

Midterm Report

Submitted by

Moreno Valley College

16130 Lasselle Street

Moreno Valley, CA 92551

Submitted to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

February 2024

2. CERTIFICATION

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

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I certify there was broad participation in the preparation of the report and the report is an accurate reflection of the nature and substance of the institution.

Signatures:


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Date



Wolde-Ab Isaac, Chancellor, Riverside Community College District 2/15/2024
Date


Jose Alcala, President, Riverside Community College District Board of Trustees 2/15/24
Date


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Date


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3. TABLE OF CONTENTS

4. REPORT PREPARATION	4
5. PLANS ARISING FROM THE SELF-EVALUATION PROCESS	6
Improvement Plan 1: Disaggregation of Data by Delivery Mode	6
Improvement Plan 2: Regular Evaluation of College Policies and Practices	8
Improvement Plan 3: Communication and Documentation of Assessment and Evaluation Activities	11
Improvement Plan 4: Create an Overarching Professional Development Structure	13
Improvement Plan 5: Update the College Leadership and Governance Handbook	17
Improvement Plan 6: Adopt a Regular and Systematic Review of College Governance	18
6.A. INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS: RESPONSE TO RECOMMENDATIONS FOR IMPROVEMENT	21
College Recommendation 1: Integrated Planning and Resource Allocation Process	21
College Recommendation 2: Document and Communicate Decision Making Processes	22
District Recommendation 1: Cyclical Review of Board Policies and Professional Ethics for Personnel	23
6.B. REFLECTION ON IMPROVING INSTITUTIONAL PERFORMANCE: STUDENT LEARNING OUTCOMES AND INSTITUTIONAL SET STANDARDS	28
6.C. REPORT ON THE OUTCOMES OF THE QUALITY FOCUS PROJECTS	34
QFE Area 1: Redesign of College Academic Structures & Student Support Services	34
QFE Area 2: Student Learning and Professional Development	37
6.D. FISCAL REPORTING	40
7. APPENDIX A: EVIDENCE	41
7. APPENDIX B: FISCAL REPORTING	46

4. REPORT PREPARATION

The Midterm Report was created through a collaborative and deliberative process. Moreno Valley College has an Accreditation Work Group that meets throughout the year. This group was responsible for identifying relevant shareholders, eliciting feedback, and reviewing the progress of the Midterm Report. The draft Midterm Report was made available to the college community in fall 2023; it was posted on multiple pages of Moreno Valley College's website, including Accreditation, the Office of Institutional Effectiveness, and Administration ([4.1](#), [4.2](#), [4.3](#)). Communication was shared broadly with and feedback was elicited from all levels of the College, which included leadership, faculty, classified professionals, and students, about the draft Midterm Report ([4.4](#)). Individual constituent groups included the College Council, Academic Senate, President's Cabinet, the Associated Students of Moreno Valley College, and President's Management Council ([4.5](#)). The final version was shared with these same constituents, and members were encouraged to disseminate the report to their constituency groups. Additionally, this version was communicated to the college community and posted on the College's website. The Riverside Community College District Board of Trustees approved a copy of the final Midterm Report at the January 23, 2024 regular board meeting ([4.6](#)).

REPORT TIMELINE

College	Gather evidence/Write draft	08/30/2022-06/05/2023
College	Prepare draft for first read	06/06/2023-07/31/2023
College	1 st read <ul style="list-style-type: none"> ● Academic Senate ● ASMVC ● College Council ● President's Cabinet ● President's Management Council 	08/30/2023 - 9/25/2023
College	2 nd read <ul style="list-style-type: none"> ● Academic Senate ● ASMVC ● College Council ● President's Cabinet ● President's Management Council 	9/27/2023 - 11/2/2023
District	Item due for District Strategic Planning agenda	11/9/2023
District	Present at District Strategic Planning	11/17/2023
District	Item due for Chancellor's Cabinet agenda	11/27/2023
District	Present at Chancellor's Cabinet	12/4/2023
District	Present at January Board Meeting	01/10/2024
District	Approval at January Board Meeting	01/23/2024
ACCJC	Submission deadline	03/15/2024

5. PLANS ARISING FROM THE SELF-EVALUATION PROCESS

This table includes Moreno Valley College's six self-identified areas of improvement to strengthen our alignment to the Standards outlined by the College in its most recent Institutional Self-Evaluation Report (ISER). A review of the stated improvement plans from the ISER and a summary of the College's effort are provided below.

Improvement Plan 1: Disaggregation of Data by Delivery Mode
Standard I.B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
Improvement Plan in ISER: The College will include disaggregated data by method of delivery (fully online, hybrid, and face-to-face) in program review dashboards for enrollment, success, retention, and completion metrics by spring of 2020. This data will be available for the fall 2020 program review cycle. While data disaggregated by mode of delivery had been available during the program review process prior to 2016, those data were not included in the program review data dashboards. This improvement plan will be led by the Office of Institutional Effectiveness and the dean of Institutional Effectiveness. As of fall 2019, the College is currently in the hiring process for the vacant dean of Institutional Effectiveness position. Required resources include dedicated staff time from the Office of Institutional Effectiveness for inclusion in the existing program review

data dashboards for each program and discipline as well as training for faculty and classified professionals about using this data in their program review assessments.

Status: Completed

The Instructional Program Review Committee (IPRC) and IPRC Chair worked in collaboration with the Office of Institutional Effectiveness to include disaggregated data by method of delivery (fully online, hybrid, and face-to-face) in program review dashboards. As of 2021, all programs can access the modality data through Nuventive, the system that houses all Moreno Valley College (MVC) program reviews ([5.1](#)). Additionally, the data dashboards have been added to the Office of Institutional Effectiveness webpage to ensure greater access to the College and the community ([5.2](#)). When the modality data was included in the data dashboards in 2021, corresponding training resources were updated to reflect the change, and the IPRC Chair provided support and professional development opportunities for faculty to become familiar with and use the updated dashboards ([5.3](#)). The 2022 American Sign Language Program Review ([5.4](#)) and 2022 Anthropology Program Review ([5.5](#)) are examples that show disciplines now report success rates by modality, compare rates to the College's institutional-set standard and stretch goal, address significant differences in achievement, and, when gaps are observed, create a plan for improvement to ensure that MVC achieves its standard and/or moves towards the stretch goal.

Improvement Plan 2: Regular Evaluation of College Policies and Practices

Standard I.B.7:

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Improvement Plan in ISER:

The College engages in significant activities to evaluate its existing policies and practice; however, more can be done to improve by examining additional important college policies and practices in a regular cycle of evaluation. Namely, the College will identify additional policies and practices in need of regular evaluation. Currently, these include the local curriculum process, the program review and resource allocation process, and the outcomes and assessment of learning and service area outcomes processes. In addition, the methodology and cycle of review for regular evaluation and assessment will be established. The College will identify all additional practices, policies, and processes to include in a regular cycle, the methodology for assessing these practices, and the timeline for the ongoing cycle by spring 2020. Moreover, the College will begin to assess these practices during the same term in order to be able to make any indicated changes by the 2020-21 academic year. The responsible parties for this work include the Office of Institutional Effectiveness, the dean of Institutional Effectiveness, Strategic Planning Council Standard I Subcommittee, and governance and operational committees associated with each process or practice. Necessary resources include staff time,

funding for additional non-contractual work, and survey instrument technology such as Survey Monkey.

Status: Ongoing

Since the last comprehensive site visit, Moreno Valley College has made progress in integrating assessment throughout all processes and practices. All programs and support services are on a consistent three-year cycle for program reviews with annual updates ([5.6](#)) and a four-year cycle for assessment ([5.7](#)). The Assessment Committee ensures that faculty assess the student learning outcomes of their courses according to this four-year cycle. Instructional program reviews are read and evaluated by the Instructional Program Review Committee, which then provides feedback and support should a revision be needed. These program reviews are then shared on the College's website ([5.8](#)).

While significant progress has been made in the assessment of learning outcomes and in instructional program reviews, the College needs to create and communicate clearer processes for the assessment of service area outcomes and non-instructional program reviews. There is no equivalent committee to support assessment of service area outcomes or non-instructional program reviews. Non-instructional program reviews are submitted and routed to division committee councils for review, feedback, and prioritization ([5.9](#)). At this time, a standing committee is not reviewing the non-instructional program reviews. With the new governance structure, the Institutional Effectiveness and Governance Committee will lead this charge by ensuring regular evaluation and by reviewing the three-year comprehensive non-instructional

program reviews ([5.10](#)). This work is ongoing and will be completed over the Integrated Strategic Plan 2022-25.

Additional examples of the work the College does to regularly evaluate processes and policies include mid-year reflections for plans as well as committee annual assessments. These processes are integrated into the annual planning process, which is detailed in the Strategic Planning Dashboard Annual Report under the introduction tab ([5.11](#)). Through the last three iterations of the annual planning process, the report evaluation of all policies has been completed by the equity audit; key performance indicators and actions have been integrated for both short-term and long-term planning and made into an interactive living document found at MVC's data library. Additionally, the Equity Audit Report and recommendations were used as a foundational document to inform the Equity Plan ([5.12](#)), which is a supporting document of the Integrated Strategic Plan 2022-25. The Equity Plan went to the Riverside Community College District's Board of Trustees on November 1, 2022 ([5.13](#)). Finally, the College has a spring 2023 prioritized list from the Executive Cabinet that demonstrates the entire process of resource allocation ([5.14](#)). This process is also shared in the Integrated Strategic Plan 2022-25 ([5.15](#)).

Moreno Valley College embarked on a governance redesign as part of its accreditation work. The new shared governance structure, which was implemented in 2023-24, will align committees with Integrated Strategic Plan goals and will continue a regular cycle of evaluation for both the committees and the governance structure itself. Improvement Plan 3 discusses the new shared governance structure and evaluation of this structure in more detail.

Improvement Plan 3: Communication and Documentation of Assessment and Evaluation

Activities

Standard I.B.8:

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Improvement Plan in ISER:

The College currently engages in significant efforts to communicate the results of assessment and evaluation activities as discussed in Standard I.B.8 but acknowledges that more can be done to document existing processes that are evaluated and broadcast any changes as a result of these activities. In order to improve, the College will identify those processes that are currently not well-documented on campus by spring 2020, develop a communication plan for informing the campus community about the results of assessment and evaluation activities by spring 2020, and execute this plan beginning fall 2020. The responsible parties for this work include the vice president of Academic Affairs, vice president of Student Services, vice president of Business Services, and leadership of relevant governance committees (Curriculum Committee, Strategic Planning Council Standard I Subcommittee, and Assessment Committee). Necessary resources include staff time and funding for any additional non-contractual time needed to complete the documentation and communication planning process.

Status: Ongoing

Moreno Valley College makes more systematic efforts to document assessment and evaluation processes and share changes as a result of these activities. All program reviews, both instructional and non-instructional, are shared on the College's website ([5.16](#), [5.17](#), [5.18](#), [5.19](#)). Several documents demonstrate the College's commitment to broadly communicate the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. One of these is the annual report through the Office of Institutional Effectiveness and the former Standard I Committee ([5.20](#)). The interactive Moreno Valley College Annual Report and Factbook also publicizes these results, and updates are provided as new data becomes available ([5.21](#)).

The shared governance redesign is a specific example that demonstrates transformational work in how the College engages its constituency groups to evaluate strengths and weaknesses, set priorities, and broadly communicate the results of those activities to the College. Moreno Valley College elicited feedback from shareholders through a survey on leadership and decision-making processes and then presented the results of that survey ([5.22](#), [5.23](#), [5.24](#)). At the end of fall 2020, the College created a joint task force to review the current model's effectiveness on processes and policies. This task force included faculty, classified professionals, students, and administration; and information, processes, and findings were widely shared on the College website including the following ([5.25](#)):

- Membership of the task force
- The task force's charge

- Governance design principles
- Detailed timeline
- Various presentations and proposals made

Numerous town hall meetings in spring and fall 2022 led by Academic Senate allowed for ongoing conversations, feedback, and documentation of processes with the college community (5.26). Multi-day strategic planning retreats in spring 2022 and winter 2023 allowed for sustained engagement and conversations among constituent groups (5.27). These efforts led to the creation of the updated shared governance structure and decision-making processes that has been widely shared and will be implemented in fall 2023 (5.28). To facilitate a systematic review of college governance, committees will use an evaluation form that will be submitted annually to the Vice-President of Planning and Development's office (5.29). In order to integrate this new process into annual planning, the results, including successes and areas for improvement, will be highlighted in the annual report/factbook to set college priorities.

Improvement Plan 4: Create an Overarching Professional Development Structure

Standard III.A.14:

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Improvement Plan in ISER:

The College believes that it meets the elements of Standard III.A.14 with respect to providing high quality professional development; however, as indicated in Goal IV.1 of the 2018-2023 MVC Integrated Strategic Plan, there is a need to create a coordinated collegewide professional development structure and plan. Historically, separate committees or campus entities for each constituent group led professional development: Professional Development Committee for faculty, campus CSEA leadership for classified professionals, Associated Students of Moreno Valley College for students, and the campus executive team for administrators. Given these separate entities, professional development was not often coordinated across these groups. However, the College has recognized this issue and has started to work to bridge these separate efforts. In fact, this work has started during the 2019-2020 academic year with a coordinated effort to move towards becoming a culturally sustaining institution through providing faculty training in culturally responsive pedagogy, classified professionals with training in culturally responsive service, and administrators with training in culturally responsive leadership. The College intends to formalize this initial work into an ongoing structure in order to maintain this level of coordination. To advance this work the College will determine an effective solution for coordinating separate professional development loci on campus. Moreover, an annual professional development plan will be produced to inform the campus community about common professional development goals along with unique opportunities for each constituent group. The College will complete an analysis of its professional development efforts by fall 2020 and make a recommendation on the form of the overarching professional structure for coordinating this work campuswide. During spring 2021, a unified professional development plan will be completed for the

2021-2022 academic year. Additional work will focus on aligning these efforts with the RCCD Strategic Plan goal with respect to professional development and the Human Resources and Employee Relations district wide professional development plan. Responsible parties include the Professional Development Committee leadership, deans of instruction and student services, campus CSEA leadership, vice president of Academic Affairs, vice president of Student Services, and representatives from student leadership. Resources needed for this work include staff time and funding for any needed non contractual work.

Status: Ongoing

Moreno Valley College coordinates numerous collegewide professional development opportunities, particularly in culturally responsive and equity-minded leadership, service, and pedagogy. Information is shared collegewide, with all students, faculty, and classified professionals encouraged to participate. Associate (part-time) faculty are also encouraged to participate and are compensated for a certain number of professional development hours.

One example of these opportunities is the annual Diversity Summit, which is hosted by the Committee for Diversity, Inclusion, and Belonging (CDIB). With leadership provided by faculty, classified professionals, students, and administration, CDIB coordinates annual professional development including keynote speakers and interactive sessions. The 2023 Diversity Summit's theme was *UNITY: The Ties That Bind Us Together as a Culture of Diversity, Humility, and Selfless Services*, with sessions that included a student panel; a keynote speech by Dr. Pedro Noguera, Dean of USC's Rossier School of Education; and a

workshop titled “Leveling the Playing Field by Eliminating Negative Social Determinants of Health and Education on the College Campus” ([5.30](#)). Another is MVC’s One Book, One College program, which encourages the entire college community to read and grow together through a shared reading experience. The program brings together multiple committees as well as constituent groups for interdisciplinary conversations and community building. For example, in spring 2023, One Book, One College and the Sustainability and Climate Action Plan Workgroup hosted a student research symposium based on the text *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* that featured students, classified professionals, faculty, and administrators discussing sustainability efforts already underway at MVC, including a brief overview of the College's Sustainability and Climate Action Plan ([5.31](#)).

The new shared governance model has consolidated professional development efforts among separate entities into the College Development and Engagement Committee ([5.32](#)). This will better allow the efforts of currently disparate committees such as CDIB and the Faculty Development Committee to be coordinated. To start integration of professional development within the new governance structure, MVC coordinated a Professional Development Planning Retreat in spring 2023 ([5.33](#)). Furthermore, the College has created a fund of \$50,000 to support professional development activities ([5.34](#)). With the implementation of the new shared governance model in fall 2023, the College will develop and assess the effectiveness of a collegewide professional development plan.

Improvement Plan 5: Update the College Leadership and Governance Handbook

Standard IV.A.6:

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Improvement Plan in ISER:

The College maintains and updates its Leadership and Governance Handbook; however, the current document does not include governance approval routing for existing plans, policies, or procedures or a process for determining new plans, processes, or procedures. The College will document the governance approval routing of existing plans, processes, and policies as well as create a process for the approval routing of new items. This work will be completed by fall 2020. The responsible parties include the leadership of the Standard IV Subcommittee, the Strategic Planning Council, and the Academic Senate. No additional resources are needed beyond the staff time already dedicated to the Strategic Planning Council and the Standard IV Subcommittee.

Status: Ongoing

Moreno Valley College’s work towards the updating of its Leadership and Governance Handbook was paused because of the redesign of the shared governance structure that began in fall 2020. The current draft of the handbook is available to the college community and is posted to the College’s website with a feedback form ([5.35](#)). With the implementation of the new model in fall 2023, the handbook will be updated by the Institutional Effectiveness and

Governance Committee to reflect the revised structure and will provide a clear approval route for plans, policies, and procedures as well as clear processes for determining new plans and policies.

Improvement Plan 6: Adopt a Regular and Systematic Review of College Governance

Standard IV.A.7:

Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Improvement Plan in ISER:

As indicated in the response to Standard IV.A.7, the College is currently engaged in the assessment of college governance structures and committees. As part of this effort, the College through the Strategic Planning Council and the Standard IV Subcommittee will create a timeline and cycle for regular assessment and evaluation of college governance committees, structures, and decision-making processes. The subcommittee has already begun this work with a cycle of assessment during fall 2019 and will complete the timeline by spring 2020. No additional resources are needed beyond the staff time already dedicated to the Strategic Planning Council and the Standard IV Subcommittee.

Status: Ongoing

Moreno Valley College, with leadership from the Academic Senate, engaged in a focused campaign to clarify and promote understanding of the functions and membership of shared governance committees. Efforts to strengthen student learning and narrow the achievement gap can be facilitated by an effective participatory governance system, one that can initiate and sustain ongoing dialogue and include broad and equitable participation/leadership from all constituent groups. To achieve this, the Senate engaged in fact-finding and innovation, which led to the creation of a joint task force in spring 2022, as discussed in Improvement Plan 3, composed of faculty, classified professionals, students, and administration ([5.36](#)). The task force reviewed the College's current college governance structure as well as planning and decision-making processes and made recommendations for changes. This task force explored the governance structures of other colleges within and beyond Riverside Community College District (RCCD) and based its review in context of Education Code, CCR Title 5 (Chapter 6), and RCCD Board Policy as related to shared governance. Possible governance models were shared with the college community and feedback was elicited at multiple townhall meetings and surveys ([5.37](#), [5.38](#)). The finalized shared governance model was approved in spring 2023 ([5.39](#)). The full implementation of the new governance structure began in fall 2023, and the College will engage in regular assessment and evaluation of the updated committees, structures, and decision-making processes. To facilitate a systematic review of college governance, committees will use an evaluation form that will be submitted annually to the Vice-President of Planning and Development's office ([5.40](#)). As discussed in Improvement

Plan 3, the results, including successes and areas for improvement, will be highlighted in the annual report/factbook to set college priorities.

6.A. INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS: RESPONSE TO RECOMMENDATIONS FOR IMPROVEMENT

College Recommendation 1: Integrated Planning and Resource Allocation Process

Peer Review Team Report (I.B.9): The team recommends the College integrates planning and the resource allocation process into a comprehensive process across Instruction, Student Services, and Administrative Services. (I.B.9, III.D.2, III.D.3)

While the Peer Review Team noted that the district budget processes are clear and well-defined and that the College has mechanisms and processes used to ensure constituent participation in financial planning and budget development, these processes and mechanisms are not systematic across instructional, student, and administrative services. In response to the team's recommendations, Moreno Valley College has taken multiple steps to improve institutional effectiveness through a more comprehensive process. The College's ongoing actions and activities on budget and resource allocation include the following:

1. Communication about budget and planning processes to all constituent groups and employees;
2. Development of a clear and detailed description of the process and timeline for budget and resource allocation ([6.A.1](#), [6.A.2](#)); and
3. Communication of the status of resource allocation and program review on the College website ([6.A.3](#)).

As stated in Improvement Plan 2, Moreno Valley College has an annual planning process that evaluates all processes, policies, and procedures at the College. The process is detailed in the annual report under the introduction tab ([6.A.4](#)). Improvement Plan 2 provides further details of these processes and documents.

College Recommendation 2: Document and Communicate Decision Making Processes

Peer Review Team Report: In order to improve college-wide decision-making and communication, the team recommends the college continues to work on their processes including documenting their work and communicating the results of these decisions to the institution. (IV.A.6)

The Peer Review Team observed that the College has established procedures for decision-making processes which integrate the college mission, Comprehensive Master Plan (CMP), Integrated Strategic Plan (ISP), program review, and student learning outcomes assessment. However, there was a need to document and communicate decision-making processes, particularly as governance leaders across constituencies did not have a shared understanding of decision-making processes in relation to program review and resource allocation. Following the team's recommendations, Moreno Valley College has taken multiple steps to improve the documentation and communication of decision-making processes. The most significant changes include the following:

1. Creation of a joint task force to review current College governance, planning, and decision-making processes and make recommendations for changes and
2. Implementation of changes based on these recommendations.

As discussed in Improvement Plan 5 above, Moreno Valley College's work towards the updating of its Leadership and Governance Handbook was paused because of the redesign of the shared governance structure that began in fall 2020. The current draft form is available to the college community and is posted to the College's website ([6.A.5](#)). With the implementation of the new governance model in fall 2023, the handbook will be updated by the Institutional Effectiveness and Governance Committee to reflect the revised structure and will provide a clear approval route for plans, policies, and procedures as well as clear processes for determining new plans and policies.

District Recommendation 1: Cyclical Review of Board Policies and Professional Ethics for Personnel

Peer Review Team Report: The Board acts in a manner consistent with its policies.

However, a review of board policies indicates that many policies are outdated and need to be reviewed and revised to ensure alignment with the District's mission and its quality, integrity and effectiveness. (IV.C.7) *The Commission added Standard III.A.13 to

District Recommendation 1: The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

The review of board policies is comprehensive and ongoing. During summer 2022, a workgroup consisting of the Academic Senate Presidents, Curriculum Committee Chairs, Articulation Officers, Vice Presidents of Academic Affairs, Associate Vice Chancellor of Educational Services and Institutional Effectiveness, Vice Chancellor of Educational Services and Strategic Planning, and General Counsel performed a detailed review and update of Academic Affairs

Board Policies. As a follow-up to the summer work, during the academic year 2022-2023, the District Academic Standards Committee, in close consultation with the Academic Senate, developed new policies for independent study and honorary/honorary posthumous degrees. During the fall semester of 2022, updates from the summer were shared with impacted constituency groups through participatory governance bodies. These included the Student District Consultation Council, Academic Senates, Faculty Association, and CSEA. RCCD General Counsel presented the updated policies at college and district Academic Senates, District Strategic Planning Council, Chancellor's Cabinet, and Board of Trustees meetings.

As a result, since the last accreditation review in 2020, the District has completed its review and/or revision of Board Policies for all of Chapter 1 pertaining to the Board of Trustees, generally, and consisting of 47 Board Policies; 33 out of 43 Ch. 2 Board Policies consisting of academic affairs; all of Ch. 3 pertaining to student services and consisting of 38 Board Policies; all of Ch. 4 pertaining to institutional advancement and consisting of 5 Board Policies.

Additionally, Ch. 5 (Business and Financial Services) and Ch. 6 (Human Resources) Board Policies totaling 83 Board Policies are currently under review and revision. They are anticipated to be completed by 2025.

The District has drafted a cyclical review plan ensuring that all Board Policies and Administrative Procedures will go through a five-year cycle of review. The review plan provides that the following timeline will be followed:

- Year 1: Chapters 1 (District/Board) and 4 (Institutional Advancement) – 52 BPs and 35 APs

- Year 2: Chapter 2 (Academic Affairs) – 37 BPs and 41 APs
- Year 3: Chapter 3 (Student Services) – 38 BPs and 45 APs
- Year 4: Chapter 5 (Business and Financial Services) – 39 BPs and 58 APs
- Year 5: Chapter 6 (Human Resources) – 44 BPs and 76 APs

The review plan will vary depending on the Chapter being reviewed and the constituent groups involved in the review. Generally, the review of Board Policies and Administrative Procedures will be initiated by the General Counsel who will advise as to the current state of the BP/APs and recommend any legal revisions based on a legal review of the change in statutory or regulatory law. Thereafter, the review will continue to the applicable constituent groups directly affected by the chapter being reviewed. For example, Chapter 2 BP/APs deal with academic affairs and will be reviewed by the Academic Senates of each college and their various sub-committees (e.g. Curriculum, Guided Pathways, Distance Education). Chapter 3 BP/APs deal with student services and will be reviewed by the Associated Student groups at each college. Chapter 6 BP/APs deal with Human Resources and will be reviewed by the exclusive bargaining representatives for all employees. It is understood and anticipated that various BP/APs will have overlapping interests that require multi-level review by various constituent groups. For example, Chapter 3 BP/APs while being reviewed by the Associated Students groups will also have significant overlap with academic and professional matters overseen by the Academic Senates of each college. Accordingly, multi-disciplinary workgroups are utilized to ensure appropriate representation while managing efficient processes for review.

As noted in the Peer Review Team Report, the District has in place Board Policies and Administrative Procedures that govern professional and ethical conduct. Current BP/AP 1800 (formerly BP/AP 3050) sets out the ethical and professional expectations of all employees (faculty, classified professionals, and management) as well as students ([6.A.6](#)). The consequences for violation of these policies is tied to and limited by the provisions of the Education Code regarding discipline of employees. Education Code Section 87666 limits the discipline and dismissal of faculty to the grounds set forth in Section 87732. Accordingly, the grounds for discipline set forth in District BP/APs and negotiated by the District and faculty bargaining groups limits the grounds for discipline to those solely set forth in Section 87732. Notably, Section 87732(f) provides for discipline of faculty for “persistent violation of, or refusal to obey,...reasonable regulations...by the governing board of the community college district employing [the faculty member].” Similarly, the Board Policies for discipline and dismissal of classified professionals recognize that grounds for discipline are set forth in the Education Code and collective bargaining agreement and/or employee handbooks. For example, the classified professional collective bargaining agreement identifies “willful or persistent violation of the Education Code or policies of the Board of Trustees” as grounds for discipline. This would include BP/AP 1800 professional ethics and any violations of the provisions of that BP/AP.

The District does not have a practice of including language in BP/APs that remind employees that violation of the BP/AP could lead to discipline. To do so, would require the inclusion of similar language in every BP/AP so as to not erode the already existing language in the Education Code (Section 87732) and collective bargaining agreements (CSEA Art. XXX.B.1.c.) that holds employees accountable and subject to discipline or dismissal for violation of any

BP/AP. The District does not seek to emphasize the consequences of violation of one BP/AP or any other BP/AP. Accordingly, a violation of any BP/AP subjects employees to discipline; no BP/AP is held as inherently more risky or discipline-worthy than any other BP/AP.

6.B. REFLECTION ON IMPROVING INSTITUTIONAL PERFORMANCE: STUDENT LEARNING OUTCOMES AND INSTITUTIONAL SET STANDARDS

Student Learning Outcomes

Student Learning Outcomes (Standard I.B.2) ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.” Reflect on assessment processes since the last comprehensive peer review:

- **What are the strengths of the process that help the college to improve teaching and learning?**

Moreno Valley College consistently engages in the analysis, evaluation, and improvement of teaching and learning at course and program levels and service areas through the interconnected work of the Curriculum Committee, Assessment Committee, and the Instructional Program Review Committee as well as student and learning support services. The Curriculum Committee ensures student learning outcomes (SLOs) are included on every course outline of record and are at the center of new course and program curriculum development. The committee also guides faculty in the development of clearly defined and measurable SLOs for every course and program ([6.B.1](#)). The Assessment Committee regularly meets to discuss and guide the assessment process at the College and to ensure that faculty engage meaningfully in assessment ([6.B.2](#)). The Instructional Program Review Committee collaborates to ensure that assessment does not exist in a vacuum but is integrated into thoughtful analysis of pedagogy and program

design ([6.B.3](#)). The faculty coordinators of these three committees have reassignment time that allows them to continue to provide support and professional development for faculty and support staff. Within non-instructional assessment and program review processes, student and learning services are also on a similar cycle where a comprehensive program review is due every three years with annual updates.

Administration, classified professionals, and faculty lead in the work to develop, assess, and improve service area outcomes, and the results are shared collegewide ([6.B.4](#)). This work is integrated into one prioritized resource request that is also shared collegewide ([6.B.5](#)).

- **What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?**

The College identified the need for a more streamlined process to access data for assessment and program review processes, and it has made significant strides to centralize that data. To facilitate program and college-level discussions about improving teaching and learning, individual program data is embedded into the program review process. The program review dashboard provides data for all instructional and non-instructional units. The dashboard disaggregates data, where applicable, by gender, socioeconomic status, ethnicity, age, and education status and has recently been updated to include disaggregation by delivery mode ([6.B.6](#)). The dashboard is updated each year for the annual and comprehensive program review. In addition, equity is a focused priority at the College and a driving force for systemic change, particularly in the program review process. The program review template includes prompts focusing on the

achievement rates among all student populations. Prompts both inquire why disparities in course and program achievement rates may exist and what actions may be needed to promote change and lead to conversations and engagement about optimal teaching and learning for all students ([6.B.7](#))

Improvement Plan 2 above identified the need for creating clearer processes for the assessment of service area outcomes and non-instructional program reviews. While the College has the Assessment Committee and Instructional Program Review Committee for faculty, there is no equivalent committee for either the assessment of service area outcomes or the review and support of non-instructional program reviews. The Institutional Effectiveness and Governance Committee will lead this charge by reviewing the three-year comprehensive non-instructional program reviews.

- **Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

The College continues to use outcomes assessment data to improve courses, programs and services. For example, psychology instructors identified that students were struggling with the concept of “scapegoat theory” and planned to spend additional instructional time to discuss this theory and to integrate more real-world examples ([6.B.8](#)). The chemistry discipline noticed that some students were struggling in Chemistry 1B as there was often a significant gap between the time the students completed Chemistry 1A and enrolled in Chemistry 1B. For example, more than 50% of the students in Chemistry 1B failed the first exam in 2022-23. This led to faculty adjusting Chemistry 1B to encourage

one-on-one office hours, instruct students in study skills, and reorder course content to fill in knowledge gaps before exams ([6.B.9](#)). Based on data that only 46% of students had completed a financial aid application file, Student Financial Services increased the number of financial aid workshops and presentations by 21% ([6.B.10](#)). Across the College, assessment is driving efforts to improve teaching and learning as well as improve serving students.

- **In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?**

To ensure timely assessment of all student learning outcomes and service area outcomes, all programs and support services are on a consistent three-year cycle for program reviews with annual updates ([6.B.11](#)) and four-year cycle for assessment ([6.B.12](#)).

Moreno Valley College has better integrated assessment and program review and has streamlined access to data by embedding that data within the program review template ([6.B.13](#)). This program review dashboard is an easy tool to use and navigate in order to analyze data for assessment. Each department has a faculty member on the Assessment Committee and a faculty member on the Instructional Program Review Committee (IPRC) who work as liaisons to ensure that faculty are kept up-to-date of assessment and program review policies, processes, and support ([6.B.14](#)). Both the Assessment Committee and IPRC coordinators remind faculty throughout the year of missing assessments and program reviews respectively, and they provide assistance through one-and-one coaching sessions and professional development to ensure completion ([6.B.15](#)). Program review is also used as a tool to ensure the work of assessment, and an

improvement plan is needed if an area isn't completing assessment. Furthermore, resource requests are tied to the completion of assessment ([6.B.16](#)). In addition, the College has a team of deans, associate deans, and directors to support and drive assessment implementation.

Institution-Set Standards

Institution-Set Standards (Standard I.B.3) ACCJC Standard I.B.3 states: "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information." Using the most recent Annual Report, reflect on trends in data for institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students.

- **Has the college met its floor standards?**

The methodology to set our institutional-set standards (a.k.a. floor) was the minimum over the past five years as of 2021-22. Yes, Moreno Valley College has met its floor standards over the past five reporting years (i.e. since 2016-17), and none of the metrics have fallen below the floor standards ([6.B.17](#)).

- **Has the college achieved its stretch (aspirational) goals?**

The College's aspirational goals are in alignment with the integrated strategic goals/objectives and Riverside Community College District's strategic goals/objectives.

For successful course completion, the College met the aspirational goal in 2017-18 and 2018-19 but did not meet the aspirational goal from 2019-20 through 2021-22. For certificates, degrees, and transfer, the College met the aspirational goal in 2017-18 but did not meet the aspirational goal in 2018-19 through 2021-22 ([6.B.18](#)).

- **What initiative(s) is the college undertaking to improve its outcomes?**

The extensive initiatives the College has taken to improve its outcomes are detailed in the Quality Focus Essay Area 1 section of this report.

- **How does the college inform its constituents of this information?**

Since 2020, progress on these metrics has been and continues to be reviewed annually. Communication about progress on and/or approval of these metrics occurs at shared governance committees, Academic Senate, College Council, and President's Cabinet ([6.B.19](#)). Shared governance committees have constituent representation from students, faculty, classified professionals, and administration. Since 2020, the Office of Institutional Effectiveness maintains a web page displaying the information with institution-set standards and stretch goals ([6.B.20](#)) This information is also published in the annual Institutional Effectiveness Report, which is shared and made readily available to the College ([6.B.21](#)).

6.C. REPORT ON THE OUTCOMES OF THE QUALITY FOCUS PROJECTS

The Quality Focus Essay that was submitted as part of Moreno Valley College's Institutional Self-Evaluation Report (ISER) identified two areas of focus.

QFE Area 1: Redesign of College Academic Structures & Student Support Services

The College determined there was a need to redesign the academic structure as well as student support services in order to meet the following goals:

1. Increase the number of students completing degrees, certificates, and transfer;
2. Increase the number of students attempting 12+ units in the first term;
3. Reduce the number of excess accumulated units students earn for degree completion;
4. Reduce median time to completion of degrees, certificates, and transfer;
5. Improve completion rates of transfer-level English and math; and
6. Improve student access to higher education overall by annual unduplicated headcount.

The efforts of Moreno Valley College have reduced the number of excess accumulated units students earn for degree completion and the median time to completion; these efforts have also increased the number of students attempting 12+ units in the first term and completion rates of transfer-level English and math in order to significantly improve completion rates. In 2015-16, there were 271 certificates and 702 degrees awarded. In 2021-22, there were 710 certificates and 1,955 degrees awarded. That is a 162% increase and 178% increase, respectively. Furthermore, the number of students that transferred has increased from 567 in 2015-16 to 709 in 2021-22.

Finally, the number of students that received a certificate or degree or transferred (unduplicated count) increased from 1,135 in 2015-16 to 2,127 in 2021-22 ([6.C.1](#)) .

The initiatives from the ISER's Action Plan that were implemented included the following:

- Following the Guided Pathways framework, the College has restructured into six schools: Business, Health, and Human Services; Communications, English, and World Languages; Humanities, Education, Social and Behavioral Sciences; Public Safety; Science, Technology, Engineering, and Mathematics; and Visual and Performing Arts ([6.C.2](#)). Student support services are embedded within these schools through Engagement Centers and success teams ([6.C.3](#)). These teams are composed of counselors, educational advisors, peer mentors, and faculty liaisons. The success teams work in a case management model to support all students with a declared major or meta-major within the school by providing a clear map or path to completing educational goals in an efficient and timely manner and reducing the number of excess non-degree applicable units. The teams monitor the students' progress, offer proactive support to students, and serve as their initial point of contact when they encounter difficulties.
- In addition to the six schools, the College has also created nine fields of interest for students: Arts, Media, and Design; Business; Communications, English, and Design; Health Sciences; Public Safety; Social and Behavioral Sciences; Education and Child Development; History, Humanities, and Philosophy; and Science, Technology, Engineering, and Mathematics ([6.C.4](#)). Students can easily explore these fields of interest, explore career options, and navigate program maps for all college degree and

certificate pathways ([6.C.5](#)). In addition, the College has implemented EduNav, an electronic planning platform ([6.C.6](#)).

- The College redesigned the admissions application process with a streamlined and student-centered approach. Students apply using CCCApply, an online gateway to the 116 California Community Colleges. The redesign includes a full Spanish translation and is mobile-friendly across all CCCApply applications. The CCCApply suite offers four applications to meet students' diverse needs: (1) a Standard Application; (2) a Non-credit Application; (3) the California College Promise Grant Application; and (4) an International Application ([6.C.7](#)).
- The College's website was completely redesigned and launched in spring 2022 ([6.C.8](#)) The student-centered redesign better highlights information about academics, admissions and financial aid, and student support programs. The redesign also allows for greater efficiency by a streamlined website structure, full responsiveness for mobile devices, and improved accessibility for screen readers and other accessible devices.
- The College's Integrated Strategic Plan (ISP) was updated in 2022 to include Equity, Guided Pathways, community and partnerships, and institutional effectiveness and resources ([6.C.9](#)) The 2022-25 ISP integrates all planning such as program review, assessment, and outcomes to fully implement the Guided Pathways framework. ISP is the piece that holds the College accountable through the annual planning processes. The Strategic Planning Dashboard includes easy access to Guided Pathways metrics in addition to the ISP metrics ([6.C.10](#)).

QFE Area 2: Student Learning and Professional Development

As part of scaling Guided Pathways, Moreno Valley College committed to providing professional development to faculty, staff, and administrators and to exploring new and innovative ways to ensure student learning through these goals:

1. Create a college wide professional development structure to recommend professional development priorities based on strategic goals, and
2. Provide active learning opportunities to students by creating an apprenticeship program and promoting use of the iMake Innovation Center.

Goal 1

For QFE Area 2, the first goal is ongoing. As discussed in Improvement Plan 4, Moreno Valley College coordinates numerous collegewide professional development opportunities, particularly in culturally responsive and equity-minded leadership, service, and pedagogy. Information is shared collegewide, with all students, faculty, and classified professionals encouraged to participate. Associate (part-time) faculty are also encouraged to participate and are compensated for a certain number of professional development hours. Improvement Plan 4 provides examples of collegewide professional development opportunities such as the annual Diversity Summit and the One Book, One College program.

The updated governance structure, as discussed in Improvement Plan 6, consolidates professional development efforts among separate entities into the College Development and Engagement Committee ([6.C.11](#)). This will better allow the efforts of currently disparate committees such as the Committee for Diversity, Inclusion, and Belonging and the Faculty

Development Committee to be coordinated. With the implementation of the new model in fall 2023, the College will develop and assess the effectiveness of a collegewide professional development plan.

Goal 2

The second goal for QFE Area 2 has been met, and the College is committed to continuing and growing these programs. Moreno Valley College has hired an apprenticeship director in Career and Technical Education to develop an apprenticeship program that provides active learning opportunities for students. Employers structure a career pathway by combining education with paid on-the-job training, allowing students to earn while learning. Apprentices can receive regular salary increases and an industry recognized certification upon program completion in areas such as cybersecurity and information technology ([6.C.12](#)). In fall 2022, the U.S. Department of Labor’s Office of Apprenticeship selected and approved the College as an Apprenticeship Ambassador ([6.C.13](#)). Also in fall 2022, the College was one of the lead organizers for the Inland Empire Apprenticeships Expo, a two-county event that attracted over 400 students in the area ([6.C.14](#)).

The iMAKE Innovation Center provides students with numerous active learning communities through equipment and resources such as 3D and vinyl printers, design software, virtual reality, laser cutters, prototyping, and a wet lab. Both students and the community at large can explore equipment, software, processes, and technology through workshops, classes, mentorships, events, and tours ([6.C.15](#)). For example, the Center hosts an annual iBelong Career and Technical Education Day in the spring ([6.C.16](#)). A mobile iMAKE Innovation Center, one of the

only mobile makerspaces in Southern California, allows for outreach to the College, K-12 schools in the area, and to the community. In its first year, it provided outreach to over 20,000 participants in the Inland Empire region ([6.C.17](#)).

6.D. FISCAL REPORTING

In Appendix B is the most recent ACCJC Annual Fiscal Report for the Midterm Report ([6.D](#)). Moreno Valley College is meeting its fiscal goals, and the College is not on enhanced fiscal monitoring. Therefore, there is no additional narrative.

7. APPENDIX A: EVIDENCE

4. Report Preparation

- 4.1 [Draft Midterm Report Accreditation Webpage](#)
- 4.2 [Draft Midterm Report Office of Institutional Effectiveness Webpage](#)
- 4.3 [Draft Midterm Report Administration Webpage](#)
- 4.4 [Draft Midterm Report Feedback Email 09/19/23](#)
- 4.5 [College Council Minutes 09/27/23](#)
- 4.6 [Board of Trustees Minutes 01/23/24](#)

5. Plans Arising from the Self-Evaluation Process

- 5.1 [Communication Studies Program Review 2022 with Method of Delivery Data Page 4](#)
- 5.2 [Office of Institutional Effectiveness Program Review Data Webpage](#)
- 5.3 [Instructional Program Review Committee Minutes 09/07/21](#)
- 5.4 [American Sign Language Program Review 2022 Pages 6-7](#)
- 5.5 [Anthropology Program Review 2022 Page 11](#)
- 5.6 [Program Review Webpage](#)
- 5.7 [Program Review and Assessment Checklist](#)
- 5.8 [Instructional Program Reviews Library / Reports Webpage](#)
- 5.9 [Program Review and Resource Request Summary Report 2023-24](#)
- 5.10 [Institutional Effectiveness and Governance Committee Webpage](#)
- 5.11 [Strategic Planning Dashboard Introduction 2022-25](#)
- 5.12 [Student Equity Plan 2022-25](#)

- 5.13 [Board of Trustees Minutes 11/01/22](#)
- 5.14 [Resource Request Prioritization List Spring 2023](#)
- 5.15 [Integrated Strategic Plan 2022-25 Resource Allocation Timeline and Prioritization Rubric](#)
- 5.16 [Instructional Program Reviews Library / Reports Webpage](#)
- 5.17 [Academic Affairs Program Reviews Library / Reports Webpage](#)
- 5.18 [Business Services Program Review Library / Reports Webpage](#)
- 5.19 [Student Services Program Review Library / Reports Webpage](#)
- 5.20 [Annual Report 2021-22](#)
- 5.21 [Annual Report and Factbook 2022-25](#)
- 5.22 [Strategic Planning Council Agenda 05/23/22](#)
- 5.23 [Leadership and Decision-Making Processes Survey Form](#)
- 5.24 [Leadership and Decision-Making Processes Survey Results](#)
- 5.25 [Governance, Planning, and Decision-Making Taskforce Webpage](#)
- 5.26 [Governance Structure Townhall Email 11/29/22](#)
- 5.27 [Strategic Planning Retreat Minutes 02/03/23](#)
- 5.28 [Governance Structure](#)
- 5.29 [Committee Self-Evaluation Form](#)
- 5.30 [Diversity Summit 2023](#)
- 5.31 [One Book, One College Student Research Symposium 2023](#)
- 5.32 [Governance Structure](#)
- 5.33 [SEA Classified Professionals and Administration Professional Development Planning Retreat 2023](#)

- 5.34 [College Development and Engagement Committee Minutes 09/06/23](#)
- 5.35 [Leadership and Governance Handbook and Feedback Webpage](#)
- 5.36 [Governance, Planning, and Decision-Making Taskforce Webpage](#)
- 5.37 [Governance Structure Townhall Email 11/29/22](#)
- 5.38 [Leadership and Decision-Making Processes Survey Form](#)
- 5.39 [Strategic Planning Council Minutes 03/27/23](#)
- 5.40 [Committee Self-Evaluation Form](#)

6.A. Institutional Reporting on Quality Improvements: Response to Recommendations for Improvement

- 6.A.1 [Program Review and Resource Request Summary Report 2023-24](#)
- 6.A.2 [Program Review and Resource Request Presentation 2023-24](#)
- 6.A.3 [Program Review and Resource Requests Webpage](#)
- 6.A.4 [Strategic Planning Dashboard Introduction 2022-25](#)
- 6.A.5 [Draft Leadership and Governance Handbook 2020-23](#)
- 6.A.6 [Board Policy 1800](#)

6.B Reflection on Improving Institutional Performance: Student Learning Outcomes and Institutional Set-Standards

- 6.B.1 [Curriculum Handbook Student Learning Outcomes Page 40](#)
- 6.B.2 [Assessment Committee Minutes 10/21/21](#)
- 6.B.3 [Instructional Program Review Committee Minutes 11/01/22](#)
- 6.B.4 [Program Reviews Library / Reports Webpage](#)

- 6.B.5 [Resource Request Prioritization List Spring 2023](#)
- 6.B.6 [Communication Studies Program Review with Method of Delivery Data Page 4](#)
- 6.B.7 [Program Review Template Page 9](#)
- 6.B.8 [Psychology Program Review Page 11](#)
- 6.B.9 [Chemistry Program Review Pages 7-8](#)
- 6.B.10 [Student Financial Services Program Review Pages 7-8](#)
- 6.B.11 [Program Review Webpage](#)
- 6.B.12 [Program Review and Assessment Checklist](#)
- 6.B.13 [Program Review Training Manual Page 7](#)
- 6.B.14 [Program Review Committee Bylaws Page 1](#)
- 6.B.15 [Assessment Committee Webpage](#)
- 6.B.16 [Program Review and Resource Requests Webpage](#)
- 6.B.17 [Institutional Set Standards Report 2023](#)
- 6.B.18 [Institutional Set Standards Report 2023](#)
- 6.B.19 [Office of Institutional Effectiveness Annual Report 2021-22 Page 2](#)
- 6.B.20 [Office of Institutional Effectiveness Institutional Reports Webpage](#)
- 6.B.21 [Office of Institutional Effectiveness Annual Report 2021-22](#)

6.C Report on the Outcomes of the Quality Focus Projects

- 6.C.1 [Annual Report and Factbook Pages 22-24](#)
- 6.C.2 [Academic Schools Webpage](#)
- 6.C.3 [Engagement Centers Webpage](#)
- 6.C.4 [Fields of Interest Webpage](#)

- 6.C.5 [Programs of Study Webpage](#)
- 6.C.6 [How to Enroll in Classes Webpage](#)
- 6.C.7 [CCCApply Webpage](#)
- 6.C.8 [Redesigned Website Webpage](#)
- 6.C.9 [Integrated Strategic Plan 2022-25](#)
- 6.C.10 [Guided Pathways Metrics in the Strategic Planning Dashboard](#)
- 6.C.11 [Governance Structure](#)
- 6.C.12 [Apprenticeship Webpage](#)
- 6.C.13 [Apprenticeship Ambassador Webpage](#)
- 6.C.14 [Apprenticeship Expo 2022 Webpage](#)
- 6.C.15 [iMAKE Innovation Center Webpage](#)
- 6.C.16 [iMAKE Innovation Center Events Instagram Page](#)
- 6.C.17 [iMAKE Mobile Innovation Center](#)

7. APPENDIX B: FISCAL REPORTING

6.D. [ACCJC Annual Fiscal Report for MVC](#)