Moreno Valley College

Follow-Up Report

Submitted by

Moreno Valley College

16130 Lasselle St

Moreno Valley, CA 92551

Submitted to

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Date Submitted: September 10, 2021

Follow Up Report Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Robin Steinback, Ph.D., President
Moreno Valley College
16130 Lasselle St
Moreno Valley, CA 92551

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.
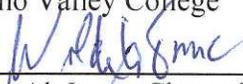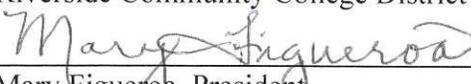
Signatures:

Robin Steinback (Sep 1, 2021 13:12 PDT)   09/01/2021

Robin Steinback, President   Date
Moreno Valley College

     08/20/21

Wolde-Ab Isaac, Chancellor   Date
Riverside Community College District

     08/20/21

Mary Figueroa, President   Date
Riverside Community College District Board

Carlos Lopez (Sep 1, 2021 13:18 PDT)   09/01/2021

Carlos Lopez, Vice President Academic Affairs/ALO   Date
Moreno Valley College
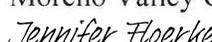
Jennifer Floerke (Sep 2, 2021 11:28 PDT)   09/02/2021

Jennifer Floerke, President   Date
Moreno Valley College Academic Senate

Andrew Graham (Sep 2, 2021 11:40 PDT)   09/02/2021

Andrew Graham, Vice President   Date
California School Employee Association Chapter 535

Shyann Rhames (Sep 7, 2021 11:46 PDT)   09/07/2021

Shyann Rhames, President, 2021-2022   Date
Associated Students Moreno Valley College

Table of Contents

Report Preparation

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, acted at its meeting on June 10-12, 2020 to reaffirm Moreno Valley College's accreditation for eighteen months and to require a Follow-Up Report due no later than October 1, 2021, followed by a visit from a peer review team. Moreno Valley College was notified of this action in the Commission's letter dated June 29, 2020. The Commission recognized the exemplary performance of Moreno Valley College in two areas: equitable access and services, and leadership and innovation. The Commission made two recommendations to improve quality which will be addressed in the Mid-Term Report, and they required that the college demonstrate compliance with Standard II.A.7 and the Commission Policy on Distance and Correspondence Education, which is addressed in this Follow-Up Report.

Summer 2020 was used to evaluate and plan a course of action, which included setting an aspirational goal of receiving a commendation in the area of Distance Education in the future. Fall 2020 was used to build support structures for students and an online college wide community of practice designed to expand education and support for faculty. Winter and spring 2021 were used to continue educating faculty while also promoting a culture of review to ensure that online courses exhibited regular and substantive instructor-initiated interaction. Report writing began in the winter and concluded in the spring so that constituent groups could provide input before bringing it to the Chancellor's Cabinet, District Strategic Planning Council, and the Board of Trustees for review and approval in Fall 2021.

The following institutional groups, whose members come from throughout the District and College's various constituencies, were consulted in the review of the Commission's recommendations, the development of a plan to show compliance, and the preparation of this Follow-Up Report. This list demonstrates broad participation by the College community and helps assure the accuracy and thoroughness of this report.

- Academic Senate
- Distance Education Committees (College & District)
- Distance Education Response Team
- Faculty Association
- President's Cabinet
- Strategic Planning Council
- Standard II Subcommittee: Student Learning Programs and Services Subcommittee
- District Strategic Planning Council
- Chancellor's Cabinet
- Riverside Community College Board of Trustees

Follow Up Report Timeline	
Date	**Milestone Actions**
December 2019	Submitted Institutional Self Evaluation Report
March 2-5 2020	Visited by External Evaluation Team
March	Transitioned all courses emergency remote instruction
June	Reviewed Team Report and Commission Action Letter
July	Formed Distance Education Response Team (DERT)
July - August	Conducted weekly DERT meetings addressing compliance requirement
August	Informed campus and presented plans at fall FLEX
September	Launched DE Den & Assessment of Distance Education Needs (ADEN)
October	Added Sidekicks peer-to-peer support and weekly live trainings
October	Collaborated with Department Chairs for intentional outreach
October - November	Addressed role of RSI in Improvement of Instruction
November	Facilitated RSI Week department-wide trainings
October - December	Revised RCCD AP2105: Distance Education
January 2021	Launched Quest for Success student support pilot
February	Introduced modified Guidelines for RSI
March - April	Conducted RSI course checks
April - May	Completed College shared governance review and approval
May - June	Completed District Strategic Planning Council & Chancellor's Cabinet review
August	Completed Board of Trustees review & approval
August	Submitted Follow Up Report to ACCJC

Response to the Commission Action Letter

College Compliance Requirement: Standard II.A.7 and Commission Policy on Distance Education and Correspondence Education

In order to meet the Standard and the Commission Policy, the Commission requires that the College ensure that Distance Education courses consistently adhere to the policies established by the College concerning substantive instructor-initiated contact with students.

Evidence of Meeting the Standard

Since receiving the ACCJC Action Letter [1], significant changes have been made to ensure that Moreno Valley College (MVC) distance education courses consistently adhere to the College and District policies concerning substantive instructor-initiated contact with students in online courses. The process to show alignment with Standard II.A.7 consisted of the following concurrent actions: evaluating, educating, and ensuring.

Evaluating

Following an inventory of the current state of Distance Education (2) at Moreno Valley College, the Distance Education Response Team (DERT) was created to address the college's needs and plans in respect to distance education. This task force was led by the Accreditation Liaison Officer/Vice President of Academic Affairs, the Distance Education Committee Chair, the Accreditation faculty co-chair, the Dean of Institutional Effectiveness, and the Faculty Development Coordinator. The entire team was composed of eight faculty and 11 administrators, including representation from Academic Senate, the Faculty Association, and the District Interim Dean of Education and Interim Vice Chancellor. During Summer 2019, the DERT developed a timeline (3) and guiding principles (4) to steer future work. To execute the Distance Education Response Team's plans, three subgroups were created which included the Faculty Support Team, Student Support Team, and Communication & Assessment Team. The groups clarified their respective goals for fall-spring terms and future aspirations, and regular meetings (5) were facilitated to keep the DERT appraised of the subgroups' changing needs and progress made.

The Faculty Support Team identified their greatest immediate needs were to enhance distance education training and develop a peer-to-peer support model. The primary focus of training and support was to clarify and ensure Regular and Substantive Instructor Initiated Interaction (RSI) in online courses. The team identified an opportunity to take a comprehensive approach and expand training related to other areas of high-quality online instruction (e.g., Accessibility, Course Design, and Culturally Responsive & Anti-Racist Pedagogy). In addition to evaluating faculty needs, the college explored the needs of students experiencing online education, many for the first time and not by choice. As part of the overarching plan to improve regular instructor and student interaction, MVC committed to developing additional support and resources for students taking online courses. The Student Support Team prioritized improving Canvas student training, streamlining access to support services, and expanding synchronous technical and academic assistance for students.

To confirm that the plans aligned with faculty perceptions, an Assessment of Distance Education Needs (ADEN survey) (6) was shared at the beginning of the fall semester. The survey examined experience with @One training, use of recommended best practices, future training preferences, and perceived challenges. The primary goal of the survey was to assess faculty understanding of RSI and what they needed to improve it in their courses. The ADEN survey results (7), which included the data in the following table, supported the DERT's plans to increase familiarity with Distance Education policies to make it RSI achievable in all online courses.

116 Respondents	How familiar are you with policies established by the College/District concerning substantive instructor-initiated contact with students?
47%	Very familiar. I structure my courses so that they adhere to the policies.
43%	Somewhat familiar. I know they exist, but I would have a hard time explaining them today.
10%	Not at all familiar. I may have seen them at some point, but I'm not sure what policy/document is being referred to in this question.

While it may be surprising to see over half of the respondents reported that they were not very familiar with the Distance Education policies, it is important to note that when the peer team reviewed Fall 2019 courses, only approximately 14% of classes at Moreno Valley College were taught fully online. Only weeks after the visiting team left the campus in March, messages from the District (8) announced the suspension of all in-person lectures, labs, meetings and events due to the Coronavirus pandemic. Faculty were given a week to pause instruction to complete certification, training, and shift their courses online. The Riverside Community College District (RCCD) Distance Education support schedule was substantially expanded to provide ongoing targeted training and individualized support, and all instruction resumed online on March 23, 2020.

Well before both the pandemic and the notification of the distance education compliance requirement, the Ally improvement report (9) shows how RCCD's Distance Education department was making significant strides to improve the online education experience for all students. In 2019, the district purchased Ally and other accessibility tools; in early 2020, Ally was turned on for faculty to use in their courses; and in April, District Instructional Designers were tasked with creating support and training for faculty to improve their individual Ally scores. In addition to the expertise of the District Instructional Designers, faculty accessibility mentors were recruited from all schools on all three campuses to assist all faculty who continued teaching online. After completing the Accessibility Training course, they were assigned a specific faculty cohort to mentor. Through focused outreach, 1:1 meetings and resource sharing, mentors assisted all district faculty to improve their individual Ally score, resulting in a combined increase in the district overall Ally score from 72% in Fall of 2019 to 87% by the end of Spring 2020.

Approximately 90% of all courses continued online during Summer 2020, Fall 2020, Winter 2021, and Spring 2021. During that time, Riverside Community College District maintained ongoing communication with all constituents, creating a Safe Return site (10) where all student emails, faculty and staff emails, resources, plans, and other COVID-19 relevant information was stored. Given the scope of online offerings and the uncertainty about how long emergency online instruction would continue, the duty to expand understanding of high-quality distance education and regular and substantive interaction was significantly compounded. Likewise, the need to enlarge online student support access was equally magnified. Initial funding for these distance education improvement initiatives came from COVID relief dollars.

Educating

The college community was informed of the commission action on the college website (11), as part of the State of the College presentation at the fall FLEX (12) professional development day, and via Accreditation Update reports (13) to the Distance Education Committee, the Strategic Planning Council, and the four Standard Subcommittees. The Board of Trustees were informed via the Chancellor's Board Report (14) in August. Considering the narrow time frame and the social distancing requirements, the team decided that a college wide fully online community of practice was the best approach to both educate and ensure that all faculty teaching distance education courses have regular and substantive interaction in their online courses. Moreno

Valley College and the Riverside Community College District allocated resources to fund a project led by three faculty and one instructional designer, and over the summer a Canvas shell named the Distance Education (DE) Den was created. MVC's DE Den aimed to be a collaborative community environment within Canvas that models effective online course design, provides a venue for synchronous and asynchronous peer-to-peer support, and offers targeted Distance Education information all in one location.

While the district already provided distance education training opportunities to faculty, the DE Den was envisioned as a faculty-led dynamic, facilitated space that could model what faculty needed to achieve in their own courses. To launch the plan, a professional development RSI session (15) was hosted, introducing the college to the DE Den and encouraging faculty to self-enroll in the Canvas shell. Participants were invited to complete the RSI Checklist (16), a resource to simplify the requirements and a tool for faculty to assess their own courses, their level of understanding, and their need for additional support. The checklist asked faculty to review the district distance education policy, RSI Guidelines, ACCJC's protocol for evaluating courses, and other resources. After completing those tasks, they were asked, "Do you believe you are achieving Regular and Substantive Interaction (RSI) in your course?" Nearly half of the respondents indicated that they needed additional support. The RSI Checklist data (17) was used to provide targeted technical and pedagogical resources to those who requested it.

98 Respondents	"Do you believe you are achieving Regular and Substantive Interaction (RSI) in your course?"
40	I've got this and I need no additional help.
48	I'm pretty confident and I'd like some additional resources.
10	I'm not sure and I'd like to meet with a Sidekick.

These RSI Checklist results revealed that the expectations regarding what constituted regular and substantive interactions were somewhat unclear to faculty. In the A-Den survey, that lack of awareness could be easily attributed to a lack of prior need to access to the documentation. If they had not previously taught online, they may have never reviewed the information. Here, results suggested that the gap in understanding was more than a lack of awareness or education, but rather an inability to decipher precisely what was needed to meet the standard. At nearly the same time that Moreno Valley College was grappling with clarity, the Department of Education issued significant changes to its regulations that govern distance learning in higher education. Most notably, definitional aspects of regular and substantive interaction were clarified, and expectations of predictable patterns and proactive outreach were added.

Moreno Valley College used this timely final rule to initiate a revision of the Riverside Community College District (RCCD) Administrative Procedure 4105: Distance Education (AP 4105) (18) and the corresponding RCCD Guide (19) to Recommended Best Practices to Achieve Regular and Substantive Contact in Distance Education. Faculty were invited to provide feedback on the newly numbered Administrative Procedure 2105: Distance Education draft (AP 2105) and RSI Guidelines draft (20) in Distance Education Committee meetings, at Academic Senate, and in multiple venues in the DE Den. The more robust Administrative Procedure 2105:

Distance Education (21), approved March 2021, specifies distance education course requirements for regular and substantive interaction, student to student interaction, curriculum approval, course approval, authentication of student identity, other legal issues in online classes, and local district standards for quality distance education instruction. The policy also updated certification requirements for online instruction and the May 17, 2021 Academic Senate minutes (22) show that the Online Teaching Certification Requirements (23) were approved by all three colleges. The RCCD RSI Guidelines (24), also approved on May 17th, clarify how the college interprets the RSI policies in AP 2105 by further defining approved actions. The revision process for these two important documents spanned the course of multiple semesters and happened in tandem with efforts to educate and ensure. The district-wide collaboration resulted in an updated Distance Education Policy that addresses issues related the current state of distance education, including new regulatory language adopted in 2021 by the Department of Education and the ACCJC. Additionally, the RSI Guidelines side by side table (25) comparison shows greater clarity in the corresponding updated Guidelines.

As engagement increased and the scope of the DE Den broadened, MVC provided further resources to fund nine additional multi-disciplinary, associate and full-time faculty to join the peer-to-peer support team. The peers were named Sidekicks (26), and each had a designated cohort of up to 40 faculty with whom they engaged in intentional outreach and support. With the Canvas shell created and the support team in place, goals were created to guide the team. The first objective was to encourage all faculty to self-enroll in the Den. Enrollment in the DE Den was not a requirement, but the team strived to make it a place that added value in terms of both community and resources. Enrollment update reports were provided regularly, and Department Chairs amplified the importance of enrolling in the Den at meetings and in emails. The Intentional Outreach Tracker (27) shows that 317 faculty of 331 (96%) self-enrolled. The tracker was instrumental in assessing outreach efforts and documenting engagement with the Sidekicks and the learning tasks in the DE Den.

The next priority was to deliver targeted synchronous and asynchronous support related to the challenges of online teaching. This was accomplished through live weekly trainings via Zoom (12 fall 20 Meet-Ups (28); 6 winter Meet-Ups (29); 15 spring Meet-Ups (30)), one-on-one meetings with Sidekicks for individualized support, and ongoing expansion of the Resources page and support modules. The Meet-ups became a key component of the education piece, garnering weekly participation of 25-40 faculty in the live sessions and ongoing engagement with the recordings that were always shared in announcements. The Resources page housed consolidated MVC, RCCD, Canvas, and CVC-OEI resources, and an RSI FAQ (31) page. Some of the most frequently used resources in the Den include the RSI Module (32): a 1-2 hour facilitated training with a learning task that the results in a meeting with a Sidekick; the RSI Options Module (33): discipline specific content examples that either do not meet the standard or exceed it; and the Examples Module (34): language and formatting for faculty to use to enhance communication, discussions, assignments, course content, grading feedback, etc. in their own courses. To keep with the goal of expanding all areas of high quality online education, an Accessibility Module (35), Course Design Module (36), and Equity Module (37) were also developed. These modules were

each created to be 1–2-hour self-paced trainings with a facilitated learning task faculty can submit to earn a badge upon completion.

When the DE Den leadership team wanted to widen its reach and provide training to those who had minimal engagement in the Den, they presented at department meetings offering a robust 2-hour training tailored to each department. As a result of this intentional outreach effort, six separate sessions were hosted during "RSI Week." The RSI Week presentations (38) addressed the following topics: Accreditation Update & DE Den Overview, RSI Overview, Beef or Bun? RSI Examples, RSI Canvas Tools, RSI Contextualization, Pre-built Interactions, and Just Tell Me What to Do. All associate and full-time faculty were encouraged to attend their respective department meeting and a general recording (39) was shared for those who could not attend one of the live meetings. Associate faculty were encouraged to submit the Professional Development form (40) so that they could be compensated for up to 3 hours for the training during RSI week and other trainings in the DE Den. Likewise, full-time faculty were able to apply the time spent in DE Den trainings toward their annual professional development obligations.

The Canvas shell provided useful analytics regarding voluntary faculty engagement. The DE Den's Fall 2021 Canvas People Report (41) captured over 6,000 hours of activity, which does not include time spent in the meet-ups, time spent with Sidekicks, nor time the DE Den was accessed from a cell phone. The Fall 2021 Canvas New Analytics report (42) shows the DE Den experienced as many as 7,545 page views within the course in a single week. The Spring 2021 Canvas People Report (43) shows that activity increased to nearly 10,000 hours. Average activity time in the DE Den from Fall 2020 through Spring 2021 was 30 hours per faculty, with many of them spending hundreds of hours engaging with the resources there. The success can be attributed to a number of factors, including (1) a continuous self-assessment process where the team quickly discarded inefficient tactics while allocating more support and time into developing successful ones; (2) the DE Den provided an opportunity for faculty to experience much needed community during a period of extreme isolation; (3) the structure allowed faculty to experience the role of a "student" in a Canvas course that modeled exemplary RSI making the lessons both experiential and theoretical; and (4) faculty, administration, and campus leadership were united in the messaging and support of this important topic. Participation was voluntary, and the data clearly reveals that the online community of practice is regularly accessed by the audience it was created to support.

Usage is important, but the ultimate mission of the DE Den went beyond simply creating additional support and community. Those goals were a means to create a culture where regular and substantive interaction was a familiar topic, and where faculty embraced a self and/or peer review of their courses to ensure that they were meeting the standard. In less than one year, the mission was accomplished.

Ensuring

The Spring 2021 State of the College presentation (44) provided the college with an update on accreditation efforts and a summary of plans moving forward. The same day, the DE Den leadership presented a DE Update session (45) to promote MVC's support and explain the

processes to ensure RSI is evident in all online courses. The goal for the spring semester was to transition the primary focus from educating to ensuring. Training continued, but the emphasis was on preparation for a successful peer course review using a Got RSI? Course Check (46) developed by the leadership team. The Math department Winter 2021 Pre-Institute (47) agenda shows that they led the effort to test the form, allocating several hours in their scheduled meetings to engage in focused training and peer review.

As AP 2105: Distance Education and the RSI Guidelines evolved, so too did the form used for the RSI Course Check. The Got RSI? Course Check form that was piloted in the Math department was based on the 2019 Distance Education policies and guidelines. It was completed by 38 faculty as either a peer or self-review. That first round proved to be a learning opportunity for continuous quality improvement, and the check's validity decreased somewhat when AP 2105 was approved and corresponding guidelines to interpret the policy were created. In response, an updated RSI Course Check form (48) that used the current policy and guidelines was introduced. The adoption of new language in the policies and guidelines coupled with the updated form made the peer review process clearer and more consistent. The RSI Course Check was designed to guide the review of at least four weeks/units/modules, and it provided a system to document which methods of substantive interaction were evident to an observer. It was also used to examine the presence of regular predictable patterns spread throughout the semester and the intentional monitoring and outreach methods practiced by the instructor and institution. A summary of strengths and opportunities (49) for improvement were provided to the faculty following the review. If a course did not appear to meet the standard, the Sidekick indicated that and then followed up to ensure the necessary changes were implemented.

With the system in place, RSI Month (50) was promoted in March and faculty were encouraged complete the Faculty Initiated RSI Check with a Sidekick. Participation in the voluntary peer RSI Course Check process was robust and well received. By the end of the Spring 21 semester, 107 faculty completed the RSI Course Check and demonstrated that their course has sufficient evidence of consistent regular an and substantive interactions. It was observed that 93.5% of the courses had at least 2 or more substantive interactions for the 4 week/units reviewed. This process and the data it produced was extremely valuable to the faculty, the DERT leadership, and the college. The Faculty Initiated RSI Check data (51) provided a clear indication that efforts to resolve the deficiencies noted in 2019 by the visiting peer review team are working.

The Faculty Initiated RSI Course Check is one of several mechanisms for the college to ensure that online courses meet the standard established in AP 2105 and the RSI Guidelines. Moving forward, to sustain the improvements that were reflected in that process, an annual College Initiated 15 Course Review (52) was approved at MVC to mirror the accreditation review process. The course selection is random and confidential and this second check provides cross validation. The College Initiated RSI Course Check process was brought to the Distance Education Committee, Academic Senate, and Faculty Association where the minutes (53) show that it was supported by faculty. To further advance improvement in this area, the Office of Institutional Effectiveness will collect the data and produce an annual report with anonymized quantitative

and qualitative analysis. The report will inform MVC Distance Education professional development efforts, thereby completing a cycle of ongoing assessment and improvement. The College Initiated Course Review (54) process was completed for the first time during Spring 2021, and the trends observed in the College Initiated RSI Check data (55) were similar to those found in the Faculty Initiated Course Review. The RSI Check Annual Report (56) that will be shared with the college in Fall 2021 identified trends and summarized data from both the faculty initiated and college initiated RSI checks. The analysis showed that nearly all of the courses reviewed are meeting or exceeding the standard related to regular and substantive interaction, and it identified opportunities for continuous growth and improvement related to high quality online instruction. This local process will remain in place until the district develops the district-wide online course review procedure.

Creating new processes was necessary to resolve the compliance requirement. Working within existing policies and structures was another way to affirm that alignment with the standard will be sustained in the future. Although the existing faculty evaluation process called Improvement of Instruction (IOI) used an evaluation form that did not explicitly address RSI, collaboration with the Distance Education Chair, the Vice President of Academic Services, and a Faculty Association representative resulted in a cooperative approach to expand its importance without violating contractual rights. While it could not be used as the basis for a "needs improvement" or "unsatisfactory" rating, in Fall 2021 and Spring 2021, reviewers were informed that the subject of regular and substantive interaction could be addressed to support continuous improvement. The email from the assistant department chair of Communications addressing RSI in IOI (57) shows the approach taken. The DE Den used the evaluation process as an opportunity to do targeted outreach, providing a referral template (58) to observers to encourage faculty to connect with DE Den support if it appeared that RSI in the course needed strengthening. As a result of these efforts, the topic of regular and substantive interactions became a prominent topic in the faculty evaluation narratives. An additional outcome of this shift is the work that commenced to create a separate Improvement of Instruction form (59) for online courses. All three colleges collaborated to create a form that aligns with criteria relevant to the observation of an online class to be used in place of the general form that was better suited for observing a face to face class. Among the many changes, item 3.2 in the form specifically addresses whether two or more different types of regular and substantive instructor-initiated interactions are demonstrated during the observation time period. The IOI faculty observation form was reviewed and supported by the district's Faculty Association, Distance Education committees, and Academic Senates.

Moreno Valley College invested significant financial and human resources to support faculty in improving the quality of their online presence. Faculty were not the only group who benefited from the investment. When classes moved to extended emergency remote instruction, the Distance Education Response Team also assessed the diverse and changing needs of its students who were compelled to take online courses for over a year. In that time, three major resources were developed in support of equity of success for all students. These improvements will empower students moving forward, and especially those who continue to engage online.

Quest for Success: The Quest for Success program is a joint project among Academic Support, the MVC Distance Education Committee, and the RCCD district Distance Education department. The Quest for Success course (60) provides students instruction on myths associated with online learning and training on how to navigate Canvas, either prior to or during the first week of their courses. Using meaningful real time feedback from faculty and staff facilitators, the program aims to improve students' knowledge, skills, and abilities related to online learning in the Canvas Learning Management System. Quest for Success was adopted by multiple faculty during the Winter 21 pilot that included 196 students. The first round allowed facilitators to identify common issues for students and additional supports needed. During the Fall 21semester, 581 students enrolled in the course and 521 attempted the course completion activity. Moreno Valley College intends to support the growth of this program so that more students can participate in the Quest for Success course. The experience is critical to help resolve technical challenges and introduce procedural expectations associated with online education before they become a barrier to course completion.

Canvas Student Hub: The MVC Student Support Hub (61) was created to integrate academic and student services directly into the Canvas Learning Management System (LMS), providing students quick online access to important services such as the library, online learning assistance and tutoring, counseling, and financial aid. The Canvas Student Hub is now part of the global navigation bar in every Canvas course shell, enabling students to access MVC academic and student services resources within the LMS where the point of need most often exists. Prior to the creation of the Canvas Student Hub, students were required to exit their Canvas course and browse the college website to find the services they needed. Some support services in the Student Support Hub, such as the Computer Lab (62), expanded their online presence and offered new types of support. For example, MVC students can now use the online computer lab as a virtual drop in space for live assistance with Canvas and other technical inquiries.

Virtual Engagement Centers: As a key part of its Guided Pathways implementation, Moreno Valley College launched its six school Engagement Centers, starting first with the Virtual Engagement Centers (63). Ultimately, the Engagement Centers will be a primary location both on campus and virtually where students will access critical services to help them clarify and enter their paths, provide support to keep them on their paths, and ensure that learning happens with intentional outcomes. The Virtual Engagement Centers will provide students information about Guided Pathways and an efficient way to access student-centered online drop-in or appointment counseling and academic support services.

The process of transitioning courses and services online as a response to the pandemic has strengthened the ways that Moreno Valley College can serve all students. While initial return to campus plans project that the percentage of fully online classes will return to close to pre-pandemic percentages (roughly 80% face to face and 20% hybrid and fully online), the growth that occurred among students, faculty, administration, and classified professionals during the transition has positioned the college to provide greater access to high quality online services and courses in the future. The Sidekick planning meeting minutes (64) outline some of the ongoing plans to continue the progress made which include creating a Distance Education Handbook,

adopting more robust certification training for new faculty teaching online, providing basic Canvas training for non-teaching staff in student-facing support roles, and training on how to successfully use technology in face-to-face and hybrid classes.

Analysis and Evaluation

Moreno Valley College committed to clarifying expectations, expanding resources, and ensuring compliance with federal and state regulations related to Distance Education. In fewer than 12 months, a college-wide online community of practice was created to provide centralized training, peer-to-peer support, and multiple processes for evaluating the presence of regular and substantive interactions in online courses. A system is now in place that does more than simply check for compliance; it completes the loop by using that data to direct strategic professional development planning. While working to ensure that Distance Education courses consistently adhere to the policies established, Moreno Valley College expanded its scope to also to improve quality in other areas related to high-quality online education including course design, accessibility, and equity & anti-racist pedagogy.

To address the changing needs of students and to provide equitable support services, multiple online services were created. These resources helped faculty with intentional outreach for student success which is a core element in the new federal regulation. Moreno Valley College is prepared to show alignment with the newly created district policy regarding regular and substantive instructor-initiated interaction. Moving forward, the faculty and college leadership will continue to invest in this area to sustain the culture of ensuring high academic and professional standards with continuous improvement in online education offerings.

Evidence

1. ACCJC Action Letter
2. state of Distance Education
3. timeline
4. guiding principles
5. regular meetings
6. ADEN survey
7. ADEN survey results
8. messages from the District
9. Ally improvement report
10. Safe Return site
11. college website
12. fall FLEX
13. Accreditation Update reports
14. Chancellor's Board Report
15. RSI session
16. RSI Checklist
17. RSI Checklist data
18. Administrative Procedure 4105
19. RCCD Guide
20. RSI Guidelines draft
21. Administrative Procedure 2105
22. Academic Senate minutes
23. Certification Requirements
24. RCCD RSI Guidelines
25. side by side table
26. Sidekicks
27. Intentional Outreach Tracker
28. fall 20 Meet-Ups
29. winter Meet-Ups
30. spring Meet-Ups
31. RSI FAQ
32. RSI Module
33. RSI Options Module
34. Examples Module
35. Accessibility Module
36. Course Design Module
37. Equity Module
38. RSI Week presentations
39. general recording
40. Professional Development form
41. Fall 2021 Canvas People Report
42. Fall 2021 Canvas New Analytics
43. Spring 2021 Canvas People Report
44. State of the College presentation
45. DE Update session
46. Got RSI? Course Check
47. Winter 2021 Pre-Institute
48. RSI Course Check form
49. strengths and opportunities
50. RSI Month
51. Faculty Initiated RSI Check data
52. College-Initiated 15 Course Review
53. the minutes
54. College Initiated Course Review
55. College Initiated RSI Check data
56. RSI Check Annual Report
57. RSI in IOI
58. referral template
59. Improvement of Instruction form
60. Quest for Success course
61. Student Support Hub
62. Computer Lab
63. Virtual Engagement Centers
64. planning meeting minutes