From:	support@accjc.org
Sent:	Tuesday, March 29, 2016 5:53 PM
To:	Mayo, Sandra
Cc:	Steinback, Robin
Subject:	[External Sender] ACCJC - 2016 Annual Report Submission

This confirms that your 2016 Annual Report to ACCJC was submitted by Dr. Sandra Mayo <sandra.mayo@mvc.edu> on 03/29/2016.
Below is a copy of the information submitted. You may also re-print the report by logging on at https://www.accjc.org/annualreport.

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

2016 Annual Report
Final Submission
03/29/2016

Moreno Valley College
16130 Lasselle Street
Moreno Valley, CA 92551

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Robin Steinback
3.	Phone number of person preparing report:	(951) 571-6350
4.	E-mail of person preparing report:	Robin.steinback@mvc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://mvc.edu/files/Catalogs/Catalog-Section-I.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://mvc.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 8,911 Fall 2014: 8,845 Fall 2013: 8,480
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	8,327
8.	Headcount enrollment in pre-collegiate credit courses (which do	2,011

	not count toward degree requirements) for fall 2015:	
9.	Number of courses offered via distance education:	Fall 2015: 41 Fall 2014: 40 Fall 2013: 38
10.	Number of programs which may be completed via distance education:	n/a
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,051 Fall 2014: 1,964 Fall 2013: 1,927
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	73.3%	
14b.	Successful student course completion rate for the fall 2015 semester:	67.8%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	485
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	300
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	598	
16b.	Number of students who received a degree in the 2014-2015 academic year:	385	

16c.	Number of students who received a certificate in the 2014-2015 academic year:	281
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	625
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	n/a
19a.	Number of career-technical education (CTE) certificates and degrees:	35
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	11
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	6
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	12

20.

2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Dental Assistant	51.06	state	70 %	13 %
Dental Hygiene	51.06	state	85 %	100 %
Dental Hygiene	51.06	national	100 %	100 %
EMT/Basic EMT	51.09	national	70 %	82 %
EMT/Paramedic	51.09	national	80 %	100 %
Physician Assistant	51.09	national	80 %	91 %

21.

2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Dental Assistant	51.06	70 %	93 %
Dental Hygiene	51.06	90 %	100 %
Early Childhood Education	13.12	80 %	90 %
EMT/Basic EMT	51.09	60 %	75 %
Human Services	44.00	70 %	77 %
Medical Assisting	51.08	55 %	71 %

Physician Assistant	51.09	80 %	96 %

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Transfer Course Completion	Rate of successful course completion for transfer courses	71.2%
Credit-Degree Applicable Course Completion	Rate of successful course completion for degree applicable courses	74.3%
CTE Course Completion	Rate of successful course completion for CTE courses	83.8%
Remedial Course Completion	Rate of successful course completion for remedial math and English courses	63.9%
ESL Course Completion	Rate of successful course completion for ESL courses	69.2%
Fall to Spring Persistence	% of student who persisted from one fall term to the following spring term	60.3%
Fall to Fall Persistence	% of student who persisted from one fall term to the following fall term	41.8%
College-prepared completion rate	Percentage of degree, certificate and/or transfer-seeking students starting first time, tracked for six years who complete a degree, certificate or transfer-related outcomes. Student's lowest course attempted in Math and/or English was college level	58.1%
Unprepared for college completion rate	Percentage of degree, certificate and/or transfer-seeking students starting first time, tracked for six years who complete a degree, certificate or transfer-related outcomes. Student's lowest course attempted in Math and/or English was pre-collegiate lev	35.2%
Overall completion rate	Percentage of degree, certificate and/or transfer-seeking students starting first time, tracked for six years who complete a degree, certificate or transfer-related outcomes. Student attempted any level of Math or English in the first three years	36.9%
Remedial Math Rate	Percentage of credit students tracked for six years who started below transfer level in mathematics and completed a college-level course in the same discipline	21.8%
Remedial English Rate	Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level course in the same discipline	37.5%
Remedial ESL Rate	Percentage of credit students tracked for six years who started below transfer level in	83.7%

22.

4

		English and completed a college-level course in ESL or English	
	CTE Rate	Percentage of students tracked for six years and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred	38.7%

#		
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).	
	In Fall 2015, the college aligned institution standards with the IEPI framework. For each standard, five-year averages were calculated and 1-year goals were established 0.5 standard deviation below the average. This method was chosen to account for normal fluctuations in annual data and to allow time for student success and completion initiatives to yield results. For 6-year goals, the college examined the number of successful students in most recent cohorts, reviewed interventions that improve success and projected a percentage and cardinal number of how many more successful students were necessary to achieve the goal. Assessment, program review, planning and resource allocation have been further enhanced by integrating these components into an online, web-based platform. This system allows direct connections between SLOs, PLOs, and ILOs and assessment information is embedded directly into program reviews. Action plans are linked to strategic planning goals and successful achievement of performance targets. Reports are generated and shared with the units. Conversations about the findings are held, action plans developed and assessed in next cycle. This improvement also allows for regular tracking and reporting on achievement of goals and objectives in college integrated strategic plan.	

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	475
	b.	Number of college courses with ongoing assessment of learning outcomes	422
		Auto-calculated field: percentage of total:	88.8
25.	Courses		

	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	84
	b.	Number of college programs with ongoing assessment of learning outcomes	84
		Auto-calculated field: percentage of total:	100

	Courses		
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	23
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	21
		Auto-calculated field: percentage of total:	91.3

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://mvcsp.com/loa/default.aspx
28.	Number of courses identified as part of the general education (GE) program:	201
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	78.1%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	183
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	19.3%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
	Moreno Valley College approved five ILOs through its governance process in Fall 2014. During the spring 2015 semester, the ILOs were entered into the assessment tracking tool (TracDat) and faculty have mapped ILOs to SLOs. Through this process, MVC is assessing its ILOs by tracking them back to course SLOs. We run reports on the ILOs and examine how the course SLOs that are mapped to have been assessed and how well

students are achieving the learning objectives. These reports show an overall picture of how well MVC students are performing under each ILO.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words). CTE certificate and AS degree programs and Area of Emphasis AA/AS transfer degree programs have completed mapping course to program SLOs; AOE programs have completed a review of the mapping, while CTE programs are in the process of review (because CTE programs are undergoing changes and in many cases rewriting SLOs). In the review, program faculty respond formally to a series of questions established by the Assessment Committee that focus on how specific courses (and SLOs) support PLOs and whether PLOs are given adequate attention in course sequences. Balance of the degree to which an outcome is covered throughout the course sequencing is also considered (i.e. is the outcome introduced, developed, or mastered). Through program reviews, gaps and overlaps are identified to understand how student learning is scaffolded in programs and, ultimately, to improve student attainment of PLOs.
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words). SLO assessments are shared for internal audiences through an online system, and through presentations and discussion in department and discipline meetings. Employeess who may not be able to attend on campus meetings participate via TracDat. Examples of assessment projects are shared and discussed at regularly scheduled workshops. Effectiveness has been improved with small group and 1-on-1 coaching sessions hosted by the Assessment Committee membership. In these coaching sessions, assessment strategies, documentation, analysis of assessment results and "next steps" are stressed as being important facets of the assessment process, ensuring that information gained will influence the behavior of college peers. Assessment results are incorporated into four-year cycle program reviews, and Action Plans in program reviews can be directly linked to SLO assessment. Assessment reports are posted to the college's Assessment Committee SharePoint site, which is accessible to external audiences. Faculty FLEX workshops are held twice annually where presentations on assessment and student achievement data are routinely discussed. Student Services and Business Services regularly discuss assessment at twice-yearly retreats and this information informs unit goals, action plans and resource requests in subsequent program review.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all

	programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).
	As mentioned above, dialog on SLO assessment takes place at trainings, through presentations at department and discipline meetings, and through faculty FLEX workshops. Reporting takes place through the program review process. In comprehensive instructional program review, discipline units at the college are asked to provide a thorough report on all assessment activities within the discipline and the results of assessment. In the process of compiling the annual program review, discipline faculty and staff have the opportunity to discuss what they have learned from assessment and what steps need to be taken to improve student learning based on these results. In the prioritization of resource requests, one criteria for ranking is that there is "A strong and clear explanation how the request comes from objective (SLO / PLO) assessment results that show that this request will result in improvement in the unit."
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).
	English faculty have made broad changes to improve student achievement based on pipeline data, student equity data and SLO assessment. One change was the creation of an accelerated English course one-level below transfer for students placing at any level. In response to data showing disproportionate placements into the lowest level English course by African American and Hispanic students, and to SLO assessments that showed "accelerated" students were faring better in transfer level English than students in traditional sequences, more changes were made. Faculty voted to reform placement practices that would allow more students into college-level English 1A, to expand offerings of the accelerated English course, and to eliminate the lowest two levels of the traditional English sequence of courses. The Student Services Assessment Unit, through assessment of its SAOs, identified a need to increase off-site placement testing at local high schools. These services were geared toward assisting high school seniors to complete the Assessment, Orientation, and Counseling process before the priority registration deadline. With the cooperation of college Outreach staff, students were able to complete applications to the college, provide placement testing and online orientations to 12% more students in 2014.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Delivery mode (Distance

		Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	In late spring 2015 we will implement the next cycle of program revitalization/discontinuance. It is possible that some certificate/degree programs will be eliminated. In addition, we are exploring feasibility of implementing UC Transfer Pathway degrees. Finally, the number of courses taught in DE format is rising to level that may necessitate substantive change proposal.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Moreno Valley College/Ben Clark Training Center
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234