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Follow-Up Visit Report

Moreno Valley College
16130 Lasselie St.
Moreno Valley, CA 92551

A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges
This report represents the findings of the evaluation team that visited

Moreno Valley College
on

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College Responses to the Commission's Recommendations

Recommendation 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)

Observations and analysis of the evidence: MVC provided evidence that the institution has assessed progress toward the institutional goals that were included in the report titled *Strategic Planning Goals for Riverside Community College District and Moreno Valley College*. Goals were identified back in 2005, but at the time of the comprehensive visit in October 2009 the college was unable to clearly demonstrate how the goals were being assessed or how the college was evaluating the outcomes from assessing the goals. In response to this deficiency, the college prepared the *MVC Strategic Initiatives (Plan) 2005-2010 Final Report* as a means to demonstrate assessment of the college's goals and their attainment. Each goal (named "initiatives" in the report) is presented along with the various strategies implemented to assist in achieving the goal. Appropriate supporting data is provided along with an analysis and evaluation of the outcomes. Finally, the college provided "implications" from the findings as a starting point for: modification of the goals, revised assessment procedures, and/or new strategies for the achievement of the outcomes desired. The strategic planning committee, as well as the other committees, departments, and constituent groups, reviewed the outcomes from the final report on its 2005-2010 strategic plan goals.

Along with completing the assessment and evaluation of the goals identified in the 2005-2010 strategic plan, the institution has established the next iteration of college planning with the development of the *Moreno Valley College Integrated Strategic Plan 2010-2015*. After widespread dialog at regular committee meetings, forums, department meetings, and with constituent groups, including the Academic Senate as a highly involved group, the college vetted the 2010-2015 strategic plan and goals. In addition, dialog on data informing the 2010-2015 strategic plan, as well as answering questions concerning applicable, practical use of the data occurred over this past summer. Comments from and observed behavior of involved faculty, staff, and administrators indicated the college now has an "increased efficiency" (as one faculty member put it) in planning and general committee work. There was evidence of tremendous support and buy-in and a mutual trust and respect for one another in integrating the college's planning processes.

It is clear that MVC has made significant progress in addressing the recommendation, but a few suggestions are in order for clarification of the college's key planning processes and structures. First, the "strategic planning process" model displayed on page 6 of the *Moreno Valley College Integrated Strategic Plan 2010-2015* is somewhat incomplete. The model does not include a clear path for the communication of decisions once they are made at the end of the process to those affected by the decisions. Second, the "decision" box at the end of the model only indicates decisions about budget and funding. Discussions with college staff indicated that the model is used for decision-making well beyond simply budgetary decisions. Observations and analysis of the evidence clearly demonstrated that there are mechanisms for the communication

In April 2010, the college administered the Survey of Student Satisfaction. This survey is a locally developed instrument that was developed by district and college specialists. The survey was administered to the same students who completed the CCSSE. The primary purpose of the survey was to assess student satisfaction with college offices and services. The results of the survey provide rich information regarding student opinion and the college has discussed the results at academic senate, management council, and college strategic planning committee meetings. Further review is planned so that potential strategies can be developed to improve areas where students expressed some dissatisfaction.

In April 2010, the college administered the Community College Student Experiences Questionnaire (CCSEQ). The results of the CCSEQ were reviewed by the Management Council, the Strategic Planning Committee, and the Academic Senate. The college plans to bring recommendations to the Strategic Planning Committee in the spring 2011 based on the findings of both the CCSEQ and the Survey of Student Satisfaction. However, actions have already been taken for some of the findings such as expanding parking, ensuring students complete an education plan, and ensuring students complete the FAFSA. The college plans to administer the survey again in the spring 2011.

In response to the second part of recommendation 3 the college developed a set of defining principles for determining the level of comprehensive services needed at all locations. On the basis of these principles and assessment the college has significantly expanded its services for students at the Ben Clark Training Center (BCTC) and the March Dental Education Center (MDEC), both located at the March Air Reserve property. The Student/Veterans Student Resource Center at BCTC provides comprehensive student services, including assessment, counseling, enrollment services, financial aid, services for disadvantaged students, veterans services, student health services, disabled student services, and other students services that mirror the services available to students on the main campus. Overall coordination of the resource center's operations has been assigned to a full-time lead classified staff member who reports directly to the vice president of student services.

Conclusion: The college has assessed student needs and student satisfaction and has used the results to strengthen student services. The college has expanded comprehensive student services to ensure that students have access to services regardless of location or means of delivery. The team concluded that the college has met the requirements of this recommendation.