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STATEMENT ON MIDTERM REPORT PREPARATION

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), acted to grant initial accreditation to Moreno Valley College, one of three campuses of Riverside Community College, a part of the Riverside Community College District, at its meeting of January 6-8, 2010, following a visit to the campus on October 19-22, 2009. The Commission made five recommendations and requested a Follow-up Report for October 2010. That report addressed recommendations 1 and 3.

The follow-up visit occurred on November 19, 2010. The Commission reviewed the Follow-up Report and determined that the College had made satisfactory progress on both recommendations. The Commission directed the College to show satisfactory progress on the other three recommendations and to continue progress on those addressed in the Follow-up Report before the next visit in 2014. This Midterm Report is being submitted in March 2012 in accordance with the timeline for achieving satisfactory progress and meeting the standard of proficiency.

In preparation for the Moreno Valley College response to the five Recommendations and the three self-identified Plans from the 2009 Self-Study, the Strategic Planning Committee (SPC) charged its ACCJC-standards-based subcommittees with addressing the recommendations and plans as outlined in previous accreditation reports and other documents. The Academic Senate participated in these preparation activities, which included ongoing self-evaluation. Standing committees of the Senate addressed these critical issues as part of their review of operations.

On an annual basis across the College, representatives from academic disciplines, student services areas, and career technical education programs prepare Program Reviews and submit them to their appropriate administrators, usually in May. During the summer months, those reports are read and evaluated by the heads of each administrative unit. In the fall they are compiled into Administrative Unit Program Review documents. Summary documents are submitted to the Co-Chairs of the Strategic Planning Committee (SPC) for dissemination to the appropriate subcommittees for review at the beginning of each spring semester.

The co-chairs of the four subcommittees discuss the reports with their groups and develop action items for the agenda of the SPC. The members of the SPC vote on the action items and make formal recommendations to the President of the College. The Academic Senate participates in the Program Review process through its standing committees, and develops action items related to its discussion of Program Review documents. Formal feedback from the SPC to the Senate and vice versa occurs in regularly scheduled meetings between the Academic Senate President and the faculty Co-Chair of the SPC.

As the Program Review documents move through the strategic planning process, each level of review requires a sign-off based on a clearly articulated tracking system. In late spring, after the SPC has taken action and the President has made the final decision on priorities in consultation with the Academic Senate, the administrative units receive the approved list of strategic priorities. Minutes of the subcommittees, the SPC, and the Senate with regard to the decisions made throughout the planning process, are made available to the College on the Intranet. Also, the Grants Advisory Council works with the administrative units to align grant funding with the identified and approved needs of the College. The Business Services unit develops a plan, including identifying potential funding sources, and develops a timeline for funding approved requests.
When the College began to prepare this Midterm Report, the full-time and part-time faculty, with staff and administrative representation, reviewed the recommendations and appropriate self-identified improvement plans as part of the opening activities for the Fall semester. For faculty, the emphasis was on assessment of Student Learning Outcomes (SLOs) in courses and programs offered at the College and the delineation of responsibilities for evaluating governance and decision-making processes. The Faculty Assessment Coordinator worked directly with faculty on assessment, and the Academic Senate collaborated with the Strategic Planning Committee faculty leadership to evaluate governance and decision-making processes. The Vice President of Student Services and his faculty and staff addressed the follow-up needed for Student Support Services and the Student Equity Plan.

Focus groups made up of volunteers from administrators, faculty, staff, and contract employees met regularly to analyze, discuss, and revise the College Goals as presented with the Integrated Strategic Plan 2010-2015. The results of those sessions are an integral part of the response presented here as the Integrated Strategic Plan 2010-2015 (Revised) and the College Goals (Revised).

The Midterm Report draft was made available to the College for review in December 2011 and presented at the December meeting of the SPC. Further review among shared governance, assessment, and planning leaders occurred during January 2012 as the document was finalized for presentation. Under the leadership and direction of Dr. Lisa Conyers, Vice President of Academic Affairs, and two faculty members, Dr. Carolyn L. Quin, Music, and Ms. Sheila Pisa, Mathematics, this Midterm Report has been compiled from documents generated through the planning process and through discussions with the Academic Senate as part of the shared governance structure. This report is an accurate reflection of the nature and substance of Moreno Valley College. The supporting documents constituting the evidence for this report are posted at http://mvc.edu/accreditation under the heading “Midterm Report 2012” and links are placed throughout this document.

All members of the College community had the opportunity to review this report. There was broad involvement throughout the College in the work leading up to its completion.

This Moreno Valley College ACCJC Midterm Report was presented to the Board of Trustees on February 21, 2012, and submitted to the Accrediting Commission for Community and Junior Colleges in March 2012.
SIGNATURE PAGE

DATE: February 21, 2012

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

FROM: Moreno Valley College, Riverside Community College District

We certify that this Midterm Report represents broad participation by the college community, and we believe this Report reflects the nature and substance of this institution.

Janet Green, President, Board of Trustees
Riverside Community College District

Gregory W. Gray, Ed.D., Chancellor
Riverside Community College District

Tom Harris, Ed.D., Acting President
Moreno Valley College

Travis Gibbs, Ph.D., President, Moreno Valley College Academic Senate; and Professor, Psychology

Donald Foster, M.M., Faculty Co-Chair, Moreno Valley College Strategic Planning Committee; and Associate Professor, Music

Lisa Conyers, Ph.D., Administrative Co-Chair, Moreno Valley College Strategic Planning Committee; Accreditation Liaison Officer; and Vice President of Academic Affairs

Carolyn L. Quin, Ph.D., Co-Chair, Strategic Planning Standard I Subcommittee; Midterm Report Editor; and Associate Professor, Music

Sheila Pisa, M.S., Faculty Assessment Coordinator; and Associate Professor, Mathematics

Angela Thomas, B.A., Vice President of RCCD Employees Chapter 535, California School Employees Association; and Instructional Media Broadcast Technician, Moreno Valley College

Kushang Patel, President
Associated Students of Moreno Valley College (ASMVC)
RESPONSE TO 2009 ACCJC TEAM RECOMMENDATIONS

RECOMMENDATION 1: College Goals

1. In order to increase effectiveness, MVC needs to: develop and implement methods for assessing and measuring institutional goals, and evaluate whether the goals have been achieved. MVC also needs to ensure that institutional goals are integrated with the strategic planning process. (Standards I.B.2, I.B.3)

The compilation of the Moreno Valley College Integrated Strategic Plan 2010-2015 (ISP) was guided by the former President during spring and summer 2010. In his introductory message to this plan, the former President wrote that the goals would position the College to serve students better and strengthen the quality of our educational offerings. He further described the ISP as a living document and a blueprint for our journey, indicating that it was designed to be flexible to meet emerging needs while foundationally ensuring a steady course of action.

Progress made on this recommendation

The 2010 Follow-up Report addressed this recommendation. For the Midterm Report the College addressed this recommendation with the creation of focus groups charged with examining every detail of the ISP and the College Goals. The discussions in the focus groups led to continued progress towards meeting the standards of this recommendation:

A. Focus Groups

Focus groups met regularly during the fall semester 2011 to discuss the organization, review the process of strategic planning, and update the Integrated Strategic Plan 2010-2015 (ISP). Facilitated by the Vice-President of Academic Affairs, the ISP focus groups consisted of staff, faculty, administrators, and contract employees who participated voluntarily. The comments and ideas brought forth in these discussions were reviewed in subsequent focus group sessions, resulting in a significantly revised document. Moreover, the ISP was evaluated in discussions by administration and faculty from Moreno Valley College (MVC) and the Ben Clark Training Center (BCTC) and by the SLO Assessment Steering Committee. The result is a significantly improved working document that will be used by every subcommittee of the Strategic Planning Committee (SPC) as the basis for analysis and planning. It will be circulated widely to the college community.

This process is an example of wide-reaching dialogue resulting in an updated working document and an important component of the Midterm Report, the Integrated Strategic Plan 2010-2015 (Revised) (ISP Revised). By establishing an open, non-judgmental environment in each of these goals-based discussion sessions, stakeholders felt free to be creative and to express their opinions. The outcome of these meetings collectively was that they were a resounding success, leading to stronger feelings of engagement and enthusiasm for the process of future review and assessment of each goal.
As a result of these extended discussions, the focus groups identified a critical need for baseline research data as each goal. The strategies for achieving each goal were debated and analyzed for clarity, consistency, and appropriateness to the mission of the College. With baseline data for each of the revised goals, annual benchmarks can be measured and assessment of outcomes can be revised as needed in advance of the 2015 expiration date. The open-endedness of the revision process improved the original ISP. The “Notes on College Goals”
4 document summarizes the revised template, offering greater functionality and logical tracking of outcomes. As a result, the Integrated Strategic Plan 2010-2015 (Revised) is indeed a living document and a broadly accessible blueprint for action.

By 2014, the year of the next ACCJC Comprehensive Review, levels of achievement for each goal and each strategy will have two years of data collection and review in the form of assessment. Through this transparent process each goal can, therefore, be measured and evaluated systematically. With a consistent process in place, the subcommittees of the Strategic Planning Committee (SPC) will assume responsibility for the annual reviews of the ISP Revised along with the appropriate standing committees of the Academic Senate.

The Acting President of the College and members of the President’s Cabinet have reviewed the district Long-Range Educational and Facilities Master Plan 5 completed by the MAAS Companies, Inc., in 2007, specifically the college five-year Capital Construction Plan, and determined that it needs to be updated by the college community. Recruitment of consultants will take place in Spring 2012 under the leadership of the Interim Vice President of Business Services. Revisions to the 2007 plan resulted in alternative build-out initiatives, most notably the design of a Learning Gateway Building and a proposal for a Health Sciences Building. A 14,000-square-foot facility, the Moreno Valley College Dental Education Center, was constructed in 2011 on the main campus, and its instructional and service programs relocated from the March Air Reserve Field.

The Business Services unit will work with college constituents to align the previous five-year Capital Construction Plan with the current priorities of the College and with available financial resources. As the administrative resource person for the Standard III subcommittee, the Interim Vice President of Business Services meets with them regularly, provides data to support their decisions, and assists with the presentation of action items for the SPC. The Interim Vice President of Business Services has also made presentations to the Academic Senate and other college entities involved in planning and decision-making. With the information provided, including the district facilities report that the bid for construction was $13 million over budget, the SPC recommended to the college President that the Learning Gateway Building not be built. The College’s Acting President concurred with that decision, and he will forward the college recommendation to the District Strategic Planning Committee as the next step in the planning process.

B. Other Evaluations within the College:

The College has aligned the subcommittees of the Strategic Planning Committee (SPC) with the four Standards of ACCJC. Members of the subcommittees meet, report on their discussions, and recommend actions to the Strategic Planning Committee at its regular meetings.

The subcommittee for Standard I (Institutional Mission and Effectiveness) identified a need at the College for a position dedicated to Institutional Research. This need is currently being addressed by the district Dean of Institutional Research who comes to the College one day a week. The need for ongoing research has been identified as critical to assessing and measuring institutional goals, for making data-informed
decisions, and for academic planning. The need for data specific to the College and its student population is critical to future planning and assessment. The data from the Accountability Reporting for the Community Colleges (ARCC) report is insufficient for use in planning and measuring benchmarks with itself and other institutions because 2010-2011 is the first year the district began reporting separate college-specific data. It will be 2019 before the College will have a full range of comparative data available using past reporting procedures through the ARCC Report.

Standards-based subcommittees of the SPC have identified the need for a revised annual Program Review process that is aligned with the four Standards. Subcommittees I, II, and III will begin the work of revising the college’s annual Program Review forms, and the Academic Senate will address the program review process at its first meeting of the Spring semester. The objectives are to make the Program Review forms more meaningful to specific operational units and programs of the College and to build into the process meaningful dissemination of information through appropriate channels that provide continuous feedback and lead to action.

In addressing an issue of communication within shared governance, Subcommittee IV recommended that the Strategic Planning Committee not become a subcommittee of the Academic Senate. Discussions about the need for greater communication between SPC and the Academic Senate are ongoing as the planning process evolves through regular evaluation. According to their website, “the Moreno Valley College Academic Senate … facilitates communication among faculty, students, administration, and the Board of Trustees in all matters related to community college education.” The Academic Senate and the Strategic Planning Committee continue to refine the communication process between the two entities.

**Analyze the results achieved to date**

The College Goals have been revised. An internal working document “Notes on the College Goals,” based on the rich discussions of the focus groups, is designed to align discussion on all goals and the strategies for achieving the projected outcomes systematically. The complete set of “Notes” is available to each of the planning subcommittees for further analysis, discussion and refinement with specific goals assigned to subcommittees for reporting purposes. These “Notes” constitute a working document from which the subcommittees of SPC, the Senate, and the administrative units of the College can continue the ongoing dialogue associated with college-wide planning.

**Provide evidence of results**

Attached to this report as Exhibit A is the *Integrated Strategic Plan 2010-2015 (Revised)* document, which includes the *College Goals (Revised)*.

**What additional plans has the institution developed?**

1. The four subcommittees of the SPC will review the revised College Goals and report to the SPC in their regular meetings during 2012. Through these discussions, research requests will be made and the measurement and assessment of the outcomes for institutional goals will be integrated into the planning process.
2. Institutional Research, currently guided and informed through the leadership of the district Dean of Institutional Research, will validate the revised College Goals and provide benchmark data on which to base annual measurements for the purposes of assessment.

3. The subcommittees of the SPC and the Academic Senate will review the College's annual Program Review forms and processes. The implementation of a revised process will be reflected in the reports submitted in Spring 2012. Dissemination of the information gathered in future reports will be aligned with the four Standards.

RECOMMENDATION 2: Assessment

2. In order to meet the Commission requirement that student learning outcomes (SLOs) be fully developed and implemented by the 2012 deadline, MVC needs to develop a timeline for this implementation for all courses, programs, and degrees to reach proficiency by 2012. The campus also needs to make its SLO assessment data available to the community and demonstrate how it is using this data to improve learning. (Standards I.B.3, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h [,] II.A.2.i, II.A.3, and II.A.6)

Progress made on this recommendation

Process for Implementation of Assessment

The SLO Assessment Steering Committee (SLO ASC), under the leadership of the Faculty Assessment Coordinator, is composed of the Vice President of Academic Affairs, the interim Dean of Instruction (the former Faculty Assessment Coordinator), and the Academic Senate President. This group established a timeline and goals for course- and program-level student learning outcomes assessment at the College. The timeline and goals were met for course-level assessment. All courses have Student Learning Outcomes (SLOs) on the official Course Outlines of Record (CORs). All faculty have included the official SLOs on their course Syllabi. Course-level Student Learning Outcomes are fully developed and implemented and revisions to them are part of the college-based program review process and the district-based, four-year cycle of Comprehensive Instructional Program Review.

A second committee, the Moreno Valley College Assessment Committee (MVCAC), consists of faculty members who serve as liaisons to their respective departments on assessment matters. Through this committee, the full-time faculty receive updates on the assessment process and information relative to their own course assessments. The MVCAC consists of one faculty member from each department, the Faculty Assessment Coordinator, and the Dean of Instruction. There is also a faculty liaison for Fire Technology and Law Enforcement programs who meets regularly with the Faculty Assessment Coordinator.

A. Course-level SLO Assessment

The SLO ASC established a process for course-level SLO assessment that consisted of developing a template for assessment, providing it to faculty, meeting with full- and part-time faculty, and conducting
workshops. The committee’s goal was to engage faculty in assessing at least one SLO from each of the 503 distinct courses offered at the College in a typical fall or spring semester. Prior to Spring 2011 only 15 percent of courses had been assessed. During Fall 2011, the ASC reported levels of completion of up to 45 percent for direct assessment by faculty of one SLO per course. By December, direct and indirect course-level assessments had been completed for 80 percent of all sections of courses taught in a single semester. The direct assessment reports are posted on the Assessment SharePoint site so that faculty can view the work of their colleagues and have meaningful conversations about ways to improve instruction. The Assessment Coordinator will share the results of indirect assessment with individual faculty members in Spring 2012. The faculty Assessment Committee will work with individual faculty members to use indirect assessment projects as the basis for creating direct assessments.

B. Program-level Outcomes Assessment

Career Technical Education (CTE) programs have a history of program assessment because specific, measureable skills have long been required as demonstrated components of these programs. Moreno Valley College has four accredited programs that routinely discuss, revise, and refine courses and programs based on comprehensive assessment of SLOs. These four programs are Physician Assistant, Dental Hygiene, Emergency Medical Services, and Dental Assisting. Two other CTE programs that enroll large numbers of students are Law Enforcement and Fire Technology. These two programs do not have external accrediting agencies, but their students take standardized exams given by external agencies.

Another example of the use of program-level outcomes assessment to improve teaching and learning is in the Dental Hygiene program. This program is currently mapping Program Learning Outcomes (PLOs) to course SLOs to identify areas of alignment and areas where revisions may be necessary. As with the other accredited programs, the accrediting agency dictates the course SLOs, and the courses in the Dental Hygiene program were created to align with the accrediting standards. If gaps are found between PLOs and course-level SLOs, Course Outlines of Record are revised through the curriculum process to bring courses into compliance.

In Law Enforcement two assessment categories are addressed in course SLOs. One category is the entry-level Law Enforcement program, and the second one is the Advanced Office Training (AOT)/Advanced Jail Training (AJT). Both categories require multiple methods of assessment, including manipulative skills performance, written evaluation, observation by facilitators, and student surveys based on Peace Officer Standards and Training (POST) approved and standardized learning domains. Student Learning Outcome reporting is completed by utilizing a standardized SLO reporting form that was drafted by the discipline and adopted by the department in January 2011. Assessment results for both categories are gathered and transferred to POST in Sacramento, because Law Enforcement is based upon a statewide curriculum. The results of external licensing exams are evaluated, with discussions taking place between the College and agency partners to improve student learning and to modify course and program-level outcomes as needed.

Smaller CTE programs, such as Computer Simulation and Gaming, Medical Assisting, Human Services, and Community Interpretation have initiated program assessment efforts in this first full calendar year of being an independent college. The MVC Accounting program has done extensive course SLO assessment over multiple cycles, and the Early Childhood Education program, which is district-wide, has completed indirect surveys of assessment based on student responses to their perceptions of progress in reaching intended program outcomes.
C. General Education Program Learning Outcomes and Transfer Program Assessment

Another area for which program outcomes assessment is an essential part of the curriculum at Moreno Valley College is the general education program. Efforts to assess the General Education Student Learning Outcomes (GE SLO) have been initiated at the district level. It is expected that this activity will be based on district-wide communication and collaboration among the colleges. Currently, the MVC Faculty Assessment Coordinator and a member of the Guidance/Counseling faculty represent the College on a district assessment task force.

From 2004 – 2006 a District Assessment Committee developed the general education (GE) student learning outcomes. They were adopted for the district in 2006 and have been widely disseminated since. The district has made progress in the past five years to assess them, in both directly and indirectly. Efforts have intensified in the past year with faculty assessment personnel throughout the district involved in GE outcomes assessment.

In 2011 district assessment personnel formed a task force with representatives from each college to review the existing GE program, including its SLOs, for possible modification. This task force met several times in Spring 2011 and continues its work in the current academic year. The district Office of Institutional Research has analyzed the data collected from a learning gains survey of graduating students and provides relevant data to the discussions. Proving vitally important is the completion of an assessment loop through a program for which we have sufficient data to indicate improvement is needed.

As the next cycle of course assessment begins for faculty, increased understanding of and interest in aligning the course SLOs with GE SLOs leading to awareness of the importance of mapping and alignment will result. Nine academic disciplines at MVC will participate in the Comprehensive Instructional Program Review (CIPR) process culminating in district-wide, discipline-based reports in the Fall 2012. A portion of the CIPR report (section E) requires a summary of course and program assessment over the last four years and a description of the ways in which the discipline is using assessment results to improve teaching and learning.

D. District Assessment Committee and MVC Curriculum Committee

The former District Assessment Committee, now an Assessment Task Force, is addressing program-level outcomes for the programs that have transfer-pattern degrees, including developing a model for assessment of GE SLOs. The role of the MVC Curriculum Committee in college-wide assessment will also be under discussion in Spring 2012. Currently, the electronic assessment tool in the district-wide web-based curriculum tool, CurricUNET, does not match the template for assessment used at Moreno Valley College. The MVC Assessment website is used for sharing information and for posting completed reports of direct assessment, ACCJC Standards for Assessment, and other relevant resource documents.

E. Summary

When direct assessment reports of courses are submitted, the MVC faculty Assessment Committee reviews the reports and provides a response to faculty members. An ongoing series of professional development workshops continues to address models of assessment and provides a forum for discussion and collaboration among faculty. Assessment is now institutionalized at MVC as part of the annual
instructional program review process and the four-year cycle of the CIPR. The Assessment Committee and the SLO Assessment Steering Committee continue to monitor and support faculty progress. Assessment will continue in regular cycles as an ongoing part of the responsibilities of the faculty, staff, administration, and students. Assessment is a critical piece of the Program Review process and the backbone of strategic planning. Course- and program-level assessments constitute essential elements for present and future measures of institutional effectiveness.

F. Sharing the Results of Assessment

The Faculty Assessment Coordinator regularly presents workshops to faculty on course-level assessment of SLOs and periodically shares the results of assessment efforts with departments, the Senate, and the SLO Assessment Committee. The Coordinator devises strategies for assisting faculty with completing course-level assessments in a wide-range of disciplines from fire technology and allied health programs to university transfer programs. With her guidance some faculty have used a template designed for general education transfer courses in communications, the humanities, arts, and sciences. Other faculty in specialty fields developed a different template designed specifically for their program needs and to meet the requirements of those areas. As a result of faculty-led discussions, surveys of student perceptions of success in achieving SLOs were instituted for all courses taught. Through the process of self-assessment, students and faculty have become more aware of the significance of course-level SLOs and of the importance of multiple levels of assessment in their courses.

Assessment data is posted and updated regularly on the Moreno Valley College Assessment SharePoint website. The Assessment Coordinator has uploaded templates, ACCJC assessment expectations, and faculty reports. The SharePoint website address is http://www.mvcsop.com/loa/default.aspx. The results of assessment are shared as part of the CIPR process, through the Assessment SharePoint “Projects” link and in the meetings of the MVC Assessment Committee. The faculty liaisons share the results of all assessments with their departments.

G. Assessment Timeline

The goal set by the SLO ASC was 90 percent completion of direct assessment of at least one SLO per course taught by December 2011. As results have been tabulated in early 2012, that ambitious goal is slightly below expectations, although reports are still coming in as of this writing. The rate of SLO assessment completion as of January 2012 is 80 percent. The reasons for the shortfall have to do with four identified factors: (1) large numbers of courses in some areas taught by part-time instructors, (2) lack of clarity on the importance of timing for conducting assessments expressed by those who use the final exam as their primary assessment tool, (3) a turnover in personnel resulting in the need to train faculty who are new to assessment and to the processes of assessment, and (4) the need for further training and mentoring through the processes. The Faculty Assessment Coordinator will continue efforts to reach the original goal and to address these identified issues.

The “Assessment Timeline” specifies that direct and indirect course-level assessment will reach Proficiency level by Fall 2012, with interventions planned for Spring 2012 to ensure that this outcome is met on schedule.
By Spring 2012 program-level assessment will have been conducted for accredited programs that are undergoing their self-evaluation processes and site visits during this semester. Those externally accredited programs are:

- Physician Assistant Program--Accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA, Inc.) through 2012.
- Dental Hygiene Program--Accredited by the American Dental Association (ADA) Committee on Dental Accreditation (CODA) through 2012.
- Emergency Medical Services Program--Accredited by the Commission for the Accreditation of Allied Health Programs (CAAHEP) Committee for the Accreditation of Emergency Services Programs (COAEMPS) through 2014.
- Dental Assisting Program--Accredited by the American Dental Association (ADA) Committee in Dental Accreditation (CODA) through 2014.

Analyze the results achieved to date

The Faculty Assessment Coordinator, in consultation with the other members of the SLO Assessment Steering Committee, has determined that the faculty have completed the “Awareness” and “Development” levels of implementation under the ACCJC Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes. There has been preliminary, investigative dialogue about student learning outcomes and assessment through the appointment of a Basic Skills Initiative Coordinator, and a Professional Development Coordinator. The College supports it through the steps of designing integrated course outlines with appropriate student learning outcomes. (note 66, p. 169 of 2009 Report). That document, “How to Write a Course Outline of Record,” is available to faculty online from the CurricUNET Home Page at http://www.curricunet.com/rccd/index.cfm.

The Academic Senate supports strategies for student learning outcomes and the Senate President sits on the SLO Assessment Steering Committee. The curriculum committee reviews Course Outlines of Record (CORs) when new courses are proposed and when existing courses are revised and discusses the definition of SLOs and the potential for assessment. The College has allocated resources to support student learning outcomes and assessment through the appointment of a Basic Skills Initiative Coordinator, a Faculty Assessment Coordinator, and a Professional Development Coordinator. The College supports workshops, FLEX day activities for faculty, and other activities designed to promote awareness and implementation of learning outcomes assessment. By Fall 2011 the faculty were fully engaged in student learning outcomes development and assessment.

The College has completed the developmental level of assessment according to the ACCJC rubric, and is engaging in activities addressing the proficiency level of institutional effectiveness regarding SLOs. SLOs are in place for all courses, programs, support services, certificates, and degrees. There is beginning to be
widespread institutional dialogue about assessment, and discussions are beginning to emerge about the results of assessment and the identification of gaps. Data collected from indirect assessment of student perceptions of achievement of SLOs has not yet been analyzed to determine student awareness of assessment.

Annual Instructional Program Review includes detailed reports on assessment, direct assessment reports, and analysis of assessment efforts described by academic disciplines. According to the Faculty Assessment Coordinator, direct assessment is expanding at a higher rate than previously. Assessment is now a formal component of the program review process, making it part of annual review at the College. It is also linked to district-wide Comprehensive Instructional Program Review (CIPR). Section E of the CIPR “Forms” document asks district-wide disciplines to “describe your progress in assessing your courses and programs over the last four years….Include information about the way in which you are using assessment results to improve teaching and learning in your courses and/or programs.” This document is available from the link under Comprehensive Instructional Program Review as a downloadable document called Comprehensive Background and Guidelines (2012) at the following URL:

http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx.

The subcommittees of the Strategic Planning Committee and the standing committees of the Academic Senate regularly discuss assessment and make recommendations for ways to improve the process. Through formal professional development activities and informal interaction, faculty are closing the loop in creative ways to exchange ideas on assessment. Dialogue about course- and program-level assessment at the college level is widespread and ongoing, and discussions about assessment of GE SLOs at the district level are also ongoing.

Provide evidence of results

The results of progress on assessment and individual course-level assessments are posted on the Assessment SharePoint site at http://www.mvcsp.com/loa/default.aspx. Agendas and minutes of the MVCAC and the SLO Assessment Steering Committee are posted on that site under the link “Assessment Information.” The faculty representatives to the departments from the MVCAC discuss the results of course-level assessment with their colleagues and report back to the Assessment Committee and to the Academic Senate through their elected departmental representatives. Ongoing assessments for the next cycles and beyond, and new assessment projects begun in Spring 2012, will continue to be monitored and reviewed by the Assessment Committee and coordinated by the SLO Assessment Steering Committee.

Institutional dialogue on assessment is ongoing. In Fall 2011 the Faculty Assessment Coordinator presented a slide presentation to the faculty during the opening activities of the academic year. As part of that session, faculty worked together to discuss assessment strategies. Dialogue has continued at meetings of the subcommittees of the Strategic Planning Committee, the Academic Senate, and at the Academic Planning Council (APC). The Faculty Assessment Coordinator and the Professional Development Coordinator worked together to present a series of workshops for faculty on assessment and to develop a one-day “Attack on Assessment” designed to promote further awareness and completion of direct assessment projects.
What additional plans has the institution developed?

The Academic Senate is thoroughly involved in course-level assessment and helped to create the indirect assessment of course sections in Fall 2011. The Senate also determines the extent to which indirect course- and program-level assessment will be shared with the college community. In the spirit of shared governance, the Faculty Assessment Coordinator, the Assessment Committee, and the Strategic Planning Committee work closely with the Academic Senate to aggregate the data from indirect assessment in such a way as not to identify specific faculty members or students when the summary results are posted for internal and external review.

A plan for the evaluation of assessment data is being devised through the Standard I Institutional Mission and Effectiveness and the Standard II Student Learning Programs and Services subcommittees of the SPC, to demonstrate how the data collected is to be used for the improvement of Institutional Effectiveness and of teaching and learning. In cooperation with the Academic Senate and Standard IV on Leadership and Governance, the Standard I and II subcommittees collaborate on effective communication of ongoing assessment results so that the results of assessment become part of the planning process. The end result is to improve institutional effectiveness through more effective teaching and learning.

RECOMMENDATION 3: Strengthening Student Support Services

3. In order to increase effectiveness, the team recommends that the campus implement a comprehensive assessment of student needs and student satisfaction as an ongoing tool for strengthening student support services. The team further recommends that MVC provide comprehensive services to all students regardless of location or means of delivery. (Standards II.B.1, II.B.3.a, and II.B.4)

Progress made on this recommendation

This recommendation was addressed as part of the 2010 Follow-up Report.

A. Ben Clark Training Center

Multiple meetings with stakeholders have taken place to discuss student needs, satisfaction surveys, and the ongoing commitment to provide support services at the Ben Clark Training Center (BCTC). From these meetings, it has become clear that the need for student support on-site varies from service to service, with some areas, like the Student Health Center, serving students before they enroll in the program rather than afterwards.

The Follow-up Report described the plans that were implemented by Fall 2010. Changes have been made to the original implementation because of personnel and budget cuts affecting the availability of resources. Title V grant funds have provided supplemental resources for providing student services at BCTC in the areas of assessment and counseling services. In some areas the center determined that there was no
need for specific services because of the profile of students served there. For example, an on-site Career Center was not considered essential since most students enrolled at BCTC have already chosen and, in many cases, entered a career path in Public Safety or Fire Technology. However, students enrolled in the various BCTC Academies do need some career counseling. Currently, those needs are being met through on-site counseling services.

The Student Services administrative unit has made comprehensive services available to all students regardless of location or means of delivery. Student Services programs are identified on the College’s website with current information on program eligibility and specific services provided. At the main campus and at BCTC, student services personnel are on location on a fixed or flexible schedule, depending on the level of services needed and the timing of those identified needs. When needed and appropriate, student services workshops, activities, and classroom presentations are scheduled at both locations.

Student Services personnel communicate regularly with the BCTC administration to collaborate effectively on meeting the needs of the students, while not compromising the need for, or timing of, services on the main campus. Appropriate comprehensive services are strategically identified, and data has been collected on the effectiveness of those services. Periodic meetings are held to review and assess data collected so that levels of service can be adjusted accordingly each term.

B. Comprehensive Assessment of Student Needs and Satisfaction

In April 2010, Moreno Valley College administered the Community College Survey of Student Engagement (CCSSE)\(^{10}\) to provide standardized benchmarks of student engagement in active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. The results of CCSSE 2010 are available on the Moreno Valley College website. A slide presentation on the “Key Findings”\(^{11}\) prepared by the district dean on Institutional Research can be found in the same location. With the biennial results of the CCSSE, the College will be able to document and improve institutional effectiveness. The upcoming CCSSE survey will be administered in Spring 2012.

In addition to CCSSE, a locally-developed survey designed to measure student satisfaction, yielded useful results that are being used in planning. It is available from a link on the college website called “Student Satisfaction Survey.”\(^{12}\) Those results are reported in the Student Services Administrative Unit Program Review document that informs the strategic planning process. The Standard II Student Learning Programs and Services subcommittee will develop recommendations based on these surveys as action items for consideration by the SPC in Spring 2012.

**Analyze the results achieved to date**

The results of the CCSSE and the Survey of Student Satisfaction were presented as slide presentations to the college community through multiple shared governance venues in Fall 2010 by the district Dean of Institutional Research.\(^{13}\) The results of the most recent administration of the survey informed changes made to Admissions and Records services.
**Provide evidence of results**

In a study conducted by Health Services, BCTC students were found to require the services of the nurse to complete lab work needed for entry into the programs offered at the Center, rather than after students had enrolled. In fact, the study determined that the college-based Health Services office was less expensive, more informed, and better able to provide the needed laboratory tests and results than non-profit and for-profit laboratories in the area. For these students, their need for a nurse on location is reduced once they are enrolled and fully available to be students at the well-equipped MVC site.

Student needs and satisfaction results were included in the Follow-up Report 2012. Additional results from subsequent CCSSE 2010 Key Findings and Surveys of Student Satisfaction are posted on the accreditation website.

**What additional plans has the institution developed?**

In Fall 2011 the Student Services unit developed specific program satisfaction surveys for its internal service groups. These surveys will be administered in Spring 2012. Internal program personnel will review the results of the survey to increase the quality and effectiveness of services to students. On the main campus and at BCTC ongoing assessment of student support services is addressed consistently under College Goal 2, Strategy 5. Major revisions to this area's planning outcomes resulted from focus group deliberations in Fall 2011. (See [Summary of Focus Groups](#) and Notes on College Goals.)

The CCSSE and the survey of student satisfaction were administered to students again in Spring 2011. When results have been received from the district Office of Institutional Research, MVC faculty, staff, and students will analyze the results, compare the results with the responses from 2010 and provide reports to the college community through the planning process. (See College Goal 2 (Revised), Strategies 1 and 4.)

**RECOMMENDATION 4: Evaluation of Governance and Decision-Making Processes (How is Program Review Being Used for Improvements?)**

4. In order to increase effectiveness, the team recommends that MVC develop and implement regular evaluation of governance and decision-making processes and ensure broad constituent understanding of pathways for recommendations and decision making. The results of the evaluations should be made available to all campus constituencies and should be used as a basis for making improvements to governance and planning processes. (Standard IV.A.5)
Progress made on this recommendation

Program Review as the Basis for Planning

A presentation by the Vice President Academic Affairs and a full-time Associate Professor of Music at College Day, August 25, 2011, focused on Program Review as the basis for strategic planning. Their visual and oral presentation introduced the basic assumptions of the Moreno Valley College planning process and the methodology for incorporating Program Review into the deliberations of the Standards-based strategic planning subcommittees and the action items of the plenary sessions of the voting members of the Strategic Planning Committee (SPC).

The information packet given to all faculty included a draft of the strategic planning subcommittee assignments and a form for requesting a change of assignment, if desired. The importance of participation in the Standards-based subcommittees was a focus of the presentation, and faculty were reminded of the critical importance of attending the monthly meetings of the SPC. Times, dates, and locations of all subcommittee and SPC meetings were provided in writing to all faculty, and in a subsequent meeting to members of the staff, and later posted on the website. All faculty, staff, and administrators were notified of the dates, times, and place of the focus groups scheduled for Fall 2011 to review and discuss the Integrated Strategic Plan 2010-2015 and accompanying College Goals.

Analyze the results achieved to date

Annual Instructional Program Reviews for 2011 were submitted by discipline faculty to their department chairs in May. The department chairs reviewed them and submitted them to their deans. As part of the process, the deans reviewed them over the summer. The Dean of Instruction compiled two separate lists of resource requests. The first list contained requests deemed strategic. The second list contained requests for operational resources. Both lists were forwarded to the following entities: Standard III Resources strategic planning subcommittee, the Grants Advisory Committee, and the Business Services office. At meetings of each of these groups, insightful discussions took place regarding the annual Program Review decision-making process. The Dean, Technology and Instructional Support Services, separated all instructional technology (IT) requests for more focused analysis in various planning forums for addressing these technology needs.

To enhance transparency, a revised flowchart mirroring the levels of review in the planning process was circulated and posted on the website. The flowchart identifies specific individuals who completed reviews of the documents. The “Annual Program Review Flowchart”15 sign-off sheet, paralleling the strategic planning process, is posted at http://mvc.edu/accreditation.

Provide evidence of results

The Grants Advisory Committee used both the operational and strategic resource requests to review existing and proposed grants that would support needs identified by faculty and staff. The Standard III Resources subcommittee utilized the information in its process for developing a ranking system for requests. Similarly, Business Services developed a preliminary rubric for decision making on resource requests.
The process for resource request decision-making will be reviewed by the voting members of the Strategic Planning Committee and the Academic Senate at their meetings early in Spring 2012. The classified Staff liaison to the Academic Senate also serves as a Co-Chair of the Standard III subcommittee of the SPC. In that role, she will present the process to the Senate.

What additional plans has the institution developed?

The annual Program Review process is a yearlong effort. With the beginning of the Spring 2012 semester, the College will engage a wide range of constituencies, individual faculty and staff members, the Academic Senate, and administrators in the process of gathering feedback on the annual Program Review process in order to enhance procedures and design processes that are logically aligned with the MVC strategic planning process.

The SPC subcommittees for Standards I, II and III have agreed to a joint meeting at the beginning of spring semester to start the process of soliciting feedback on the current forms for submitting Program Reviews and the alignment of the College into “programs” based on the organization of administrative units and other logical alignments. After the work of the planning subcommittees is completed, the College will develop its own annual Program Review website and share the documents as they are submitted. The Academic Senate and the Strategic Planning Committee will collaborate to produce an information sheet to make everyone aware of the new form and processes that are aligned with planning and the standards of accreditation across the College.

RECOMMENDATION 5: Implementation of Decentralization of Student Support Services from District to College

5. In order to increase effectiveness and to clarify the delineation of campus and district functions, processes and resource allocation, the team recommends that MVC provide evidence that it has implemented the transition plan for the decentralization of student support services from the district to the MVC. (Standards IV.B.3.a, IV.B.3.b, IV.B.3.c, and IV.B.3.g)

Progress made on this recommendation

Moreno Valley College has added four, new full-time positions and a fifth will be filled in May 2012 to address needs in the area of Student Support Services. Two of the new positions are administrative and three positions are support staff. The College has also added five, new part-time support staff positions. A reorganization of the College’s former position of Dean of Student Services gives that position the additional responsibility for oversight and supervision of student support services at the BCTC. One of the new administrative positions, Dean of Enrollment Services, shares responsibility with the Dean of Student Services for Admissions and Records, Cashiering, and Financial Aid.
Decentralization of Student Support Services from District to the College

Three positions, Dean of Student Financial Services, Assistant Director of Admissions and Records, and Administrative Assistant III, were transferred from the district to the College to provide functions and services that are specific to colleges. The district converted the former district Health Services Supervisor to the college position of Director of Health Services. District and college organizational charts have been updated, and personnel have been physically relocated to complete the process of decentralization of student support services from the district to the College.

Evidence of organizational and site-specific operational changes include addition of the following MVC personnel in Student Support Services:

- New position of Vice President Student Services (supervises Outreach, Assessment, Matriculation, Counseling, Student Activities, Transfer/Career Center; the following categorically-funded programs: Cal Works, EOPS/CARE, DSPS, Health Services, TRIO/Student Support Services) – hired October 2010
- New position of Administrative Assistant IV assigned to Vice President Student Services – hired December 2010
- New position of Medical Office Receptionist assigned to MVC Director of Health Services – hired April 2011
- New position of Administrative Assistant II assigned to Director of Enrollment Services – hired December 2010 (vacant)
- New position of Director of Student Financial Services – (vacant, expected to be filled by May 2012)
- Transferred district Dean of Student Financial Services to the College in July 2010. The College converted this position to the Dean of Student Services position to supervise Admissions & Records, Cashiering, Financial Aid, Veterans Services, Student Employment Services, Student Discipline, and Student Support Services for BCTC – September 2011
- Transferred district Assistant Director of Admissions and Records to MVC Director of Enrollment Services (Admissions and Records, Cashiering, Veterans) – completed July 2010
- Transferred Administrative Assistant III from district to the College and assigned to Dean of Student Financial Services (now Dean of Student Services)
- Converted the previous district Health Services Supervisor to the college position of Director of Health Services - hired July 2010.
  - New, part-time Student Services Technician at 40 percent – hired July 2010
  - New, part-time EOPS Specialist at 40 percent – hired July 2010
  - New, part-time Enrollment Services Assistant at 48 percent – hired March 2011
  - New, part-time Enrollment Services Assistant at 48 percent – hired March 2010
  - New, part-time Enrollment Services Assistant at 40 percent at BCTC – hired July 2010

In 2011-2012, the College continues to work with the district Director of Athletics to provide access to team sports for students. The Office for International Students and the Study Abroad program also continue to be operated by the district, with active representation by MVC faculty in overseas programs and with many MVC student participants.
**Analyze the results achieved to date**

The results of the transfer of positions from the district to the College, the addition of new positions, and the conversion of two others, means that Student Support Services staff have increased at the College. Surveys of students in Spring 2012 will determine whether they perceive that services have improved. With oversight for needs assessment assigned to the Dean of Student Services, students should have a higher level of satisfaction with on-site services. The Vice President Student Services is continuing discussions with the Dean of the Ben Clark Training Center as final adjustments are made to serve the needs of students in all locations.

**Provide evidence of results**

A revised organizational chart for MVC’s Student Support Services\(^1\) clearly delineates positions, reporting channels, and organization of areas within this administrative unit. This chart is available at the following URL: [http://www.rccd.edu/administration/humanresources/Pages/OrganizationalCharts.aspx](http://www.rccd.edu/administration/humanresources/Pages/OrganizationalCharts.aspx) or by going to Moreno Valley College and clicking on “Student Services.” Student Support Services across the district are coordinated through monthly meetings of the three Vice Presidents of Student Services. The College has determined that the plan for decentralization has been completed with two vacancies still to be filled.

**What additional plans has the institution developed?**

The Student Services Administrative Program Review document outlines the future plans for this unit and the human, financial, and physical resources needed to serve the approximately 10,000 students who enroll in each of the two full-term semesters on the main campus and at BCTC. As part of the planning process, the needs of this area will be reviewed and discussed with college constituents as the 2012-2013 budget preparation process unfolds. Decisions made in this area will be communicated to the Academic Senate and the Strategic Planning Committee through elected faculty representatives and Standards-based subcommittee participation.
II.A. INSTRUCTIONAL PROGRAMS - MVC SELF-IDENTIFIED IMPROVEMENT PLAN ITEM # 1

The College [revised from “The Center for Faculty and Professional Development (CFPD)] will continue to provide workshops and speakers on best practices in assessing and analyzing student learning outcomes to improve teaching and learning. Experts will include a) representatives from district institutional research; b) members of the district Task Force on Assessment [revised from District Assessment Committee]; c) faculty directors from the Moreno Valley [College] career technical education programs; and d) the college’s Faculty Assessment Coordinator [revised from “outcomes assessment specialist”]."

Progress made on self-identified issue

1. Workshops on Assessment

Assessment workshops focused on the direct Assessment of Student Learning Outcomes were held on February 25, March 25, March 29, March 30, May 3, May 4, and September 7, 2011, and were conducted by the college’s Faculty Assessment Coordinator. The topic of each workshop was direct assessment of student learning outcomes using the MVC template. A Career Technical Education Retreat was held at the University of California, Riverside on October 7, 2011, for the purpose of training CTE faculty in the mapping of SLOs to program learning outcomes. The “Assessment/Program Review Attack” event took place on campus on December 2. At these training workshops, full-time faculty received FLEX credit and part-time faculty received a stipend.

During the Fall 2011 semester, the Faculty Assessment Coordinator also conducted numerous one-on-one targeted meetings with faculty to continue training to address individual questions and specific circumstances. These individual training sessions were especially effective and led to an increase in direct assessment reports from faculty.

A master schedule of all activities addressing the assessment and analysis of teaching and learning through the Professional Development and Faculty Assessment Coordinators is maintained on the college website and announced via email, in the mailroom, and through other channels of communication across the College. All activities are evaluated with a follow-up survey.

2. Other Professional Development Workshops

With the leadership and coordination of the Professional Development Coordinator, workshops occur on campus regularly during each semester. After each event, the Coordinator conducts a survey of the participants. The survey results are incorporated into the planning process for future events and shared with the college community.
Representative Professional Development events during Fall 2011 that addressed this self-identified improvement plan item were:

- **Introduction to SharePoint, September 8.** SharePoint (SP) is used for communication and collaboration on assessment. Completed assessment reports and resource documents for assessment are posted to a SP site regularly. Faculty use the site to find models of best practices and to post their own reports.

- **Blackboard Learn Workshops, semi-monthly workshops beginning during August FLEX days and continuing starting September 26, to assist faculty with teaching online courses through RCCD’s Open Campus.**

- **Getting More Students Involved in Thoughtful Class Discussion, October 4.** Pedagogically-focused on improving teaching and learning and the assessment of class discussions.

- **Curriculum training for faculty, October 6 and 12.** Ongoing training designed to assist faculty in curriculum planning, revisions, and approvals.

- **Teaching Writing One-to-One, October 21.** Pedagogically-focused on improving teaching and learning through reflective writing and the assessment of student writing.

- **Lexis Nexis Training, October 27.** Pedagogically-focused on improving teaching and learning with the use of electronic databases available through the library.

- **Perspectives on China, November 10.** Pedagogically-focused on improving teaching and learning through travel, especially through RCCD’s Study Abroad program to China in Spring 2011. Two members of the Moreno Valley College faculty participated in this program, along with 30 RCCD students, designed to partially fulfill the General Education Learning Outcome on “Global Awareness.”

- **Music@MoVal Concert Series, November 29, December 6 and 8.** New on-campus concert series focused on the performing arts designed to add value to the cultural climate of the College and to bring the community together for a shared experience. Events are required for students in music classes, and the results of the student experience are assessed as part of SLO assessment in several music courses.

3. **Summary, Timeline for Completion, and Responsible Parties**

The College will continue to provide workshops and speakers on best practices in assessing and analyzing student learning outcomes to improve teaching and learning. Representatives from district Institutional Research meet with the Student Equity Team, the Academic Senate, and the Faculty Assessment Coordinator to analyze and interpret data collected by the district on behalf of the College. The Faculty Assessment Coordinator and a member of the Guidance/Counseling faculty meet regularly with a district Task Force (formerly the District Assessment Committee) that is currently addressing assessment at the district level.

Faculty directors from the Moreno Valley College career technical education programs meet individually with the College’s Faculty Assessment Coordinator to review assessment activities in their courses and programs. Plans have been developed for assessing program-level outcomes in accredited programs and
mapping of course SLOs with program PLOs. This mapping will continue in 2012 as part of the program accreditation processes, the ongoing work of the College in assessment, and at BCTC as part of the collaboration with outside agencies.

This self-identified Improvement plan item is institutionalized and part of the ongoing operations of the College. With the continued leadership of the Professional Development Coordinator and the Faculty Assessment Coordinator, these activities will continue to be provided.

II.B. STUDENT SUPPORT SERVICES — MVC SELF-IDENTIFIED IMPROVEMENT PLAN ITEM # 2

“The Moreno Valley Student Equity Team will utilize results of student equity research to develop programs and services addressing identified needs of diverse populations.”

Progress made on self-identified issue

1. Background and Overview of Activities

The focus of the Student Equity Plan of 2010 was to enhance and develop strategies for increasing the success rates of African American and Latino students. The major activities have been on curriculum development and student activities. The Renaissance Scholars Program and the Puente Program address social and academic interests of African American and Latino students through cultural programming, community services, and social interaction with their peers. The concept behind both programs is that student success is built in part by developing a connection to the College through identification with a group in which one feels comfortable, having access to mentors and role models, and sharing challenges and ideas with others facing similar issues. The aim of these programs, and of other programs in Student Activities, has been to promote a sense of belonging to the College among African American and Latino students with an implied goal of increasing the future successes of each group through informed career choices, transfer opportunities, and academic success.

The Student Services unit embraces the spirit of student equity in the recruitment, retention and successful transition to college life of all students. Program activities are designed for inclusivity of all students to receive essential services and meaningful learning experiences. The Extended Opportunity Program and Services (EOPS), Disabled Student Program and Services (DSP&S), CalWorks, and TRIO/Student Support Services programs are categorically funded by state or federal regulations to serve specific, educationally disadvantaged and low-income student groups in their efforts to achieve identified educational goals.

The Student Activities area supports a leadership development effort through student government and through the student clubs of the Associated Students of Moreno Valley College (ASMVC). For 2011-2012, the ASMVC has a budget of $123,930 to provide enrichment activities for the entire student body and to support the activities of student clubs. Student clubs also hold fund-raising events to earn additional funds to support activities of the club, and members of the student clubs volunteer to assist in campus activities that benefit the College and the community. There were 29 student organizations recognized by the College as being active and viable groups.
Multicultural events are held throughout the academic year to celebrate historical events, ethnic holidays, gender- and culturally-specific health fairs, and other specific occasions that bring representatives of diverse groups and the College community together. Events for the current academic year include a 9/11 commemoration, Hispanic Heritage celebration, Spirit Week, Pink Ribbon Week, Breast Cancer Awareness Day, a Native American celebration, Veterans’ Day, Black History Month, Women’s History Month, Diversity Awareness Week, and Harvey Milk Day. Students also join together to participate in a blood drive and a food drive and to host two large community events on campus for children, one in the fall close to Halloween and another in the spring for an egg hunt.

2. Utilizing the Results of Research to Develop Programs and Services

The Student Equity Committee met during the Fall 2011 semester under the leadership of the Student Services administrative unit. The purpose of the meeting was to discuss the need to review and update the Study Equity Plan, which had been composed with broad participation, distributed, and posted on the website. This plan listed goals along with planned activities and expected outcomes to achieve this success. A major emphasis in the plan was to positively affect the student success indicators for English as a Second Language (ESL) and Basic Skills students.

One stated goal was to improve accessibility to ESL placement tests. Throughout the Spring, Summer, and Fall 2010 semesters, the MVC Basic Skills Initiative (BSI) committee provided funding to design and implement a computerized Placement Test for English as a Second Language (PTESL) courses. As of Fall 2011, ESL instructors throughout the district have reviewed the computerized version of the test. The final revisions are in process. Once these revisions have been made, a content validation and a test bias process will be completed. It is expected that the computerized PTESL test will be usable by Summer 2012.

Another goal of the Student Equity Plan was to examine the effectiveness of linked-courses, such as a course in reading and a course in English, in learning communities. In this curricular design, sets of two courses were developed that shared common assignments and related materials. These learning communities required that students be concurrently enrolled.

The learning communities that were specifically listed in the Student Equity Plan’s activities were (1) reading and English, (2) ESL and Early Childhood Education, and (3) Math 63/Arithmetic and Guidance 48/College Success Strategies. Faculty developed curriculum for these learning communities and courses were offered starting in Fall 2009.

In the Fall 2009 semester, students were less successful in ENG 50 than in stand-alone English 50 classes. In Spring 2010, ENG 50 students were more successful than students in traditional English 50 classes (See Figure 1).
Section X and X2 are Learning Communities. Section X paired ENG 50 with REA 83 and Section X2 paired ENG 50 with LIB 1. Letters A–N denote traditional, non-linked English 50 courses.

During both semesters, Reading 83 students were less successful than students in classes that were not paired (See Figure 2).

In the Math 63/Guidance 48 learning community, success rates for math students were much lower than for students in the non-paired sections (See Figure 3).
Section X is a learning community with Guidance 48. Sections A-F are traditional Math 63 courses. However, retention rates in all sections, both learning communities and traditional, were similar. Although some of these courses were offered through the Fall 2012 semester, the BSI Committee determined that the paired-course learning communities were not generally effective. One reason was that it was difficult to get students to enroll in both courses because of scheduling conflicts. Because of the lack of clear indicators to show improvements in success rates, the BSI Committee decided to discontinue these paired courses as a way to implement the goals of the Student Equity Plan.

A third goal of the Student Equity Plan was to implement a summer JumpStart program. This intensive, six-week program targeted recent high-school graduates who placed at the lowest levels of English, reading, and math. It was intended to provide a review of material that was already learned but forgotten. Students completing the program were given the opportunity to re-assess and, because of the intervention, to place at higher levels. Student participants were counseled and provided assistance in registering for appropriate English, reading and math courses at the end of the program.

In Summer 2010, twenty-one students finished the English workshops and 20 students completed the reading workshops. Students were given the option of re-taking Accuplacer® Assessment and/or of taking a diagnostic test in English. Most students placed higher in both English and reading, resulting in a gain of 36 courses in English and a gain of 14 courses in reading (See Table 1).

### Table 1 - Gains in Course Level by Initial Placement – Summer 2010

<table>
<thead>
<tr>
<th>Initial Placement</th>
<th>No change</th>
<th>One course gain</th>
<th>Two course gain</th>
<th>Three course gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 60A</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>English 60B</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total ENG = 21</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading 81</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Reading 82</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reading 83</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College Reading</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total REA = 20</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 63</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Math 52</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math 53/35</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td><strong>Total MAT = 22</strong></td>
<td></td>
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</table>
In Summer 2011, eleven students completed English and reading workshops with a gain of 13 courses in English and six courses in reading (See Table 2).

Table 2 - Gains in Course Level by Initial Placement – Summer 2011

<table>
<thead>
<tr>
<th>Initial Placement</th>
<th>No change</th>
<th>One course gain</th>
<th>Two course gain</th>
<th>Three course gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 60A</td>
<td>2 (ESL)</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>English 60B</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eng 50</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total ENG = 11</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading 81</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Reading 82</td>
<td>1</td>
<td>1</td>
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<td>0</td>
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<tr>
<td>Reading 83</td>
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<td>0</td>
</tr>
<tr>
<td>College Reading</td>
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<tr>
<td><strong>Total REA = 11</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Math 63</td>
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<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Math 52</td>
<td>1</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Math 53/35</td>
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<tr>
<td><strong>Total MAT = 11</strong></td>
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</tbody>
</table>

The Student Equity Committee reconvenes in late February 2012 to discuss future plans for continuing to implement the Plan. The goal is to continue to develop and revise programs and services addressing identified needs of diverse populations. The district Dean of Institutional Research will attend these meetings to inform the discussions and assist in the follow-up with research projects and the analysis of data collected.

Resource support to the Student Equity Committee includes the Student Activities Coordinator, Guidance/Counseling faculty, the Transfer/Career Center Educational Advisor, the Director of Enrollment Services, and the Vice President of Student Services. Committee membership includes representatives from faculty, staff, and students.

Listed are some of the recent activities on campus that address needs of diverse student populations in response to this Planning Agenda item:

The music program has reinvigorated the MVC Gospel Singers with the hiring of an instructor with expertise in classical vocal music and Gospel Music. For the 20th anniversary events of the Gospel Singers in 2012, the new director and the faculty co-advisor for the organization are identifying former members and inviting them to participate in a concert. The expectation is widespread community support and involvement. The students are enthusiastic about the new energy in the group as evidenced by their responses on a survey.

Among other student organizations, the ASMVC Anthropology Club is an active and visible student group that provides college-wide programming on global cultures and diversity.

The English as a Second Language (ESL) program used Basic Skills Initiative (BSI) funds to hire tutors for ESL in the Writing and Reading Center. The English and math disciplines are looking at
accelerated remediation initiatives and are broadly sharing with faculty their research and implementation recommendations. Reading faculty are being integrated into these discussions.

The faculty increased opportunities for supervised tutoring (ILA-800 sections) in English, reading, ESL, and mathematics so that all students seeking additional help could have access to labs and tutors.

In the summers of 2010 and 2011, the College initiated a Jumpstart program aimed at recent high school graduates. (See reference above and chart of results.) An intensive, six-week summer program, Jumpstart gave students who placed in lower levels of reading, math, and English the opportunity to review materials and to be reassessed before the start of the Fall semester. The target population for Jumpstart was students who placed into English 60A, Reading 81 or 82, and Math 90B the first time they took the Accuplacer® Assessment. At the end of both summer programs, most participants placed at higher course levels when they retook the Accuplacer® Assessment.

The English discipline is developing a new course that combines two remedial classes into one six-unit class. The goal is to increase success rates in transfer-level English composition for students who originally placed into lower levels of English.

The mathematics discipline has developed a new course that will be piloted in Spring 2012. One of the instructors is the Faculty Assessment Coordinator. The goal is to increase student success rates for those who place into lower levels of mathematics and to make the path to completing the mathematics requirements for earning an A.A. degree less complicated.

The Ben Clark Training Center (BCTC) is providing outreach to target populations to improve diversity in career technical education in Public Safety Education Programs. To communicate with targeted populations, BCTC prepared a series of pamphlets to guide students into A.A. and B.A. programs. Health Sciences continues its outreach efforts for all allied health programs, including the nationally accredited Physician Assistant, Dental Hygiene, Dental Assisting, and Paramedic Programs.

BCTC developed a part-time fire academy so that individuals with limited time who want to experience fire training can explore the opportunity.

BCTC developed and implemented a Basic Skills Pre-Law Enforcement Academy. Recognizing the value of the Basic Skills Pre-Law Enforcement Academy, the Sheriff's Department has considered mandating the course to those recruits who need basic skills training in reading and writing, supported by academic counseling and tutoring. The Basic Skills Academy serves an identified need for a higher level of basic skills preparation in law enforcement.

The College uses an Early Alert system to inform at-risk students of services available to them in writing, reading, counseling, and tutoring. Faculty are encouraged to report students who would benefit from Early Alert intervention through WebAdvisor.

3. Summary, Timeline, and Responsible Parties

The Student Equity Plan and the research updates provided by the district Institutional Research Office continue to drive discussions at the College of ways to address identified needs of diverse populations. This Self-identified Improvement Plan is institutionalized and part of the ongoing operations of the College. The Student Equity Committee, the Vice President of Student Services, and the resource support personnel are responsible for the continued improvement of programs and services for diverse populations.
III.A. HUMAN RESOURCES — MVC SELF-IDENTIFIED IMPROVEMENT PLAN ITEM # 3

“Moreno Valley faculty will continue to develop and participate in assessments of student learning outcomes to improve teaching and learning. Faculty at the College, moreover, will seek to use the results of these assessments to promote more research on and faculty development in best practices for in-class assessment.”

This self-identified improvement plan item on SLO assessment is directly related to Recommendation 2: Assessment. In addressing Recommendation 2 that student learning outcomes be fully developed and implemented by 2012, the College also incorporated the objectives stated here to develop and participate in assessments of SLOs to improve teaching and learning.

Progress made on self-identified issue

1. Overview of Participation in SLO Assessment at Moreno Valley College

Prior to 2008, course-level assessment of Student Learning Outcomes was a district-wide project led by a district administrator and a member of the faculty who had reassigned time, training, a sabbatical, and professional development opportunities associated with assessment. For several years this faculty member led the District Assessment Committee (DAC), composed of faculty from the three campuses, who met regularly to review Comprehensive Program Review reports from academic disciplines. Disciplines across the district were placed on a four-year rotation schedule with about a dozen disciplines reporting annually to the committee. Revisions of all Course Outlines of Record (COR) were a required exercise for Comprehensive Program Review, and through this process, the district encouraged the inclusion of Student Learning Outcomes into all CORs.

As the individual campuses began the process of identifying themselves as independent colleges, the information gathered from the annual Program Reviews reports became more localized and focused on the program needs of each entity. While instructional program review covers a wide variety of assessments, the theme of course-level assessment emerged as one of the priorities. Assessment of course-level SLOs began in earnest for the Moreno Valley campus in 2008. The campus hired a full-time Outcomes Assessment Specialist and appointed a Faculty Assessment Coordinator. From 2008 to 2010 under their leadership, a total of 76 out of 503 courses, or 15 percent, completed the first cycle of course-level SLOs assessment. (The Outcomes Assessment Specialist has now left the College.)

Prior to Spring 2011, 15 percent of courses offered in a spring or fall semester, or 502 courses, had been through one cycle of assessment, and the College had made a shift from the “Awareness” to the “Development” level of implementation as defined by the ACCJC rubric. In Spring 2011 the SLO Assessment Steering Committee revised the SLO assessment template to make it easy-to-use. The revised template was incorporated into the annual Program Review document with the result that faculty reports of direct assessment reached 40 percent, and they were submitted more systematically as part of that process. By Fall 2011 the level of direct assessment had risen to 45 percent. The College has completed the developmental level of assessment according to the ACCJC rubric, and is engaging in
activities addressing the proficiency level of institutional effectiveness regarding SLOs. As of December 2011, 80 percent of courses taught have had either direct or indirect assessment.

To achieve this improvement in the results and to align the assessment process with the responsibilities of the Academic Senate, the College continues to support a Faculty Assessment Coordinator who receives reassigned time. The College has formed a faculty Assessment Committee (AC). To ensure effective communication among all constituents, an SLO Assessment Steering Committee comprised of the President of the Academic Senate, the Faculty Assessment Coordinator, the Vice President of Academic Affairs, and the Interim Dean of Instruction (an individual who was formerly the Faculty Assessment Coordinator) meets semi-monthly to discuss assessment progress and results. The SLO Assessment Steering Committee also facilitates assessment efforts, discusses assessment planning, and manages the assessment process. They maintain an assessment website to serve as a repository for assessment projects and provide links to assessment information on other sites. The site has samples of course-level SLO assessment methods written by faculty as examples of best practices at http://www.mvcsp.com/loa/default.aspx.

2. Faculty Training and Student Awareness

Assessment training is being carried out through individual contact and small workshops. Faculty Development Workshops on assessment are being scheduled on a monthly basis. The ACCJC rubric for evaluating SLOs has been shared with faculty. In December 2011 the Faculty Assessment Coordinator and the Professional Development Coordinator held an “Assessment and Program Review Attack.” The event drew fifteen eager members of the faculty who collaborated, discussed, and completed course-level assessments or updated their discipline Program Reviews. The results of this event were positive and several course assessments were completed.

Many members of the faculty have engaged in formal and informal discussions within their discipline meetings about using assessment to improve teaching and learning. Increased awareness of the need for and the processes involved in assessment has made faculty more engaged in the process of assessing course SLOs. As a result, 77 additional courses were directly assessed by faculty in Fall 2011.

To continue to increase faculty participation and increase student awareness, the SLO Assessment Steering Committee initiated and implemented indirect assessment of courses to determine student perceptions of their own level of achievement of course SLOs. The full range of results of indirect assessment are still being evaluated, as of this writing, but the preliminary outcomes are extremely positive. Faculty are more aware of best practices for assessment, and students are demonstrating awareness of the goals and purposes of courses in which they are enrolled. Once it is compiled and analyzed, the information gathered will provide data for future assessments and support faculty in completing the process of implementation at the level of “Proficiency.”

3. Using the Results of Assessment to Promote More Research on Best Practices

The Assessment Coordinator has uploaded templates, ACCJC assessment expectations, and reports that have been accepted by the faculty Assessment Committee onto the Moreno Valley College Assessment SharePoint website. The information is readily available for viewing. The assessment website address is http://www.mvcsp.com/loa.
The Moreno Valley College Assessment Committee (MVCAC) consists of the Faculty Assessment Coordinator and liaisons with each of the five college departments. These faculty liaisons regularly discuss assessment at their department meetings. Assessment-centered discussions and collaborations are taking place among English and mathematics faculty. The English discipline meets regularly to discuss assessment of outcomes and common courses in an effort to increase student success rates and to align multiple sections of the same course taught by different instructors. They have involved faculty in writing and reading in their deliberations as they acknowledge the close relationships among those fields. The English faculty are working on a course that will shorten the path to transfer-level English.

For purposes of assessment the mathematics faculty at the College have worked collaboratively to develop a common final exam and to determine the effectiveness of the on-campus mathematics laboratory. During the 2011-2012 academic year, two Moreno Valley College mathematics faculty participated in the California Acceleration Project, sponsored by the California Community College Success Network. This project brought together eight colleges to design a pre-statistics course that would allow students to shorten their path to a transfer-level math course by as much as nine units (three courses). A new Algebra for Statistics course is being offered in Spring 2012 in a pilot program. Assessment of the SLOs for this course and the effectiveness of the course in meeting the stated goal will be determined in Summer 2012. The goal of the mathematics course design, and of the plan for a similar course in English, is to shorten the remedial pipeline and eliminate exit points in the curriculum where many students are lost, thereby resulting in increased numbers of students completing transfer-level math and English.

Faculty across other disciplines at the College are talking about assessment with their colleagues as they become more comfortable with the process. The recently administered college-wide indirect assessment opened many minds to some of the possibilities of using assessment to strengthen courses and programs.

The faculty at Moreno Valley College have aligned their course SLOs with appropriate GE SLOs using the course outlines of record in CurricUNET as the master documents for that purpose. As the next cycle of course assessment begins for some faculty, there is increased understanding of and interest in aligning the course SLOs with GE SLOs leading to awareness of the importance of mapping and alignment. Since all faculty participate in the discipline-based, district-wide Comprehensive Instructional Program Review process within a four-year cycle, the Moreno Valley College Assessment Committee expects faculty to further participate in assessment through discussions with colleagues in the same discipline across the three colleges.

4. Summary, Timeline, and Responsible Parties

The College has demonstrated progress on this self-identified Improvement Plan item. The faculty recognizes that using the results of assessment is part of their ongoing efforts to improve teaching and learning. The College will achieve the level of implementation identified as “Proficiency” by 2012. The Faculty Assessment Coordinator, the Faculty Senate, the Curriculum Committee, and the Strategic Planning Committee are responsible for full implementation of this self-identified Improvement Plan item. The administration is responsible for continuing to provide support for the assessment activities of the faculty.
UPDATE ON SUBSTANTIVE CHANGE IN PROGRESS, PENDING, OR PLANNED

Moreno Valley College submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) for consideration at its June 30 – July 1, 2011, meeting two Substantive Change Proposals. These Proposals were related to (1) Change in Location (Relocation of the Dental Programs from an Off-Site Location onto the Moreno Valley College Campus), 17 and (2) Distance Education (Addition of Courses that Constitute 50% or More of a Program Offered Through a Mode of Distance or Electronic Delivery: Business Administration Certificate and Educational Paraprofessional Certificate). 18

A follow-up letter dated July 7, 2011, was received by the College conferring approval of the two Proposals with the following remarks: “The Committee [on Substantive Change for the ACCJC] acted to approve both of the Substantive Change Proposals and commends the College for providing exemplary descriptions of the new programs and changes being made at Moreno Valley College.”
Endnotes


3 Integrated Strategic Plan 2010-2015 (Revised): http://www.mvc.edu/accreditation/


5 Long-Range Educational and Facilities Master Plan: http://www.mvc.edu/files/MVSPC-CampusMasterPlanUpdate.pdf

6 Moreno Valley College Assessment SharePoint website: http://www.mvcsp.com/loa/default.aspx

7 How to Write a Course Outline of Record: http://www.curricunet.com/rccd/

8 Academic Senate: http://www.academic.rcc.edu/academicsenate/MV_Senate.html

9 Comprehensive Instructional Program Review, Comprehensive Background and Guidelines (2012) http://www.rccd.edu/administration/educationalservices/effectiveness/Pages/ProgramReview.aspx

10 Community College Survey of Student Engagement (CCSSE): http://www.mvc.edu/files/CCSEE-MVC-Results.pdf


13 CCSSE and Survey of Student Satisfaction slide presentations: http://www.mvc.edu/accreditation/files/StudentSatisfactionSurvey-MVC.pdf


16 Organizational chart for MVC’s Student Support Services: http://www.rccd.edu/administration/humanresources/Pages/Organizationalcharts.aspx

17 Change in Location (Relocation of the Dental Programs from an Off-Site Location onto the Moreno Valley College Campus: http://www.mvc.edu/files/Accreditation-Substantive-Change-Location.pdf

18 Distance Education (addition of Courses that Constitute 50% or More of a Program Offered Through a Mode of Distance or Electronic Delivery: Business Administration Certificate and Educational Paraprofessional Certificate: http://www.mvc.edu/files/Accreditation-Substantive-Change-Distance-Ed.pdf
MVC Strategic Planning Committee
(voting members and administrative resource persons)

I (Mission & Institutional Effectiveness)
Quin, Carolyn L.
Associate Professor, Music
Faculty Voting Rep.

De Leon, Gilbert
College Receptionist, Office, Dean of Instruction
Staff Voting Rep.

Tovares, Carlos
Interim Dean of Instruction
Admin. Facilitator (non-voting)

II (Instructional Programs, Student Support, Library Support)
Howard, Jeanne
Associate Professor, Counseling
Faculty Voting Rep.

Fiedler, Lori
Educational Advisor
Staff Voting Rep.

Sandoval, Greg
VP, Student Services
Admin. Facilitator (non-voting)

Tenpas, Cid
Dean, Technology & Instructional Support Services
Admin. Facilitator (non-voting)

III (Human Technological, Financial & Physical Resources)
Renfrow, Debbi
Public Service Librarian
Faculty Voting Rep.

Thomas, Angela
Instructional Media Broadcast Technician
Staff Voting Rep.

Bobbitt, David
Interim VP, Business Services
Admin. Facilitator (non-voting)

IV (Leadership & Governance)
Thompson, Eric
Associate Professor, Sociology
Faculty Voting Rep.

Segura, Gustavo
Instructional Media / Broadcast Coordinator
Staff Voting Rep.

Briggs, Cordell
Dean, Public Safety Edu. Training / Ben Clark Training Center
Admin. Facilitator (non-voting)

At-Large Voting Representatives
Dower, Kelli
Part-time Faculty, Music

Christensen, Michelle
Student Voting Rep.

Torres, Cesar
Student Voting Rep.

Hardin, Constance
Alternate Student Voting Rep. (non-voting)

Committee Co-Chairs (non-voting)
Conyers, Lisa
VP, Academic Affairs
Administrative Rep.

Foster, Donald
Associate Professor, Music
Faculty Rep.
STANDARDS-BASED SUBCOMMITTEES

Administrators, faculty, staff, and students are invited to attend and participate in any of the Standards-based Subcommittee meetings. Part-time faculty members may join or attend the subcommittee of their choice. Administrators who are listed as facilitators assist the co-chairs with the work of the committee by providing support staff, additional information, and other assistance as requested. Administrators are non-voting participants in the MVCSP process. All meetings are open. Each subcommittee operates under its own set of by-laws approved annually by current members.

Standard I meets on the first Thursday, Standard II meets on the fourth Tuesday, and Standard IV meets on the second Tuesday of the month during College Hour. Standard III meets on the third Wednesday from 2:00 p.m. – 3:00 p.m. The Plenary session of the voting members of the Strategic Planning Committee meets on the third Thursday of each month during College Hour.

Part-time faculty may join any subcommittee. Administrators and students are invited to attend and participate at the meetings. Some administrators are assigned to specific subcommittees to facilitate the work of the faculty and staff co-chairs. Administrators are non-voting participants in the MVCSP process.

All meetings are open. Subcommittee by-laws guide voting procedures and student participation.

STRATEGIC PLANNING COMMITTEE CO-CHAIRS

Donald Foster, Faculty Co-Chair (non-voting)
Lisa Conyers, Administrative Co-Chair (non-voting)

STANDARD I Subcommittee: Institutional Mission and Effectiveness

(Carlos Tovares, Facilitator)
Carolyn L. Quin, Faculty Co-Chair
Gilbert De Leon, Staff Co-Chair
1st Thursday, 12:50 – 1:50pm, HM 234

Baciuna, Nicolae, Assistant Professor, Mathematics
Broyles, Larisa, Associate Professor, Anthropology
Clark, Dan, Professor, English
Coates, Stephanie, Medical Office Receptionist, Health Services
Davis, Lourdes, Student Services Technician/Financial Aid Liaison
Davis, Shanell, Enrollment Services Assistant
De Leon, Gilbert, College Receptionist
Dumer, Olga, Associate Professor, English as a Second Language
Engel, Deborah, Financial Aid Advisor
Fontaine, Robert, Associate Professor, Emergency Medical Services
Gonzalez, Evelyn, Enrollment Services Assistant
Griffin, Lorraine, Administrative Assistant II, HHPS
Jelensky, Tracy, Financial Aid Advisor
Johnson, Jeremy, ILP-Emanicipation Coach, Cal Works
Jones, Andre, PT, EOPS/C.A.R.E. Specialist

Luda, Susan, Administrative Assistant IV, Academic Affairs
Marsh, Diane, Professor, Chemistry
Medina, Carmen, Laboratory Technician, Math, Science & Kinesiology
Middleton, Delores, Interim Director, Physician Assistant Program
Myers, Linda, Administrative Assistant II, Facilities
Namekata, James, Associate Professor, Mathematics
Negrete, Janelle, Enrollment Services Assistant
Piia, Sheila, Associate Professor, Mathematics
Quin, Carolyn, Associate Professor, Music
Segura, Sharlena, Administrative Assistant I
Snitker, Nicole, Instructor, Dental Hygiene
Sydlik, Sandra, Student Services Technician
Toole-Ryan, Adrye, Associate Professor, Psychology
Werner-Fraczek, Joanna, Associate Professor, Biology
Yao, Chui Zhi, Assistant Professor, Mathematics
STANDARD II Subcommittee: Instructional Programs, Student Support Services, Library and Learning Support

(Greg Sandoval, Cid Tenpas, Facilitators)
Jeanne Howard, Faculty Co-Chair
Lori Fiedler, Staff Co-Chair

4th Tuesday, 12:50 – 1:50 pm, LIB 241

Alford, Lori, Administrative Assistant I, MCHS
Alvizo, Pilar, Administrative Assistant II, Dental Hygiene
Amezquita, Anna Marie, Associate Professor, English
Arellano, Michael, Job Development Specialist
Banks, James, Associate Professor, Human Services
Biancardi, Fabian, Associate Professor, Political Science
Brooks, Kimberly, Disabled Student Services Specialist
Brown, Tonette, Library Technician Assistant II
Cervantes, Cristina, Administrative Assistant I
Creighton, Angela, Student Financial Services Analyst
Currie, Teri, Instructional Department Specialist, HSS
Drake, Sean, Associate Professor, Mathematics
Elder, Gregory, Professor, History
Fernandez, Sabina, Instructional Department Specialist, MSK & BITS
Fiedler, Lori, Educational Advisor
Fiedler, Michael, Student Services Technician
Gage, George, Associate Professor, Community Interpretation
Galicia, Felipe, Associate Professor, Biology
Goldstein, Richard, Officer, Safety & Police
Gonzales, Vivian, Instructional Department Specialist, HHPS
Gonzalez, Julio, Director, Middle College High School
Hulshof, Lidia, Associate Professor, Dental Assisting
Howard, Jeanne, Assistant Professor, Counseling
Jackson, Ted, Clerk Typist, Dean of Instruction
Johnson, Fen, Associate Professor, Mathematics
Marshall, Akia, Student Services Technician
Mercado, Rosario, Associate Professor, Spanish

Metcalfe, Kim, Associate Professor, Early Childhood Education
Montes, Bonnie, Counselor/Coordinator, EOPS
Moore, Frankie, Associate Professor, Coordinator, Student Activities
Negrete, Peggie, Instructional Department Specialist, Communications
Nollette, Chris, Assistant Professor, Director, Emergency Medical Services
Nyrop, Sonya, Associate Professor, Reading
Ovard, Cindy, Instructor, Dental Assisting
Pacheco, Maria, Associate Professor, Counseling
Palomo, Akiyoshi, Counseling Clerk II
Parker, LaTonya, Associate Professor, Counseling
Pena, Larry, Associate Professor, Counseling
Perches, Carmen, Counselor/Coordinator, Student Support Services
Plunk, Donna, Tutorial Services Technician
Quinto, Bonavita, Associate Professor, Spanish
Randolph, Koko, Administrative Assistant II, HHPS
Rhyne, Jeff, Associate Professor, English
Robinson, Mark, Library Operations Assistant
Rocco, Chris, Associate Professor, Humanities
Romero, Liz, Administrative Assistant III, Dean of Instruction
Sanchez, Abel, Laboratory Technician, MSK
Sandusky, Clint, Senior Officer, Safety & Police
Soto, Sal, Associate Professor, Counseling
Tamayo, Louis, Outreach Specialist
Tenorio, Lizette, Student Services Technician
Valencia, Carmen, Matriculations Specialist
Williams, Edd, Associate Professor, English
Ygloria, Alex, Assistant Professor, DSPS Counselor
STANDARD III Subcommittee:
Resources: Human Resources, Facilities, Technology, and Finance
(David Bobbitt, Facilitator)
Debra Renfrow, Faculty Co-Chair
Angela Thomas, Staff Co-Chair
2nd Wednesday, 2:00 – 3:00pm, PSC 11

AI-All, Howaida, Laboratory Technician II
Baldwin, Amy, Associate Professor, Art
Barboza, Matt, Associate Professor, Computer Information Systems
Bhattacharya, Dipen, Associate Professor, Physics
Black, Rodney, Custodian
Brock, Steven, Groundsperson
Chi, Eddy, Assistant Professor, Economics
Cornejo, Efren, Groundsperson
Dean, Verna, Food Services Worker III
Douma, Paul, Groundsperson
Duran, Jose, Professor, Business & Computer Information Systems
Escobar, Areli, Custodian
Fast, Matt, Associate Professor, Computer Information Systems
Foster, Donald Associate Professor, Music
Grimes, Judy, CDC Site Supervisor
Grippin, Jackie, Administrative Assistant IV, Business Services
Hermosillo, Abigail, Food Service Worker III
Jackson, Angelo, Officer, College Safety & Police
Janek, Terry, Custodian
Kaptur, Mark, Maintenance Helper
Leon, Christina, Support Center Technician
Lesser, Donna, Associate Professor, Director, Dental Hygiene
Lindsay, Renae, Administrative Assistant II
Lochard, Armone, Academy Coordinator, Grant & College Support Pgrm
Loomis, Rebecca, Associate Professor, Anatomy & Physiology
Marshall, Sharie, Assistant Professor, Biology & Health Sciences
McQuead, Michael, Associate Professor, Computer Information Systems
Morris, Gary, Maintenance Mechanic
Palencia, Mark, Custodian
Renfrow, Debra, Assistant Professor, Library Science
Ricard, Ron, Information Technology Analyst
Rodriguez, Jose, Custodian
Rubalcaba, Johnny, Senior Groundsperson
Sanchez, Abel, Laboratory Technician
Sandusky, Clint, Senior Officer, Safety & Police
Segura, Gustavo, Instructional Media/Broadcast Coordinator
Stafford, Paula, Assistant Professor, Career & Tech Ed, PA
Thomas, Angela, Instructional Media Broadcast Technician
Vaipula, Steve, Officer, Safety & Police
Wagner, Steve, Associate Professor, Biology
Wicken, Ingrid, Associate Professor, Kinesiology
Williams, Barbara, Clerk Typist, PSET

STANDARD IV Subcommittee: Leadership and Governance
(Cordell Briggs, Facilitator)
Eric Thompson, Faculty Co-Chair
Gustavo Segura, Staff Co-Chair
2nd Tuesday, 12:50 – 1:50, PSC 11

Arbello, Angie, Administrative Assistant to the President
Conrad, Diane, Associate Professor, Communication Studies
Contreras, Melissa, Financial Aid Senior Advisor
Estrada, Michael, Assistant Professor, Physician Assistant
Gallardo, Mary, Instructional Department Specialist, Fire Technology
Gibbs, Travis, Professor, Psychology
Graham, Andrew, Student Services Technician
Hanum, Natalie, Assistant Professor, Fire Technology
Hausladen, Lisa, Associate Professor, Medical Assisting
Honore, Cheryl, Associate Professor, Accounting
Horn, Lisa, Instructional Media Assistant
Huskey, Morgan, Clerk Typist, Fire Technology
Jackson Davis, Ariel, EOPS Outreach Specialist
Kim, Joyce, Assistant Professor, Speech Language Pathology
Lipkin, Ellen, Associate Professor, Microbiology
McLaughlin, Devin, Instructional Media Assistant
Payne, Carmen, Administrative Assistant III, Health Sciences
Pfeifle, Ann, Associate Professor, History
Pollard, Christy, Student Services Technician, Fire Technology/PSET
Ponder, Jan, Instructional Department Specialist, Law Enforcement
Reeves, Mindy, Administrative Assistant III, Student Services
Reynoso, Jennifer, Reading Paraprofessional
Richards-Dinger, Kari, Assistant Professor, Mathematics
Ruiz, Julie, Administrative Assistant II, Grants & College Support Pgrms
Salas, Leslie, Administrative Assistant IV, Student Services
Saxon, Kathleen, Associate Professor, Mathematics
Segura, Gustavo, Instructional Media/Broadcast Coordinator
Sinigaglia, Nick, Associate Professor, Philosophy
Tapia, Sandra, Clerk Typist, Law Enforcement
Thompson, Eric, Assoc. Professor, Sociology
Vargas, Johanna, Tutorial Services Clerk
Zapata, Valarie, Associate Professor, English
MVC ACADEMIC SENATE 2011-2012

ACADEMIC SENATE PRESIDENT
Travis Gibbs
Professor of Psychology

ACADEMIC SENATE VICE PRESIDENT
Sal Soto
Associate Professor of Counseling

SENATORS
Nick Sinigaglia
Assistant Professor of Philosophy
Senator-At-Large

Cheryl Honore
Associate Professor of Accounting
Business & Information Technology Systems

Valarie Zapata
Associate Professor of English
Communications

Edd Williams
Associate Professor of English
Communications

Lisa Hausladen
Associate Professor of Medical Assisting
Health, Human & Public Services

Bob Fontaine
Associate Professor of Emergency Medical Services
Health, Human & Public Services

Eric Thompson
Associate Professor of Sociology
Humanities & Social Sciences

Ann Pfeifle (LaTonya Parker, F2011)
Associate Professor of History
Humanities & Social Sciences

Ellen Lipkin
Associate Professor of Microbiology
Math, Sciences & Kinesiology

Nicolae Baciuna
Assistant Professor of Mathematics
Math, Science & Kinesiology

Natalie Hannum
Assistant Professor of Fire Technology
Fire Tech/Fire Academy Program

Vacant
Part-Time Faculty

SENATE COMMITTEE REPRESENTATIVES
AND LIAISONS:

Academic Planning Council (APC): Sal Soto / Carlos Tovares

Basic Skills Committee: Sheila Pisa

MVC Faculty Assessment Committee: Sheila Pisa

Curriculum Committee: Natalie Hannum

District Academic Standards (DAS): Nick Sinigaglia

District Program Review (DPR): Bob Fontaine

District Profession Growth & Sabbatical Leave Committee (PG&SLC): Kathy Saxon

Faculty Development Committee: Dan Clark

RCC District Faculty Association (RCCDFA)/CCA/CTA/NEA

Safety Committee: Cheryl Honore

Strategic Planning Committee (SPC): Donald Foster / Lisa Conyers

Classified Staff Liaison: Angela Thomas