



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:	Moreno Valley College
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Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.

2022-23: 2023-24: 2024-25:

5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	8.07 %	20.58 %

5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23: 2023-24: 2024-25:

6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	14.32 %	20.37 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

n/a

7. Do you offer Distance Education?

Yes	No
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If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 2023-24: 2024-25:

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	7.55 %	21.23 %

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 2023-24: 2024-25:

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	7.88 %	21.59 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7g. % of all students that took at least one degree-applicable distance education course:

2022-23: 2023-24: 2024-25:

7h. % of all degree-applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2022-23: 2023-24: 2024-25:

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes	No
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If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23: 2023-24: 2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

9a. Does your institution participate in Title IV funding?

Yes	No
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**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard.

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "% of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- Student Achievement Measure (SAM)
- Voluntary Framework of Accountability (AACC)
- College established dashboard
- Other (please specify)
- N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

11a. Please provide a link to the exact page on your institution’s website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution’s entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC’s recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC’s Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

https://mvc.edu/data

11b. Please review and score your institution’s website on the [Rubric for Effective Institutional Outcome Transparency](#).

Score: 7

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution’s public website?

There is a link directly under the 'About Us' on the college's webpage (https://mvc.edu). The link is labeled 'Data and Outcomes'. The link takes community and prospective students to the college' data library, where published data is less than two years old with the most recent completed academic year. At the college data (https://mvc.edu/data) library, an annual institutional effectiveness report is visible and meaningful disaggregated student achievement data is provided. The report provides both analysis and addresses achievement information as it relates to the strategic goals of the college. Additional story telling could improve the college data library.

Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	68%	68%	69%
12b. Stretch goal (aspirational):	78%	78%	80%
12c. Actual successful course completion rate:	69%	70%	74%

Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes No

If you answered no, skip to question 14.

13a. Type of Institute-set standard for certificates:
(Please select one option from the menu)

- Number of certificates
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	253	308	308
13c. List your stretch goal (aspirational):	734	734	648
13d. List actual number or percentage of certificates:	421	420	498

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

2022-23 2023-24 2024-25

14a. List your Institution-Set Standard (floor) for associate degrees:

915	915	1354
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14b. List your stretch goal (aspirational) for associate degrees:

3146	3146	2247
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14c. List actual number or percentage of associate degrees:

1354	1445	1728
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Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
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If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
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If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes	No
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If you answered no, skip to question 18.

17a. Type of Institute-set standard for transfers:
(Please select one option from the menu)

- Number of transfers
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

	2022-23	2023-24	2024-25
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	575	659	673

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	1325	1325	946
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17d. List actual number or percentage of students who transfer to a 4-year college/university:

17d. List actual number or percentage of students who transfer to a 4-year college/university:	714	715	727
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Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes	No
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If you answered no, skip to question 19.

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam Type (National, State, Other)	Institution-Set Standard (%) (Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Paramedic	National	80	90	96	100	100
Emergency Medical Technician	National	80	90	88	88	84
Dental Hygiene	National	90	95	100	100	100
Dental Assistant	State	70	85	100	100	100

19. Does your college offer Career and Technical Education Programs?

Yes	No
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If you answered no, skip to question 20.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23.

Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but please describe your definition and methodology in Question 19.

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Accounting	65	83.2	73	71	73
Business Administration	65	83.2	71	81	89
Medical Assisting	65	83.2	81	92	91
Dental Assistant	65	83.2	90	68	83
Dental Hygienist	65	83.2	85	86	100
Emergency Medical Technician (Services)	65	83.2	91	93	88
Paramedic	65	83.2	100	92	92
Child Development	65	83.2	69	71	88
Human Services	65	83.2	67	90	87
Administration of Justice	65	83.2	89	86	95
Corrections	65	83.2	99	99	100
Police Academy	65	83.2	98	98	95
Fire Technology	65	83.2	85	88	79
Fire Academy	65	83.2	95	100	97
Legal and Community Interpretation	65	83.2	90	75	86

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

For the career technical education reporting, our cohorts are tracked for 2 years. Once they graduate, the cohort is given a year to track job placement. For example, reporting year 2024-25 is a cohort of students that started in 2021-22 and graduating in 2023-24. Therefore, the job placement rate for 2024-25 is those students that started in 2021-22.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

The college continues to focus on the student journey by identifying barriers and making the necessary changes to practices, policies, and procedures. A success is the colleges focus on building a culture of care. Currently, the college is focused on early momentum points (leading indicators) in application conversion rates, completion of math and English in the first year, persisting from major term to major term while closing equity gaps. Focusing on these early momentum points allows the college to meet both its institutional set standards and attempt to achieve its aspirational targets. This year the college raised institutional set standards for course completion, number of certificates, number of degrees, and number of transfers. Through the college's annual and long-term planning processes, the institution is focused on building a culture of care to ensure every student meets their educational goal.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

The regional convenings have been a great opportunity to learn first-hand about new and prior requirements for accreditation. This also allowed institutions to learn from each other in meeting those requirements. Additional meetings would be helpful as not everyone can travel to conferences. Additionally, at the regional convenings, it would be helpful to provide additional insights into changes at the federal level and key legislation that might be passed. The regional convenings would allow us to hear first-hand the legislation that will impact our institutions. Also, at the convenings, institutions could learn from each other on the changes to practices and procedures they are making to ensure student success and meeting those federal regulations.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- I reviewed the program listings and all of my institution's programs are correctly listed
- I have found some errors and will be reaching out to ACCJC for next steps on updating