

Moreno Valley College

Midterm Report

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Submitted by:
Moreno Valley College
16130 Lasselle Street
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Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Submitted March __, 2017

Midterm Report

Certification of Accreditation Midterm Report, March __, 2017

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

From: Irving Hendrick, Interim President
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16130 Lasselle Street
Moreno Valley, CA 92551

We certify that there was broad participation and review by the Moreno Valley College community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Virginia Blumenthal, President, Board of Trustees, Riverside Community College District

Michael L. Burke, Ph.D., Chancellor Riverside Community College District

Irving Hendrick, Ed.D., Interim President (CEO)

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Report Preparation and Timeline

In May 2016, Moreno Valley College's Strategic Planning Council was approved by the College President to serve as the College's Accreditation Steering Committee.

In March 2016, Moreno Valley College's Accreditation Liaison Officer (ALO) learned that the Faculty Accreditation Writer had been selected for a Study Abroad teaching assignment and began a search for a new editor. The search was unsuccessful, so on August 1, 2016, the Dean of Instruction assumed the role of editor under the direction of the Dean of Institutional Effectiveness. The ALO, Dean of Institutional Effectiveness (IE), editor, and Interim College President developed the [timeline below](#) on August 15, 2016.

An internal draft was prepared on September 22, 2016, and shared with College leadership. The Dean of Institutional Effectiveness presented a status update to the Strategic Planning Council on September 22 and to the President's Cabinet on September 27. The first of three College forums was held on September 30. A full draft was published on the College's accreditation website on October 24. Updates to the President's Cabinet and Strategic Planning Council continued on October 25 and 27, respectively. The second College forum was held November 4. The third (final) draft was published on the College's accreditation website on November 10. The President's Cabinet reviewed the document on November 15, followed by presentations at Strategic Planning Council (November 17, December 15, and January 27, 2017,) Academic Senate (November 7 and December 5,) the Associated Students of Moreno Valley College (November 21,) the College's Classified School Employees Association (November 22,) the Riverside Community College District (RCCD) Strategic Planning Council (January 20, 2017,) the RCCD Chancellor's Cabinet on January 30, 2017, and finally the Board of Trustees for final approval on February 21, 2017. A third College forum was conducted on February 10, 2017, which was attended by faculty, staff, managers, and students.

Response to the Commission's Recommendations

At the Accrediting Commission for Community and Junior Colleges (ACCJC) meeting held January 6-8, 2016, the Commission reviewed the Institutional Follow-Up report submitted in October 2015. Based on the Follow-Up report, the previous Comprehensive Institutional Evaluation Report, all submitted evidence, and the results of the ACCJC team visit November 4-5, 2015, the Commission found that Moreno Valley College had resolved deficiencies in District Recommendations 1 and 2 and College Recommendations 1, 2, 3, and 5 from the spring 2014 comprehensive evaluation. The Commission also found that the College had addressed recommendation 6 to increase institutional effectiveness. The Commission required the College to submit a Follow-Up report regarding College Recommendation 4, which was due on March 15, 2017.

This report provides updates on the recommendations that were previously addressed and provides evidence that the College has sustained and integrated processes regarding the two District and five College recommendations. This report provides information identical to what appears in the Follow-Up report for College recommendation 4.

District Recommendation 1

In order to meet standards, compile the various completed elements of technology planning into an integrated, comprehensive district technology plan that is accessible and transparent, including a disaster recovery plan and a plan to refresh aging and outdated technologies. Insure that the district technology plan is based on input from the colleges and is in alignment with college planning processes. (Standards I.B.6 and III.C.2)

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The Information Technology Strategic Council ([ITSC](#)), which consists of the co-chairs of the college technology advisory groups and District Information Technology Services personnel, continues to meet monthly to discuss district-wide technology needs, including the status of the [District Technology Plan](#) and objectives for the current academic year. By the time of the Follow-Up Report, the ITSC had begun the process of working with each college's vice president of business and the Vice Chancellor of Business and Financial Services to determine a financial sustainability strategy as the District and colleges implemented their technology plans.

At the beginning of fall 2016, the ITSC was in process of assessing the status of 2015-2016 academic year objectives (derived in large part from outstanding [IT Audit](#) concerns). At their September 2016 meeting, the Council compiled and prioritized a list of 2016-2017 objectives based on outstanding 2015-2016 objectives in addition to new items brought forward from the colleges' and District's technology plans for 2016-2017 (e.g., see MVC's minutes from the Technology Resources Advisory Group meeting from [November 3, 2015](#).)

Progress continues to be made toward a more comprehensive disaster recovery plan (District Technology Continuity Plan, Appendix 3 of the District Technology Plan). One element of the Technology Continuity Plan has been completed, namely establishing network redundancies between college and district locations, ensuring that locations are connected to each other in more than one way in case of outage at any single site. Work on this alternate network routing has been completed at Norco College and continues at Riverside City College. Implementation of a second district-wide internet connection at Moreno Valley College is in progress, which will provide additional redundancy as well as increased capacity to the entire District. Professional services are being contracted to address this issue (see Network Bandwidth Status on page 3 of [ITSC's October 19, 2016 minutes](#).) In addition, data are being replicated between college sites on a nightly basis. Also, faculty and staff email has been migrated to Microsoft Office 365 for improved access and availability.

Moving forward, the colleges' vice presidents for business and the Vice Chancellor for Business and Financial Services continue to refine a financial sustainability strategy for technology replacement and enhancements.

District Recommendation 2

In order to meet standards, implement a plan to fund contributions to the District's other post-employment benefits (OPEB) obligation. (Standard III.D.3.c)

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

To address the Commission's recommendation regarding OPEB liability, a funding plan was developed. The plan consists of the following:

1. Effective July 1, 2015, establish an irrevocable trust to pay current retiree health costs and to accumulate funds for future costs to offset the OPEB liability;
2. Develop a rate to apply to every dollar of payroll, in all resources that have payroll, to cover the annual current cost ("pay-as-you-go") plus a minimum of \$250,000 annually to begin providing for future retiree health costs, including application of the rate to grant and categorical programs in accordance with the federal government's (i.e., the Office of Management and Budget's) [OMB Circular A-21](#) and the State Chancellor's Accounting Advisory, Governmental Accounting Board Statement No. 45—Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions, Governmental Accounting Standards Board [GASB 45](#);
3. Contribute investment earnings over time to the reduction of the outstanding OPEB liability, so that the total amount of District set aside and funds accumulated to pay for future retiree health costs will be limited to a maximum of 50% of the outstanding OPEB liability;
4. At least annually, transfer all funds provided by the retiree healthcare rate to the irrevocable trust;
5. Pay all retiree healthcare costs out of the irrevocable trust.

This proposal, discussed with the District Budget Advisory Council (DBAC) on [January 23, 2015](#) and on [February 27, 2015](#), was also vetted through each of the colleges' shared governance processes and reviewed by both the District Strategic Planning Council ([January 30, 2015 and March 13, 2015](#)) and the Chancellor's Cabinet (March 30, 2015). The final proposal was presented and discussed at the Trustees' [April 7, 2015 Resource Subcommittee meeting](#). The Board approved the proposal at its [April 21, 2015 meeting](#).

The District continues to implement its funding plan to ensure a reduction of its OPEB liability. An OPEB Committee was formed, with membership consisting of the Vice Chancellor of Business and Financial Services, a Faculty Association representative, a management representative, a Classified School Employees Association representative, and a community member. At the committee's initial meeting on January 6, 2016, the group chose an asset-allocation strategy for a \$250,000 investment per fiscal year. The committee recommended a moderately conservative plan with medium risk (Strategy 2) within the CalPERS OPEB irrevocable trust. On September 12, 2016, the District OPEB Committee

reviewed the trust's performance and set future meeting dates for a minimum of two times a year.

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College Recommendation 1

In order to meet the Standards, the team recommends that the College further articulate its goals and objectives in measurable terms, and assess progress toward achieving its goals systematically and on a regular cycle (Standards I.B.2, I.B.3).

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

Moreno Valley College has sustained its efforts to create goals, objectives, and strategies in measurable terms and continues to assess progress towards achieving goals systematically. The College produced three overarching plans since the Visiting Team's recommendation in 2014: the [2015-2018 Integrated Strategic Plan](#), the [Student Success and Support Programs Plan](#) and the [Student Equity Plan](#). Each of these documents identifies specific goals, strategies to achieve the goals, timelines for completion, and responsible parties.

The College has begun assessing its completion of the goals and objectives contained in its 2015-2018 Integrated Strategic Plan. Implementation of the objectives identified in Integrated Strategic Plan that are part of the College governance approval cycle have been or will be submitted by the appropriate subcommittee of the Strategic Planning Council (SPC) and forwarded to the SPC for submission to the College President. For example, the College has identified a need to develop and consolidate its overlapping strategies in Basic Skills, Student Support Services and Programs, and Student Equity committees. Therefore, SPC approved creating a joint committee, called the Student Success and Equity Committee, in its [March 2016 meeting](#) (and later approved by Academic Senate in [April 2016](#)) that would provide oversight and direction to these program areas and associated initiatives. While a joint committee has been created, each of these groups will still continue their annual program evaluation.

The SSSP plan, the Student Equity plan, and the Basic Skills plan require mandatory annual updates to the California Community Colleges Chancellor's Office. The College's responses for these annual updates describe the completion status of each objective and summarize the outcomes or steps underway to attain the objectives. Other College plans, such as the Integrated Strategic Plan are evaluated systematically. For example, during an SPC retreat in August 2016, a task force was formed to evaluate the degree to which the College had accomplished its strategic planning goals and strategies (see last item from [SPC August 26, 2016 minutes](#)). The task force has reported its preliminary findings to SPC in October 2016 and is developing a survey for the parties responsible for each of the plan's strategies. This survey will help the College better understand and communicate the completion status of the 2015-2018 Integrated Strategic Plan strategies and goals.

To ensure broad communication of the College's progress towards institutional goals, information is communicated using several modalities. In addition to dialogue occurring in shared governance committees such as SPC meetings and Academic Senate meetings, the College also holds public forums. In June 2015, the College held a [Budget forum](#) to review

goals, funding priorities, and the outcomes of having an Integrated Resource and Planning Allocation tool.

The Mission and Institutional Effectiveness (Standard I) subcommittee of the SPC has agreed to assess a previously approved systematic process to ensure that the assessment of institutional goals occur on a regular and consistent basis. In [December 2015](#), the subcommittee began discussing the evaluation of College processes. The subcommittee reviewed and discussed models for Continuous Improvement Process and Flow such as the “Inventory of Continuous Improvement Processes.” The subcommittee is continuing this work during the fall 2016 semester.

The College has also improved its process for measuring and documenting the achievement of goals by integrating data and objectives into the Instructional Annual Program Review (APR) process through the online host TracDat. The College has improved its integration of data into the APR process to facilitate analysis about objectives included in the College’s Student Equity Plan and in the College’s Institution Set Standards. To ensure the data are accessible in a visual analysis-ready format, the College has purchased a data visualization tool, Action Point. This purchase was made in response to [feedback from focus groups](#) consisting of the primary authors of the instructional Annual Program Reviews. Action Point is scheduled to be implemented in spring 2017 and it integrates with our existing Annual Program Process in TracDat.

To assess progress towards achieving goals, several data-related prompts are included in APRs. Examples include: student success and retention rates overall and also disaggregated into rates for students enrolled in transfer courses and for students enrolled in Basic Skills courses; course success rates aggregated by discipline; and course success rates disaggregated by gender and ethnicity (see, for example, the [spring 2016 Music Annual Program Review](#)). APRs also include analysis from long-term College data trends from the Community College Survey of Student Engagement (CCSSE) and institutional set standards and goals. Program Review authors now must respond to several questions based on these data trends and on the institution standards included in the APRs. In order not to overwhelm the authors with too many responses, the College established a four-year rotation cycle for the analysis of institution set standards and goals and plans to rotate the Program Review questions each year. In 2016, the questions focused on degree and certificate completion and successful course completion rates in English as a Second Language, Basic Skills, and Career and Technical Education courses. Data from the previous five years were provided to program review authors.

Conclusion

Starting in May 2017, the College will publish the results of a comprehensive assessment of its progress towards accomplishing the one-year goals identified in the Institution Set Standards, one year after the goals were adopted by the Board of Trustees. The Institution Set Standards were approved by the College Strategic Planning Council [in March 2016](#) and by the [Board of Trustees in May 2016](#). Program Reviews will serve an essential role in annual assessment.

College Recommendation 2

In order to meet the Standards, the team recommends that the College assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation (Standards I.B.6, I.B.7, III.A.6, III.B.2.b, III.B.6, III.B.7, III.C.2, III.D.4).

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The College has sustained the practices previously outlined in the October 2015 Follow-Up Report related to assessing its planning and program review processes and with integrating and evaluating planning and resource allocation.

Assess planning and program review processes; ensure ongoing systematic evaluation cycle

The College continues to assess and make revisions to the Program Review planning processes. In 2015-16, notable improvements were made in the Program Review processes in Academic Affairs and in Student Services. Both areas continue to use the online TracDat software to create, edit, and update Program Reviews. Specific examples of sustained improvement in the Program Review and planning processes follow.

Student Services

In order to ensure widespread participation in developing resource allocation priorities, Student Services has institutionalized a Student Services Council and a Program Review Coordinator to bolster its planning, resource allocation, and program review processes. The council is composed of the Vice President and three of each: students, staff, managers, and faculty. The council began meeting in 2016 and reviews and ranks resource allocation requests.

In 2015-16, Student Services selected an administrative lead to serve as the area's Program Review Coordinator. The coordinator assists authors of Program Reviews and shares informal feedback from authors about how to improve the Program Review document and process. The coordinator will work with the Office of Institutional Effectiveness to improve the process and forms based on the feedback received.

Academic Affairs

In 2014-15, the College consolidated the functions of providing peer review of submitted Annual and Comprehensive (four-year) Program Reviews and evaluating the Program Review process into one committee, the Instructional Program Review Committee (IPRC; see item V.e in the [September 22, 2014, Academic Senate minutes](#)). The IPRC adopted a department-representation structure similar to the Academic Senate and associated subcommittees. In 2015-16, the IPRC focused its fall efforts primarily upon reviewing the Comprehensive Program Reviews and the Program Review processes (see 2015 [checklist](#), [review form](#), [resource request form](#), [training manual](#), and minutes from [September 15, 2015](#)) and to assist with the Annual Program Reviews (APRs.) In spring 2016, IPRC reviewed APRs. Currently, during fall semesters, the IPRC reviews and provides feedback for all four-

year Program Review, in support of the goal to approve and publish the Program Reviews. Forms (e.g., [checklist](#); [feedback](#)) were updated in fall 2016 based on assessment of the 2015-16 feedback process. During spring semesters, the IPRC conducts internal training and evaluation and provides assistance to programs that are beginning to write their Annual and Comprehensive Program Reviews.

Based on focus group [feedback](#) and on recommendations from the IPRC during regular meetings in 2015-16, the College improved how data are provided in Program Reviews. The Annual Program Review (APR) forms now include data and discussion questions related to Institutional Effectiveness goals and standards. Data were embedded into instructional APRs in TracDat and will be improved with Action Point – a data visualization package – when Action Point is implemented (planned for spring 2017).

In May 2016, the Academic Affairs administrative team continued offering administrative peer review and feedback sessions for program review drafts. These sessions occurred during regularly scheduled Academic Affairs cabinet meetings.

Similarly, in spring 2016, the Vice President of Business Services and the business managers met to prioritize the Business Services priorities from Annual Program Reviews, and this list was forwarded to president's cabinet for consideration.

Integrated planning, resource allocation, implementation, and re-evaluation

The College has continued using integrated planning processes and allocating resources, as documented in the College's Integrated Planning and Resource Allocation (IRPA) document. IRPA was developed in 2014-15 as a means to collect all resource requests, view requests' ranked priorities by department/program and associated planning council, link requests to Student Learning Outcomes and Service Area Outcomes and other components of Program Review, and match requests to available College funds. In 2015-16, approved funding decisions for (e.g., equipment, hiring additional personnel) continued to be based on priorities identified in IRPA after being prioritized by the appropriate planning councils. All of this is consistent with the College's adopted resource allocation [process](#).

The College continues to evaluate and improve the IRPA document and associated processes as well as the communications associated with integrated planning and resource allocation. For example, in the Strategic Planning Council's Resources (Standard III) Subcommittee meeting on October 19, 2016, the subcommittee discussed the requests and allocation processes, how the College can improve communication about allocation decisions, and the IRPA document itself and how it can be improved. Of particular concern to the committee was the number of pending requests (614) in IRPA, the costs of these requests (\$22.7 million,) and the possibility that some of the requests may be duplicated or no longer needed.

Additional examples of integrated planning, resource allocation, implementation, and re-evaluation are described in detail in the Student Success and Support Program (SSSP) [plan](#) and Student Equity plan responses in the response to College Recommendation 6 below.

During the College's updating of the Integrated Strategic Plan, several groups noticed that there was much overlap between work performed by the Basic Skills Committee, the Student Equity Committee, and the SSSP workgroups. All three groups had overlapping goals, well-aligned strategies, but different committee composition. As a result, the College has implemented a cooperative and collaborative single-committee structure to integrate the work. The first meeting of this combined group was October 4, 2016.

The College also continues to evaluate its planning documents. Some College plans, such as the SSSP plan, the Student Equity plan, and the Basic Skills plan require mandatory annual updates to the California Community Colleges Chancellor's Office. Other College plans, such as the Integrated Strategic Plan are evaluated systematically. In fall 2016, the Strategic Planning Council began its mid-term review of the 2015-18 Integrated Strategic Plan. An ISP Task Force was formed during an SPC retreat on [August 26, 2016](#). This task force provided feedback to SPC throughout the fall semester. (See, for example, [SPC's October 27, 2016 agenda](#).)

Conclusion

The College has continued assessing its planning processes and program review processes. The College also has sustained its integrated planning and resource allocation process and continues to review the processes and documents used in this integration.

College Recommendation 3

In order to meet the Standards, the team recommends that the College regularly assess learning outcomes for all courses and programs and include analysis of learning outcomes results in institutional planning processes (Standard II.A.2.e, II.A.2.f, II.A.2.a, II.A.2.b; II.A.2.e, II.A.2.f.).

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The College continues to follow through on its assessment plans and actions described in the October 2015 Follow-Up report. As of October 17, 2016, the College has increased the number of courses with ongoing SLO assessment to 94%, or 448 of all 477 active courses. Additionally, of the College's 2459 SLO statements in all active courses, 2078 (85%) have been assessed as part of an ongoing cycle. The College has also significantly increased the number of courses that have fully assessed all SLOs, as shown in the table below.

Report	2015 Annual report	2015 Follow-Up report	2016 Annual report	2017 Midterm report*
Courses with <u>some</u> SLOs assessed	65%	79%	89%	94%
Courses with <u>all</u> SLOs assessed		43%		78%

*Data for 2017 Midterm report based on assessment results reported by October 20, 2016.

In the 2015 Follow-Up report, the College reported that most of the classes without assessment were taught exclusively by part-time faculty. One strategy that likely resulted in increased assessment reporting is that part-time faculty now may receive compensation for reporting and writing a reflective narrative on SLO assessments. In 2015, the Riverside Community College District and the RCCD Faculty Association ratified a new contract that included compensation for part-time faculty after completing assessment reports. (See [Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA](#) Article X.J.5, pages 24-25.) Additionally, the hiring of full-time tenure track faculty in the Administration of Justice program and the Fire Technology programs at the Ben Clark Training Center resulted in increased SLO assessments in areas that historically had few assessment reports. The College also began a directed information campaign of emails, phone calls, and in-person visits to increase assessment activities. A final key ingredient is the inclusion of mandatory SLO assessment dialog in the Annual Program Review process and the integration of resource allocation to Program Review requests based on assessment plans and outcomes.

The College continues to anticipate it will reach 100% of recently offered and active courses completing assessment by the end of fall 2016. In order to achieve this outcome, the above successful strategies are continuing.

To improve efforts with Program Learning Outcomes assessment, the College has nearly completed its mapping between the learning outcomes in the Areas of Emphasis associate degrees and courses comprising those degrees (see pages 35-39 of the [2016-17 College Catalog](#) and maps available in TracDat.) Some course assessments still need to be completed or linked to the Area of Emphasis Program Learning Outcomes.

In the October 2015 Follow-Up report, the College committed to completing, as part of its comprehensive (four-year) program review process, maps linking Program Learning Outcomes to courses and associated Student Learning Outcomes to facilitate assessing PLOs. Faculty are to determine if PLO topics are introduced, developed, or mastered. Since then, three programs undergoing comprehensive program review have completed (Math and Music) or nearly completed (Communication Studies) PLO maps for ADTs. The remaining ADTs are still scheduled to complete this mapping as part of their next comprehensive program review.

Conclusion

The College has sustained its previously reported efforts to increase assessment reporting, narrative-writing, and dialog in support of student learning. As a result, all recently offered and active courses will have completed assessment by the end of fall 2016. The College has proceeded and made progress with its plans to assess all Program Learning Outcomes.

College Recommendation 4

In order to meet the Standard, the team recommends that course outlines of record for CTE courses be made current and a process be developed to ensure a continuous cycle of review for relevance, appropriateness, and currency (Standard II.A.2.e).

The College has made progress updating CTE course outlines of records since the 2015 Follow-Up report submitted in October 2015. This additional work was the result of a planned restoration to a two-CTE dean structure, which became effective in April 2015. The two CTE deans have been working with and leading the faculty in making current all CTE Course Outlines of Record (CORs).

The two CTE deans have communicated the need to update all CTE course outlines with all College faculty in a variety of forums: department meetings, discipline meetings, shared governance committee meetings (e.g., Academic Senate, Strategic Planning Council, Academic Planning Council, Curriculum Committee), and working individually with discipline experts.

For several disciplines (e.g., Fire Technology, Administration of Justice, Dental Hygiene) advisory committees played key roles in revising the course outlines. An advisory committee for the Business Information Technology Services programs began meeting in November 2016 and is participating in curriculum review processes. As recommended by the Inland Healthcare Occupations Coalition, the College's Health, Human, and Public Services department is having the Riverside Regional Nexus serve as its advisory committee, and this group will provide guidance and recommendations for future updates to CORs.

The College has developed a process to ensure a continuous two-year cycle of review for all CTE courses, to validate pre-requisites, ensure relevance, appropriateness, and ensure currency. To accomplish this, all CTE courses are monitored in a single tracking spreadsheet. The spreadsheet is updated periodically and shared with the Academic Administrators (e.g., the Vice President of Academic Affairs and the CTE deans) and CTE faculty frequently in department meetings. When a Course Outline of Record is updated, the spreadsheet is updated to reflect that the next course review has been scheduled two years after the most recent update. This new messaging process and frequent updates to faculty will result in all courses being identified for review well in advance of the two-year cyclical review deadlines.

In the College's October 2015 ACCJC Follow Up Report, the College reported that 193 of the existing 422 active CTE courses had been updated within two years (i.e., since January 2014) through a major course outline modification, through deletions, or through exclusions from the catalog; five courses were also added to the catalog in that timespan. Additionally, the College reported that 258 CORs had been updated within the previous four years.

Between October 2015 and October 24, 2016, the College made progress on updating CTE CORs and has also added 19 courses to the college catalog. Currently, there are 441 active CTE courses, 239 of which are current and an additional 78 of which are currently (as of

October 24, 2016) in review. In addition, because the RCCD colleges share curriculum and CORs between colleges, many of the courses require input from faculty at either Norco College or Riverside City College. Details about COR status disaggregated by department and further by discipline are available in the tracking spreadsheet.

Table 1 – Course Outline of Record (COR) status for Moreno Valley College

Number of courses with current CORs	Number of courses with a pending COR update	Number of courses with overdue CORs	Total number of courses
239 (54%)	78 (18%)	124 (28%)	441

NOTE: The data in the table above are accurate as of October 24, 2016.

Electronically submitted curriculum updates were suspended by the College during summer 2016 and early fall 2016 (June 9, 2016 through October 3, 2016) as the College transitioned from CurricUNET version 2.0 to CurricUNET META. During this time, no curriculum updates could be submitted. The Curriculum Committee conducted trainings for its members on October 11, 2016, to aid faculty with the new system. With the restoration of the online curriculum system, all three CTE departments have restarted course outline updates; significant work is underway during fall 2016 in these areas.

Conclusion

The College has implemented a process to update all Course Outlines of Record for CTE courses on an ongoing basis and is adhering to this progress. Significant work has been accomplished since the October 2015 Follow-Up Report to update all outdated Course Outlines of Record.

College Recommendation 5

In order to meet the standards, the team recommends that the College develop long-term financial plans that take into account enrollment management plans, capital replacement, schedules, human resources staffing plans, and existing facilities and technology master plans, and consider these when making short-term financial and programmatic decisions (III.A.2, III.B.2.a, III.C.2, III.D.1.a, III.D.1.c).

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The College continues to integrate long-term financial plans, including capital replacement, human resources staffing plans, and technology plans when making short-term and programmatic decisions. Two primary documents show the links between short-term objectives and long-term goals: the [2015-18 Integrated Strategic Plan](#) and the Integrated Resource and Planning Allocation (IRPA) document. Other examples include: Technology Planning, the District Budget Allocation Model and College responses to it, the Center Status application for Ben Clark Training Center, and the Facilities Master Plan. Further examples related to the Student Support Services and Programs (SSSP) plan, the Student Equity plan, and links with the Basic Skills plan are described in the response to College Recommendation 6.

Financial Resources and Integrated Resource and Planning Allocation (IRPA)

The College's general fund budget is the product of the incremental budgeting approach used by the District, which is common among California community college districts. The College's allocation of resources from the District is based on the RCCD's Budget Allocation Model (BAM.) However, the allocation of new and the reallocation of existing resources are generally guided by the College's Integrated Resources and Planning Allocation (IRPA) process. Resources for facilities development are allocated in accordance with the College's [Comprehensive Master Plan](#) and the Riverside Community College District Capital Improvement Plan. The IRPA process is graphically represented in a [flowchart](#). College leadership makes resource allocation decisions that are largely informed by input and recommendations from program reviews and shared governance processes. Other important considerations include: College strategic goals and objectives, institutional priorities, and resource restrictions based on the type and purpose for the funding (e.g., funding for faculty salary and benefits, grant funding, funding to address Americans with Disability Act facilities issues, and bond funds for facilities development projects.)

Through the IRPA process, the College seeks to align resources with strategic institutional priorities, integrate planning and resource allocation, facilitate data driven decision making, and support our culture of shared governance. The IRPA process has been in place at the College for the past two years. With IRPA, resource requests are input by faculty and staff via [an online form](#) using the TracDat software used to author Program Reviews. The resource requests are downloaded on a spreadsheet (Annual Program Review Resource Request Report) by the Manager of Technology Support Services and emailed to the Business

Services department. The resource requests are added to the Integrated Resource and Planning Allocation (IRPA) report. The IRPA report is provided to each College division (i.e., Academic Affairs, Business Services, and Student Services.) The IRPA report is updated by each division to reflect changes in priorities, completed purchases, and staffing. The IRPA report is used in the College's budget development process where resource needs are prioritized based on the Integrated Strategic Plan and institutional objectives.

For example, in 2015-16, funding for part-time and overload faculty expenses was increased by 7% budget to address the increase in state funded FTES. The amount of increased funding for each college is based on the District's Budget Allocation Model that takes into account student enrollments, full-time faculty staffing level, and college specific instructional efficiency factors. Using the IRPA process, a number of funding requests were approved (see [IRPA funded table](#)).

While MVC's IRPA process represents significant progress towards the College's efforts to institutionalize requirements, further improvements and refinements to this process are warranted and continue to be undertaken. IRPA process improvement efforts that have been implemented and/or are being explored include:

- Detailed [instructions](#) were provided for the users that included details of the request, funding sources, prioritization information and strategic planning goals.
- Training sessions on the Eform process were provided on July 23, 2015 and December 14, 2015.
- A full-time Financial and Technical Analyst was hired on June 23, 2016, to help update the list with completed purchases and with organizing the data.
- Periodic updates on the IRPA reporting process have been provided to the Strategic Planning Council's Resource Subcommittee.
- More specific decision criteria are being explored to enhance transparency.
- Efforts to improve IRPA request tracking, management and dispensation are in progress.

Staffing plan

The College's Strategic Planning Council adopted a [Staffing Plan](#) in [November 24, 2015](#). This document identified a need to "continue to make advancement towards meeting or exceeding the 50% Law and 75/25 ratio targets." Accordingly, during 2015-16, the College used the General Fund to hire 5 additional full-time faculty positions and replace 14 full-time faculty positions that became vacant during the academic year, many as a result of a districtwide retirement incentive option. In addition, several categorically funded faculty positions were filled in support of SSSP and Student Equity goals.

The decision to hire the above positions followed the [Position Prioritization Process](#) adopted and implemented in 2014. The College has continued to follow the same hiring and prioritization processes described in the 2015 Follow-Up report.

Additionally, the College has sustained recommendations from the Staffing Plan by continuing with specific professional development training opportunities focused on

comparative experiences and perceptions of students and employees. For examples, the Diversity Committee hosted its second annual Diversity Summit on November 18, 2016. The [assessment of the first summit](#), using pre- and post-surveys, showed general satisfaction and a desire for continued dialog. This summit, along with related (and sustained) [Ally](#) trainings, follow recommendations from the Diversity Committee (see minutes from [February 2016](#).) The Diversity Committee is also preparing an updated climate survey and/or student satisfaction survey to reassess the concerns raised in previous surveys and for which the above planned activities were designed to address.

Physical Resources and Facilities planning

The College has sustained its short-term and long-term facilities planning. Several upgrades and improvements have been implemented since the 2015 Follow-Up report. The upgrades below are consistent with the [2014-19 Scheduled Maintenance five-year plan](#), the updated [2016-2021 Scheduled Maintenance five-year plan](#), and the College's [2015 Comprehensive Master Plan](#).

Landscape improvements

The College has embraced its location in a desert region of the Inland Empire. Accordingly, the College has selected a native plant palette to use throughout campus. Non-native plant materials have been and will continue to be replaced by desert landscape native materials. This also helps support the College's goal of being water-wise; the plant replacement has created water consumption savings that meet city and state regulations.

The College has also improved the feel of the campus based on results from consecutive annual facilities satisfaction surveys. In the 2014 College facilities survey, landscape was the highest identified concern. After the improvements made in 2014-15, landscape became the lowest concern in the 2015 survey.

Reallocation of spaces

In support of the Comprehensive Master Plan, the SSSP plan, and the Student Equity plan, several offices have been relocated so that they may expand services. The Veteran's Resource center, previously located in an office on the third floor of the library, has been relocated to Parkside Complex 13 and expanded its services in fall 2016. In early 2017, several other changes were made including:

- The College opened a joint Welcome Center and DREAM Center for students. These centers are both located at the front of the College at ground level in the Science and Technology building, in support of the Student Equity plan;
- The EOPS and Guardian Scholars (formerly Foster Youth) programs were re-located and co-located into Humanities 113 after previously occupying two single and separate small offices, in support of the Student Equity plan;
- The Dean of Student Services (Counseling) was relocated to where all other counseling offices are, on the third floor of the Student Services building;
- Outreach Office employees and ambassadors were relocated near the First Year Experience Program Office, in support of Student Equity strategies; and

- A faculty member's office was relocated into the Dean of Instruction office when this faculty member became project director for the Basic Skills Student Outcomes Transformation grant and when support staff were moved into the Dean of Instruction Office.

Scheduled maintenance and campus equipment upgrades

Several scheduled maintenance and campus equipment projects were completed in 2015-16 and early 2016-17, including:

- Replacement of heating, ventilation, and air conditioning (HVAC) units in several rooms;
- Converted outdoor lighting from conventional to LED energy-efficient lighting, in support of sustainability initiatives in the Comprehensive Master Plan;
- Replacement of old (end-of-life) water backflow devices, creating new redundant water pathways in the campus water flow system in support of the Comprehensive Master Plan;
- Servicing and replacing high voltage electrical transformers and associated equipment in support of the Comprehensive Master Plan;
- Completing the flood prevention project for the first floor of the Humanities building to address previous flooding problems;
- Building and operating a new Network Operations Center, in support of the Comprehensive Master Plan;
- Repairing the College's main entrance stairway's cracked and chipped concrete;
- Installing safety railings in front of the Student Services and Library buildings; and
- Installing new exterior signage on the Student Academic Services building to support College branding and wayfinding on campus.

The College is proceeding with several short-term and long-term facilities projects, including:

- Entering the final stages of hiring an architectural firm to remodel the Student Services building, consolidating student services from many campus office areas into one area, as identified in the Comprehensive Master Plan;
- Replacing aged automatic sliding doors to increase accessibility and improve compliance with Americans with Disabilities Act requirements;
- Continue replacing HVAC units in campus rooms/buildings;
- Replacing aged fire alarm system in Student Services and Library buildings;
- Replacing intrusion alarms throughout campus and installing cameras;
- Entering the final stages of Braille replacement signage across campus in support of the Student Equity plan; and
- Entering into agreement with an architectural firm for the design of a MVC-specific building at the Ben Clark Training Center in support of the Comprehensive Master Plan.

Center Status for Ben Clark Training Center

Consistent with the College Comprehensive Master Plan, on June 30, 2015, the District submitted on behalf of the College an Updated Letter of Intent for the Ben Clark Training Center to be considered as a comprehensive College Center ([Letter of Intent, BCTC, updated June 2015](#)). In support of the goals outlined in the center status application, the College developed a [general education offering plan](#) spanning each primary (semester) terms from spring 2015 through spring 2023. The College has also expanded the offerings of Public Safety Education and Training (PSET) programs in fire and advanced officer training in support of the College mission's to offer comprehensive programs leading to post-education employment opportunities.

To help inform the community of the expanded offerings and in support of goals and strategies identified in the Student Equity plan, on May 18, 2016, the College hired an outreach specialist to work at BCTC to market and expand enrollment in BCTC PSET departmental programs.

Technology planning

In support of the College's [technology visioning sessions](#), the College's [Technology Plan](#), and [District Strategic Technology Plan](#), in July 2014, MVC approved the restructuring of the technology groups at MVC in multiple phases. The main goal of the restructuring was to provide better support and services to all end-users at MVC providing administrative, academic, and student service support. The first change, effective July 2014, was to bring the audio/visual support (known then as "Instructional Media Center" or IMC) and the Technology Support Services (TSS) groups under the leadership of one manager, rather than two different managers. In July 2015, Moreno Valley College (and the two other RCCD colleges) decentralized the Microcomputer Support staff from district to the colleges as shown in the [June 16, 2015 Board of Trustees minutes](#) Agenda item IV-F, page 59-66.

The District and Colleges work together cooperatively, primarily through the District IT Strategic Council ([ITSC](#)), and have sustained centralized support for network operations, phones, Datatel/programmers group, and the business analysts. ITSC includes broad representation from faculty, staff, and administrators and meets monthly with representatives from each college and the District.

The College's Technology Support Services offices continue to implement strategies contained in the College Technology Plan and documents these improvements in the Appendix (starting on page 19) of the [Technology Plan](#).

Examples of using recent short-term resource allocations to address long-term technology needs follow.

College computer replacements/updates

As of summer 2016, six classroom and library-use computer labs and the Assessment Center for the main campus and at BCTC have received computer upgrades with the latest processor, ample memory, and spacious hard drives. Additionally, new instructor-use computers were installed in all classrooms. All faculty office computers that were more than

five years old have been replaced. These replacements were made based on the College Technology Plan's recommendation for a computer refresh cycle every five years.

Classroom and conference room audio/visual upgrades

During the summer 2016, all classrooms and all but two conference/meeting rooms, have new document cameras.

These purchases, like other technology purchases, were made based on feedback from the MVC Technology Surveys ([2015](#); [2016](#)). These surveys have been completed every spring and are revised based on feedback to TSS.

Additionally, eighteen classrooms received audio/visual upgrades which include an updated sound system, larger projection screens, and a push-button panel to control the system. Starting in fall 2016, one third of the College's classrooms have current A/V upgrades. During 2016-17, the second of three cycles of upgrades is planned and the third update cycle, resulting in all classrooms having modern equipment is planned for 2017-18.

Other technology upgrades include: new computer servers for computer labs, two refreshed mobile laptop carts in a classroom and the STEM Center, 60 new iPads for the First Year Experience program and 30 new iPads for the Music program, installing a new video conferencing system in a conference room and adding videoconference capabilities to a Library room.

Conclusion

The College continues to use long-term financial plans when making short-term financial and programmatic decisions as part of its integrated planning and resource allocation processes.

College Recommendation 6

In order to increase effectiveness, the team recommends that the College analyze available data for all programs and integrate this analysis into their program review and systematic planning cycle to ensure that all students receive equitable services (Standards II.B.1, II.B.3)

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

Moreno Valley College has sustained its efforts to analyze available data for all programs, has continued to integrate the analysis into program review, and has ensured that students receive equitable services. Much of this ongoing work relates to the strategies and goals identified in the Student Success and Support Programs (SSSP) plan and the Student Equity Plan.

Student Success and Support Programs Plan and Implementation

When the College leadership developed the [Student Equity Plan](#) and the [Student Success and Support Programs Plan](#) (SSSP plan) in 2014-15, a variety of broadly participative groups were formed to review available data and develop strategies to address the improvement opportunities discovered. For the SSSP plan, several workgroups were formed (see [minutes from June 24, 2015](#) SSSP meeting) around the contents of the SSSP plan: budget, orientation, counseling, data, follow-up at risk, and assessment. At the end of spring 2015, workgroups presented accomplishments and recommendations to be used in the next SSSP plan.

Based on the orientation workgroups' recommendations for the SSSP plan, the College began offering a Transition to Success (T2S) program in summer 2015 for first-time college students entering in fall 2015. Integral to this program was an in-person college orientation; previously college orientations for the general student population were only offered online. Additionally, in support of the College's strategic plan to provide all students with a comprehensive student education plan (SEP) prior to their third semester, the program included group-led educational planning workshops. In 2013-14, there were 2,177 completed SEPs. The College simultaneously began an information campaign in 2015 by sending emails, voicemails, and hard-copy letters to students needing to complete their comprehensive education plans, as recommended by the data workgroup. The number of students who completed T2S orientations resulted in 419 students completing abbreviated SEPs, orientation, and registering for classes. Additionally, 119 students completed assessments for math, English, and reading. As a result of the number of orientations and assessments, students' experiences with the peer mentoring, and the number of students who subsequently completed comprehensive SEPs, the College repeated the T2S program in summer 2016. Both iterations of T2S served approximately the same number of students and achieved similar outcomes (e.g., 391 abbreviated SEPs in 2016). Based on feedback from the summer 2015 T2S program, the summer 2016 T2S program added a concluding activity that resulted in students scheduling appointments with counselors to develop their comprehensive SEPs during the fall 2016 semester.

On December 2, 2016, Moreno Valley College collaborated with the five continuation high schools in its two feeder districts to offer additional Transition to Success programs. For our local continuation school, high school graduation takes place at the end of the fall semester, rather than at the end of the spring semester. Consequently, a different outreach and matriculation strategy was pursued. During three visits to the high schools, MVC Outreach and Assessment staff offered an application workshop, an orientation and pre-assessment workshop, and an assessment. Afterwards, the high schools brought the students to MVC, where they experienced an extended orientation presentation, worked closely with counselors to complete student educational planning, attended workshops on completing comprehensive student educational planning, degree and certificate completion, transfer, and career exploration, and became more familiar with the College. They also had opportunities to attend presentations from Financial Aid and the College's instructional programs to assist students in choosing a major. All students were invited back to campus in January 2017 when they were paired with peer leaders and a Counselor to assist them in choosing classes and navigating the course registration system.

A related SSSP strategy was to offer information sessions for new students and their families. Thus, the College hosted a Student Welcome Day on August 27, 2016, the Saturday prior to the fall 2016 semester. A similar day was hosted at the Ben Clark Training Center for September 27, 2016. In 2015, the New Student Welcome Day event was held on a Friday and was only for new students and their families. The changes were made based on comparisons with other colleges' practices and also to better accommodate our students' and families' work schedules.

As recommended by the Orientation workgroup of the SSSP and documented in the 2014-15 SSSP plan, several improvements are planned for the college online orientation process. The new online orientation will be more engaging and more interactive and will include assessments to gauge student learning and understanding. For example, the orientation workgroup has rewritten a new orientation with voice overlay. The College also purchased the COMEVO application using SSSP funds to support this goal, and is currently working to merge the new orientation materials with the improved visual aids available through COMEVO.

As recommended by the Counseling workgroup of the SSSP and documented in the 2014-15 SSSP plan, several recommendations from 2014-15 were completed in 2015-16 including: hiring two additional full-time counselors, hiring a full-time Career Transfer Counselor-Coordinator, purchasing "Prep-talk" software to reduce no-show rates for online counseling appointments, hiring a part-time counselor for students attending at the Ben Clark Training Center, and initial implementation of online student educational planning tools.

In fall 2016, in response to recommendations from the follow-up at risk SSSP workgroup, the College began offering stand-alone counselor-led financial aid [workshops](#) to inform more students about opportunities for financial assistance. The first workshops were October 13, October 27, and November 17, 2016. These workshop presentations coincided with college deadlines to calculate satisfactory academic progress, and one goal of the workshops is to

prevent students from losing financial aid. These workshops were financially supported by through SSSP funding.

Overall, the College continues to use data analysis to generate and implement strategies and goals in the SSSP plan.

Student Equity Plan and Implementation

The College's Student Equity Plan and its goals were developed based upon data analysis, including indices of disproportionate impact. Careful and thorough analysis of the student groups that were disproportionately impacted in a variety of metrics led the College to propose several specific strategies described below. Because the Student Equity plan involves a plethora of strategies, including many not documented below, in late 2016, the College hired a Dean of Grants and Equity Initiatives to provide guidance and coordination for these efforts. With the addition of this new position, Student Services will complete a management reorganization.

First Year Experience

One research-based strategy was to develop and implement a First Year Experience (FYE) program to reduce equity gaps in ESL, Basic Skills Completion, and Transfer. The College committed to implementing an FYE program in fall 2016 and therefore hired an FYE director in July 2016.

Based on students' initial placement results in math and English, the College's FYE development team implemented a free two-week Summer Bridge program for recent high school graduates in June 2016 as the first FYE activity. The Summer Bridge program, free to students, included daily workshops to help students advance in English and Math. To help students transition into college experiences, to build a sense of community, to strengthen student connections, and to increase social integration, the College included a counseling/guidance component in the Summer Bridge.

As proposed in the College's Integrated Strategic Plan, the College also began using the Multiple Measures Assessment Project (MMAP) criteria to initially place the FYE Summer Bridge students into math, English, and reading courses. This served as a prelude for using MMAP for all new students starting in spring 2017. As a result of both MMAP and the FYE Summer Bridge workshops, nearly all of the 81 FYE students were able to begin the fall 2016 semester in higher English and math courses than they would have if they had enrolled one year prior.

In fall 2016, 77 students continued in the FYE program. These students are required to be enrolled full-time taking at least 12 units and to enroll in English, math, and Guidance 48 *College Success Strategies* sections. Students are also required to attend success workshops and university tours. Students are encouraged to participate in activities associated with the College's *One Book One College* program with the goal of improving literacy, engagement with books, and social advocacy and similar social justice motifs. FYE students also receive periodic contact from peer mentors throughout the semester. In spring 2017, FYE students will continue English and math sequences, consistent with the goals outlined in the Student

Equity plan whereby students complete English and math in the first year. Based on strategies identified in the Student Equity plan, in summer 2017, the College is exploring adding to the Summer Bridge a *Career Exploration and Life Planning* (Guidance 47) course subsequent to a dual-enrollment *Introduction to College* courses taught at local high schools.

UMOJA program

Another critical recommendation in the Student Equity plan was to increase the enrollment in and support of the College's UMOJA program, which has a proven history of higher course completion rates for African-American students. In order to grow the program, a full-time dedicated counselor was hired in 2014-15. As a result of the counselor's recruitment efforts, the program student enrollment has increased approximately 150% (from 157 to 393 students) between 2013-14 and 2015-16; enrollment in 2016-17 is similar to 2015-16. To increase students' connection with the College, the UMOJA program has added several required activities including: 25-50 hours of community service, mandatory workshop attendance, and multiple mandatory counselor meetings each semester. The program also offers multiple mentor opportunities and networking components. As a result, the number of program graduates increased.

Improving services to veteran students

Several categories (e.g., access, ESL/Basic Skills Completion, Transfer) in the Student Equity plan show disproportionate impact on veterans. Accordingly, the College committed to improving service to veterans. One key component of the plan was relocating the office that provides service to Veterans to a larger and more visible location. In fall 2016, the College opened the Veteran's Resource Center in a dedicated-use facility in Parkside Complex 13. In early 2016, the College also began hosting orientations specifically for veterans. In summer 2016, the College piloted a set of joint and collaborative counseling sessions with the Disability Support Services (DSS) office targeted to veterans also enrolled in the DSS program.

Improving services to Foster Youth

Foster Youth students, also called Guardian Scholars, encounter disproportionate impact in three categories: overall course completion, transfer course completion, and ESL/Basic Skills completion. To improve services to Guardian Scholars and increase the likelihood of their course completion, the College has developed a "One Stop" center. Previously, Foster Youth services were provided by a person in a single office located in the Computer Lab and STEM Center. By early 2017, the One Stop was co-located with the Extended Opportunity Programs and Services (EOPS) program into a larger and more visible location in the Humanities building. Combining these programs into one facility allows for Guardian Scholars to receive wraparound support from the EOPS program. This co-location of these two services mirrors efforts underway throughout the state. In fall 2015, the College also hired a full-time employee dedicated to support Guardian Scholars and he has begun hosting orientations specifically for Guardian Scholars. The College also received a grant that provides financial assistance directly to Guardian Scholars in support of their education.

Supporting African American and other men of color

Based on disproportionate impact data that show that African American men are impacted in several equity categories, the College hosted a conference in spring 2016 dedicated to improving student success. Approximately 100 students attended. Based on pre- and post-conference assessments that measured learning outcomes and solicited feedback, the College chose to continue offering such all-day workshops. On October 21, 2016, the College hosted a second [conference](#), open to all students but with targeted recruiting towards groups identified in the Student Equity Plan, which included topics such as “how to stay focused,” “avoiding distractions,” “developing a positive mindset,” and “taking responsibility for your success.”

Improving services to students with disabilities

Analysis of the data in the Student Equity plan showed that students with disabilities were disproportionately impacted in several categories. Accordingly, the College has implemented or begun implementing several strategies. For example, the College is in the process of building a bridge program for high school students with disabilities who transition to Moreno Valley College. One component of this bridge program is enrolling in a *College Success Strategies* course, which was offered for the first time in fall 2016 and is being offered again in spring 2017.

The College has also increased collaboration with local high schools. The Disability Support Services (DSS) program expanded outreach to local high schools, including visiting and making presentations to students and classes that support high school students with disabilities. Starting in spring 2017, the College will begin offering workshops for parents of students with disabilities. The College also formed an advisory group with local high schools, which began meeting once each semester starting in fall 2016.

The College has continued to offer academic success workshops that began in 2015-16. Students with disabilities are also encouraged by the DSS program employees to attend academic workshops not offered specifically by DSS. Other College programs also have been working with DSS to improve service to students. For example, employees from the newly formed Academic Support program and the faculty coordinator of the Writing and Reading Center both reached out to the DSS program to explore opportunities to provide additional academic support for students with disabilities.

Early Alert

The College included enhancing Early Alert as one strategy to address course completion rates, particularly for Basic Skills and ESL courses. In the past several years, the College has continued to sustain its strong Early Alert faculty response rate of 55-60%. Student follow-up has also improved; of the approximately 2000-2500 referrals each term, half of the approximately 500 referred students meet with counselors; one-third of the 900-1300 students referred to meet with instructors pass their course; and 10-20% of students who were referred to tutoring met with tutors. The College is exploring ways to increase each of these outcomes. Starting in fall 2016, students who received Early Alerts will be sent a [survey](#) to help the College improve the Early Alert process.

BCTC and CTE program access and marketing

The Student Equity plan identified several groups at the Ben Clark Training Center (BCTC) that had disproportionately less access to BCTC's programs: veterans, students with disabilities, women, African-Americans, Asians, and low income students. On May 18, 2016, the College hired an outreach specialist to work at BCTC to market and expand enrollment in BCTC Public Safety Education and Training (PSET) departmental programs. The impact of the new outreach efforts will be assessed in the Annual Program Review process.

The Student Equity plan also identified several groups for other CTE programs, on the main campus, that had disproportionately less access to programs. Most of these disproportionately impacted groups are identical to groups that have long been recognized in the College's Perkins plans as being disproportionately impacted, such as displaced homemakers, Foster Youth, male students in traditionally female programs, and female students in traditionally male programs. Informal conversations with community members who are working in related fields informed the Dean of Instruction, CTE, that there is low awareness of the existence of the College and its CTE programs among some key stakeholders. Thus, the College's 2015-16 Perkins plan funded recruitment efforts to improve access for these students. An independent contractor was hired in spring 2016 to raise community awareness of the College and the CTE programs and targeted groups to address the access gaps.

Additional college resources have supported the development of new programs needed by the community served by Moreno Valley College. As reported in the 2015 Follow-Up report, the College received a \$10,000 Healthcare Workforce Initiative mini-grant to create a Healthcare Information Technician program. The College also reported that it has received a California Career Pathways Trust grant to write this program's curriculum. In fall 2016, the College also received an Hispanic Serving Institution Title III federally funded STEM grant, a portion of which will be used to create the associate degree and to purchase the equipment needed for this new program. The College has also previously received multiple grants and is using some of its funding from the Strong Workforce Initiative to support the development of a cybersecurity program, including the hiring of a categorically-funded full-time faculty member to teach, assess, and improve the program.

Other data-informed college improvements

Student Services at the Ben Clark Training Center

The College has assessed the services it offers at the Ben Clark Training Center (BCTC) and expanded them to meet current needs. The College had employed only two full-time student service technicians for years to support enrollment services. The College now has expanded staff support, including hiring a dedicated part-time counselor at BCTC who primarily handles enrollment for Public Safety Education and Training (PSET) courses and provides counseling support for PSET programs. In fall 2016, the College began exploring converting this counseling position to full-time. In addition, the College hired a full-time enrollment services assistant and a part-time enrollment services assistant specializing in assessment to support student services at BCTC.

Other student services (e.g., Veterans programs, financial aid) are made available at BCTC when requested or as needed. Increasing program enrollment is one component of the College's 2015 Comprehensive Master Plan and is integral for achieving Center status for BCTC; as enrollment continues to grow, student support services will be assessed through the College's ongoing Program Review process.

Library

The College's library continues to collect and analyze data regularly to improve service to students. Services are primarily assessed through the use of a satisfaction survey. Surveys were conducted in 2010, 2011, 2013, 2014, and 2016; each survey sampled students, faculty, staff, and the community. Results are posted on a [college library survey website](#). Additional library usage statistics are also [published](#). These data have been used to inform Annual and Administrative Program Reviews and were included in the College's planning process. Outcomes of the data-informed planning processes include recently increased ongoing and one-time funding for library materials, increased library hours to support students, the hiring of an additional library staff member, and new student-use computers that were purchased as part of the five-year campus refresh cycle and to expand computer access for students.

Evening support

Based on the College's self-assessment of how well its services match the student population's needs, MVC began offering evening weekday Student Services support in Admissions and Records, Counseling, Financial Aid, Disability Support Services, and Assessment starting in [summer 2015](#). The College also extended its library evening hours and opened earlier each weekday based on student surveys. The College also recently began offering administrative support at night Monday through Thursday.

Other data-informed plans

After submitting 2015 Follow-Up report, two new data-informed plans, the Human Resources Staffing Plan and Five-Year Scheduled Maintenance Plan were [approved by SPC in November 2015](#).

Conclusion

The College continues to analyze collected data in Program Review and other College planning documents. The data and their analysis have been and continue to be used to inform integrated planning allocations that result in equitably provided student services.

Data Trend Analysis

Moreno Valley College continues to improve its approach to strengthen data-driven dialogue and decision-making processes. As a direct mechanism, the Office of Institutional Effectiveness provides longitudinal data and key trend analyses to the College community. Trend data on degree/certificate completion, success rates, enrollment growth by race/ethnicity and key variables, student aspirations and educational goals, to name a few, are shared with College community to entrust their decision making processes. While some of these *data presentations* are provided in meeting or conference settings, one-on-one data requests, from faculty and staff, are also provided upon request. Individual meetings are also led by Dean of Institutional Effectiveness, to ensure understanding of data trends and decision-making protocols founded on these data are consistent across the College. (*need hyperlink to most recent data presentations*)

Annual Reports

Moreno Valley College submits annual reports and annual fiscal reports in a timely manner to the ACCJAC since colleges were required to do so, since 2010. Table A provides individual data reported in annual reports over the last four years (2013-2016). The variables selected for this table are those to note and respond to selected questions related to: (a) General Information, (b) Student Achievement Data, and (c) Student Learning Outcomes and Assessment. Longitudinal analyses and narrative follow below.

Table A: Moreno Valley College Longitudinal Data Analyses (Annual Reports 2013-2016)

	2016 Report	2015 Report	2014 Report	2013 Report
<i>General Information</i>				
Total unduplicated headcount enrollment	8,911 (Fall 2015) 8,845 (Fall 2014) 8,480 (Fall 2013)	8,845 (Fall 2014) 8,480 (Fall 2013) 9,040 (Fall 2012)	8,480 (Fall 2013) 9,040 (Fall 2012) 9,994 (Fall 2011)	9,040 (Fall 2012) 9,994 (Fall 2011) 10,741 (Fall 2010)
Total unduplicated headcount enrollment in degree applicable credit courses	8,327 (Fall 2015)	8,269 (Fall 2014)	7,938 (Fall 2013)	8,727 (Fall 2012)
Distance Ed (DE) courses	41 (Fall 2015) 40 (Fall 2014) 38 (Fall 2013)	39 (Fall 2014) 38 (Fall 2013) 35 (Fall 2012)	38 (Fall 2013) 35 (Fall 2012) 32 (Fall 2011)	57 (Fall 2012) 60 (Fall 2011) 67 (Fall 2010)
<i>Student Achievement Data</i>				
Successful student course completion rate for the Fall semester	67.8% (Fall 2015)	68.4% (Fall 2014)	69.5% (Fall 2013)	69.9% (Fall 2012)
Number of students who received a certificate or degree during the academic year	598 (2014-15)	547 (2013-14)	568 (2012-13)	N/A
Number of students who received a degree during the academic year	385 (2014-15)	381 (2013-14)	389 (2012-13)	907 (2011-12)
Number of students who received a certificate during the academic year	281 (2014-15)	234 (2013-14)	264 (2012-13)	504 (2011-12)

Number of students who transferred to four-year colleges/universities	625	354	328	886
Number of CTE certificates and degrees	35	64	53	37
<i>Student Learning Outcomes and Assessment</i>				
Total number of college courses	475	515	554	495
Number of college courses with ongoing assessment of learning outcomes (percentage of total)	422 (88.8%)	335 (65.0%)	377 (68.1%)	411 (83.0%)
Number of student and learning support activities with ongoing assessment (percentage of total)	21 (91.3%)	14 (63.6%)	28 (100%)	16 (100%)
Number of GE courses	201	150	145	226
Percentage of GE courses with ongoing assessment	78.1%	72.0%	79.0%	100%
Do your Institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	Yes	Yes	Yes

General Information: The analyses over the last four years provide data to note particular data trends to inform college practices. These analyses suggest Moreno Valley College headcount remains stable nearing 9,000 students. Distance Education has also remained consistent over the last three years, offering an average of 40 courses and is expected to grow in the years to come.

Student Achievement Data: Student course completion rate for the Fall terms remain consistent over the last four years, averaging at 70%. MVC experience a 10% increase in the number of students who received a certificate or degree in 2015-2016. During the similar academic year, MVC experienced a 20% increase of students who received a certificate during the academic year. In sum, certificate and degree completion continue to experience positive gains while CTE certificates and degrees were negatively impact by losing programs, such as the _____ program. Conversely, the transfer volume for MVC continues to increase each year. For example, between the most recent years (2014-2015 and 2015-2016), the number of students who transferred to four-year colleges/universities increased by 77% (n=271). As MVC takes into consideration that 70% of entering students aspire to transfer onto a four-year college/university, the College expects to sustain its positive growth in transfer volume.

Student Learning Outcomes and Assessment: The total number of courses offered over the last four years have been consisted. However, the small variance between the years were as a direct result of program modifications. The College has discontinued a number of programs and deleted a number of rarely taught courses in order to respond to College capacity to respond and support student needs. New programs and courses continue to be developed to meet the needs of students. The number of courses with ongoing assessment of learning outcomes experienced a 42% positive gain. Likewise, the number of student and learning support activities with ongoing assessment doubled from 14 to 21 in the academic year of 2015-2016. Additionally, the number of General Education courses increased by 51 courses in the last year, and align to the ongoing increase over the last years of analyses. All GE

outcomes include areas identified in the Accreditation Standards. Similarly, all institutional outcomes experience ongoing assessment.

See SPC agenda from [April 28, 2016](#).

Annual Fiscal Report

Analyses and discussion

IEPI goals and framework

Analyses and discussion

Institution Set Standards and Goals

Analyses and discussion

DRAFT

College Self-Identified 15 Actionable Improvement Plans in 2014 Self Evaluation Report

In the College’s 2014 Self Evaluation Report, fifteen Actionable Improvement Plans (AIPs) were self-identified by the College. Each AIP is listed in the table below with the page number from the 2014 Self Evaluation Report where the AIP was identified, the 2002 ACCJC Accreditation standard affiliated with the AIP, with the College’s current self-evaluation of the AIP, the current status, the party tasked with this Plan in the College governance and planning process, and supporting evidence related to the current status.

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
1	The Institutional Mission and Effectiveness Committee will establish a plan for the regular review of the mission statement and will bring the plan to the Strategic Planning Council, the Academic Senate, and the President’s Cabinet for approval. (pages 86-88)	Complete	Standard I	See Standard I minutes from Dec 5, 2013 : mission to be reviewed every five years. Last update: December 2013
2	The college will establish a planning document reflecting timelines, progress, assignments and evaluations (pages 97-98)	Complete College developed an Integrated Strategic Plan (ISP) SPC evaluates progress towards meeting ISP goals	Strategic Planning Council (SPC)	Integrated Strategic Plan 2015-18 Minutes from SPC fall 2016 retreat , Survey developed by SPC ISP Task Force
3	The College will put into place regular evaluations of governance structures, program review processes, and planning documents that have been incorporated into SPC subcommittee bylaws. (pages 98- 104)	Complete Standard IV evaluates governance structures, several groups evaluate program review processes, Standard I evaluates planning.	Governance structures: Standard IV Program Review: Standard I; Academic Senate; Instructional Program Review Committee; Student Services Council	Governance handbook ; (see page 8 regarding developing committee evaluation form) IPRC forms reviewed by Senate in May 2016

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
4	In the revised program review process, there will be feedback mechanisms so that units will understand which requests have been granted, which have not, and why. Part of this process will involve alternative plans and will serve as documentation that a request has been made but not granted if funds are not available. This documentation will be helpful in the next round of prioritization for requests made in program review. (page 104-106)	Ongoing. Can improve feedback for ranking of requests and for resource requests not approved Integrated Resource and Planning Allocation (IRPA) could be periodically published	Instructional Program Review Committee; Student Services Council; Standard III Resources committee	College Budget forum June 2 2015 ; See also “Financial Resources” section in response to College Recommendation 5 in the 2017 Midterm Report
5	A process for systematic evaluation of program review and planning will be devised using more direct assessment methods, when possible. (pages 107- 108)	Complete See response to College Recommendation 2 in the 2017 Midterm Report	Standard I; Academic Senate; Instructional Program Review Committee; Student Services Council	See response to College Recommendation 2 in the 2017 Midterm Report
6	The Institutional Mission and Effectiveness subcommittee of the Strategic Planning Council and the Moreno Valley Assessment Committee along with the Governance Subcommittee will lead the development and implementation of processes which include accountability and timelines to regularly review and measure the effectiveness of program review and planning and develop action plans based on outcomes of evaluations. (pages 108-110)	Complete See response to College Recommendation 2 in the 2017 Midterm Report	Standard I; Standard IV; Academic Senate; Associated Students of MVC; Instructional Program Review Committee; Assessment Committee; Classified School Employees Association; Student Services Council	See response to College Recommendation 2 in the 2017 Midterm Report; Standard I and Standard IV subcommittees agreed Standard I would review these processes

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
7	The planning structure for implementing program reviews will be finalized and put into place. (pages 125- 127)	Complete See response to College Recommendation 2 in the 2017 Midterm Report	Standard I; Academic Senate; Instructional Program Review Committee; Student Services Council	See response to College Recommendation 2 in the 2017 Midterm Report
8	Curriculum Committee will review contract and community education courses. (Pages 127-130)	Responsibility is staying with District, not RCCD college curriculum committees	Academic Senate; Curriculum; Faculty Association	
9	Develop a means for the periodic evaluation of GE (General Education) and AOE (Area of Emphasis) programs and a process for revising AOE degrees when necessary. (Pages 130-132)	Ongoing	Curriculum Committee; Instructional Program Review Committee; Assessment Committee	Special projects were assigned to map AOE PLOs to course SLOs in fall 2015. Maps between GE/Program Learning Outcomes are available in TracDat and are reviewed in Comprehensive Instructional Program Reviews
10	While the catalog does meet this standard, as an Hispanic serving institution, the College will be moving towards translating more of its College policies into Spanish. (pages 161-162)	Ongoing	Associated Students of MVC; Curriculum; College and District Academic Affairs area (e.g., catalog); Student Services (e.g., Welcome/DREAM center publications)	College catalog has Commitment to Nondiscrimination Board Policy & Administrative Procedure in Spanish

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
11	Now, with the availability of an institutional researcher, a specific research plan for student services programs will be developed to facilitate appropriate research to respond to student needs. (page 163-164)	No longer needed	Student Equity; Student Success and Equity; Student Services and Support Programs; Student Services Council	Student Services research is now conducted for specific plans or projects (e.g., Student Equity, workshop assessments)
12	As budget permits, the College will continue to increase the full-time to part-time faculty ratio and increase the number of staff and managers, hiring two full-time faculty and two additional staff (custodians) during the 2013-14 academic year. (pages 209-211)	Ongoing	Academic Planning Council (APC); Academic Senate; Human Resources Advisory Group; President's Cabinet	List of positions hired since 2014; APC faculty prioritization data/rubric
13	Based on feedback provided from various workshops and seminars provided to employees to identify professional development opportunities. Reestablish sabbaticals as funding allows. (pages 218-219)	Sabbaticals have been restored Professional development assessment is ongoing by the responsible parties	Professional Growth and Sabbatical Leave Committee Faculty Development Committee; Human Resources Advisory Group (HRAG); Classified School Employees Association; Management Leadership Association; President's Cabinet	Sabbatical re-instituted in 2016-17 (see p. 69 June 21, 2016 Board of Trustees agenda); HRAG conducted two professional development surveys, in 2014 and 2016. Summary of feedback from fall 2016 FLEX day events (days 1 , 2 , and 3) Survey results from New Full-Time Faculty Orientation 2015; CSEA bi-annual retreat agendas

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
14	Implement the remaining IT audit recommendations. (pages 257-259)	Ongoing	Technology Support Services; Technology Resource Advisory Group; District IT Strategic Council	College Technology Plan appendix starting on page 19 shows completed projects
15	The Standard IV subcommittee will adopt, as a component of its responsibilities, the regular evaluation of College governance processes. With the approval of all governance bodies, this committee, along with the Academic Senate and CSEA input, will compose a Participatory and Planning Handbook. This handbook will detail charges (including products for which the committee is responsible) and maintain timelines for all planning processes and budget development. (pages 304-305)	Complete Governance handbook created Evaluation is ongoing and the handbook, a “living document,” will be updated as needed when changes come through SPC and Academic Senate. An evaluation occurred during fall 2016 by Standard IV.	Standard IV; SPC; Academic Senate; CSEA	Governance handbook SPC approved in December 2014, reviewed again Sep 2015 and June 2016. Academic Senate Dec 1, 2014, agenda and November 21, 2016. “information item” that no update was needed to the governance handbook, Academic Senate June 6, 2016 minutes

Appendix A – Evidence

Report Preparation and Timeline

- TL 1. Report preparation [timeline](#)

District Recommendation 1

- DR 1-1. Information Technology Strategic Council ([ITSC](#)) website
- DR 1-2. [District Technology Plan](#)
- DR 1-3. [IT Audit](#)
- DR 1-4. Technology Resources Advisory Group minutes from [November 3, 2015](#)
- DR 1-5. Network Bandwidth Status on page 3 of [ITSC's October 19, 2016 minutes](#)

District Recommendation 2

- DR 2-1. Federal government's [OMB Circular A-21](#)
- DR 2-2. State Chancellor's Accounting Advisory, Governmental Accounting Board Statement No. 45 [GASB 45](#)
- DR 2-3. District Budget Advisory Council minutes from [January 23, 2015](#)
- DR 2-4. District Budget Advisory Council minutes from [February 27, 2015](#)
- DR 2-5. District Strategic Council minutes from [January 30, 2015 and March 13, 2015](#)
- DR 2-6. Board of Trustees Resources Subcommittee [April 7, 2015 meeting](#)
- DR 2-7. Board of Trustees approval of OPEB proposal during [April 21, 2015 meeting](#) (see pages 384-386)

College Recommendation 1

- CR 1-1. [2015-2018 Integrated Strategic Plan](#)
- CR 1-2. [Student Success and Support Programs Plan](#)
- CR 1-3. [Student Equity Plan](#)
- CR 1-4. SPC's [March 2016 meeting](#)
- CR 1-5. Academic Senate's minutes from [April 2016](#)
- CR 1-6. [SPC August 26, 2016 minutes](#)
- CR 1-7. College [Budget forum](#) in June 2015
- CR 1-8. Standard I's minutes from [December 2015](#)
- CR 1-9. [Feedback from focus groups](#) regarding data in Annual Program Reviews
- CR 1-10. [Spring 2016 Music Annual Program Review](#)
- CR 1-11. Strategic Planning Council minutes from [March 2016](#)
- CR 1-12. Board of Trustees minutes from [May 2016](#).

College Recommendation 2

- CR 2-1. See item V.e in the [September 22, 2014, Academic Senate minutes](#)

- CR 2-2. Instructional Program Review Committee's 2015 [checklist](#), [review form](#), [resource request form](#), [training manual](#), and minutes from [September 15, 2015](#)
- CR 2-3. Instructional Program Review Committee's 2016 [checklist](#); [feedback](#)
- CR 2-4. Focus group [feedback](#) on Program Review
- CR 2-5. College's adopted resource allocation [process](#)
- CR 2-6. Student Success and Support Program (SSSP) [plan](#)
- CR 2-7. SPC minutes from retreat on [August 26, 2016](#)
- CR 2-8. [SPC's October 27, 2016 agenda](#)

College Recommendation 3

- CR 3-1. See [Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA Article X.J.5](#), pages 24-25
- CR 3-2. See pages 35-39 of the [2016-17 College Catalog](#)

College Recommendation 4

- CR 4-1. None

College Recommendation 5

- CR 5-1. [2015-18 Integrated Strategic Plan](#)
- CR 5-2. [2015 Comprehensive Master Plan](#)
- CR 5-3. IRPA process [flowchart](#)
- CR 5-4. Resource requests [online form](#)
- CR 5-5. [IRPA funded table](#)
- CR 5-6. [Instructions](#) for the resource request online form
- CR 5-7. [Staffing Plan](#)
- CR 5-8. Strategic Planning Council minutes [November 24, 2015](#)
- CR 5-9. [Position Prioritization Process](#)
- CR 5-10. Diversity Summit on November 18, 2016 [assessment](#)
- CR 5-11. [Ally](#) trainings webpage
- CR 5-12. Diversity Committee minutes from [February 2016](#)
- CR 5-13. [2014-19 Scheduled Maintenance five-year plan](#)
- CR 5-14. [2016-2021 Scheduled Maintenance five-year plan](#)
- CR 5-15. [2015 Comprehensive Master Plan.](#)
- CR 5-16. Ben Clark Training Center [Letter of Intent, BCTC, updated June 2015](#)
- CR 5-17. BCTC [general education offering plan](#)
- CR 5-18. College's [technology visioning sessions](#)
- CR 5-19. College's [Technology Plan](#)
- CR 5-20. [District Strategic Technology Plan](#)
- CR 5-21. [June 16, 2015 Board of Trustees minutes](#) Agenda item IV-F, page 59-66
- CR 5-22. [ITSC](#) committee webpage
- CR 5-23. Appendix (starting on page 19) of the [Technology Plan.](#)
- CR 5-24. MVC Technology Survey ([2015](#); [2016](#))

College Recommendation 6

- CR 6-1. [Student Equity Plan](#)
- CR 6-2. [Student Success and Support Programs Plan](#)
- CR 6-3. SSSP committee [minutes from June 24, 2015](#)
- CR 6-4. Financial aid [workshops](#)
- CR 6-5. Flyer announcing [conference](#) on October 21, 2016
- CR 6-6. [Survey](#) to help the College improve the Early Alert process
- CR 6-7. [College library survey website](#)
- CR 6-8. library usage statistics [published](#) on a website
- CR 6-9. Flyer announcing evening hours starting [summer 2015](#)
- CR 6-10. SPC minutes from [November 2015](#)

Data Trend Analysis

- DTA-1. See SPC agenda from [April 28, 2016](#).

Actionable Improvement Plans (AIPs)

- AIP 1. [Standard I minutes from Dec 5, 2013](#)
- AIP 2. [Integrated Strategic Plan 2015-18](#) and [Minutes from SPC fall 2016 retreat](#)
- AIP 3. [Governance handbook](#) and IPRC forms [reviewed](#)
- AIP 4. College Budget forum [June 2 2015](#)
- AIP 5. None
- AIP 6. None
- AIP 7. None
- AIP 8. None
- AIP 9. None
- AIP 10. None
- AIP 11. None
- AIP 12. None
- AIP 13. [June 21, 2016 Board of Trustees agenda](#); and HRAG professional development survey in [2014](#) and feedback from fall 2016 FLEX day events (days [1](#), [2](#), and [3](#))
- AIP 14. [College Technology Plan](#) appendix starting on page 19
- AIP 15. [Governance handbook](#); SPC [approved in December 2014](#), [reviewed again Sep 2015](#) and [June 2016](#); Academic Senate [Dec 1, 2014, agenda](#) and [Academic Senate June 6, 2016 minutes](#)