

**FOLLOW-UP VISIT REPORT
TO
MT. SAN JACINTO COLLEGE**

**1499 North State Street
San Jacinto, CA 92583**

**A Confidential Report Prepared for the Accrediting Commission
For Community and Junior Colleges**

**This report represents the findings of the evaluation team that visited
Mt. San Jacinto College
On October 25, 2010**

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Introduction

In October 2008, Mt. San Jacinto College submitted an institutional midterm report focused on all seven recommendations in the 2005 Evaluation Report. The midterm report included the action plans established by the institution. In a February 2009 letter, the /t

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

Recommendation 2.1 Various programs and services of the College engage in regular assessment of institutional effectiveness, including program review:

Findings:

The college has made great progress on the assessment of their instructional programs, services and administrative units at the College. Although several programs and services still need to complete the assessment process, the visiting team expects that all assessments will be complete by the 2012 ACCJC deadline for assessment of SLOs. Review of the documents, “Institutional Assessment Council Goals”, “ Assessment Council Meeting Agendas and Minutes”, “Master Plan 2004-2009 Goal Update/Preliminary Completion Report, July 22, 2010”, “Program Reviews - Instruction, Student Services and Administration”, “SLO Implementation and Review Process”, “Student Services Unit Achievement Report”, “Instructional Unit Plans”, “Math SLO and Assessment Results” confirmed that program review and assessment were occurring, not only in the academic units, but also in all the support units in Business and Student Services, and that program review was the building block for all planning and resource allocation. Classified staff were knowledgeable about student learning outcomes, institutional outcomes and assessment.

Discussions with various individuals and committees confirmed that assessment has become institutionalized and part of the culture at the college.

Findings:

It is clear that the college is fully engaged in the Program Review and assessment processes, and this practice has become an integral part of the assessment of institutional effectiveness.

The College has become a data driven community as evidenced in "Program Reviews denced

Institutional effectiveness results and student success outcomes are communicated to the college community and shared governance groups via newsletters and Master Plan Progress Reports, as well as individual committee reports.

The various college shared governance committees and employee groups as well as evidence documents, such as "Program Reviews - Instruction, Student Services and Administration", "Instructional Unit Plans", "Educational Master Plan", "Budget Change Proposal" and "Prioritization Allocation Rubric" confirmed that the College does incorporate established priorities (goals, data, outcomes, etc.) into the governance, decision making and resource distribution process.

Recommendation 2.4 Develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and report regularly to internal constituencies and the Board on this progress:

Findings:

As confirmed by evidence presented to the evaluation team members and responses from the various faculty, staff and administrators interviewed, the College has a variety of methods for assessing institutional effectiveness and progress meeting established goals and implementing improvements.

Resources are committed and used to ensure the assessment and planning for achievement of institutional and unit plans and goals are a high priority throughout the college.

The recently re-established Institutional Planning Committee and the Budget Development Committee are charged with assessing and recommending improvements to the process and priorities for

considerable progress in resolving the remaining recommendation since the October 2008 midterm report.

It is clear that the College has made great progress with the implementation of its systematic and integrated planning, program review, formulation of SLOs, measurement and assessment of outcomes and a culture of evidence. The team found the College faculty and staff