

Follow-Up Visit Peer Review Team Report

Moreno Valley College
16130 Lasselle Street
Moreno Valley, CA 92551

This report represents the findings of the Peer Review Team that conducted a virtual visit to Moreno Valley College October 21, 2021. The Commission acted on the accredited status of the institution during its January 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Submitted to:

The Accrediting Commission for Community and Junior Colleges

Submitted by:

Dr. Rowena M. Tomaneng, President, San José City College
Team Chair

Date: October 25, 2021
To: Accrediting Commission for Community and Junior Colleges
From: Dr. Rowena M. Tomaneng
Subject: Report of Follow-Up Team Report to Moreno Valley College, October 21, 2021

Introduction

The Peer Review Team for Moreno Valley College completed its initial visit to the college from March 2 through March 5, 2020. At its meeting June 10-12, 2020, the Commission acted to Reaffirm Accreditation for 18 months and require a Follow-Up Report, due no later than October 1, 2021, followed by a visit from a peer review team. Members of the peer review team conducted the Follow-Up visit to Moreno Valley College on October 21, 2021. The purpose of the team visit was to determine whether the institution has addressed the requirements stipulated in the Commission Action Letter of June 29, 2020.

The team was comprised of the following members:

Dr. Jennifer Vega La Serna, Vice President Academic Affairs, College of the Sequoias
Dr. Mia Wood, Professor of Philosophy, Los Angeles Pierce College

The team found that the College had prepared very well for the visit by arranging for meetings with the individual groups agreed upon earlier with the team chair and by providing relevant evidence and access to courses for review. Over the course of the day the team met with the college president, executive cabinet members, several instructional faculty and staff including members of the college distance education response team, distance education committee, distance education den and the Side Kicks peer to peer support team.

The Follow-Up Report and Visit were expected to document resolution of the following compliance requirements:

1. Policy on Distance Education and Correspondence Education; Standard II.A.2 (College Requirement 1)

In order to meet the standard, the Commission requires that the college establish a policy defining regular and substantive instructor-initiated contact with students for Distance Education courses. The Commission requires that the college provide professional development opportunities for faculty to ensure Distance Education courses include regular and substantive instructor-student interaction.

Team Analysis of College Responses to the June 2020 Commission's Requirements

Findings and Evidence:

The Team found that Moreno Valley College (MVC) has developed official policies and other guidance and processes to ensure Distance Education courses include regular and effective instructor-student interaction. As evidenced in their follow-up report, the more robust

Administrative Procedure 2105: Distance Education (AP 2105) was approved March 2021, revising the Riverside Community College District (RCCD) Administrative Procedure 4105: Distance Education (AP 4105) and the corresponding RCCD Guide to Recommended Best Practices to Achieve Regular and Substantive Contact in Distance Education. AP 2105 specifies distance education course requirements for regular and substantive interaction, curriculum approval, course approval, authentication of student identity, other legal issues in online local district standards for quality distance education instruction.

In addition to the AP, MVC created multiple DE professional development opportunities to implement the policies and guidance since the comprehensive visit to ensure Distance Education (DE) courses include regular and substantive instructor-student interaction. MVC's Faculty Support Team, a subcommittee of the Distance Education Response Team (DERT), developed a peer-to-peer support model beginning with the establishment of the Canvas shell, named the Distance Education (DE) Den. The DE Den provided a venue for faculty collaboration on effective online course design and peer-to-peer support. MVC provided further faculty resources (Sidekicks) to support professional development, and nine multi-disciplinary associate and full-time faculty were each assigned a cohort of up to 40 faculty to intentionally engage and provide peer support. In total, the College implemented numerous workshop opportunities to enhance the faculty's online presence, including *Regular & Substantive Instructor-Initiated Interaction*, *Instructor Presence & Communication Climate*, *Student to Student Interactions*, *Anonymous Course Surveys*, *Creating and Curating Substantive Content*, and *Promising Practices for Teaching Online*. Three professional development modules were also created to increase high quality online instruction: Accessibility Online, Course Design Online, and Equity Online. The DE Den Spring 2021 Canvas People report showed that faculty activity increased to nearly 10,000 hours. In the future, MVC plans to become a Peer Online Course Review (POCR) through the California Virtual Campus-Online Education Initiative (CVC-OEI).

The Team reviewed courses offered online during the spring 2021 semester and observed a significant improvement in the general quality of instruction occurring online and specific attention to regular and effective contact. Classes had substantial interaction between both professor and students, and between students. For example, faculty posted regular announcements and student discussion boards were active. The College also embedded student services and instructional support into Canvas, so that students can access easily the MVC Library, Online Student Readiness Tutorials, NetTutor, Wellness Central, and others.

The improvement observed after the visit is notable and it is impressive that the college has carried out their work with institutional sustainability as a strategic priority.

Conclusion:

The College meets the policy and the standard.
(II.A.2)