

Moreno Valley College

Midterm Report

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Submitted by:
Moreno Valley College
16130 Lasselle Street
Moreno Valley, CA 92551

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
Moreno Valley College
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)

Robin L. Steinback, Ph.D., Vice President of Academic Affairs, Accreditation Liaison Officer

LaTonya Parker, President, Academic Senate

Andrew Graham, Vice President, California School Employees Association, Moreno Valley College

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Report Preparation and Timeline

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

In March 2016, Moreno Valley College's Accreditation Liaison Officer learned that the Faculty Accreditation Writer had been selected for Study Abroad and a search for new editor began. 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 IE 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 21. 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. President's Cabinet reviewed on November 15, followed by presentations at Strategic Planning Council (November 17, December 15, and January 27, 2017), Academic Senate (November 18 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 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 the spring semester faculty FLEX day, February 10, 2017.

Response to the Commission's Recommendations

At the Accrediting Commission for Community and Junior Colleges 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 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, due 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](#) 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 Services to determine financial sustainability as the District and colleges implemented their technology plans.

At the beginning of fall 2016, the council was in process of assessing the status of 2015-2016 academic year objectives (derived in large part from outstanding [IT Audit](#) concerns). At the September 2016 meeting, the council compiled and prioritized the 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.

Progress continues to be made toward a more comprehensive disaster recovery plan (District Technology Continuity Plan, Appendix 3 of the District Technology Plan). One step has been the completion of 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. In addition, data are being replicated between college sites on a nightly basis. Also, faculty and staff email has been migrated to Office 365 at Microsoft 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 plan 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 [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, [GASB 45](#);
3. Contribute investment earnings over time to the reduction of the outstanding OPEB liability, so the total amount of funds set aside by the District and 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 [April 7, 2015 Resource Committee 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 CTA representative, a management representative, a CSEA representative, and a community member. At the committee's initial January 6, 2016 meeting, 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. To follow shared government processes, the committee's work was presented to Norco College's Business and Facilities Planning Council at its [February 16, 2016](#) meeting and to the

College's Institutional Strategic Planning Council on [March 2, 2016](#). 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, completion timelines, and responsible parties.

The College has also improved its process for measuring achievement of goals by integrating data and objectives into the Instructional Annual Program Review process through the online host TracDat. In response to focus groups ([hyperlink to focus group summary or minutes](#)) of primary authors of the instructional Annual Program Reviews, the College has purchased a data visualization tool, Action Point, to help faculty provide data-informed analysis in the Annual Program Review. Action Point is scheduled to be implemented in Spring 2017 and integrates with our existing Annual Program Process in TracDat. Action Point displays tables and/or charts and the College will use it to facilitate analysis about objectives from the College's Student Equity Plan and from the College's Institution Set Standards. While data were already provided in the online APR process in TracDat, Action Point allows for better integration of data into the APRs and better visualization of the data from within the APR reports. This will facilitate improve dialogue and response to the data by the program authors.

Examples of college goal data included in APRs are: success and retention rates overall, in transfer courses, and in Basic Skills courses; course success rates aggregated by discipline; and course success rates disaggregated by gender and ethnicity ([hyperlink to a Program Review from May 2016](#)). Action Point also facilitates analysis from long-term College data trends from the Community College Survey of Student Engagement (CCCSSE,) 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 are now included in APRs. In order not to overwhelm the authors with too many responses, the College established a four-year rotation cycle for the 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 ESL, Basic Skills, CTE courses. Data from previous five years were provided to responses. The College will compile a comprehensive assessment its progress towards accomplishing the one-year goals in the Institution Set Standards starting in May 2017, one year after their adoption by the Standards were [approved by College Strategic Planning Committee](#) in March 2016 and by the [Board of](#)

[Trustees in May 2016](#). Program Reviews will be an essential ingredient in this annual assessment.

The College has begun assessing its completion of the goals and strategies in the 2015-2018 Integrated Strategic Plan. Implementation of the strategies identified in Integrated Strategic Plan that are part of the College governance approval cycle will be submitted by the appropriate subcommittee of the Strategic Planning Committee (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, SSSP, and Student Equity. Therefore, SPC approved [created a joint committee](#) in its March 2016 meeting. While a joint committee has been created, each of these groups will still continue their annual cyclical evaluation of their respective plans.

To help determine status on all strategies and goals in the 2015-2018 Integrated Strategic Plan, during an SPC retreat in August 2016, a task force was formed to analysis and report its findings ([hyperlink to minutes of retreat](#)). The task force met twice in September and is continuing this analysis.

To ensure the college community has been informed of the ongoing processes for regularly assessing progress towards institutional goals, information is communicated in a variety of forums. 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 develop a systematic process to ensure that ongoing assessment of institutional goals continues systematically. In November and December 2015, the subcommittee began discussing the evaluation of college processes. The subcommittee reviewed and discussed a template model for Continuous Improvement Process and Process Flow and a sample “Inventory of Continuous Improvement Processes.” The subcommittee is continuing this process during the fall 2016 semester ([hyperlink to first meeting agenda](#)).

1. Evidence cited
 - a. All hyperlinked documents above
2. Evidence needed
 - a. Highlighted items above
 - b. November and December 2015 Standard I committee minutes & agendas (not currently available online)
 - c. Provide updates from SPC task force related to the Integrated Strategic Plan (in progress)
 - d. Provide updates on program level objectives, how they are analyzed.
 - e. Provide minutes from SPC and other “retreats” from January and February 2016 to discuss new Integrated Strategic Plan. Example: managers’ retreat.
 - f. SPC retreat in August 2016 and subsequent meetings

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 integrated planning, resource allocation. Details of sustained practices follow.

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

The College continues to assess and make revisions to the Program Review planning forms and 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 created 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 it reviews and ranks resource allocation requests.

([hyperlink to outcomes of Council meetings](#))

In addition, 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 Comprehensive Instructional Program Review (CIPR) Committee (see item V.e in the [September 22, 2014 Academic Senate minutes](#)). The CIPR committee adopted a department-representation structure similar to the Academic Senate and associated subcommittees. In 2015-16, the CIPR committee's revised its charge to review only the Comprehensive Program Reviews and the Program Review processes ([HYPERLINK TO SEP 15, 2015 and September 29, 2016 MINUTES](#)) and to assist with (but not review) the Annual Program Reviews. Currently, during fall semesters, the CIPR committee reviews and provides feedback for all four-year Program Review, in support of

the goal to approving and publicizing the Program Reviews. During spring semesters, the CIPR 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 CIPR Committee 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 APRs). Additionally, some Program Review questions for use in 2016-17 in both the Comprehensive and Annual forms were revised based on feedback from program review authors and CIPR committee members in 2015-16. A formal assessment of the Comprehensive Program Review process and forms is planned for spring 2017.

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

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 prioritization 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.

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 ([HYPERLINK AGENDA/MINUTES](#)), the subcommittee discussed the requests and allocation processes, how the College can improve communication about allocation decisions, and the IRPA document itself and 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 led by 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 is now in the process of implementing a cooperative and collaborative single-committee structure to integrate the work. The first meeting of this combined group was October 4, 2016 ([hyperlink to minutes/agenda](#)).

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 a retreat on August 26, 2016 ([HYPERLINK MINUTES](#)). This task force provided feedback to SPC throughout the fall semester. ([HYPERLINK OCTOBER/NOVEMBER SPC MINUTES](#))

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 BCTC 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 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 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](#).)
[HYPERLINK TO DOCUMENTS THAT SHOW THESE MAPS]

Did we complete ADT maps? We reported we would in the 2015 Follow-Up report.

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 courses will have completed assessment by the end of Fall 2016.

Evidence

- a. Provide general summary of the work of the Assessment Committee since Spring 2015.
- b. Include any updates/revisions to our process for assessing programs, including the mapping of course SLOs to 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.

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 Committee, 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 will begin meeting in November 2016 and will participate in curriculum review processes. As recommended by the Inland Healthcare Occupations Coalition, the College's Health, Human, and Public Services department will have 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 tracked in a single 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 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 since January 2014 through a major course outline modification or through deletions or 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 courses. Currently, there are 441 active CTE courses, 239 of which are current and an additional 78 of which are currently in review.

Electronically submitted curriculum updates were suspended by the college during summer 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 CTE three departments have restarted course outline updates; significant work is underway during fall 2016 in these areas.

The following two tables provide current progress updates, both aggregated by department and also separated by discipline:

Table 1 – Course Outline of Record (COR) status aggregated by department

Department	Number of courses with current CORs	Number of courses with a pending COR update	Number of courses with overdue CORs	Total number of courses
Business and Information Technology Systems (BITS)	17	33	44	94
Health, Human, and Public Services (HHPS)	107	13	11	131
Public Safety, Education and Training (PSET)	115	32	39	186
Other	0	0	30	30
Total	239	78	124	441

Separated by discipline

Table 2 - COR status separated and listed alphabetically by discipline

Department	Discipline	Number of courses with current CORs	Number of courses with a pending COR update	Number of courses with overdue CORs	Total number of courses
BITS	Accounting	4	2	0	6
PSET	Administration of Justice	57	27	29	113
other	Biotechnology	0	0	7	7
BITS	Business Administration	3	8	1	12
BITS	Computer Applications and Office Technology	2	2	14	18
BITS	Computer Information Systems	6	7	28	41
HHPS	Community Interpretation	4	0	1	5
HHPS	Dental Assistant	13	0	0	13
HHPS	Dental Hygiene	35	2	0	37
HHPS	Early Childhood Education	7	9	5	21
HHPS	Education	0	0	2	2
PSET	Emergency Medical Services	15	0	0	15
PSET	Fire Technology	43	5	10	58
HHPS	Healthcare Technician	0	2	3	5
HHPS	Human Services	11	0	0	11
BITS	Management	0	4	0	4
HHPS	Medical Assisting	11	0	0	11
BITS	Marketing	0	4	0	4

Department	Discipline	Number of courses with current CORs	Number of courses with a pending COR update	Number of courses with overdue CORs	Total number of courses
BITS	Photography	1	0	1	2
HHPS	Physician Assistant	26	0	0	26
BITS	Real Estate	1	6	0	7
other	Work Experience	0	0	23	23
TOTAL		239	78	124	441

THE FOLLOWING RESEARCH IS IN PROGRESS: The courses comprising the two tables above need to be compared to all actively taught courses. After this is done, the list above may need to be modified to remove classes that are not actively taught.

In the Public Safety Education and Training department, there are 186 courses, 115 of which are current. This progress was possible because the two full-time faculty hired in 2015 for Administration of Justice and for Fire Technology at BCTC have made course updating a top priority. In the Fire Technology program, of the 58 courses, 43 are updated, 5 are currently in the process of being updated, and 10 still need updating. In Administration of Justice, of the 113 courses, 57 are updated, 27 are pending, and 29 still need updating.

In the Business Information Technology Systems department, there are 94 courses, 18 of which are current. The majority of the courses needing updating are in the CIS discipline (6 courses current, 7 pending, and 28 courses need updating) and CAT discipline (2 courses current, 2 pending, and 14 need updating).

In the Health, Human, and Public Services department, there are 131 courses, 107 of which are current. No single discipline in this department has more than 5 courses needing updating. The Early Childhood Education program which just experienced a retirement of the only full-time faculty member. A new faculty member began in August 2016, and course updating is underway.

The two disciplines listed as “other” departments, Biotechnology and Work Experience will soon have COR updates. The Biotechnology courses will all be deleted from the college catalog. The Work Experience courses will all be updated, as a group, by incorporating the 2015 Work Experience handbook (INSERT HYPERLINK) into the Course Outlines of Record.

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.

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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 included in this responses address 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 included below in the response to College Recommendation 6.

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 fill 14(?) full-time faculty positions that became vacant during the academic year, many as a result of the RCCD retirement incentive option. In addition, XXX categorically funded faculty positions were funded in support of SSSP and Student Equity goals.

In 2015-16 and 2016-17, several other new and replacement positions were hired in support of college planning priorities, including

INCLUDE A LIST OF HIRED (AND REPLACED?) POSITIONS

The decision to hire the above positions followed the [Position Prioritization Process](#) adopted and implemented in 2014. The College continued to implement 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 centered around comparative experiences and perceptions of students and employees. The Diversity hosted its second annual Diversity Summit on November 18, 2016 ([HYPERLINK AGENDA/FLYER](#)). The assessment of this summit, using pre- and post-surveys, showed general satisfaction ([INSERT HYPERLINK March 2016 Diversity Committee minutes or survey results](#)). This

summit, along with related (and sustained) ALLY trainings, follow recommendations from the Diversity Committee (see minutes from [HYPERLINK February 2016](#)) The Diversity Committee is also working towards conducting 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.

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](#) and 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 the annual facilities satisfaction survey. [HYPERLINK TO BOTH SURVEY RESULTS, verify next two sentences](#). 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 relocated to Parkside Complex 13 and expanded its services in fall 2016. By [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 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) relocated to where all other counseling offices were, on the third floor of the Student Services building;
- Outreach office employee and ambassadors 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:

- Replaced HVAC units in several rooms;
- outdoor lighting was converted from conventional to LED energy-efficient lighting, in support of sustainability initiatives in the Comprehensive Master Plan;
- replaced aged (end-of-life) water backflow devices, creating new redundant water pathways in the campus water flow system in support of the Comprehensive Master Plan;
- serviced and replaced high voltage electrical transformers and associated equipment in support of the Comprehensive Master Plan;
- completed the flood prevention project for the first floor of the Humanities building to address previous flooding problems;
- Network Operations Center was built, opened, and is now active, in support of the Comprehensive Master Plan;
- repaired College's main entrance stairway's cracks and chipped concrete;
- installed safety railings in front of the Student Services and Library buildings; and
- installed new exterior signage on the Student Academic Services to support college branding and wayfinding on campus.

The College is in progress 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 ADA requirements;
- continue replacing HVAC units in a variety of campus rooms/buildings;
- replacing aged fire alarm system in Student Services and Library building;
- 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
- entered into agreement with architectural firm for an MVC-specific building at BCTC 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 ([INSERT HYPERLINK](#)). The college has also expanded the offerings of PSET programs in fire and advanced officer training in support of the college mission's to offer comprehensive programs leading to post-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 Public Safety Education and Training (PSET) departmental programs.

Technology planning

In support of 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 for both administration and instructional areas. The first change, effective July 2014, changed the manager of audio/visual support (known then as "Instructional Media Center" or IMC) to the Technology Support Services (TSS) manager. 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 have sustained centralized support for network operations, phones, Datatel/programmers group, and the business analysts. Currently, the District IT Strategic Council (ITSC) is exploring decentralizing network support. [ITSC](#) includes broad representation from faculty, staff, and administrators and meets monthly with representatives from each college and district employees.

The College's Technology Support Services continues 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 an equipment computer upgrades with the latest processor, ample memory, and spacious hard drives. Additionally new instructor-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 to replace computers at least once 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 were made based on feedback from the MVC

Technology Survey ([2015](#); [2016](#)). This survey has been completed every spring and is revised based on feedback from requests 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.

Financial Resources and Integrated Resource and Planning Allocation (IRPA)

This section needs to be written with the help of the Business Services area.

Questions:

- a. What purchases were made in 2015-16 that originated from the IRPA?
- b. How was IRPA used for resource allocation and prioritizing in 2015-16 and 2016-17?
- c. Did the part-time faculty budget allocation change? If so, by how much and why? (In the 2015 Follow-Up report, we reported the budget for 2015-16 increased 2.8% to meet increased FTES targets. The FTES target for 16-17 is higher than 2015-16.)
- d. What updates did we make to IRPA and the resource request forms and process? What additional help did we provide to help the user understand?

District Budget Allocation Model

- a. Provide updates on District's Budget Allocation Model
 - i. Response needed
- b. What has happened with the Budget Allocation Model (BAM) 2.0? Was it implemented? Was it revised?
 - ii. Response needed

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, continues to integrate the analysis into program review, and ensures 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. Additional sustained efforts appear in the Instructional Program Review process and other college plans.

Student Success and Support Programs Plan and Implementation

When developing the Student Equity and the Student Success and Support Program (SSSP) plans, 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 around the contents of the SSSP plan: budget, orientation, counseling, data, follow-up at risk, and assessment. At the end of Spring 2015, workgroups prepared a report and delivered presentations of the workgroups' accomplishments and recommendations for college improvement to be used in the next cycle of the SSSP plan.

Based on the orientation workgroups' recommendations for the SSSP plan, the college began offering a Transition to Success 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 orientation for the general student population was only offered online. Additionally, in support of college's strategic plan to have all students with a comprehensive student education plan (SEPs) prior to their third semester, the program included group-led educational planning workshops. In the 2013-14 academic year, 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 plan, 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 assessments. As of result of these outcomes as well as those associated with the peer mentoring experiences and **XXX** subsequently completed comprehensive SEPs, the college repeated the T2S program in Summer 2016, maintaining the approximate number of students served with 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 **will** collaborate with the five continuation high schools in its feeder area 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 must be pursued. Over successive three visits to the high schools, MVC Outreach and Assessment staff will offer an application workshop, an orientation and pre-assessment workshop, and an assessment. Afterwards, the high schools will bring the students to MVC, where they will experience an extended orientation presentation, work closely with Counselors to complete student educational planning, attend workshops on completing comprehensive student educational planning, degree and certificate completion, transfer, and career exploration, and become more familiar with the college. There will also be presentations from Financial Aid and the college's instructional programs to assist students in choosing a major. All students will be invited back to campus in January 2017, at which time they will be paired with peer leaders and a Counselor to assist them in choosing classes and navigating the course registration system.

A related SSSP strategy to increase success through student support services was to offer information sessions for new students and their families. Thus, the college hosted a Student Welcome Day for 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 working 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 bought 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 2 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 BCTC, 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 are scheduled for October 13, October 27, and November 17. These workshop presentations coincide with college deadlines to calculate satisfactory academic progress, and one goal of the workshops

is to prevent students from losing financial aid. These workshops are 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

Similar data analysis and data-informed goal generation drove the creation of the College's Student Equity Plan. 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 fall 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, the Student Services are **is in process** of completing 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 and Basic Skills Completion and Transfer. The College committed to implementing an FYE program in Fall 2016. Accordingly, the College hired an FYE director in July 2016.

Based on students' initial placement results in math and English, the College FYE development team decided to implement a free two-week Summer Bridge program 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, and to strengthen student connections and increase social integration, the College included a counseling/guidance component in the Summer Bridge. The College also began using the Multiple Measures Assessment Project (MMAP) criteria to initially place the FYE Summer Bridge students as a prelude for using MMAP for all new students. 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 taken had they enrolled a year prior.

In Fall 2016, 77 students continued in the FYE program. These students are required be enrolled full-time 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 Student Equity plan to complete English and math in first year. Based on strategies identified in the Student Equity plan, in summer 2017, the Summer Bridge may also include a *Career Exploration and Life Planning*

(Guidance 47) course that follows 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 approximately 2014-15 for the program. As a result of the counselor's recruitment efforts, the program has increased approximately 150% (from 157 to 393 students) between 2013-14 and 2015-16; enrollment in 2016-17 is similar to in 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, multiple mandatory counselor meetings each semester. Program also offers multiple mentor opportunities and networking components. As a result, the number of program graduates INSERT GRADUATION STATISTICS HERE.

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 as part of the plan. 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 (HYPERLINK TO FLIER). In summer 2016, the College piloted a set of joint and collaborative counseling sessions with the Disability Support Services (DSS) office targeted to veterans enrolled in the DSS program. GET DATA As a result of these initiatives, veteran enrollment increased from xxx to yyy over zzz timespan.

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 is developing a "One Stop" center. Current Foster Youth services are provided by a person in a single office located in the Computer Lab and STEM Center. By early 2017, the One Stop will be 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 will allow 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 Guard 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 ([HYPERLINK TO DATA OR SUMMARY REPORT](#)) 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 matching groups identified in the Student Equity Plan, that 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 and the College developed several strategies to address the disproportionate impact. The College has implemented or begun implementing many of these strategies. For example, the College is in the process of building a large 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 is being offered for the first time in Fall 2016.

The College has also increased collaboration with local high schools. One way this has been accomplished has been by expanding outreach by the Disability Support Services program with 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. A second way was to form an advisory group with local high schools. This group formed and began meeting once per semester during the Fall 2016 semester.

The College continues to offer Academic Success Workshops that began in 2015-16. Students with disabilities are also encouraged by the DSS program to attend academic workshops not offered specifically by DSS. Other College programs also have been working with DSS to improve service to students. Two examples are the leadership from the newly formed Academic Support program and the faculty coordinator from 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 rate, particularly for Basic Skills and ESL courses. In the past several years, the College continues 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 BCTC that had disproportionately less access to the programs: veterans, students with disabilities, women, African-Americans, Asians, and low income students. As 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 Perkins plans as being disproportionately impacted, such as displaced homemakers, Foster Youth, male students in traditionally female programs, and female students traditionally in 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 Perkins plan and funding integrated resources in support of improving 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 that would address the access gaps.

Additional college resources have supported the development of new programs needed by the Moreno Valley community. 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 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.

Integrating data into Instructional Program Review and planning processes

While Student Services has clearly sustained and improved its efforts to analyze data in support of providing equitable service to all students, the Academic Affairs area has also integrated data-informed decision making into its planning process. For example, the College has purchased a data visualization tool, Action Point, to help instructional program review authors provide data-informed analysis in the Annual Program Review. This acquisition was made in response to focus groups of primary authors of the instructional Annual Program Reviews (APRs). Action Point is scheduled to be implemented in Spring 2017 and integrates with the College's existing Annual Program Process in TracDat. Action Point displays tables and/or charts and the College will use it to facilitate analysis for the objectives from the

College's Student Equity Plan and from the College's Institution Set Standards. While data were previously available in program review templates, Action Point allows for better integration of data into the APRs and better visualization of the data from within the APR reports. Examples of data now integrated into APRs are: success and retention rates overall, in transfer courses, and in Basic Skills courses; course success rates aggregated by discipline; course success rates disaggregated by gender or ethnicity. Action Point facilitates analysis from long-term College data trends including data from the Community College Survey of Student Engagement (CCCSSE.) Several questions based on CCSSE trends and on the institution standards are now included in instructional APRs.

Other data-informed college improvements

BCTC

On June 30, 2015, MVC has submitted to the California Community Colleges Chancellor's Office of Facilities Planning and Utilization an updated Letter of Intent for BCTC to achieve center status. In support of this application and goals outlined in the 2015 Comprehensive Master Plan (CMP), the college developed a general education offering plan for the terms between Spring 2015 and Spring 2023. The College has structured its general education course offerings at BCTC accordingly. The college has also expanded the offerings of PSET programs in fire and advanced officer training in support of the college mission's to offer comprehensive programs leading to post-employment opportunities and as proposed in the CMP and center-status application.

The college has assessed the services it offers at the Ben Clark Training Center (BCTC) and expanded them to meet current needs. There have been two full-time student service technicians for years to support enrollment services. The College now has a dedicated part-time counselor at BCTC who primarily handle enrollment for PSET courses and provide 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 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.

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.

Other data-informed plans

Finally, since submitting our 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.

Evidence

1. [Minutes](#) and [agenda](#) for June 24, 2015 SSSP meeting showing workgroup presentations.
2. Poster announcing evening operational hours in Student Services for Summer 2015
3. Data and actions and evaluations from Student Equity, including: increased accelerated English, Math and (new) Reading sections, BSI Transformation Grant award and proposal, First Year Experience, Multiple Measures Assessment Project, elimination of English 60A and 60B from section offerings
4. Include several examples from the data-rich Student Equity Plan [see also #1]
5. The college is hiring a new Dean to oversee Equity Projects. Use the job description as evidence and cite the Board agenda when this person is hired
6. Letter of intent on BCTC center status from June 2015

Data Trend Analysis

Describe the college processes for distributing and discussing data shared in the annual ACCJC reports – both the Annual Reports and the Annual Fiscal Reports.

Annual Report

Analyses and discussion.

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 Items 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 Party	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 Committee (SPC)	Integrated Strategic Plan 2015-18 Minutes from SPC Fall 2016 retreat, agenda or minutes from Oct 2016 meeting, including SPC ISP Task Force report(s)
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: Standard IV Program Review: Standard I; Academic Senate; Comprehensive Instructional Program Review; Student Services Council	Governance handbook ; CIPR minutes ; SS Council revisions to SS PR ; SPC bylaws

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Party	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)	Seek college input Ongoing. Can improve feedback on resource requests not approved Integrated Resource and Planning Allocation (IRPA) could be periodically updated and published	Seek college input Comprehensive Instructional Program Review Committee; Student Services Council; Standard III Resources committee (publishing IRPA)	College Budget forums from June 2 2015 ; all IRPA publications; IRPA-associated Standard III minutes/documents; CIPR committee minutes or documents showing feedback
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; Comprehensive Instructional Program Review; 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; Academic Senate; Comprehensive Instructional Program Review; Student Services Council	See response to College Recommendation 2 in the 2017 Midterm Report

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Party	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; Comprehensive Instructional Program Review; 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)	Seek college input	Seek college input	Seek college input
9	Develop a means for the periodic evaluation of GE and AOE (Area of Emphasis) programs and a process for revising AOE degrees when necessary. (Pages 130-132)	Seek college input on evaluations and periodicity of them How are SLOs and PLOs involved in this evaluation?	Seek college input Curriculum Committee; Comprehensive Instructional Program Review Committee; Assessment Committee	Seek college input Special projects were assigned to map AOE PLOs to course SLOs in Fall 2015.
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)	Seek college input The Welcome Center/DREAM center will include materials in Spanish.	Seek college input	Seek college input Catalog only has Commitment to nondiscrimination BP & AP (in back) in Spanish
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)	AIP: moot / no longer needed	Student Services research is now conducted for specific plans or projects (e.g., Student Equity, workshop assessments)	

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Party	Documentation/ Evidence
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; Academic Senate; Human Resources Advisory Group; President's Cabinet	List of all positions hired since 2014; APC faculty prioritization data showing FT/PT ratio each year
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: completed Professional development: Seek college input Improvement possible for assessing professional development needs and events for all employee groups	Professional Growth and Sabbatical Leave Committee Faculty Development Committee; 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); Agenda from faculty orientations in 2015 & 2016; Summary of feedback from FLEX day events; Summary of feedback from New Faculty Orientation 2015; CSEA bi-annual retreat agendas
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 showing completed projects

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Party	Documentation/ Evidence
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 Annual evaluation has been completed	Standard IV; SPC; Academic Senate; CSEA	Governance handbook SPC approved in December 2014, reviewed again Sep 2015. Academic Senate Dec 1, 2014 agenda