



February 26, 2014

To: Mr. Marvin Martinez, Team Chair
Dr. Ryan Cornner, Team Assistant
Accreditation Visiting Team Members

From: Dr. Greg Sandoval, Vice President Student Services, Interim Vice President
Academic Affair, and ALO

Re: Developments since the completion of the institution self-evaluation report

The purpose of this document is to provide information on major components of the college's work that was not available in November, 2013 when the self-evaluation report for Moreno Valley College (MVC) went to print. Changes at MVC fall into five major categories: College Mission, Institution-Set Standards, Distance Education, Curriculum Committee Updates, and Assessment, Program Review and Planning. This document is intended to provide information in these areas in a succinct form that relates the changes to their appropriate standard.

College Mission (Standard I.A)

As a result of reviews of the College mission statement, conducted by the Institutional Mission and Effectiveness committee, the mission statement was revised and approved by the College Strategic Planning Committee and Academic Senate in fall 2013. The Board of Trustees voted to accept the new mission statement for Moreno Valley College at its regular meeting on November 19, 2013. The revised mission statement is as follows:

Moreno Valley College inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism.

To accomplish this mission, we provide comprehensive support services, developmental education, and academic programs leading to:

- **Baccalaureate Transfer**
- **Associate Degrees in Arts and Sciences**
- **Certificates in Career and Technical Education Fields**
- **Post-employment Opportunities**

Regular Review of the Mission Statement (Standard I.A.3)

In the self-evaluation report MVC stated that it did not meet Standard I.A.3, "Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary". To bring the College into compliance with Standard I.A.3, the Institutional Mission and Effectiveness subcommittee approved a process for the regular review of the mission statement at its

December 5, 2013 meeting. The process was presented to the Strategic Planning Committee at the December 12, 2013 meeting and minor changes to the process were suggested that make the process inclusive to all college constituents. The process will also be presented to the Academic Senate on February 24, 2014. The review process is scheduled to take place every five years, and includes an eight-stage process, outlined below.

- Stage 1 (December): Collect 5-year trend analyses with findings about our student demographics, student success and achievement along with findings from CCSSE about mission. Review ACCJC guidelines regarding mission statements. Review a selection of mission statements from community colleges that have recent success in renewing their accreditation. This will be done with the assistance of the Institutional Research Specialist and by members of the Standard I subcommittee
- Stage 2 (February): Conduct open-forum on Mission Statement during February Flex Day activities
- Stage 3 (March): The standard 1 subcommittee will review the information gathered in Stage 1 and form a small workgroup to draft a statement, possibly simply altering or keeping the existing mission statement; develop survey to be distributed in April
- Stage 4 (April): Standard 1 committee will conduct survey to college community; review draft(s) and choose a draft to circulate among college constituencies
- Stage 5 (May): The draft, along with data and other information collected in Stage 1, will be circulated to SPC subcommittees, Academic Planning Council, the classified staff bargaining unit (CSEA), the Associated Students Senate, and Administrative departments for input. Feedback will be collected to be forwarded to the Standard 1 subcommittee
- Stage 6 (September): Standard I subcommittee will send drafts of the mission statement, along with any collected feedback, to Academic Senate and Strategic Planning Council for additional feedback
- Stage 7 (October): Standard 1 subcommittee will forward information gathered in Stage 1, feedback gathered in Stages 5 and 6, and the draft of the mission statement to the Academic Senate and to the SPC for endorsement/alterations
- Stage 8 (November): The mission statement is forwarded to the Board of Trustees for final approval.

While the process is scheduled to take place every five years, if there are significant changes that take place at the College, governing bodies can initiate a review cycle.

Institution-Set Standards and Goals (Standard I.B.2)

In alignment with the new U.S. Department of Education regulations that mandate the establishment of institution-set standards, the College has developed recommendations for potential standards and goals. The institution-set standards are benchmarks in key areas of student achievement that the college will not fall below. Institution-set goals are benchmarks to which the college will aspire in key areas of student achievement. Although the establishment of goals is not externally mandated, it is consistent with a pattern of continuous quality improvement at the College and demonstrates the College’s intent to improve in areas of student achievement. The College standards and goals were developed in two phases: phase 1, begun in October 2013, included developing institution-set standards for key areas of student achievement. Phase 2 included developing standards for licensure pass rates and job placement rates for certain CTE programs, developing a standard for ESL (successful course completion), and creating goals for all the standards developed. The standards and goals developed for phase 2 have been a work in progress since November 2013 (See tables 1-4).

**Institution-Set Standards and Goals
Moreno Valley College
Student Achievement**

Table 1: Successful Course Completion Rates

	Institution-set standard	Institution-set goal
Overall	73.3%	75.3% (+2.0%)
Transfer	71.2%	73.2% (+2.0%)
Credit-Degree Applicable	74.3%	76.3% (+2.0%)
Career and Technical Education (CTE)	83.8%	85.8% (+2.0%)
Remedial Education	63.9%	65.9% (+2.0%)
ESL	69.2%	71.2% (+2.0%)

Table 2: Other areas of student achievement

	Institution-set standard	Institution-set goal
Fall to Fall Persistence	41.8%	46.8% (+5.0%)
Fall to Spring Persistence	60.3%	63.8% (+3.0%)
A.A./A.S. Degrees	485	582 (+20.0%)
Certificates	526	552 (+5.0%)
Transfer Students	488	527 (+8.0%)

Table 3: Licensure pass rates for CTE programs

CTE Program	Examination	Institution-set standard	Institution-set goal
Dental Assistant	State	70.0%	80.0%
Dental Hygiene	State	85.0%	95.0%
Dental Hygiene	National	100.0%	Goal is to maintain standard
EMT/Paramedic	National	80.0%	85.0%
EMS/Basic EMT	National	70.0%	80.0%
Physician Assistant	National	80.0%	Goal is to maintain standard

Table 4: Job Placement rates for CTE programs

CTE Program	Institution-set standard	Institution-set goal
Dental Assistant	70.0%	75.0%
Dental Hygiene	90.0%	97.0%
EMT/Paramedic	100.0%	Goal is to maintain standard
EMS/Basic EMT	75.0%	80.0%
Physician Assistant	80.0%	Goal is to maintain standard

The institution-set standards were developed based on 5-year and 4-year averages. The only measure not based on an average was the number of transfer students. Due to the disproportionate number of students that transferred between 2009 and 2012 and since Moreno Valley College became accredited during this period (2010), the recommendation offered was the number of students that transferred in 2011-2012.

Certain goals were developed based on percentage increases of the institution-set standards. For example, the goals developed for successful course completion rates were based on a 2.0% increase of the standard. For other areas, such as the number of A.A. degrees and certificates awarded, trends and patterns of College data were examined. This information as well as state averages over the last 3-5 years formed the basis for the development of appropriate goals. The goals for persistence rates (Fall to Fall and Fall to Spring) were developed by examining College data only, since state persistence data was not available.

Only a small number of institution-set standards and institution-set goals for licensure pass rates and job placement rates were partially developed based on averages. The majority of the standards and goals for licensure pass rates and job placement rates were developed through conversations with each of the program directors.

Phase 1 of the recommendations for institution-set standards have been presented to the Academic Planning Council, the Institutional Mission and Effectiveness and the Student Learning Programs and Services subcommittees, and the Strategic Planning Council.

These institution-set standards were presented to and accepted by the MVC Academic Senate at its first meeting on February 24, 2014. The final step in implementing Phase 1 will be the approval of the College President and Cabinet.

During the spring 2014 semester, approval processes for phase 2 of the institution-set standards and goals will begin. This phase includes standards for ESL, licensure pass rates and job placement rates for five CTE programs (Dental Assisting, Dental Hygiene, Emergency Medical Technician, Paramedic and Physician Assistant) and institution-set goals for all developed standards. These standards and goals will be presented to the College's governing bodies for discussion and possible modification, with approval expected by the end of the spring 2014.

Distance Education

Standards I.B.1, I.B.3, II.A.1.a, II.A.1.b, II.A.1.c. The District Curriculum Committee was charged by the Academic Senates at RCCD colleges to develop a document that defined regular, effective, and substantive contact in the online environment. The document was developed based, in part, on ACCJC's Guide to Evaluating Distance Education. The [RCCD Guide to Recommended Best Practices Regarding Regular, Effective/Substantive Contact in Distance Education](#) was developed by online faculty at all three District colleges and was circulated to the Academic Senate with other documents related to distance education. One of these, The Summary of Regulations for Regular, Effective/Substantive Contact for Distance Education, provides information on state and national regulations for distance education and best practices for establishing regular, substantive contact. To ensure that the standards for DE course are the same as or exceed those of face-to-face courses, RCCD faculty teaching online or hybrid courses are required to indicate that they have read the two documents describe above. These documents received approval by the [MVC Academic Senate at their November 4, 2013 meeting](#) and by the Faculty Association on November 26, 2013. The Academic Senates at both Riverside and Norco Colleges approved this document as well, thus providing consistent guidelines for distance education throughout the District.

Standards II.A.2.b, II.A.2.c, III.A.5. In November, 2013, a Distance Education committee was formed and met for the first time on [November 26](#). The committee presented a draft of their mission statement at their February 2014 meeting. As a standing subcommittee of the Curriculum Committee (CC), the mission of the Moreno Valley College Distance Education Subcommittee (DES) is to support the CC in meeting all quality assurance standards for Distance Education (DE) courses at MVC. The DES will work to ensure that MVC's DE course offerings are in compliance with all state and district regulations, and that these courses are meeting the standards for "regular and effective/substantive contact." The DES will also plan and conduct professional development activities related to DE "best practices," in an effort to better prepare our DE faculty to design and teach their courses. Lastly, the DES will regularly report to the CC and will solicit recommendations from faculty and others on DE-related issues.

Standards I.B.7, II.A.2.e. In fall 2013 information regarding the Fall 2012 Distance Education Student Satisfaction Survey, administered by the state Chancellor’s Office, became available. This survey of online students at California community colleges asked questions regarding student training for online courses, quality of instruction, and students’ technical preparedness for using online technology. MVC students who participated in this survey were students who were taking strictly online courses as well as students participating in hybrid classes, where 50 percent of seat time is replaced by online instruction. In the [Moreno Valley College Summary Report](#), students indicated, in large part, that they were satisfied with their online courses. Students agreed that “the teacher was an active member of the discussion group offering direction to posted comments” (89% either agreed or strongly agreed with this statement), that “the assignments and/or projects in this course facilitated my learning” (87% either agreed or strongly agreed), and that “I was able to get individualized attention from my teacher when needed” (73.3% either agreed or strongly agreed). Seventy-three percent of students responding to this survey agreed or strongly agreed that “I learned as much in this distance education course as compared to a face-to-face course”. It is interesting to note that over 64% of respondents indicated that they have never taken an orientation course or workshop, because there is a mandatory [Online Skills Workshop](#) (see question 7) that is required for students taking courses that are completely online. It is possible that the students who answered negatively are taking hybrid courses and not under the same requirement as those taking courses that are offered totally online. It is also possible that online students did not perceive this workshop as an orientation. It is unfortunate that responses to this survey cannot be filtered to determine how students responded based on whether they were in online or hybrid classes.

The [Open Campus Fact Book for 2013](#) was made available in December 2013. The Fact Book provided updated information on enrollments and other data in hybrid and online classes at the College, as well as throughout the District. Much of the data contained in the Open Campus Fact Book was reported in the self-evaluation report. However, unduplicated headcount data (see Table 5 and Figure 1) was not contained in that document. Examining the headcount data was more revealing, since it provided actual numbers of students in face-to-face, online and hybrid classes rather than percentages of FTES enrolled in these classes. Headcount data showed that the percentage of online only students has remained fairly stable since 2010, representing nearly 6 percent of the total student headcount. Online and Hybrid enrollments experienced a relatively small decline between Fall 2010 and Fall 2011 (16.8 percent to 15.8 percent). However, online and hybrid enrollments remained at 15.8 percent in Fall 2011 and Fall 2012.

Table 5: Distribution by course delivery method, unduplicated headcount 2010-2012 (fall only)

	Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%
Face-to-Face Only	10,003	77.3%	9,380	78.5%	8,479	78.4%
Online and Hybrid	2,169	16.8%	1,890	15.8%	1,704	15.8%
Online Only	775	6.0%	686	5.7%	631	5.8%
Total	12,947	100.0%	11,956	100.0%	10,814	100.0%

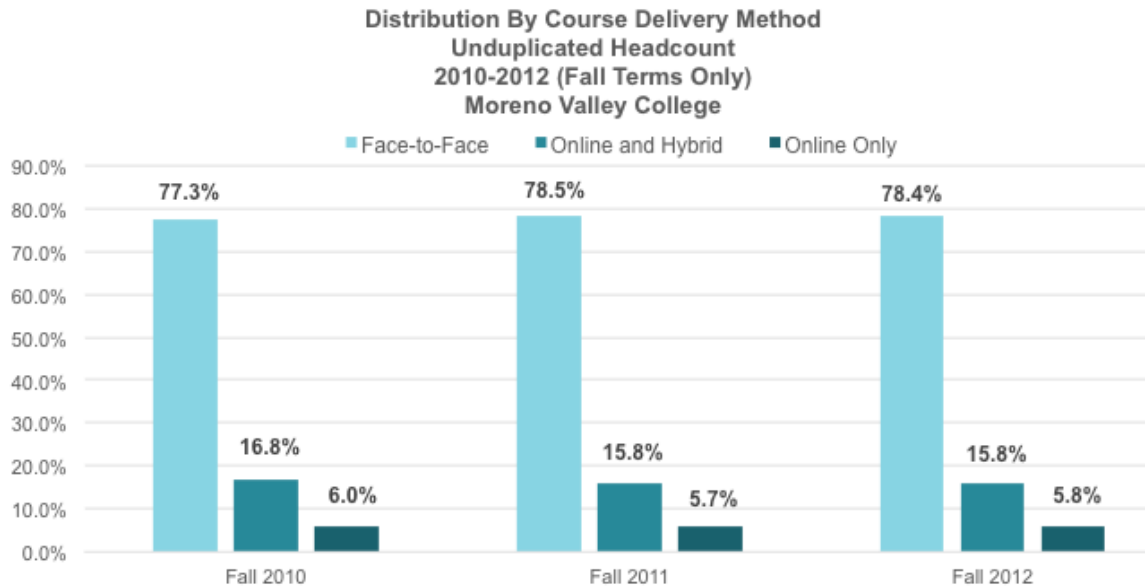


Figure 1

Standard II.B.1. To further enhance support for distance education students, an inventory of on-line student services was updated in fall 2013. Each student services department was asked to provide to a list of available on-line services and to identify areas of need. There were two primary needs common among several departments. They were 1) to receive documents electronically and 2) to provide students with the ability to schedule appointments on-line. Secondary areas to expand on-line services include text-to-phone or Live Chat to answer student inquiries, electronic surveys, on-line Counseling (chat or video), and on-line workshops. In response to those identified gaps in on-line services available to students, software programs were researched to determine viable options. RCCD Information Services was consulted to provide information on known products. Other community college Student Services departments were also examined. Student ease-of-use, institutional financial impact, and integration with existing software were among the most important considerations. Three vendors were identified that provide automated document management imaging and repository, one of which is currently under review by RCCD Information Services.

On-line appointment scheduling is currently offered at select Student Services departments through the e-SARS system. Expanding e-SARS into other departments is under consideration, concentrating on those departments with the most urgent need first. Those secondary areas of need were matched with services that do not require integration into the existing student management systems.

Since the initial inventory, Tutorial Services has implemented free on-line tutoring for distance education students through NetTutor and Information Services is working with Counseling to integrate e-SARS with Adobe Connect for on-line Counseling. The decision to implement other services will be determined by which products provide the greatest benefit to students and those that increase staff efficiency at a manageable cost to the institution.

Assessment, Program Review and Planning

Assessment (Standards I.B.7, II.A.1.c, II.A.2.a, II.A.2.e). Course level assessment has been ongoing, and program level mappings have been accomplished. Assessment processes continue to be fine-tuned, with the implementation of TracDat to begin in the spring 2014 semester. Already, one training workshop for TracDat has been conducted at the February 7, 2014 faculty FLEX day. Thirty faculty members attended this event and a [training manual](#) was developed. MVC is intending to launch the use of TracDat for all instructional SLO assessment for spring 2014. Training has been conducted for Student Services and Business Services assessment leads and work to develop their systems will continue in spring 2014 to bring these areas online in fall 2014. Business services is anticipating that they will have available a first iteration of an assessment report in TracDat by the time of the site visit.

Program Review (I.B.6, III.A.2, III.B.1, III.B.2.b, III.C.1.a, III.C.1.d, III.C.2, III.D.1.a, III.D.4). Program review forms have undergone two cycles of change, once in spring 2013 and again in fall 2013. In fall 2013, the revisions were made with the intent that they be used as a trial run for spring 2014. The usual spring deadline for submission of program reviews was moved up so that evaluation of program review forms and process could be conducted, [feedback rubrics](#) developed and put into place, and improvements be made with a final deadline for program review submission in spring 2014. New documents that better represent [timeline](#) and [process](#) for the entire program review/resource allocation cycle have been developed and approved by the President's Cabinet in January 2014. These documents are intended to be living documents that will be adjusted according to feedback obtained in assessment of program review processes.

At their December meeting, the Institutional Mission and Effectiveness subcommittee approved a [plan for assessing annual program reviews](#) during the spring 2014 semester. This process involves focus groups of those who have primary responsibility for their discipline/unit program reviews, as well as an analysis of feedback given on program reviews.

Planning (I.B.3, I.B.4, I.B.6, II.A.2.f, III.B.1.a,). Strategic Planning subcommittees continue to refine their responsibilities. The Institutional Effectiveness committee, for example, has defined responsibilities to include a regular review of the College mission statement, annual program review, goals, student achievement benchmarks, and to update, when appropriate, the Comprehensive Master Plan. At a [Strategic Planning Council \(SPC\) meeting on February 12, 2014](#), actionable improvement plans from the 2014 self-evaluation report were assigned to specific SPC subcommittees for action.

Educational Master Plan Update. As stated in the self-evaluation report, a Comprehensive Master Planning process was begun in 2012, and is expected to be completed in the spring 2014 semester. A planning committee composed of faculty, staff, administrators, students, and District and city personnel met throughout the fall of 2013 to review information that would be incorporated into drafts of the first three

chapters of the master plan. These first chapters include background information on the College, a profile of the community and students, and a detailed inspection of College programs, including efficiency rates and success rates and comparisons to similar programs in the state of California. [Drafts](#) were made available on the College website, and College constituents were allowed the opportunity to provide comments and other input into drafts. [On December 6, 2013](#), consultants met with the planning committee and reported on the drafts as well as began to provide the group with preliminary facilities planning options. Information included suggestions for traffic circulation, and choices for location of new buildings and demolition of portable structures.

In [January 2014](#), findings were presented to community partners and their input and comments were sought, especially in areas of shared community resources (soccer field, amphitheater), and development of new programs to meet community needs. Consultants presented a summary of the master planning process to faculty at a February 7, 2014 FLEX day activity, where they reported that the plan was on schedule to be completed in spring 2014.

Curriculum Committee Updates (Standard II.A.1.b, II.A.2.a, II.A.2.b, II.A.2.c, II.A.2.d)

The District Curriculum Committee presented a [spring 2014 draft of the Curriculum Handbook](#) for approval at their February 18, 2014 meeting. The Curriculum Handbook has been developed to act as a repository for locally defined aspects of curriculum. The benefits of such a handbook are that it:

- Makes the local curriculum processes transparent to all parties
- Clarifies the responsibilities of the curriculum committee and others involved
- Clarifies the responsibilities of the curriculum developer/originator/initiator
- Clarifies the responsibilities of the college's curriculum leaders and the support role of the district's Educational Service Office
- Serves as a guide/roadmap to the beginner
- Provides a guide to the processes of course and program modification and approval
- Assists faculty with curriculum development and review
- Provides resources and references that assure the college and district follow state regulations for curriculum development and modification (RCCD Curriculum HB, p. 2)

The handbook provides information on how frequently curriculum should be checked and updated, how the District and College committees function and interact, and available resources from state and other regulatory bodies. Curriculum development processes for faculty are outlined, including the 2008, 2009, and 2011 Revision processes that are in place for courses, degrees and certificate programs. The 2009 process shortens the program approval process from that outlined in the self-evaluation report (Standard II.A.1, page 117), which is intended for initiating programs that require development of new curricula. Other information compiled in the handbook are processes for including

or excluding courses and adopting disciplines in the College catalog that are in the RCCD curriculum inventory. Information on policies and forms that are related to distance education (discussed earlier in the Distance Education portion of this document) are also included in the handbook.

We hope that this document will be helpful in providing some new information to the team. We are looking forward to your visit next week.

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