2014 to September 2017. The College Safety committee works to ensure appropriate inspections and reporting of injuries. The College operates a Campus Safety Department that works in partnership with the Riverside Sheriff's Department to meet safety and security needs. MSJC has an Emergency Response Plan to ensure the safety and security of campus communities. The College uses mass communication tools, such as text messaging and social media, to communicate with the campus communities. All crime reporting requirements and statistics for each campus location are available on the College's website (III.B.1).

The institution has established a thorough and well-vetted 25-year districtwide facility master plan. Each learning site has its own facilities master plan. All plans are aligned with the College mission, as well as program and service needs. MSJC passed a $295 million capital outlay bond in 2014 and used its facilities master plan as a guiding document for the bond plan. The District maintains an ongoing five-year capital project plan that incorporates information from the facilities master plans, program review, and various resource allocation processes. The College conducts regular assessment of the condition of all facilities through a facilities inventory and utilization reporting system and use of third-party reviewers, such as the Foundation of Community College Facility Condition Assessment conducted every three years (III.B.2).

The institution has well-developed facilities plans for each of its existing five site locations, including a future potential site located at the I-15/215 corridor. Individual site facilities plans are mapped to the longer-term district facilities master plan, which is informed by the current Educational Master Plan for 2017-2023. The nature of the five-year construction plan, four-year scheduled maintenance plan, and five-year educational master plan ensures regular review of physical resources. Additionally, the Facilities Management Division incorporates goals and action plans informed by the master plans, which is captured in the program review process. The College's three-year Technology Master Plan provides an ongoing review of effectiveness. The Physical Resource Committee is formally charged with regularly evaluating the effectiveness and use of physical resources in meeting the College mission (III.B.3).

The institution has used its existing planning processes, program review, annual strategic goals, facilities and educational master plans to develop a total cost of ownership (TCO) approach. The College defines TCO to include staffing, supplies, equipment maintenance and replacement, and utilities and considers all relevant costs that are associated with asset acquisition and procurement, operations and management, and end- of-life management. The College, via the Physical Resource Committee, has adopted the metrics established by the Association of Physical Plant Administrators to measure the effectiveness of TCO, and a TCO template was created for use as a part of the RAP (III.B.4).

Conclusions: The College meets the Standards.

IIIC. Technology Resources

General Observations:

MSJC is a college that, because of its large service area and multiple sites, must leverage technology resources to effectively meet the needs of its students, faculty and staff. As is the nature of technology, these needs are constantly evolving, requiring structures and processes that connect the assessment of needs with planning processes and a certain level of agility in response to these planning processes. The complexity of the technology and the variety of services reliant upon it prevents an overly simple process from being effective. Despite this complexity and the constant demand for more and better technology solutions, the College has developed systems and processes that ensure a level of responsiveness that serves the College mission. Historically, the College has maintained separate, but collaborative, departments to serve its technology needs: Information Technology (IT) supports administrative technology resources, while Academic Technology Services (ATS) supports academic technology resources needed for teaching and learning.

Findings and Evidence:

The College has developed structures to ensure that the changing technology needs of the campus are met on a continuous basis. The IT and ATS departments provide a wide variety of services including technical support, hardware and software support, infrastructure management and maintenance, communications network management, and support of instructional platforms,

desktop, and mobile applications. The integration with the regular planning and review processes of the College ensures that the application of technology, including hardware, software, and infrastructure, is both appropriate and adequate to support both academic programs and administrative services (III.C.1).

The College maintains a technology master plan that governs and directs the updates, replacements, and standards for classroom and desktop computer equipment as well as infrastructure. The plan is developed through the integrated planning process, as well as through the gathering of data from student groups, focus groups, and constituent groups across the institution, including two participatory governance committees focused specifically on technology standards and needs (III.C.2).

MSJC maintains a significant instructional presence at several locations, in addition to its online offerings. As part of the institutional review and planning processes, the College ensures that the technology resources and services available at each of these locations meets the standards for technology and infrastructure that have been established. Current policies and practices ensure reliability, disaster recovery, privacy and security of its technology systems and data. (III.C.3).

The College ensures that faculty, staff and students have access to appropriate training and materials offered in a variety of formats (e.g., individual, group, online, a multiday technology training event—*MSJC Academy*—held twice yearly) to support their use of technology. Data from user surveys, Help Desk calls, and program reviews highlight the training and support needs of each group so these can be included in the appropriate planning processes. The Academic Senate collaborates with the IT and ATS support teams to make sure faculty and staff are fully engaged in the effective use of technology.

The College is serving as a pilot for the CCCCO's Online Education Initiative (OEI) and migrated to the new Canvas LMS to participate in the state online course exchange. In addition, the College created a new department in 2017 to strategically support distance education, online, and technology-supported learning. The Distance Education and Learning Technology Advancement (DELTA) team, composed of eight talented faculty, staff, and administrators, provides extensive professional development, training, and support related to course design, delivery, and pedagogy, as well as direct student technology support. Student success rates for the College's online and hybrid course are higher than state averages and are increasing with the focus of DELTA resources. The DELTA team has expanded the College's capacity to improve learning and achievement by connecting technology with instruction for both faculty and students in all modalities and locations (III.C.4).

The institution relies upon a variety of sources of policy and procedure to govern the use of technology in the teaching and learning processes. Sources of policy related to technology include Board policy, Section 508, FERPA, and the Faculty Handbook, as well as specific policies on the appropriate use of technology that have been developed by the institution (III.C.5).

Conclusion: The College meets the Standards.

Commendations:

Commendation 3
The team commends the College for the development of innovative learning technology support services through the DELTA team. This approach provides intensive online student support and training as well as faculty professional development and support to promote high impact practices in using instructional technology for all modalities of learning that is showing gains in academic quality and student success (III.C.4).

IIID. Financial Resources

General Observations:

The College clearly takes integrated planning quite seriously and has it well documented. Processes for financial planning and budgeting are clearly defined and followed, with appropriate opportunities offered for stakeholders to participate in developing institutional plans and budgets. The College demonstrates good fiscal responsibility and has set aside significant funds for future liabilities. MSJC has consistently received unmodified opinions in its fiscal, compliance and performance audits, verifying appropriate handling of its financial resources. Appropriate contracting procedures are in place.

Findings and Evidence:

Planning
The evaluation team noted that the College's budget allocation process is linked to its strategic plans and goals, as well as the program review processes, and decisions for funding requests are derived from data analysis and tied to those priorities. The processes are well documented, include all funding sources, and are available online for all stakeholders to review. The College resource allocation processes (RAP, CAPPR) are being used for goal-directed budget development and fund management to promote institutional improvements. MSJC has identified future liabilities and set aside funds each year towards those potential needs. Through sound fiscal planning and stewardship, the College demonstrates its ability to withstand funding fluctuations related to volatility in state funding or student enrollments without destructive effects on its employees or core learning functions (III.D.1, III.D.2, III.D.6).

The College budgeting process is well defined, transparent, and allows for significant stakeholder input, with budget forums held multiple times throughout the year. The Budget Committee is a participatory governance committee composed of representatives from management, faculty, staff, and students to ensure broad engagement in financial planning and sharing of annual budget development information with College constituents. The team suggests that the College consider reformatting its budget document to more clearly show results of current year operations (III.D.3).

Fiscal Responsibility and Stability

The College has demonstrated that it uses available resources in a fiscally prudent manner and retains adequate reserves for unforeseen needs, as well to address scheduled increases in the College's required contributions to the California State Teacher's Retirement System (STRS) and California Public Employee's Retirement System (PERS) and its Other Post-Employment Benefits (OPEB) liabilities. The evaluation team confirmed that the College has multiple protocols for internal controls, including dividing authority between various departments and with the Riverside County Office of Education, which processes all warrants. The consistent lack of audit findings shows that these processes follow appropriate protocols and are deemed successful. (III.D.4, III.D.5, III.D.7, III.D.8).

Liabilities

The College has set aside funds for almost every conceivable liability, including OPEB, upcoming PERS/STRS increases, technology, and further capital expansion. The College budgets conservatively as to future needs and recently paid off some long-term leases using bond funds and local debt related to prior Golden Handshake Agreements and Supplemental Early Retirement Plans. Despite fluctuations in state funding allocations, the College has managed its cash flow such that it has not needed to issue a Tax Revenue Anticipation Note. With its special Board Designed Reserve for subsequent employee retirement increases and post-employment staff benefits, as well as good budget and resource management by its entire community, the College has maintained and exceeded its policy requirement for a 6% reserve balance and demonstrated commendable financial stewardship (III.D.9, III.D.11, III.D.12, III.D.13).

MSJC has secured significant state and federal grants to enhance student services and programs in support of the College’s goals, and these funds are included in the integrated budget process. In 2014, the College received voter approval of a $295 million General Obligation Bond (Measure AA) to support its growing facilities, infrastructure, and technology needs, and it created a Citizens’ Oversight Committee for bond fund compliance monitoring. The College’s grant and bond funds are tracked separately, and the College maintains strategic controls over fund prioritization and allocations. Annual external audits confirm appropriate management of Foundation and bond funds, as well as compliance with the College’s major federal funding program requirements, including Title IV (III.D.10, III.D.14).

Annual internal and external audits confirm that the College is in compliance with all federal requirements in the packaging and disbursing of federal financial aid. A 2016 USDE program review confirmed College’s financial aid policies and procedures regarding institutional and student eligibility, individual student financial aid and academic files, attendance records, student account ledgers, and default rate management. Since the College decided to discontinue its federal loan program in 2011-12, its most recent default rate (7.9%) is well below federal guidelines (III.D.15).

Contractual Agreements

The College has a number of contracts to assist students in meeting their goals (e.g., interpreting and closed caption services, online tutoring and library services, work experience, high school dual enrollment). The team confirmed that the College has well-established contracting procedures and dedicated staff to process and monitor contracts and ensure their adherence to Board policy (III.D.16).

Conclusion: The College meets the Standards and Eligibility Requirements.

Commendations:

Commendation 4

The team commends the College for its effective oversight of finances including the management of grants through processes that include all grant and categorical funds in the budgeting process. This not only incorporates restricted funds into the integrated planning process, it also ensures that the College plans for the eventual end of grant funding (III.D.1, III.D.10).

Commendation 5

The team commends the College for strategically identifying and allocating resources for payment of liabilities and future obligations. Over the last several years, through strategic planning and budgeting and with strong Board leadership, the College budgeted conservatively and set aside one-time funds to address long-term liabilities and, as a result, increased their Moody's credit rating from Aa2 to Aa1, one of the highest in the state (III.D.1, III.D.11).

STANDARD IV
LEADERSHIP AND GOVERNANCE

IVA. Decision-Making Roles and Processes

General Observations:

MSJC demonstrates a long-standing and expansive commitment to participatory governance, in keeping with the College's Values Statement on collaboration. The formal governance document adopted by the Board and the governance handbook complement each other in identifying participatory governance committees, specifying broad membership on those committees, and detailing what happens to matters brought to each committee. All members of the campus community have ample opportunity for access to and engagement in decision-making processes, both as part of formal structures and through a variety of informal avenues. The role of each participatory governance body is clear in promoting the overall health of the institution. Multiple lines of communication function well in both directions: there are sufficient opportunities for all members of the campus community to submit items for consideration, and there are many avenues for decision-making bodies to engage with and report out to the broader community.

Findings and Evidence:

The evaluation team found ample evidence that the MSJC leadership encourages innovation and institutional improvement contributions from employees throughout the institution. Interviews with administration, faculty, staff, and students confirmed an organizational culture that welcomes creativity focused on advancing institutional priorities, with examples including a new employee wellness campaign, SGA collaboration across campuses, Faculty Inquiry Groups, and formalizing the DELTA team. MSJC's participatory/shared governance process, detailed in the *Shared Governance Document* posted on the College website, provides multiple opportunities for all campus members to bring ideas forward and participate in institutional decision-making processes. The College's integrated planning and resource allocation model provides the mechanism for moving ideas to review in light of institutional values, goals, priorities, and needs (IV.A.1, IV.A.5).

Board Policy (BP) 2510 and its related Administrative Procedure (AP) 2510, *Participation in Local Decision-Making* outline the overarching institutional governance structure as adopted by the Board. The *Shared Governance Document* defines the roles of faculty, students, classified staff, and management in the development of College policies, planning and budget related to each constituent group's areas of responsibility and expertise. Each of the 14 participatory governance committees (Basic Skills; Budget; Career Technical Education Advisory; College Council; Professional Development; Diversity; Educational Technology; Information, Communication, and Technology; Institutional Planning; Instructional Assessment and Program Review; Student Success and Support Programs; Safety; Student Equity; Student Services) has a clearly delineated membership and charge. All segments of the campus community

(management, staff, faculty and students) are amply represented on each entity, with students particularly engaged on College Council, Institutional Planning, Budget, Basic Skills, and Student Equity committees. Every full-time faculty member is contractually required to serve on at least one committee. Each committee evaluates its goals and outcomes on a two-year cycle, culminating in a presentation to College Council and posting of a report on the College website (IV.A.2).

Agendas, minutes, forms, and calendars for all participatory governance committees, along with an introductory video explaining the shared governance process at MSJC, are posted openly on the committee and shared governance sections of the College website to facilitate broad understanding and engagement. The participatory governance document also accommodates minority views and provides for an avenue for initially rejected proposals to be re-submitted. When the Academic Senate president sends a notification of a committee vacancy asking for volunteers, she always get much more interest than she can accommodate. This engagement was similarly reported regarding the accreditation process, with the ALO reporting she had no problem finding people to contribute (IV.A.3, IV.A.5).

BP/AP 4020, *Program and Curriculum Development*, identifies the College's responsibility for developing programs and curriculum relevant to community and student needs, as well as regular evaluation for quality and relevance. The participatory governance document defines academic administrator and faculty roles regarding academic and professional matters, with clarity as to items for which the College will rely primarily on faculty recommendation and those for which the parties need to come to mutual agreement. The governance process is highly integrated with the program review process. Program review is the source of initiatives presented to the campus community for consideration, which ensures that all initiatives are broadly linked to the College mission and specifically to institutional goals (IV.A.4).

The evaluation team confirmed College leadership follows its governance and decision-making processes and strives to take relevant and diverse perspectives into appropriate consideration early in key decision-making processes. In addition to its well-defined governance committees, the College clearly articulates the roles of and fosters cooperation in achieving stated outcomes and goals with the Academic Senate, Classified Senate, and Student Government Association.

Conversations with faculty and classified leadership confirm that the governance and decision-making climate at MSJC is one of inclusiveness, openness and opportunity. Faculty and staff are partners with the administration in creating an institution that is student centered. Observation of a dean/director-level meeting revealed a community of engaged and passionate leaders who were not competing for limited resources, but rather were more interested in offering resources to their colleagues to advance the other's initiatives (IV.A.5).

All guiding policies, procedures and other relevant documents are readily available on the College website. There is a clear hierarchical organizational structure for communication as well as a number of informal opportunities (e.g., a monthly newsletter, faculty convocations, town

hall meetings, focus groups, retreats, brown bag lunches) for employees to receive information and provide feedback on institutional decisions regarding College priorities and goals (IV.A.6).

Each participatory governance committee regularly evaluates its own functioning, its charge and its overall effectiveness in meeting its objectives in the context of the overall institutional goals. These evaluations are institutionalized and use a standard tool across committees, with support from the Office of Institutional Effectiveness. These reviews have resulted in changes to the timing, support systems, and process by which participatory governance is evaluated to increase the effectiveness and engagement of the committees (IV.A.7).

Conclusion: The College meets the Standards.

IVB. Chief Executive Officer

General Observations:

MSJC has appropriate policies and procedures assigning to the CEO the authority over and responsibility for the institution, as well as for delegation of duties to other qualified personnel. The team noted that the institution demonstrates a culture of effective participatory governance, collaboration, inclusiveness, openness, and institutionalized regular self-reflection, which is repeatedly attributed to the president. Interviews confirm that all segments of the campus community directly credit the president's leadership in creating MSJC's culture through his modeling of consultative principles, his commitment to professional development with initiatives such as the Leadership Academy, and his transparency in communications. The president has been in this role since 2009, before which he served eight years as vice president for the College. This continuity in leadership has been healthy for the College, and it seems clear that the institutional ethos is strengthened by the CEO's strong, humanistic leadership. Colleagues attribute the CEO leadership for institutionalizing discussions about student success and use of data to increase student access, equity, and achievement from departments to the boardroom.

Findings and Evidence:

BP 2430, *Delegation of Authority to Superintendent/President*, assigns to the president the primary responsibility for the quality of the institution. The team found ample evidence of the effectiveness of the president's leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The CEO led the formation of planning and resource allocation models focused on student achievement and success. He hired and developed a most impressive institutional effectiveness and research team that is providing comprehensive and responsive data for institutional decision-making and improvement (IV.B.1).

The president chairs the College Council and the Institutional Planning Committee, and he delegates leadership for the other 12 participatory governance committees to appropriate administrators, faculty, and staff leaders. The College has the full set of policies (BP 2510, 6100, 6300, 7110) and procedures directing the CEO to delegate as appropriate. He does so, for

example, in the area of budget and expenditures, by delegating those tasks to the vice president of business services while retaining executive oversight of financial planning and stewardship.

Over the last three years, the president led a review of internal and external data, with input from relevant governance councils and the Academic Senate and faculty, to restructure nearly every division (Administrative, Instruction, Student Services, and the President's Office) in order to strengthen the College's capacity to support and improve student success, improve internal communication structures, reinforce support for faculty and staff, and streamline day-to-day operations (IV.B.2).

The president takes seriously his responsibility for guiding institutional improvement in teaching and learning through a well-established, widely communicated Participatory Governance structure and process, approved by the Board of Trustees. He promotes a collegial process for setting goals, ensures the College sets performance standards for student achievement, and monitors the research-based, integrated planning and evaluation system, which links resource allocations to planning.

The team found MSJC to be saturated in the complementary notions that widespread transparency and participation, multiple lines of communication in both directions, evidence-based decision-making, and constant self-reflection will best serve its community in maximizing student outcomes. All segments of the campus community confirm that the CEO is the prime driver for this institutional mindset, with the following attributes:

- Regular revisiting of the College's mission, values, standards, goals and priorities
- A robust program review framework linking student learning to institutional goals, planning, and resource allocation
- A comprehensive participatory governance structure, with task-specific committees having broad membership, clear charges, and clear routes of consideration.
- Regular evaluation of all processes, from program review to committee functioning to overall structure (IV.B.3).

BP 3200, *Accreditation*, gives the president the primary leadership role for accreditation, with faculty, staff, and administrative leaders of the College sharing responsibility for assuring compliance with accreditation requirements. The evaluation team confirmed the CEO was active in the ISER process, co-chaired the Accreditation Steering committee, met regularly with the ALO, and ensured broad institutional participation (IV.B.4).

The president assures the implementation of statutes, regulations, and governing Board policies and that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The president uses Board policy to guide the development of local procedures to support the mission of the College. Further, policies and procedures are regularly reviewed for currency and compliance with external statutes and regulations (IV.B.5).

The evaluation team found evidence of extensive communication from the president to the internal and external College communities. Meeting minutes and agendas are readily available on the website, as are weekly and monthly communiques to the campus community, and a variety of engagement opportunities, both formal and informal, for interacting with the president and the College leadership team for exchange of ideas and information. The president regularly and effectively engages with the external community to both promote College activities and solicit input and support. Perhaps the most powerful testament to the effectiveness of his community engagement was the successful passage of a $295 million general obligation bond in 2014 (the first passed by the District in 30 years), which was strategically organized and led by the president and the board who worked four years to build community relationships and support leading to this success (IV.B.6).

Conclusion: The College meets the Standards.

IVC. Governing Board

General Observations:

MSJC has a five-member board elected by citizens of the District, and a non-voting student chosen by the student body. The Board directs the activities of the College according to clearly stated and widely shared institutional policies. All Board policies are publicly available online on the College website. The College has a clear hierarchical organizational structure for communication, as well as informal venues for engaging stakeholders. Per Board policy and the College governance structure, the Academic Senate maintains primary responsibility for academic and professional matters, including curriculum, distance education, basic skills and learning outcomes and assessment. Information regarding College participatory governance processes and committees is extensive and easily accessed on the College website.

The Board has recently overcome a history of dissention and contention. Significant Board member turnover and dedicated efforts to promote collegiality have led to a more functional and trusted Board of Trustees, able to work together respectfully and compatibly even when they do not agree on specific issues.

Interviews revealed every member of the MSJC Board of Trustees to be engaged, enthusiastic, and sincerely committed to the College, its students, and its community.

Findings and Evidence:

Board policies (BP 2010, 2200, 2410) delineate the Board's responsibilities and authority in assuring the academic standards of quality, integrity, and effectiveness, as well as the financial well-being of the College. Board meeting agendas and minutes demonstrate that the Board receives sufficient information to allow them to exercise their authority in an informed manner. The Board receives numerous updates on the progress of the College in meeting specific student success metrics and goals, and it provides for ample stakeholder participation in the governance process, while retaining ultimate authority (IV.C.1).

Board decisions and policies are enacted by a majority vote of the Board. The evaluation team found evidence that the MSJC Board allows for dissenting opinions, yet collectively supports its final decisions regardless of the vote. In interviews, longer-serving trustees observed that the Board of the past was not always such a collegial body, and cited one example in which a fellow Board member, after being on the losing side of a vote, not only failed to support the final decision, but actively, publicly opposed it. Several years ago, when new members of the Board were seated, all five members resolved to put that behavior behind them. They cited several recent examples in which they disagreed over an issue, and when the vote was taken, they closed ranks and supported the final decision. Specifically, the creation of an on-campus health center engendered much spirited discussion and a tight vote. Once that vote was taken, however, the health center had the support of all five trustees (IV.C.2).

BP 2431 defines the Board's responsibility for establishing a process for selecting the president. The team confirmed that the Board acts in accordance with BP 2435, which calls for the Board to evaluate the president biannually using a jointly developed process based on the president's job description, performance goals, and objectives (IV.C.3).

Members of the MSJC Board of Trustees are elected to represent five separate and distinct geographic regions and must reside in the area from which he/she is elected to ensure that all regions of the College's service area are duly represented. Nevertheless, the Board acts as an independent body in the public interest. The Board adheres to policies outlining conflicts of interest (BP 2710) and political activity (BP 2716) to ensure that there are protocols safeguarding the institution from undue influence or political pressure (IV.C.4).

In keeping with BP 2200, *Board Duties and Responsibilities*, the Board regularly receives reports and presentations that enable it to successfully exercise their responsibilities for assuring the educational quality and effectiveness, legal compliance, financial integrity, and stability of the College. The Board regularly reviews reports on student achievement data and metrics demonstrating College progress in meeting student success goals and institution-set standards. The Board also reviews resource allocation and enrollment reports.

Much of the Board's attention in recent years has centered on expanding sites to meet student enrollment demands in the parts of its service area experiencing high population growth. With an extraordinary enrollment increase of 25% in the last four years, the College has massively increased services to several of its high-growth communities. Nevertheless, the evaluation team noted concerns from stakeholders in the more rural parts of its service area, as well an internal questioning of the College's ability to maintain quality in the face of such rapid institutional growth. Data regarding persistent MSJC student achievement gaps and slow progress on student success metrics also call for attention. BP 1300, *Growth*, the explicit Board policy of increasing the FTES goal of the District above the funded cap every year focuses exclusively on providing student *access*, understandable in a growing community and economy. Nevertheless, the evaluation team recommends the Board lead the College in ensuring the *success* of its entire

student population, through a balanced emphasis on student learning, equity and achievement (IV.C.5).

BP 2010, 2200 and 2410 outline the size, duties, responsibilities, operating procedures and structure of the Board, all of which are available on the College's public website (IV.C.6).

Board meeting agendas, minutes and interviews with Board members reveal that Board actions are consistent with its policies and procedures. BP/AP 2410 provides direction for *Board Policies and Administrative Procedures*. The College subscribes to policy and procedure updates from the Community College League of California to guide policy review, and all Board policies are reviewed on a three-year cycle (IV.C.7).

The Board regularly reviews reports on student achievement data and metrics demonstrating College progress in meeting student learning and success goals. It reviews an annual CCCCO Student Success Scorecard report, MSJC student cohort key performance metrics, and annual progress toward institution-set standards for student achievement. The Board recently established a Board goal focused specifically on monitoring student achievement of their educational goals (IV.C.8).

The Board has established goals requiring its members to participate in professional development (local training, as well as attending regional, state, and national conferences) to enhance Board effectiveness in governance. New board members are provided orientation, and Board member terms of office are staggered to promote continuity of leadership (IV.C.9).

The Board has a well-established biannual process of self-evaluation and goal setting defined in BP 2745. These results are used to guide upcoming Board study sessions, CEO goals, and College strategic priorities. Progress on meeting Board goals is assessed annually. Board Self-Evaluation results and goals are published on the College website (IV.C.10).

BP 2715 outlines the Board's policy expectations for ethical practices, including actions to be taken in the event of a breach of ethical behavior. The Board adheres to policies outlining conflicts of interest (BP 2710). Board member interests are fully disclosed annually through the filing of the Statement of Interest Form 700 from the California Fair Political Practices Commission (IV.C.11).

The Board has delegated operational authority to the CEO (BP 2430) and uses the biannual CEO evaluation to set clear expectations for his reporting on institutional performance (IV.C.12).

The team confirmed that College staff keep the Board well informed regarding Accreditation Standards and Eligibility Requirements, as well as regularly updating the Board during the preparation for reaffirmation of accreditation process. Board members engaged in accreditation work sessions and training workshops, participated in development of the current ISER, and approve all ACCJC Annual Reports, Annual Fiscal Reports, and institutional reports (IV.C.13).

Conclusion: The College meets the Standards and Eligibility Requirements.

Recommendations to Improve Quality:

Recommendation 3

In order to improve institutional effectiveness, the Board should balance its focus on ensuring student access and institutional growth with an enhanced focus on promoting student equity and success (IV.C.5).

Commendations:

Commendation 6

The team commends the Board for advancing the culture of collegiality and support so that the Board now acts as a collective entity. Once the Board reaches a decision, all Board members act in support of the conclusion. This intentionally united focus of the Board on the greater good of the institution provides a powerful and inspirational behavioral standard for the College community (IV.C.2).

Quality Focus Essay Feedback

The MJSC Quality Focus Essay (QFE) is a comprehensive document guiding the reader through the process by which the College identified problem areas by examining supportive data, and developed two Action Plans (AP), with several goals defined for each.

Action Plan 1:

Strengthen institutional capacity to improve student preparation, transition, and successful course completion in distance education and online learning (Distance Education)

- Goal 1 – Improve instructional design and other distance education training and support for instructors teaching via distance education
- Goal 2 – Enhance quality and consistency of distance education and online learning instruction through effectively resourced distance education support centers
- Goal 3 – Design effective student onboarding structure for distance education and online learning

Action Plan 2:

Create structured educational experiences that support students from point of entry to attainment of educational goal (Student Success Pathways)

- Goal 1 – Clarify and develop clear and integrated educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes
- Goal 2 – Enhance early alert (early contact) communications between students, counselors, faculty and student support services
- Goal 3 – Foster and support broad and authentic engagement of College faculty and staff – in the design, implementation, evaluation, and ongoing improvement of pathways for students
- Goal 4 – Align college-level programs of study with requirements for success in employment and at the next level of education pursued
- Goal 5 – Establish transfer pathways thought alignment of pathway course and expected learning outcomes with transfer institutions to optimize applicability of community college credits to university majors
- Goal 6 – Embed academic and non-academic supports throughout student's programs to promote student learning and persistence
- Goal 7 – Create opportunities for open dialogue and communication between instructional services, student services and administrative services
- Goal 8 – Create opportunities for students to maximize success through development of alternative and short term course pathways in basic skills

The QFE establishes complementary courses of action directed at two common barriers to student success. It is ambitious and well-conceived. The APs are well-linked to the accreditation standards, and are the result of the collegial processes of research, Program review, and governance. They clearly flow from both the College's ongoing self-reflection and the ISER process.

Responsible parties and resources are identified for each goal. Outcomes are extensive, detailed and clear. How the APs are to be accessed is also extremely detailed. However, there are no benchmarks identified to monitor or determine the success of the initiatives. The team encourages MSJC to establish current baselines on all its assessment measures and identify what levels of improvement it would consider acceptable as both minimal and aspirational metrics to guide implementation and progress monitoring of these efforts.

The lack of benchmarks is coupled with the lack of an actual timeline. All activities are listed as having 2018-19 as the timeline. The team encourages the College to establish a realistic and detailed timeline, including assessment milestones and specific measures of goal achievement.

The team also encourages the College to more comprehensively link the two action plans to the College's strategic plan.

Finally, much of the work of both action plans has been funded by external grants. The team encourages the College to detail the long-term institutionalization of these initiatives beyond this initial funding.

If both action plans are more fully defined and this work strategically implemented and institutionalized, MSJC should realize demonstrable improvements in its distance education/online learning environments and increases in success for all students via the provision of well-structured learning pathways.