

**Moreno Valley College**

# Midterm Report



**MORENO  
VALLEY  
COLLEGE**

Submitted by:  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

Submitted to:  
Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

Submitted March 15, 2017

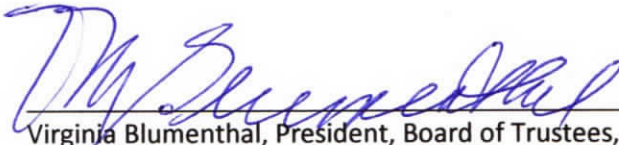
## Midterm Report – Certification Page

**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** Irving G. Hendrick, Ed.D., President  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

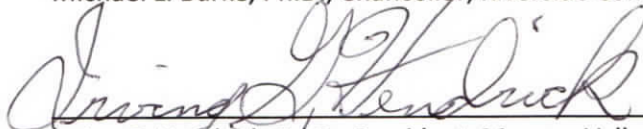
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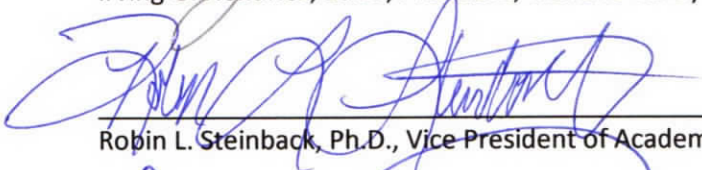
Virginia Blumenthal, President, Board of Trustees, Riverside Community College District



Michael L. Burke, Ph.D., Chancellor, Riverside Community College District



Irving G. Hendrick, Ed.D., President, Moreno Valley College



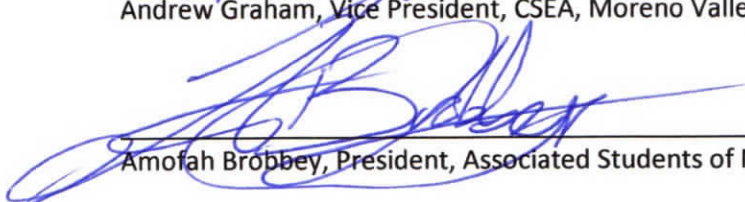
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## Introduction

Since the Self Evaluation Report of Educational Quality and Institutional Effectiveness report submitted in January 2014 and the subsequent visit by the Accrediting Commission in March 2014, Moreno Valley College has had an ongoing dialogue with the Commission. The college filed an Institutional Follow-Up Report (October 2015) and had a visiting team conclude the college had corrected deficiencies, fully addressed and meets the standards for five of the six college recommendations and the two district recommendations issued by the Accrediting Commission. (Follow-Up Visit [Team Report, November 5-6, 2015](#)) After the visiting team provided its report to ACCJC, the Commission found that “Moreno Valley College has addressed District Recommendations 1 and 2 and College Recommendations 1,2,3,5 and 6 from the spring comprehensive evaluation, resolved the deficiencies, and meets standards.” ([ACCJC Letter of Action February 5, 2016](#)) In response to the remaining College Recommendation #4, the college submitted an Institutional Follow-Up Report (March 2017) with evidence that the deficiencies have been fully addressed and instituted ongoing practices to ensure regular cycle of review and revision of course outlines of record for CTE courses for relevance, appropriateness, and currency. The college has also submitted annual reports to the commission on student achievement data, student learning outcomes and assessment and finance.

## Statement of Report Preparation

At Moreno Valley College compliance with accreditation standards and policies is institutionalized in organization and governance structures. The college Strategic Planning Council, composed of representatives of all major stakeholders and organized around the four accreditation standards, serves as the steering committee for accreditation. The Midterm Report was developed in tandem with the Institutional Follow-Up Report also due to the Commission March 15, 2017. The [timeline](#) that guided this work was published on the college accreditation webpage.

The College Accreditation Liaison Officer, dean of instruction and dean of institutional effectiveness prepared this report with input, support and review by various college and district bodies. As indicated on the report certification page, all stakeholders were involved.

Regular progress reports were provide to the college Curriculum Committee, Academic Planning Council, Strategic Planning Council, Academic Senate, and President’s Cabinet. Drafts of the report were posted on the college accreditation webpage and input was solicited in college forums, professional development (FLEX) meetings, presentations before student government (Associated Students of MVC) and classified staff (CSEA). ([Accreditation webpage](#); College Forums held [September 30, 2016](#); [November 4 2016](#); [February 10, 2017](#); Academic Senate Meeting Agendas [November 21, 2016](#) (provided in administrative reports) and [December 5, 2016](#); [March 6, 2017](#); ASMVC [November 21, 2016](#); Strategic Planning Council [September 22, 2016](#); [October 27, 2016](#), [December 15, 2016](#).) Actions taken by Moreno Valley College to resolve Recommendation 4 were included in status reports on the college Midterm Report presented to and endorsed by Chancellor’s Cabinet, District

Strategic Planning Council, and Teaching and Learning Committee of the district governing board. ([DSPC presentation January 20, 2017](#); [RCCD Board Agenda February 7, 2017](#) which starts on page 5). The governing board accepted and took formal action to accept the report February 21, 2017. ([RCCD Board 21February2017 Agenda](#) which starts on page 441.)

*Campus Communication:* To ensure the entire campus community was informed of the Accreditation reporting process, introduction to reporting expectations for Midterm and Follow-up reports were presented as College Accreditation Forums. The first of three College forums was held on September 30. The second College forum was held November 4. A final College forum was conducted on February 10, 2017, which was attended by faculty, staff, managers, and students.

*Report Drafts:* An initial draft was prepared on September 22, 2016, and shared with College leadership. The Dean of Institutional Effectiveness presented a status update to the Strategic Planning Council on September 22 and to the President's Cabinet on September 27. An updated draft was published on the College's accreditation website on October 24. Updates to the President's Cabinet and Strategic Planning Council continued on October 25 and 27, respectively. The third (final) draft was published on the College's accreditation website on November 10.

*Report Review & Approval:* The President's Cabinet reviewed the document on November 15, followed by presentations at Strategic Planning Council (November 17, December 15, and January 27, 2017,) Academic Senate (November 21 and December 5,) the Associated Students of Moreno Valley College (November 21,) the Riverside Community College District (RCCD) Strategic Planning Council (January 27, 2017,) the RCCD Chancellor's Cabinet on January 30, 2017, and finally the Board of Trustees for final approval on February 21, 2017.

## **Response to the Commission's Recommendations**

At the Accrediting Commission for Community and Junior Colleges (ACCJC) meeting held January 6-8, 2016, the Commission reviewed the Institutional Follow-Up report submitted in October 2015. The Commission found that Moreno Valley College had resolved deficiencies in District Recommendations 1 and 2 and College Recommendations 1, 2, 3, and 5 from the spring 2014 comprehensive evaluation. These findings were based on the October 2015 Follow-Up report, the previous Comprehensive Institutional Evaluation Report, with corresponding evidence, and the results of the ACCJC team visit on November 4-5, 2015. The Commission also found the College had addressed recommendation 6 to increase institutional effectiveness. The Commission required the College to submit a Follow-Up report regarding College Recommendation 4, which is due on March 15, 2017.

Moreno Valley College has taken sufficient steps to be in compliance to meet and address all College recommendations. This report provides updates on the recommendations that were previously addressed and provides evidence that the College and District have sustained and integrated processes regarding the two District and five College recommendations.

## **District Recommendations**

### **District Recommendation 1**

#### **District Recommendation 1: Technology Planning**

**In order to meet standards, compile the various completed elements of technology planning into an integrated, comprehensive district technology plan that is accessible and transparent, including a disaster recovery plan and a plan to refresh aging and outdated technologies. Ensure that the district technology plan is based on input from the colleges and is in alignment with college planning processes. (Standards I.B.6 and III.C.2)**

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The Information Technology Strategic Council ([ITSC](#)), which consists of co-chairs of the college technology advisory groups and District Information Technology Services personnel, continues to meet on a monthly basis to discuss district-wide technology needs, including the status of the [District Technology Plan](#) and objectives for the current academic year. By the time of the Follow-Up Report, the ITSC had begun the process to work with each college's vice president of business services and the Vice Chancellor of Business and Financial Services to determine a financial sustainability strategy as the District and colleges implemented their technology plans.

At the beginning of fall 2016, the ITSC was in process of assessing the status of 2015-2016 academic year objectives (derived in large part from outstanding [IT Audit](#) concerns). At their September 2016 meeting, the Council compiled and prioritized a list of 2016-2017 objectives based on outstanding 2015-2016 objectives in addition to new items brought forward from the colleges' and District's technology plans for 2016-2017 (e.g., see MVC's minutes from the Technology Resources Advisory Group meeting from [November 3, 2015](#).)

Progress towards a more comprehensive disaster recovery plan continues (District Technology Continuity Plan, Appendix 3 of the District Technology Plan). One element of the Technology Continuity Plan has been completed, namely establishing network redundancies between college and district locations, ensuring that locations are connected to each other in more than one way in case of outage at any single site. Work on this alternate routing network has been completed at Norco College and continues at Riverside City College. Implementation of a second district-wide internet connection at Moreno Valley College was completed January 2017, providing additional access as well as increased capacity to the entire District. Professional services are being contracted to address this issue (see Network Bandwidth Status on page 3 of [ITSC's October 19, 2016 minutes](#).) In addition, data are being refreshed and updated between college sites on a nightly basis. Also, faculty and staff email has been migrated to Microsoft Office 365 to improve access and availability across the District and colleges. (RCCD Board of Trustees agenda [February 21, 2017](#) starting on page 565)

Moving forward, the colleges' vice presidents for business services and the Vice Chancellor for Business and Financial Services continue to refine a financial sustainability strategy for technology replacement and enhancements.

## **District Recommendation 2**

### **District Recommendation 2: Post-Employment Benefits**

**In order to meet standards, implement a plan to fund contributions to the District's other post-employment benefits (OPEB) obligation. (Standard III.D.3.c)**

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

To address the Commission's recommendation regarding OPEB liability, a funding plan was developed. The plan consists of the following:

1. Effective July 1, 2015, establish an irrevocable trust to pay current retiree health costs and to accumulate funds for future costs to offset the OPEB liability;
2. Develop a rate to apply to every dollar of payroll, in all resources that have payroll, to cover the annual current cost ("pay-as-you-go") plus a minimum of \$250,000



- annually to begin providing for future retiree health costs, including application of the rate to grant and categorical programs in accordance with the federal government's (i.e., the Office of Management and Budget's) [OMB Circular A-21](#) (link may not be active) and the State Chancellor's Accounting Advisory, Governmental Accounting Board Statement No. 45—Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions, and Governmental Accounting Standards Board [GASB 45](#);
3. Contribute investment earnings over time to the reduction of the outstanding OPEB liability, so that the total amount of District set aside and funds accumulated to pay for future retiree health costs will be limited to a maximum of 50% of the outstanding OPEB liability;
  4. At least annually, transfer all funds provided by the retiree healthcare rate to the irrevocable trust;
  5. Pay all retiree healthcare costs out of the irrevocable trust.

This proposal, discussed with the District Budget Advisory Council (DBAC) on [January 23, 2015](#) and on [February 27, 2015](#), was also vetted through each of the colleges' shared governance processes and reviewed by both the District Strategic Planning Council ([January 30, 2015 and March 13, 2015](#)) and the Chancellor's Cabinet (March 30, 2015). The final proposal was presented and discussed at the Trustees' [April 7, 2015 Resource Subcommittee meeting](#). The Board approved the proposal at its [April 21, 2015 meeting](#).

The District continues to implement its funding plan to ensure a reduction of its OPEB liability. An OPEB Committee was formed, with membership consisting of the Vice Chancellor of Business and Financial Services, a Faculty Association representative, a management representative, a Classified School Employees Association representative, and a community member. At the committee's initial meeting on January 6, 2016, the group chose an asset-allocation strategy for a \$250,000 investment per fiscal year. The committee recommended a moderately conservative plan with medium risk (Strategy 2) within the CalPERS OPEB irrevocable trust. On September 12, 2016, the District OPEB Committee reviewed the trust's performance and set future meeting dates for a minimum of two times a year. (RCCD Board of Trustees agenda [February 21, 2017](#) starting on page 565)



## College Recommendations

### College Recommendation 1

#### **College Recommendation 1: Further Articulate Goals and Objectives in Measureable Terms**

In order to meet the Standards, the team recommends that the College further articulate its goals and objectives in measurable terms, and assess progress toward achieving its goals systematically and on a regular cycle (Standards I.B.2, I.B.3).

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

Moreno Valley College has sustained its efforts to create goals, objectives, and strategies in measurable terms and continues to systematically assess progress towards achieving goals. The College produced three overarching plans since the Visiting Team's recommendation in 2014: the [2015-2018 Integrated Strategic Plan](#), the [Student Success and Support Programs Plan](#) and the [Student Equity Plan](#). Each of these documents identifies specific goals, strategies to achieve the goals, timelines for completion, and responsible parties.

The College has begun assessing its completion of the goals and objectives contained in its 2015-2018 Integrated Strategic Plan (ISP.) This assessment effort is led by a dedicated task force created by SPC as described in the next paragraph. Objectives that are identified in Integrated Strategic Plan are submitted by the appropriate subcommittee of the Strategic Planning Council (SPC) and forwarded to the SPC for submission to the College President. For example, analysis of the scope of work and the tasks identified in the ISP suggested benefits of consolidating the overlapping functions in Basic Skills, Student Support Services and Programs, and Student Equity committees. Therefore, SPC approved creating a joint committee, called the Student Success and Equity Committee, in its [March 2016 meeting](#) (and later approved by Academic Senate in [April 2016](#)) that would provide oversight and direction to these program areas and associated initiatives, while allowing the college to better align resources to support these collective efforts. Even though a joint committee has been created, each of these groups continues their individual annual program evaluation.

The SSSP, the Student Equity, and the Basic Skills plans require mandatory annual updates to the California Community Colleges Chancellor's Office. The College's responses for these annual updates describe the completion status of each objective and summarize the outcomes, progress and continues growth to attain the objectives. Other goals and objectives contained in College plans, such as the Integrated Strategic Plan are evaluated systematically. For example, during an SPC retreat in August 2016, a task force was formed to evaluate the degree to which the College had accomplished its strategic planning goals and strategies. The task force has reported its preliminary findings to SPC in October 2016 (see [minutes](#)) and

recommended to prioritize the assessment of ISP through a qualitative approach. By implementing the use of focus groups as primary method, will enable the college community to engage in transparent and authentic conversations about ISP goals and action plans. The objectives are to (a) assess college movement towards meeting its goals and objectives detailed in the ISP, (b) detail accomplishment of action items and report progress, completion, or efforts in planning, and (c) identify where ISP may be modified to ensure it is current, and reflective of student and college needs. These focus group sessions will help the College better understand and communicate the completion status of the 2015-2018 Integrated Strategic Plan strategies and goals.

To ensure broad communication of the College's progress towards institutional goals, information is communicated using several modalities. In addition to dialogue occurring in shared governance committees such as SPC and Academic Senate meetings, the College also holds public forums. In June 2015, the College held a [Budget forum](#) to review goals, funding priorities, and the outcomes of having an Integrated Resource and Planning Allocation tool.

The Mission and Institutional Effectiveness subcommittee agreed to assess a previously approved systematic process to ensure that the assessment of institutional goals occur on a regular and consistent basis. In [December 2015](#), the subcommittee began discussing the evaluation of College processes. The subcommittee reviewed and discussed models for Continuous Improvement Process and Flow such as the "Inventory of Continuous Improvement Processes." The subcommittee is continuing this work during the 2016-2017 academic year (see [minutes from October 6, 2016](#)).

The College has also improved its process for measuring and documenting the achievement of goals by integrating data and objectives into the Instructional and Student Services Annual Program Review (APR) process through a web-based platform, TracDat. The College has improved its integration of data into the APR process to facilitate analysis about objectives included in the College's Student Equity Plan and in the College's Institution Set Standards. To ensure the data are accessible in a visual analysis-ready format, the College has purchased a data visualization tool, Action Point. This purchase was made in response to [feedback from focus groups](#) consisting of the primary authors of the instructional Annual Program Reviews. Action Point is scheduled to be implemented in spring 2017 and it interfaces with our existing Annual Program Review Process in TracDat. The interface available function enables the systems to triangulate data, produce reports with most updated and available data. These will inevitable support the goal of engaging in data-driven decision making processes to support student equity and success rates.

To assess progress towards achieving goals, several data-related prompts are included in APRs. Examples include: student success and retention rates overall and also disaggregated into rates for students enrolled in transfer courses, CTE programs, and for students enrolled in Basic Skills courses; course success rates aggregated by discipline; and course success rates disaggregated by gender and ethnicity (see, for example, the [spring 2016 Music Annual Program Review](#)). APRs also include analysis from long-term College data trends from the

Community College Survey of Student Engagement (CCSSE) and institutional set standards and goals. Program Review authors now must respond to several questions based on these data trends and on the institution standards included in the APRs. The College established a four-year rotation cycle for the analysis of institution set standards and goals and plans to rotate the Program Review questions each year. In 2016, the questions focused on degree and certificate completion and successful course completion rates in English as a Second Language, Basic Skills, and Career and Technical Education courses. Data from the previous five years were provided to program review authors to contextualize trend data in the direction, or possible modifications, made to program of study.

### Conclusion

Starting in May 2017, the College will publish the results of a comprehensive assessment of its progress towards accomplishing the one-year goals identified in the Institution Set Standards, one year after the goals were adopted by the Board of Trustees. The Institution Set Standards were approved by the College Strategic Planning Council [in March 2016](#) and by the [Board of Trustees in May 2016](#). Program Reviews will continue to serve an essential role in annual assessment.

## **College Recommendation 2**

### **College Recommendation 2: Assess Planning and Program Review Processes to Ensure Ongoing Cycle**

**“In order to meet the Standards, the team recommends that the College assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation (Standards I.B.6, I.B.7. III.A.6, III.B.2.b, III.B.6, III.B.7, III.C.2, III.D.4).**

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The College has sustained the practices previously outlined in the October 2015 Follow-Up Report related to assessing its planning, program review processes, and with integrating an evaluative processes to planning and resource allocation activities.

### Assess planning and program review processes; ensure ongoing systematic evaluation cycle

The College continues to assess and make revisions to the Program Review planning processes. In 2015-16, notable improvements in quality of analysis of the provided data were made in the Program Review processes in Academic Affairs and in Student Services. Both areas continue to use TracDat software to create, edit, and update Program Reviews. Specific examples of sustained improvement in the Program Review and planning processes follow.

### *Student Services*

In order to ensure widespread participation in developing resource allocation priorities, in accordance with the College planning [process](#), Student Services has institutionalized a Student Services Council to bolster its planning, resource allocation, and program review processes. Specifically, the Council prioritizes annual program review non-personnel requests, provides suggestions and input on personnel/hiring needs, and provides a venue for information sharing to promote effective communication across the Student Services Division. The Council is composed of the Vice President and three of each: students, staff, managers, and faculty. The Council began meeting in 2016, and in addition to reviewing data on overall student progress, also review and rank resource allocation requests.

In 2015-16, Student Services selected an administrative lead to volunteer to serve as the area's Program Review Coordinator. The coordinator assists authors of Program Reviews and shares informal feedback from authors about how to improve the Program Review document and process. One outcome of the student services Program Review Coordinator is the development of the [Program Review Matrix](#), which allows student services departments to assess the development of the mission and vision for each student services area. This process also helps to ensure efforts are aligned and integrated with the institution's mission and vision. The coordinator will work with the Office of Institutional Effectiveness to continue to improve overall outcomes and processes of evaluation.

Student Services also hosts various meetings and trainings throughout the year that focus on the development and assessment of student learning outcomes and the evaluation of goals, priorities, and the program review process. In August 2015, the Student Services Division hosted an off-campus Student Services [retreat](#) titled, "Assessing, Building & Implementing: Enhancing the Student Experience at MVC." Over 60 faculty, staff, administrators (from student services and instruction), and students attended the retreat. The objectives were to: 1) examine what we do through a wider lens and a different perspective than how we currently operate; 2) reflect, assess, and redefine our processes by identifying new possibilities and opportunities to enhance student success; and 3) gain a better understanding of ourselves, individually and collectively, to improve student success outcomes.

In addition, in August 2016, the Student Services Division held an off-campus [retreat](#) for student services managers. All nine student services managers attended this retreat. The objectives were to: 1) develop the mission and values for Student Services and align them with institutional mission; 2) develop individual and departmental goals to align with the institutional goals; 3) examine what we do through a wider lens and different perspective than how we currently operate; 4) reflect, assess, and redefine processes by identifying new opportunities to enhance student success. The outcomes of these on-going meetings and retreats allows the Student Services Division to assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation continue to strengthen its support of student success across the campus community.

### *Academic Affairs*

In 2014-15, the College consolidated the functions of providing peer review of submitted Annual and Comprehensive (four-year) Program Reviews and evaluating the Program Review process into one committee, the Instructional Program Review Committee (IPRC; see item V.e in the [September 22, 2014, Academic Senate minutes](#)). The IPRC adopted a department-representation structure similar to the Academic Senate and associated subcommittees to ensure diverse academic representation is engaged. In 2015-16, the IPRC focused its fall efforts primarily upon reviewing the Comprehensive Program Reviews and the Program Review processes (see 2015 [checklist](#), [review form](#), [resource request form](#), [training manual](#), and minutes from [September 15, 2015](#)) and to assist with the Annual Program Reviews (APRs.) In spring 2016, IPRC reviewed APRs. Currently, during fall semesters, the IPRC reviews and provides feedback for all four-year Program Review, in support of the goal to approve and publish the Program Reviews. Forms (e.g., [checklist](#); [feedback](#)) were updated in fall 2016 based on assessment of the 2015-16 feedback process. During spring semesters, the IPRC conducts internal training and evaluation to provide assistance to programs that are beginning to write their Annual and Comprehensive Program Reviews.

Based on focus group [feedback](#) and on recommendations from the IPRC during regular meetings in 2015-16, the College improved how data are provided in Program Reviews. The Annual Program Review (APR) forms now include data and discussion questions related to Institutional Effectiveness goals and standards. Data were embedded into instructional APRs in TracDat and will be further strengthened through Action Point – a data visualization package – when it is implemented in spring 2017.

In May 2016, the Academic Affairs administrative team continues to offer administrative peer review and feedback sessions for program review drafts. These sessions occur during regularly scheduled Academic Affairs cabinet meetings.

Similarly, in spring 2016, the Vice President of Business Services and the business managers met to prioritize the Business Services priorities from Annual Program Reviews, and this list was forwarded to president's cabinet for consideration.

### Integrated planning, resource allocation, implementation, and re-evaluation

The College continues to use integrated planning processes and allocating resources, as documented in the College's Integrated Resource and Planning Allocation (IRPA) document. IRPA was developed in 2014-15 as a means to collect all resource requests, view requests ranked priorities by department/program and associated planning council, provide rationale of said requests to Student Learning Outcomes and Service Area Outcomes. Other components of Program Review, strategic planning, and align these to available College funds. In 2015-16, approved funding decisions for (e.g., equipment, hiring additional personnel) continued to be based on priorities identified in IRPA after being prioritized by the appropriate planning councils. All of this is consistent with the College's resource

allocation [process](#) was endorsed by the Academic Senate and Strategic Planning Council, and approved by the College President for implementation.

The College continues to evaluate and improve the IRPA document and associated processes as well as the communications associated with it. For example, in the Strategic Planning Council's Resources Subcommittee meeting on October 19, 2016, the Subcommittee discussed the requests and allocation processes, probed how the College can improve communication about allocation decisions, reviewed the IRPA document and how it may be improved. Of particular concern to the committee was the number of pending requests (614) in IRPA, the costs of these requests (\$22.7 million,) and the possibility that some of the requests may be duplicated efforts or no longer a need for the college.

Additional examples of integrated planning, resource allocation, implementation, and re-evaluation are described in detail in the Student Success and Support Program (SSSP) [plan](#) and Student Equity plan responses in the response to College Recommendation 6 below.

During the College's evaluation and assessment of the Integrated Strategic Plan, several participating members noticed much overlap between work performed by the Basic Skills Committee, the Student Equity Committee, and the SSSP workgroups. All three groups had overlapping goals, well-aligned strategies, but different committee composition. As a result, the College implemented a cooperative and collaborative single-committee structure to integrate the work. The first meeting of the Student Success and Equity Committee was held on October 4, 2016.

The College also continues to evaluate its planning documents. Some College plans, such as the SSSP plan, the Student Equity plan, and the Basic Skills plan require mandatory annual updates to the California Community Colleges Chancellor's Office. Other College plans, such as the Integrated Strategic Plan (ISP) are evaluated systematically. In fall 2016, the Strategic Planning Council began its mid-term review of the 2015-18 Integrated Strategic Plan. An ISP Task Force was formed during an SPC retreat on [August 26, 2016](#). This task force provided feedback to SPC throughout the fall semester and in the January 2017 SPC retreat. (See, for example, [SPC's October 27, 2016 agenda](#).)

To ensure continuous improvement and processes are intricately connected to ongoing College practices, SPC holds bi-annual retreats since 2014, to review all College Plans included in the Integrated Strategic Plan. We also hold several administrative retreats to ensure data-driven conversations inform our decision making processes.

### Conclusion

The College holds an ongoing process to assess its planning and program review processes. The College also has sustained its integrated planning and resource allocation processes as a formal mechanism to review its processes and tangible documents utilized to support assessment, evaluation, documentation, and systemic ways to continue strengthening authenticity towards continuous improvement.



### College Recommendation 3

#### College Recommendation 3: Regularly Assess Learning Outcomes

**In order to meet the Standards, the team recommends that the College regularly assess learning outcomes for all courses and programs and include analysis of learning outcomes results in institutional planning processes (Standard II.A.2.e, II.A.2.f, II.A.2.a, II.A.2.b; II.A.2.e. II.A.2.f.).**

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The College continues to follow through on its assessment plans and actions described in the October 2015 Follow-Up report. As of January 6, 2017, the College increased the number of courses with ongoing Student Learning Outcome assessment to 91%, 458 of 504 active courses, in CurricUNET. Additionally, of the College's 2552 SLO statements in active courses, 2114 (83%) have been assessed as part of an ongoing cycle. The College has also significantly increased the number of courses that have fully assessed all SLOs, as shown in Table 1.

**Table 1: Status of Student Learning Outcome Assessment**

Report	2015 Annual report	2015 Follow-Up report	2016 Annual report	2017 Midterm report*
Courses with <u>some</u> SLOs assessed	65%	79%	89%	91%
Courses with <u>all</u> SLOs assessed		43%		77%

*\*Data for 2017 Midterm report based on assessment results reported on January 6, 2017. Additional assessment reports for courses offered in fall 2016 expected by February 28, 2017.*

In the 2015 Follow-Up report, the College reported that most of the classes without assessment were taught exclusively by part-time faculty. One strategy that likely resulted in increased assessment reporting is that in 2015, the Riverside Community College District and the RCCD Faculty Association ratified a new contract that included compensation for part-time faculty for completing assessment reports. (See [Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA](#) Article X.J.5, pages 24-25.) Additionally, the hiring of full-time tenure track faculty in the Administration of Justice program and the Fire Technology programs at the Ben Clark Training Center also resulted in the support to increase SLO assessments in areas that historically experienced few assessment reports. The College also began a directed information campaign of emails, phone calls, and in-person visits to increase assessment activities. A final key ingredient is the inclusion of mandatory



SLO assessment dialog in the Annual Program Review process and the integration of resource allocation to Program Review requests directly informed by assessment plans and reported outcomes.

To improve efforts with Program Learning Outcomes assessment, the College has nearly completed its mapping between the learning outcomes in the Areas of Emphasis associate degrees and courses comprising those degrees (see pages 35-39 of the [2016-17 College Catalog](#) and maps available in TracDat.)

In the October 2015 Follow-Up report, the College committed to completing, as part of its comprehensive (four-year) program review process, maps linking Program Learning Outcomes to courses and associated Student Learning Outcomes to facilitate assessing PLOs. Faculty are to determine if PLO topics are introduced, developed, or mastered. Since then, three programs undergoing comprehensive program review have completed (Math and Music) or nearly completed (Communication Studies) PLO maps for ADTs. The remaining ADTs are still scheduled to complete this mapping as part of their next comprehensive program review.

Student Services continues to regularly assess learning outcomes for all programs as part of the annual program review process. A detailed assessment [process](#) for student services is used and reviewed annually. The process includes the development of action plans and an assessment results to improve outcomes. This is part of the continuous cycle of collecting assessment results, evaluating the results, using the evaluations to identify actions that improve on-going outcomes for each student services area.

### **Conclusion**

The College has sustained its previously reported efforts to increase assessment reporting, narrative-writing, and dialog in support of student learning. As a result, all recently offered and active courses should have completed assessment by the end of fall 2016 and report by February 28, 2017. The College has proceeded to meet this recommendation, and made significant progress with its plans to assess all Program Learning Outcomes.

## College Recommendation 4

### **College Recommendation 4: Regular Review of Course Outlines of Record for Career Technical Education Courses**

In order to meet the Standard, the team recommends that course outlines of record for CTE courses be made current and a process be developed to ensure a continuous cycle of review for relevance, appropriateness, and currency (Standard II.A.2.e).

Standard II.A.2.e (2002 standards) states that “The Institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.”

### ***Actions Taken to Resolve Deficiencies***

At the time of the External Team Visit in 2014, the college policy was to conduct curriculum at least once per accreditation cycle as a component of the four-year cycle of Comprehensive Program Review. In this process, discipline-based faculty located across the three colleges collaborated to author the program review and conduct review of course outlines of record (CORs). Tracking of curriculum review was centralized at the district office and the Associate Vice Chancellor of Educational Services performed the function of administrative oversight for comprehensive program review. In the 2014 report, the external team noted and the college acknowledged, that ‘not all CORs, particularly in the CTE areas, are current.’”

Following the 2014 visit, the college took full responsibility and committed to immediate actions to address this deficiency. In response to the 2016 Institutional Follow-Up Report, the External Evaluation Team observed that the college ‘has taken meaningful action on Recommendation 4, is addressing the deficiencies noted ... had made as strong and intentional institutional commitment to fully meeting the standard ...’”

In order to establish a regular cycle for review and to ensure CTE course outlines of record are up to date, the college has taken the following strategic actions:

- The curriculum committee regularly hosts faculty professional development workshops on curriculum topics, meets with departments, and upon request provides one-on-one support to small groups of and/or individual faculty involved with the tasks of curriculum review and approval process.
- In consultation with CTE discipline faculty, the college Instructional Program Review Committee, Curriculum Committee and Academic Senate, it was agreed a continuous two-year cycle is more efficacious to validate pre-requisites, ensure relevance,

appropriateness and currency of CTE courses. This change in practice also brought the college into alignment with the expectations for CTE programs as expected in Title 5.

- The College developed a process to ensure a continuous two-year cycle of review for all active CTE courses. A detailed CTE curriculum inventory and tracking sheet was developed and is maintained in by the dean of instruction, CTE. It is updated, typically on a monthly basis, as curriculum is taken to the Board of Trustees ([November 8, 2016](#); [February 1, 2017](#); [March 7, 2017](#)). The report is distributed and regular progress reports are discussed in administrative, participatory governance, department and discipline meetings. When revision of a Course Outline of Record (COR) is approved, the report is updated to reflect the next date for course thus providing the discipline faculty and department with the information needed to proactively plan curriculum review. If the COR has been approved for deletion or exclusion, that is noted on the report as well. It is anticipated that this new messaging process and frequent updates to faculty will result in all courses being identified for review well in advance of the two-year cyclical review deadlines.
- A dean of instruction for CTE was hired in April 2015 to provide administrative support and oversight for business and information technology and health and human public services programs, and a dean of instruction for Public Safety Education and Training (PSET) was hired in June 2015 to provide the same for the emergency services, administrative of justice and fire technology academies at the Ben Clark Training Center. The primary focus of the deans has been to work with the faculty to review local labor market data, assess the state of current programs, identify feasible enhancements to existing CTE programs, and develop new CTE programs all with the goal of producing graduates for immediate employment in livable wage careers in the regional labor market. The Moreno Valley College Strong Workforce Local Share Plan was approved by the Board of Trustees February 21, 2017. In the next year, the college will develop two new CTE programs in health information technology and cyber security and enhance existing CTE programs in Medical Assisting and Administration of Justice-Corrections. ([Strong Workforce Local Share Plan](#); [Strong Workforce Regional Plan](#) presented at the [February 21, 2017 meeting of the Board of Trustees](#) starting on page 571)
- Tenure-track full-time faculty were hired in the areas for which a preponderance of the out of date course outlines are situated: Fire Technology (August 2015) and Administration of Justice (January 2016). Since joining the college, the faculty have focused their efforts to update outline of records to be consistent with new State Fire Marshall accreditation standards (fire technology) and new POST certification standards (law enforcement and correction officer academies and advanced officer

training).

- Program Advisory Committees have been revitalized and all CTE programs at Moreno Valley College now have advisory committees that actively review program requirements, including course outlines. Most CTE programs (Administration of Justice, Early Childhood Education, Emergency Medical Services, Fire Technology Dental Assisting and Dental Hygiene,) have for some time relied upon advisory committees to provide guidance and feedback on course relevance, appropriateness, course and program outcomes, and future program development (for example, see highlighted sections from the Dental Assisting program's [October 2015](#), [May 2016](#), and [October 2016](#) minutes and Dental Hygiene's minutes of [May 16, 2016](#).) Since the 2015 Institutional Follow-Up Report, the college expanded this process by forming an advisory committee for the Business Information Technology Services programs. This advisory committee conducted its first meeting on [November 16, 2016](#) and is participating in curriculum review processes for courses in Accounting, Business, Computer Information Systems, and Computer Applications. Similarly, as recommended by the Inland Healthcare Occupations Coalition, the College's Health, Human, and Public Services department is now having the Riverside Regional Nexus serve as its advisory committee, and this group will provide guidance and recommendations for future updates to CORs (see the Riverside Regional Health Professions Nexus minutes from [August 2016](#).)
- In the fall 2016, the President's Cabinet approved hiring a college-based position to support curriculum and learning outcome assessment. The Instructional Programs Support Specialist is currently in recruitment and expected to be filled in May 2017. Under the supervision of the Vice President of Academic Affairs, this position will serve as the college curriculum specialist, support the curriculum committee, refine the college-based tracking system and collaborate with the district Office of Educational Services to ensure that curricular changes are placed on the board agenda for action in a more timely manner.

In the 2015 Institution Follow-Up Report, the college reported 422 courses in the CTE curriculum inventory including 258 current and 164 outline of records due for review. The college faculty have reviewed the status of outlines of record and taken actions to revise existing outlines, added courses to the inventory in response to labor market and technological changes, and deleted courses as appropriate. Faculty have taken action for deletion of outlines of record for programs that have been eliminated (Physician Assistant), changes in accreditation standards (e.g. Fire Technology) and elimination of antiquated curriculum and for which there is no need to make revision. There has been revision of existing outlines of record in response to program accreditation (Dental Assisting, Dental Hygiene) and state certification such as POST standards for the public safety academies and

advanced officer training. In a few disciplines, such as Business, Computer Information Systems, Computer Applications Technology and Early Childhood Studies, the content of the outline of record are shared by more than one college in our district and it is necessary and professionally appropriate that faculty from the other colleges also participate in review of CORs and agree to any revisions. In such cases, the departments at the colleges have worked collaboratively to develop a review process to update the course outlines (see Computer Information Systems / Computer Applications Technology [process](#) and [minutes](#).) Details about COR status disaggregated by department and further by discipline are available in the tracking spreadsheet (updated [March 12, 2017](#).)

Table 1 displays the status of CTE curriculum in our college. As of March 2017, there are 439 outlines of record in CTE programs in the curriculum inventory. Of these, 235 courses have been in active schedule rotation, offered at least once in the period of summer 2014 to the present term. 204 courses have not been offered since 2013 and are considered inactive.

**Table 1: Moreno Valley College CTE Curriculum Inventory**

Status of CTE Course Outlines of Record	TOTAL INVENTORY OF COURSES (N=439)		Active Courses: In Schedule Rotation at least once since Summer 2014 (n=235)		In-active Courses: Not in Schedule Rotation since 2013 (n=204)	
	N	%	n	%	n	%
# Current	153	34.9%	112	47.7%	41	20.1%
# In Review Process*	156	35.5%	83	35.3%	73	35.8%
# Deleted					60	29.4%
#In Process for Deletion*	116	26.4%	35	14.9%	21	10.3%
# Overdue	14	3.2%	5	2.1%	9	4.4%

\*Note: These courses are in curriculum approval system and on track for approval by Board of Trustees at regular business meetings in March, April and May 2017.

The college progress in addressing this recommendation was affected when the district implemented a major upgrade in the online curriculum approval platform that involved transition from the original version of CurricUNET version 2.0 to CurricUNET META. During the period of June 9, 2016 through October 3, 2016 no curriculum updates could be submitted. No alternative process was in place during this time period, in part due to the one

transfer and mass retirements of instructional support staff and the Associate Vice Chancellor of Educational Services. Upon their departure on June 30, there were no staff in the district Educational Services Office to assist the college with curriculum processes. A replacement for one of the 2.5 full-time equivalent staff previously supporting curriculum and program approvals in the district office was not on board until October 2016. The transition of the curriculum approval system took longer than anticipated and some faculty reported that electronically stored work was lost. An orientation to the new system was provided to the Moreno Valley College Curriculum Committee on October 11, 2016 and training for the college faculty by the district consultant occurred November 22, 2016. With the restoration of the online curriculum system, CTE departments restarted course outline updates. As indicated in the notation included in Table 1, all courses in the curriculum approval system are on track for approval by the Board of Trustees at meetings in March, April and May, 2017.

### **Analysis of Results Achieved**

The college has resolved the deficiencies and fully addressed the recommendation. Moreno Valley College has implemented a continuous two-year cycle for review of CTE course outlines of record. Tracking and reporting mechanisms keep department chairs, discipline faculty and the college administration informed and support strategic planning for enhancement to existing CTE programs and development of new CTE programs to meet regional labor market needs. The college participatory governance is actively involved and supportive of the CTE faculty. Finally, program advisory committees provide feedback to CTE program faculty and administrators regarding currency, relevancy, and program requirements.

## **College Recommendation 5**

### **College Recommendation 5: Develop Long-Term Financial Plans**

**In order to meet the standards, the team recommends that the College develop long-term financial plans that take into account enrollment management plans, capital replacement schedules, human resources staffing plans, and existing facilities and technology master plans, and consider these when making short-term financial and programmatic decisions (III.A.2, III.B.2.a, III.C.2, III.D.1.a, III.D.1.c).**

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The College continues to integrate long-term financial plans, including capital replacement, human resources staffing plans, and technology plans when making short-term and programmatic decisions. Two primary documents show the links between short-term objectives and long-term goals: the [2015-18 Integrated Strategic Plan](#) and the Integrated Resource and Planning Allocation (IRPA) document. Other examples include: Technology Planning, the District Budget Allocation Model and College responses to it, the Center Status application for Ben Clark Training Center (BCTC), and the Facilities Master Plan. Further examples related to the Student Support Services and Programs (SSSP) plan, the Student Equity plan, and links with the Basic Skills plan are described in the response to College Recommendation 6.

#### Financial Resources and Integrated Resource and Planning Allocation (IRPA)

The College's general fund budget is the product of the incremental budgeting approach used by the District, which is common among California community college districts. The College's allocation of resources from the District is based on the RCCD's Budget Allocation Model (BAM.) However, the allocation of new and the reallocation of existing resources are generally guided by the College's Integrated Resources and Planning Allocation (IRPA) process. Resources for facilities development are allocated in accordance with the College's [Comprehensive Master Plan](#) and the Riverside Community College District Capital Improvement Plan. The IRPA process is graphically represented in a [flowchart](#). College leadership makes resource allocation decisions that are largely informed by input and recommendations from program reviews and shared governance processes and committees, including the Academic Senate and the Strategic Planning Council. Other important considerations include: College strategic goals and objectives, institutional priorities, and resource restrictions based on the type and purpose for the funding (e.g., funding for faculty salary and benefits, grant funding, funding to address Americans with Disability Act facilities issues, and bond funds for facilities development projects.)

Through the IRPA process, the College seeks to align resources with strategic institutional priorities, integrate planning and resource allocation, facilitate data driven decision making, and support our culture of shared governance. The IRPA process has been in place at the College for the past two years. With IRPA, resource requests are input by faculty and staff via [an online form](#) using the TracDat software used to author Program Reviews. The resource requests are downloaded on a spreadsheet (Annual Program Review Resource Request Report) by the Manager of Technology Support Services and emailed to the Business Services department. The resource requests are added to the Integrated Resource and Planning Allocation (IRPA) report. The IRPA report is provided to each College division (i.e., Academic Affairs, Business Services, and Student Services.) The IRPA report is updated by each division to reflect changes in priorities, completed purchases, and staffing. The IRPA report is used in the College's budget development process where resource needs are prioritized based on the Integrated Strategic Plan and institutional objectives.



For example, in 2015-16, funding for part-time and overload faculty expenses was increased by 7% to address the increase in state funded FTES. The amount of increased funding for each college is based on the District's Budget Allocation Model that takes into account student enrollments, full-time faculty staffing level, and college specific instructional efficiency factors. Using the IRPA process, a number of funding requests were approved (see [IRPA funded table](#)).

While MVC's IRPA process represents significant progress towards the College's efforts to institutionalize requirements, further improvements and refinements to this process are warranted and continue to be undertaken. IRPA process improvement efforts that have been implemented and/or are being explored include:

- Detailed [instructions](#) were provided for the users that included details of the request, funding sources, prioritization information and strategic planning goals.
- Training sessions on the Eform process were provided on July 23, 2015 and December 14, 2015.
- A full-time Financial and Technical Analyst was hired on June 23, 2016, to help update the list with completed purchases and with organizing the data.
- Periodic updates on the IRPA reporting process have been provided to the Strategic Planning Council's Resource Subcommittee.
- More specific decision criteria are being explored to enhance transparency.
- Efforts to improve IRPA request tracking, management and dispensation are in progress.

### **Staffing plan**

The College's Strategic Planning Council adopted a [Staffing Plan](#) in [November 24, 2015](#). This document identified a need to "continue to make advancement towards meeting or exceeding the 50% Law and 75/25 ratio targets." Accordingly, during 2015-16, the College used the General Fund to hire 5 new full-time faculty positions and replace 14 existing full-time faculty positions that became vacant during the academic year, many as a result of a districtwide retirement incentive option. In addition, several categorically funded faculty positions were filled in support of SSSP and Student Equity goals.

The decision to hire the above positions followed the [Position Prioritization Process](#) adopted and implemented in 2014. The College has continued to follow the same hiring and prioritization processes described in the 2015 Follow-Up report.

Additionally, the College has sustained recommendations from the Staffing Plan by continuing with specific professional development training opportunities focused on comparative experiences and perceptions of students and employees. For examples, the Diversity Committee hosted its second annual Diversity Summit on November 18, 2016. The [assessment of the first summit](#), using pre- and post-surveys, showed general satisfaction and a desire for continued dialog. This summit, along with related (and sustained) [Ally](#) trainings, follow recommendations from the Diversity Committee (see minutes from [February 2016](#).)

The Diversity Committee is also preparing an updated campus climate survey and/or student satisfaction survey to reassess the concerns raised in previous surveys and for which the above planned activities were designed to address.

### **Physical Resources and Facilities planning**

The College has sustained its short-term and long-term facilities planning. Several upgrades and improvements have been implemented since the 2015 Follow-Up report. The upgrades below are consistent with the [2014-19 Scheduled Maintenance five-year plan](#), the updated [2016-2021 Scheduled Maintenance five-year plan](#), and the College's [2015 Comprehensive Master Plan](#).

#### ***Landscape improvements***

The College has embraced its location in a desert region of the Inland Empire. Accordingly, the College has selected a native plant palette to use throughout campus. Non-native plant materials have been and will continue to be replaced by native desert landscape materials. This also helps support the College's goal of being water-wise; the plant replacement has created water consumption savings that meet city and state regulations.

The College has also improved the feel of the campus based on results from consecutive annual facilities satisfaction surveys. In the 2014 College facilities survey, landscaping was the highest identified concern. After the improvements made in 2014-15, landscaping became the lowest concern in the 2015 survey.

#### ***Reallocation of spaces***

In support of the Comprehensive Master Plan, the SSSP plan, and the Student Equity plan, several offices have been relocated so that they may expand services. The Veteran's Resource center, previously located in an office on the third floor of the library, has been relocated to Parkside Complex 13 and expanded its services in fall 2016. In spring 2017, several other changes will be made including:

- The College will open a Welcome Center that includes services for DREAM students. The center will be located at an accessible location on the College at ground level, in support of the Student Equity plan;
- The EOPS and Guardian Scholars (formerly Foster Youth) programs will be re-located and co-located into Humanities 113 after previously occupying two single and separate small offices, in support of the Student Equity plan;
- Outreach Office employees and student ambassadors will be relocated near the First Year Experience Program Office, in support of Student Equity strategies; and
- A faculty member's office was relocated into the Dean of Instruction office when this faculty member became project director for the Basic Skills Student Outcomes Transformation grant and when support staff were moved into the Dean of Instruction Office.

### *Scheduled maintenance and campus equipment upgrades*

Several scheduled maintenance and campus equipment projects were completed in 2015-16 and early 2016-17, including:

- Replacement of heating, ventilation, and air conditioning (HVAC) units in several rooms;
- Converting outdoor lighting from conventional to LED energy-efficient lighting, in support of sustainability initiatives in the Comprehensive Master Plan;
- Replacement of old (end-of-life) water backflow devices, creating new redundant water pathways in the campus water flow system in support of the Comprehensive Master Plan;
- Servicing and replacing high voltage electrical transformers and associated equipment in support of the Comprehensive Master Plan;
- Completing the flood prevention project for the first floor of the Humanities building to address previous flooding problems;
- Building and operating a new Network Operations Center, in support of the Comprehensive Master Plan;
- Repairing the College's main entrance stairway's cracked and chipped concrete;
- Installing safety railings in front of the Student Services and Library buildings; and
- Installing new exterior signage on the Student Academic Services building to support College branding and wayfinding on campus.

The College is proceeding with several short-term and long-term facilities projects, including:

- Hired an architectural firm to design the remodel project for the Student Services building, consolidating student services from many campus office areas into one area to better serve students, as identified in the Comprehensive Master Plan;
- Replacing aged automatic sliding doors to increase accessibility and improve compliance with Americans with Disabilities Act requirements;
- Continue replacing HVAC units in campus rooms/buildings;
- Replacing aged fire alarm system in Student Services and Library buildings;
- Replacing intrusion alarms throughout campus and installing cameras;
- Entering the final stages of Braille replacement signage across campus in support of the Student Equity plan; and
- Entering into agreement with an architectural firm for the design of a MVC-specific building at the Ben Clark Training Center in support of the Comprehensive Master Plan.

### ***Education Center Status for Ben Clark Training Center***

Consistent with the College Comprehensive Master Plan, on June 30, 2015, the District submitted on behalf of the College an Updated Letter of Intent for the Ben Clark Training Center to be considered as a comprehensive College Center ([Letter of Intent, BCTC, updated June 2015](#)). In support of the goals outlined in the center status application, the College developed a [general education offering plan](#) spanning each primary (semester) terms from spring 2015 through spring 2023. The College has also expanded the offerings of Public Safety Education and Training (PSET) programs in fire and advanced officer training in support of the College mission's to offer comprehensive programs leading to post-education employment opportunities.

To help inform the community of the expanded offerings and in support of goals and strategies identified in the Student Equity plan, on May 18, 2016, the College hired an outreach specialist to work at BCTC to market and expand enrollment in BCTC PSET departmental programs.

### **Technology planning**

In support of the College's [technology visioning sessions](#), the College's [Technology Plan](#), and [District Strategic Technology Plan](#), in July 2014, MVC approved the restructuring of the technology groups at MVC in multiple phases. The main goal of the restructuring was to provide better support and services to all end-users at MVC providing administrative, academic, and student service support. The first change, effective July 2014, was to bring the audio/visual support (known then as "Instructional Media Center" or IMC) and the Technology Support Services (TSS) groups under the leadership of one manager, rather than two different managers. In July 2015, Moreno Valley College (and the two other RCCD colleges) decentralized the Microcomputer Support staff from the District to the colleges as shown in the [June 16, 2015 Board of Trustees minutes](#) Agenda item IV-F, page 59-66.

The District and colleges work together cooperatively, primarily through the District IT Strategic Council ([ITSC](#)), and have sustained centralized support for network operations, phones, Datatel/programmers group, and the business analysts. ITSC includes broad representation from faculty, staff, and administrators and meets monthly with representatives from each college and the District.

The College's Technology Support Services offices continue to implement strategies contained in the College Technology Plan and documents these improvements in the Appendix (starting on page 19) of the [Technology Plan](#).

Examples of using recent short-term resource allocations to address long-term technology needs follow.

### ***College computer replacements/updates***

As of summer 2016, six classroom and library-use computer labs and the Assessment Center for the main campus and at BCTC have received computer upgrades with the latest processors, ample memory, and spacious hard drives. Additionally, new instructor-use computers were installed in all classrooms. All faculty office computers that were more than five years old have been replaced. These replacements were made based on the College Technology Plan's recommendation for a computer refresh cycle every five years.

### ***Classroom and conference room audio/visual upgrades***

During the summer 2016, all classrooms and all but two conference/meeting rooms, have new document cameras.

These purchases, like other technology purchases, were made based on feedback from the MVC Technology Surveys ([2015](#); [2016](#)). These surveys have been completed every spring and are revised based on feedback to TSS.

Additionally, eighteen classrooms received audio/visual upgrades which include an updated sound system, larger projection screens, and a push-button panel to control the system. Starting in fall 2016, one third of the College's classrooms have current A/V upgrades. During 2016-17, the second of three cycles of upgrades is planned and the third update cycle, resulting in all classrooms having modern equipment is planned for 2017-18.

Other technology upgrades include: new computer servers for computer labs, two refreshed mobile laptop carts in a classroom and the STEM Center, 60 new iPads for the First Year Experience program and 30 new iPads for the Music program, installing a new video conferencing system in a conference room and adding videoconference capabilities to a Library room.

### **Conclusion**

The College continues to use long-term financial plans when making short-term financial and programmatic decisions as part of its integrated planning and resource allocation processes.

## College Recommendation 6

### **College Recommendation 6: Analyze Data for All programs and Integrate Analysis into Program Review and Planning Cycles**

**In order to increase effectiveness, the team recommends that the College analyze available data for all programs and integrate this analysis into their program review and systematic planning cycle to ensure that all students receive equitable services (Standards II.B.1, II.B.3)**

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

Moreno Valley College has sustained its efforts to analyze available data for all programs, continues to integrate the analyses into program review, and ensures students receive equitable services. Much of this ongoing work relates to the strategies and goals identified in the Student Success and Support Programs (SSSP) plan and the Student Equity Plan.

#### Student Success and Support Programs Plan and Implementation

When the College leadership developed the [Student Equity Plan](#) and the [Student Success and Support Programs Plan](#) (SSSP plan) in 2014-15, a number of participatory groups were formed to review available data to help develop strategies to address the improvement areas. For the SSSP plan, several workgroups were formed (see [minutes from June 24, 2015](#) SSSP meeting) around the contents of the SSSP plan: budget, orientation, counseling, data, follow-up at risk, and assessment. At the end of spring 2015, workgroups presented accomplishments and recommendations to be used in the next SSSP plan.

Based on the orientation workgroups' recommendations for the SSSP plan, the College began offering a Transition to Success (T2S) program in summer 2015 for first-time college students entering in fall 2015. Integral to this program was an in-person college orientation; previously college orientations for the general student population were only offered through web-based online portal. Additionally, in support of the College's strategic plan to provide all students with a comprehensive student education plan (SEP) prior to their third semester, the program included group-led educational planning workshops. In 2013-14, there were 2,177 completed SEPs. The College simultaneously began an information campaign in 2015 by sending emails, voicemails, and hard-copy letters to students needing to complete their comprehensive education plans, as recommended by the data workgroup. The number of students who completed T2S orientations resulted in 419 students completing abbreviated SEPs, orientation, and registering for classes. Additionally, 119 students completed assessments for math, English, and reading. As a result of the number of orientations and assessments, students' experiences with the peer mentoring, and the number of students who subsequently completed comprehensive SEPs, the College repeated the T2S program in

summer 2016. Both iterations of T2S served approximately the same number of students and achieved similar outcomes (e.g., 391 abbreviated SEPs in 2016). Based on feedback from the summer 2015 T2S program, the summer 2016 T2S program added a concluding activity that resulted in students scheduling appointments with counselors to develop their comprehensive SEPs during the fall 2016 semester.

On December 2, 2016, Moreno Valley College collaborated with the five continuation high schools in its two feeder districts to offer additional Transition to Success programs. For our local continuation school, high school graduation takes place at the end of the fall semester, rather than at the end of the spring semester. Consequently, a different outreach and matriculation calendar strategy was implemented. During three visits to the high schools, MVC Outreach and Assessment staff offered an application workshop, an orientation and pre-assessment workshop, and an assessment test. Afterwards, the high schools brought the students to MVC, where they experienced: (a) an extended orientation presentation, (b) worked closely with counselors to complete student educational planning, (c) attended workshops on completing comprehensive student educational planning, (d) degree and certificate completion, transfer, and career exploration, and (e) became more familiar with the College. They also had opportunities to attend presentations from Financial Aid and the College's instructional programs to assist students in choosing a major. All students were invited back to campus in January 2017 where they were paired with MVC-student peer leaders and a Counselor to assist them in choosing classes and navigating the course registration system.

A related SSSP strategy was to offer information sessions for new students and their immediate families, especially as an overwhelming number of students are first in their families to pursue a postsecondary education. Thus, the College hosted a Student Welcome Day on August 27, 2016, the Saturday prior to the fall 2016 semester. A similar day was hosted at the Ben Clark Training Center for September 27, 2016. In 2015, the New Student Welcome Day event was held on a Friday and was only for new students and their families. The changes were made based on comparisons with other colleges' practices and also to better accommodate our students' and families' work schedules.

As recommended by the Orientation workgroup of the SSSP and documented in the 2014-15 SSSP plan, several modifications are planned for the College online orientation process. The new online orientation will be more engaging and interactive to include assessments to gauge student learning and college understanding. For example, the orientation workgroup has rewritten a new orientation with voice overlay. The College also purchased the COMEVO application using SSSP funds to support this goal, and is currently working to merge the new orientation materials with the improved visual aids available through COMEVO. COMEVO is a cloud-based software service to support interactive online orientation processes.

As recommended by the Counseling workgroup of the SSSP (documented in the 2014-15 SSSP plan) several recommendations from 2014-15 were completed in 2015-16 including: (1) hiring two additional full-time counselors, (2) hiring a full-time Career Transfer



Counselor-Coordinator, (3) purchasing “Prep-talk” software to reduce no-show rates for online counseling appointments, (4) hiring a part-time counselor for students attending at the Ben Clark Training Center, and (5) initial implementation of online student educational planning tools.

In fall 2016, in response to recommendations from the follow-up at risk SSSP workgroup, the College began offering stand-alone counselor-led financial aid [workshops](#) to inform more students about opportunities for financial assistance. The first workshops were October 13, October 27, and November 17, 2016. These workshop presentations were thoughtful and purposefully aligned with College deadlines to calculate satisfactory academic progress, and one goal of the workshops is to prevent students from losing financial aid. These workshops were fiscally supported by SSSP funding.

Overall, the College continues to assess and use data to generate and implement strategies and goals in the SSSP plan.

#### Student Equity Plan and Implementation

The College’s Student Equity Plan and its goals were developed based upon data, including indices of disproportionate impact. The college conducted careful and thorough analyses of disaggregated student groups’ outcomes in a variety of metrics (i.e., access, course completion, ESL and Basic Skills completion, degree and certificate completion, and transfer.) A summary of the analyses appears in the table on page 16 of the Student Equity Plan. For example, African American/Black students were found to have disproportionately negative outcomes in eight of the thirteen indicators: access (for the Public Safety Education and Training Courses), overall course completion, transfer course completion, ESL/Basic Skills completion, remedial English, remedial math, persistence, and completing 30+ units. The executive summary of the Student Equity plan (pages 8-15) includes a detailed narrative of the strategies developed to respond to the disproportionate outcomes, including several examples below.

In late 2016, the College hired a Dean of Grants and Equity Initiatives to provide guidance and coordination of the plethora of strategies and efforts to support student equity. With the addition of this new position, Student Services will complete a management reorganization.

#### ***First Year Experience***

A research- and evidence-based strategy was to develop and implement a First Year Experience (FYE) program to reduce equity gaps in ESL, Basic Skills Completion, and Transfer. The College committed to implementing an FYE program in fall 2016 and therefore hired an FYE director in July 2016.

Based on students’ initial placement results in math and English, the College’s FYE development team implemented a free two-week Summer Bridge program for recent high school graduates in June 2016 as the first FYE activity. The Summer Bridge program included daily workshops to help students advance in English and Math. The premise of the FYE Summer Bridge program is to help students transition into college experiences, to build

a sense of community, to strengthen student connections, and to increase social integration, the College included a counseling/guidance component in the Summer Bridge.

As proposed in the College's Integrated Strategic Plan, the College also began using the Multiple Measures Assessment Project (MMAP) criteria to assess and place the FYE Summer Bridge students into math, English, and reading courses. This served as a pilot for using MMAP for all new students starting in spring 2017. As a result of both MMAP and the FYE Summer Bridge workshops, nearly all of the 81 FYE students were able to begin the fall 2016 semester in higher English and math courses than they would have if they had enrolled one year prior. A comprehensive [assessment and review](#) of the FYE Summer Bridge program was conducted and data will be used to improve the program for summer 2017.

In the fall 2016 term, 77 students continued in the FYE program. These students are required to be enrolled full-time (enrolled in at least 12 units) and to enroll in English, math, and Guidance 48 *College Success Strategies* sections. Students are also required to attend success workshops and four-year college or university tours. Students are encouraged to participate in activities associated with the College's *One Book One College* program with the goal of improving literacy, engagement with critical texts, specifically with a social and racial justice lens. FYE students also receive periodic contact from peer mentors throughout the semester. In spring 2017, FYE students will continue English and math sequences, consistent with the goals outlined in the Student Equity plan whereby students complete English and math in the first year. Based on strategies identified in the Student Equity plan, in summer 2017, the College is exploring adding to the Summer Bridge Program a *Career Exploration and Life Planning* (Guidance 47) course subsequent to a dual-enrollment *Introduction to College* courses taught at local high schools.

### ***UMOJA program***

Another critical recommendation in the Student Equity plan is to increase course completion and transfer rates of African American students. One opportunity was by implementing focused strategies to increase the enrollment and support of the College's UMOJA program, which has a proven history of higher course completion rates for African-American students. In order to grow the program, a full-time dedicated counselor was hired in 2014-15. As a result of the counselor's recruitment efforts, the program student enrollment has increased approximately 150% (from 157 to 393 students) between 2013-14 and 2015-16; enrollment in 2016-17 is similar to 2015-16. To increase students' connection with the College, the UMOJA program has added several required activities including: 25-50 hours of community service, mandatory workshop attendance, and multiple mandatory counselor meetings each semester. The program also offers multiple mentor opportunities and networking components. As a result, the number of program graduates increased.

### ***Improving services to students who are Veterans***

Several categories (e.g., access, ESL/Basic Skills Completion, Transfer) in the Student Equity plan show disproportionate impact on veterans. Accordingly, the College committed to improving service to veterans. One key component of the plan was relocating the office

that provides service to Veterans to a larger and more visible location. In fall 2016, the College opened the Veteran's Resource Center in a dedicated-use facility in Parkside Complex 13. In early 2016, the College also began hosting orientations specifically for veterans. In summer 2016, the College piloted a set of joint and collaborative counseling sessions with the Disability Support Services (DSS) office targeted to veterans also enrolled in the DSS program.

#### ***Enhancing services to students struggling with emotional trauma***

In fall of 2015, based on increased student usage of existing services and in support of goals and major developments identified in [program review](#), the [Student Health and Psychological Services](#) program at the College expanded its support of mental wellness resources for students. The program established ongoing [Seeking Success](#) six weekly workshops. The workshops promote emotional wellness and are designed to assist students who have experienced a distressing event. The workshops are led by trained, certified individuals who helped students learn new healthy coping skills, strategies improving self-esteem, and decreasing anxiety. The College continues to offer one-on-one therapeutic counseling sessions as more students access the service. The College also has a Behavioral Intervention Resource Team ([BIRT](#)) that meets monthly to address behavioral issues students face before they become problematic.

#### ***Improving services to Foster Youth***

Foster Youth students, also called Guardian Scholars, encounter disproportionate impact in three categories: overall course completion, transfer course completion, and ESL/Basic Skills completion. To improve services to Guardian Scholars and increase the likelihood of their course completion, the College has developed a "One Stop" center. Previously, Foster Youth services were provided by a person in a single office located in the Computer Lab and STEM Center. By early 2017, the One Stop was co-located with the Extended Opportunity Programs and Services (EOPS) program into a larger and more visible location in the Humanities building. Combining these programs into one facility allows for Guardian Scholars to receive wraparound support from the EOPS program. This co-location of these two services mirrors efforts underway throughout the state. In fall 2015, the College also hired a full-time employee dedicated to support Guardian Scholars who has begun hosting orientations specifically for Guardian Scholars. The College also received a grant that provides financial assistance directly to Guardian Scholars in support of their education.

#### ***Supporting African American and other Men of Color***

Based on disproportionate impact data that show that African American men are impacted in several equity categories, the College hosted a conference in spring 2016 dedicated to improving student success. Approximately 100 students attended. Based on pre- and post-conference assessments that measured learning outcomes and solicited feedback, the College chose to continue offering such all-day workshops. On October 21, 2016, the College hosted a second [conference](#), open to all students but with targeted recruiting towards groups identified in the Student Equity Plan, which included topics such as "how to stay focused,"

“avoiding distractions,” “developing a positive mindset,” and “taking responsibility for your success.” These efforts enhance College discourse and opportunity to recentralize its commitment to student equity, centered in an unapologetic agenda to address social and racial disparities evidenced in student outcomes. MVC is committed to not only use data to centralize these conversations, but to also engage in immediate programmatic action to ensure students witness institutional commitment to their overall experience and success.

### ***Improving services to students with disabilities***

Analysis of the data in the Student Equity plan showed that students with disabilities were disproportionately impacted in several categories. Accordingly, the College has implemented or begun implementing several strategies to address these challenges. For example, the College is in the process of building a bridge program for high school students with disabilities who transition to Moreno Valley College. One component of this bridge program is enrolling in a *College Success Strategies* course, which was offered for the first time in fall 2016 and is being offered again in spring 2017.

The College has also increased collaboration with local high schools. The Disability Support Services (DSS) program expanded outreach to local high schools, including visiting and making presentations to students and classes that support high school students with disabilities. Starting in spring 2017, the College will begin offering workshops for parents of students with disabilities. The College also formed an advisory group with local high schools, which began meeting once each semester starting in fall 2016.

The College has continued to offer academic success workshops that began in 2015-16. Students with disabilities are also encouraged by the DSS program employees to attend academic workshops not offered specifically by DSS. Other College programs also have been working with DSS to improve service to students. For example, employees from the newly formed Academic Support program and the faculty coordinator of the Writing and Reading Center both reached out to the DSS program to explore opportunities to provide additional academic support for students with disabilities.

### ***Early Alert***

The College identified that enhancing Early Alert processes to increase referrals to available support services as one strategy to increase course completion rates, particularly for students enrolled in Basic Skills and ESL courses. In the past several years, the College has continued to sustain its strong Early Alert faculty response rate of 55-60%. Student follow-up has also improved; of the approximately 2000-2500 referrals each term, half of the approximately 500 referred students meet with counselors; one-third of the 900-1300 students referred to meet with instructors pass their course; and 10-20% of students who were referred to tutoring met with tutors. The College is exploring ways to increase successful student outcomes. Starting in fall 2016, students who received Early Alerts will be sent a [survey](#) to help the College improve the Early Alert process.

### ***BCTC and CTE program access and marketing***

The Student Equity plan identified several groups at the Ben Clark Training Center (BCTC) experiencing disproportionately less access to BCTC's programs: veterans, students with disabilities, women, African-Americans, Asians, and low income students. On May 18, 2016, the College hired an outreach specialist to work at BCTC to market and expand enrollment in BCTC Public Safety Education and Training (PSET) departmental programs. The impact of the new outreach efforts will be assessed in the Annual Program Review process.

The Student Equity plan also identified several groups for other CTE programs, on the main campus, that had disproportionately less access to programs. Most of these disproportionately impacted groups are identical to groups that have long been recognized in the College's CTE Perkins plans as being disproportionately impacted, such as displaced homemakers, Foster Youth, male students in traditionally female programs, and female students in traditionally male programs. Informal conversations with community members who are working in related fields informed the Dean of Instruction, CTE, that there is low awareness of the existence of the College and its CTE programs among some key stakeholders. Thus, the College's 2015-16 Perkins plan funded recruitment efforts to improve access for these students. An independent contractor was hired in spring 2016 to raise community awareness of the College, CTE programs and targeted groups to address access gaps. Further, tangible outreach efforts, such as Pandora Radio broadcasting, printed material and literature to reflect new programs, major revisions and updates to the College website and creation of new web portals for division and student organization, help to address opportunities to inform communities at large about opportunities at MVC.

Additional College resources have supported the development of new programs needed by the community served by Moreno Valley College. As reported in the 2015 Follow-Up report, the College received a \$10,000 Healthcare Workforce Initiative mini-grant to create a Healthcare Information Technician program. The College also reported that it has received a California Career Pathways Trust grant to write this program's curriculum. In fall 2016, the College also received an Hispanic Serving Institution Title III federally funded STEM grant, a portion of which will be used to create the associate degree and to purchase the equipment needed for this new program. The College has also previously received multiple grants and is using some of its funding from the CTE Strong Workforce Initiative to support the development of a cybersecurity program, including the hiring of a categorically-funded full-time faculty member to teach, assess, and improve the program.

### **Other data-informed College improvements**

#### ***Student Services at the Ben Clark Training Center***

The College assessed services offered at the Ben Clark Training Center (BCTC) and expanded them to meet current needs. The College had employed only two full-time student

service technicians for years to support enrollment services. The College now has expanded staff support, including hiring a dedicated part-time counselor at BCTC who primarily handles enrollment for Public Safety Education and Training (PSET) courses and provides counseling support for PSET programs. In fall 2016, the College began exploring converting this counseling position to full-time. In addition, the College hired a full-time enrollment services assistant and a part-time enrollment services assistant specializing in assessment to support student services at BCTC.

Other student services (e.g., Veterans programs, financial aid, Health Services) are made available at BCTC when requested or as needed. Increasing program enrollment is one component of the College's 2015 Comprehensive Master Plan and is integral for achieving Center status for BCTC; as enrollment continues to grow, student support services will be assessed through the College's ongoing Program Review process.

### ***Library***

The College's library continues to collect and analyze data regularly to improve service to students. Services are primarily assessed through the use of satisfaction surveys. Surveys were conducted in 2010, 2011, 2013, 2014, and 2016; each survey sampled students, faculty, staff, and the community. Results are posted on a [college library survey website](#). Additional library usage statistics are also [published](#). These data have been used to inform Annual and Administrative Program Reviews and were included in the College's planning process. Outcomes of the data-informed planning processes include recently increased ongoing and one-time funding for library materials, increased library hours to support students, the hiring of an additional library staff member, and new student-use computers that were purchased as part of the five-year campus refresh cycle and to expand computer access for students.

### ***Evening support***

Based on the College's self-assessment of how well services match the student population's needs. In [summer 2015](#), MVC began offering evening weekday Student Services support in Admissions and Records, Counseling, Financial Aid, Disability Support Services, and Assessment. Student Health and Psychological Services extended its services for mental health counseling sessions to two evenings a week, as needed. The College also extended its library evening hours and opened earlier each weekday based on student surveys. The College also recently began offering administrative support at night Monday through Thursday.

### ***Other data-informed plans***

After submitting 2015 Follow-Up report, two new data-informed plans, the Human Resources Staffing Plan and Five-Year Scheduled Maintenance Plan were [endorsed by SPC in November 2015](#), and approved by the College President for implementation.

## **Conclusion**

The College continues to analyze collected data in Program Review and other College planning documents. The data and their analysis have been and continue to be used to inform integrated planning allocations that result in equitably provided student services.

## **Data Trend Analysis**

Moreno Valley College continues to improve its approach to strengthen data-driven dialogue and decision-making processes. As a direct mechanism, the Office of Institutional Effectiveness (OIE) provides longitudinal data and key trend analyses to the College community. The OIE shares with the College community several trend data sets, including degree/certificate completion, success rates, enrollment growth by race/ethnicity and key variables, student aspirations and educational goals, included below. While some of these data presentations are provided in meeting or conference settings, one-on-one data reports, requests from faculty and staff are also provided upon request. Individual meetings are also led by the Dean of Institutional Effectiveness, to ensure understanding of data trends speak directly to data-driven decision-making processes. Working with the OIE helps ensure that decision-making protocols are based on real-time data used and interpreted consistently across the College.

### **Annual Reports**

Moreno Valley College has submitted annual reports and annual fiscal reports in a timely manner to the ACCJC. Table A provides individual data reported in annual reports over the last three years (2014-2016). The variables selected for this table are the responses to selected questions related to: (a) General Information, (b) Student Achievement Data, and (c) Student Learning Outcomes and Assessment. Longitudinal analyses and narrative follow below.



**Table 3 - Moreno Valley College Longitudinal Data Analyses (Annual Reports to ACCJC 2014-2016)**

	<b>2014 Report</b>	<b>2015 Report</b>	<b>2016 Report</b>
<b>General Information</b>			
<b>Total unduplicated headcount enrollment</b>	8,480 (Fall 2013) 9,040 (Fall 2012) 9,994 (Fall 2011)	8,845 (Fall 2014) 8,480 (Fall 2013) 9,040 (Fall 2012)	8,911 (Fall 2015) 8,845 (Fall 2014) 8,480 (Fall 2013)
<b>Total unduplicated headcount enrollment in degree applicable credit courses</b>	7,938 (Fall 2013)	8,269 (Fall 2014)	8,327 (Fall 2015)
<b>Distance Ed (DE) courses</b>	38 (Fall 2013) 35 (Fall 2012) 32 (Fall 2011)	39 (Fall 2014) 38 (Fall 2013) 35 (Fall 2012)	41 (Fall 2015) 40 (Fall 2014) 38 (Fall 2013)
<b>Student Achievement Data</b>			
<b>Successful student course completion rate for the Fall semester</b>	69.5% (Fall 2013)	68.4% (Fall 2014)	67.8% (Fall 2015)
<b>Number of students who received a certificate or degree during the academic year</b>	568 (2012-13)	547 (2013-14)	598 (2014-15)
<b>Number of students who received a degree during the academic year</b>	389 (2012-13)	381 (2013-14)	385 (2014-15)
<b>Number of students who received a certificate during the academic year</b>	264 (2012-13)	234 (2013-14)	281 (2014-15)
<b>Number of students who transferred to four-year colleges/universities</b>	328	354	625
<b>Number of CTE certificates and degrees</b>	53	64	35
<b>Student Learning Outcomes and Assessment</b>			
<b>Total number of college courses</b>	554	515	475

	2014 Report	2015 Report	2016 Report
<b>Number of college courses with ongoing assessment of learning outcomes (percentage of total)</b>	377 (68.1%)	335 (65.0%)	422 (88.8%)
<b>Number of student and learning support activities with ongoing assessment (percentage of total)</b>	28 (100%)	14 (63.6%)	21 (91.3%)
<b>Number of GE courses</b>	145	150	201
<b>Percentage of GE courses with ongoing assessment</b>	79.0%	72.0%	78.1%
<b>Do your Institution's GE outcomes include all areas identified in the Accreditation Standards?</b>	Yes	Yes	Yes

**General Information:** The analyses over the last three years continue to provide useful data points when assessing College practices. These data show the Moreno Valley College headcount remains stable at 9,000 students. Distance Education course variety has also remained essentially unchanged over the last three years, offering an average of 40 courses. However, based on the Distance Education plan (in preparation,) distance education course offerings are expected to grow in the short term.

**Student Achievement Data:** Student course completion rate for the fall terms remain consistent over the last three years, averaging 70%. MVC increased by 10% the number of students who received a certificate or degree in all College programs 2015-2016 compared to 2013-14; similarly MVC increased by 20% the number of students who received a certificate in the same time span. While the college increased certificate and degree completion overall, CTE certificates and degrees decreased as some program reductions occurred, such as in the Physician Assistant program.

The transfer volume for MVC continues to increase each year. For example, between the most recent years (2015 Report and 2016 Report), the number of students who transferred to four-year colleges/universities increased by 77% (n=271). As MVC considers that 70% of entering students aspire to transfer to a four-year college/university, the College expects to sustain its positive growth in transfer volume. Further, while transfer volume helps to understand how many students transfer onto a four-year institution, it does not account for how long it took a student to transfer. The OIE is committed to control for aspirational goal, to assess and operationalize a transfer rate for the college. The transfer rate will help measure how the college support students' time to transfer, and will holistically help us understand systemic way to enhance transfer outcomes.

***Student Learning Outcomes and Assessment:*** The total number of courses offered over the last four years have been consistent. The small variance between the years resulted from program modifications. The number of courses with ongoing assessment of learning outcomes experienced significant gains, as described in detail above in College Recommendation 3. Likewise, the number of student and learning support activities with ongoing assessment increased from 14 to 21 in the academic year of 2015-2016. Additionally, the number of General Education courses increased by 51 courses in the last year, and continuing the ongoing increase over the last few years. Similarly, the College continues its assessment of all institutional outcomes.

## Annual Fiscal Report

Category	Reporting year		
	2014	2015	2016
<b><u>General Fund Performance</u></b>			
Revenues	\$173,624,650	\$187,612,346	\$231,385,925
Expenditures	\$171,718,114	\$184,045,827	\$214,777,450
Expenditures for Salaries and Benefits	\$140,833,151	\$149,031,896	\$168,553,852
Surplus/Deficit	\$1,906,536	\$3,566,519	\$16,608,475
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	1.10%	1.90%	7.18%
Reserve (Primary Reserve Ratio)	\$ 22,322,370	\$ 25,888,891	\$ 42,500,368
<p><b>Analysis of the data:</b> Apportionment revenues have increased significantly during the past several years primarily due to increased FTES funding. In addition, the District received a large influx of ongoing revenues in the form of Full-Time Faculty Hiring and a Base Increase. In fiscal 2016, the District received \$15 million of State Mandated Block Grant funding that was set-aside for use in future years, thus increasing the ending reserve. The unrestricted general fund reserve is an increasing percentage of the total reserve balance in fiscal 2016, primarily due to the aforementioned State Mandated Block Grant, but also due to expenditures in excess of \$5 million on the new Henry S. Coil Sr. and Edna Coil School for the Arts Building.</p>			

### **Other Post Employment Benefits**

Actuarial Accrued Liability (AAL) for OPEB	\$24,161,707	\$24,161,707	\$25,347,991
Funded Ratio (Actuarial Value of plan Assets/AAL)	0%	0%	1.42%
Annual Required Contribution (ARC)	\$3,041,672	\$3,041,672	\$3,147,095
Amount of Contribution to ARC	\$1,159,902	\$1,203,398	\$1,856,990
<p><b>Analysis of the data:</b> An updated GASB 45 Actuarial Valuation Report was obtained in September 2015. The District adopted an OPEB funding plan in fiscal 2016, utilizing an irrevocable trust held with CalPERS California Employer's Retirement Benefit Trust (CERBT). Minimum annual contributions of \$250,000 to the irrevocable trust began in mid-fiscal 2016.</p>			

<u>Enrollment</u>			
Actual Full Time Equivalent Enrollment (FTES)	26,400	27,660	28,682
Analysis of the data: Total FTES has steadily increased in reaction to community demand and increased State funding levels.			
<u>Financial Aid</u>			
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	15.7%	15.2%	8.1%
Analysis of the data: <b>The current official Cohort Default Rate for the most recent cohort default year 2013 is 9.8%, decreasing from 14.1% reported during the 2 previous cohort default years. Moreno Valley College has instituted loan default management processes through various channels to help lower this default rate over the past few years. During attendance, students complete loan counseling upon requesting a loan, and upon exit from the institution. After leaving the institution, MVC conducts loan delinquency management communications to students through 3<sup>rd</sup> party services provided by NorthStar Default Management Resources as well as through internal office procedures done by MVC financial aid staff. Students delinquent on student loan payments receive communication in paper, electronic and via phone from both parties to assist in finding a suitable repayment option and avoid default. These activities have allowed our college to lower our rate below the national average of 11.3%. Continued activities will allow MVC to remain well below the cap of 30%, as projected for the new 2 cohort default years.</b>			

## **Institutional Effectiveness, Framework of Indicators (IEPI) Goals and Status**

### **Background on Moreno Valley College Institution-Set Standards**

The United States Department of Education Code of Federal Regulations, Title 34 (USDE CFR 34), subpart B, Chapter VI, part 602.16-602.21 pertains to accrediting agencies' required standards for postsecondary education. With respect to student achievement, accrediting agencies must demonstrate that accredited colleges have standards addressing success in relation to the institution's mission; including consideration of course completion, state licensing examinations, and job placement rates. In addition, the California Community College Chancellor's Office framework of indicators required standards for successful course completion to be implemented by June 2015.

In alignment with USDE CFR 34, Moreno Valley College developed recommendations for potential standards and goals based on a set of key indicators. The institution-set standards are benchmarks in areas of student achievement that the college hopes not to 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 were approved by MVC governing bodies in spring 2014. The Key Indicators for MVC are:

- Successful Course Completion Rates for transfer, credit-degree applicable, career and technical education (CTE), remedial education, and English as a Second Language and overall successful course completion
- Fall-to-Fall persistence and Fall-to-Spring persistence
- Number of A.A./A.S. degrees awarded
- Number of Certificates awarded
- Certification exams/licensure pass rates for CTE programs in: Dental Assistant, Dental Hygiene, EMT/Paramedic, and Physician Assistant
- Job placement rates for CTE programs listed above

### **Monitoring Progress & Trend Analyses on Institution-Set Standards**

In the Accrediting Commission for Community and Junior Colleges standards, adopted in 2014, Standard I.B.4 requires colleges not only establish standards, but to continue ongoing assessment of these to fully understand how well the college is complying to these standards, and that to ensure said information is publically available. To comply with these standards, information on MVC's performance indicators are presented for the most recent three years (2013-2014, 2014-2015- and 2015-2016) to provide a longitudinal trend data analyses.

**Table 4 - Moreno Valley College, IEPI Successful Course Completion 2013-2016**

Successful Course Completion	Institution-Set Standard	Institution-Set Goal	OUTCOMES	2013-2014	2014-2015	2015-2016
Overall	73.3%	75.3% (+2.0%)		71.9%	70.5%	71.1%
Transfer courses	71.2%	73.2% (+2.0%)		72.6%	71.6%	71.8%
Credit - Degree applicable courses	74.3%	76.3% (+2.0%)		73.0%	71.7%	72.1%
Career/Technical Education courses	83.8%	85.8% (+2.0%)		78.3%	78.5%	80.0%
Remedial Education courses	63.9%	65.9% (+2.0%)		64.1%	61.5%	63.2%
ESL	69.2%	71.2% (+2.0)		74.8%	70.8%	76.9%
Source: MIS referential files			Met Standard but not Goal	Meet both Standard and Goal		

When assessing course completion rates by the Institution-Set Standards and Goals, we note MVC meets its Standards with Transfer course completion rates. The established Standard is 71.2% and Goal is 73.2%. For the last three academic years, MVC students are completing and the College is meeting the Institutional-Set Standards. English as a Second Language (ESL) students are also experiencing successful course completion, by meeting both Institution-Set Standards and Goal. Remedial education and other indicators (Overall, Credit-Degree, and CTE) have not met Standard and Goal outcomes.



**Table 5 - Moreno Valley College Persistence Rates**

<b>Fall to Spring Persistence Rates</b>	<b>Beginning Term</b>	<b>N</b>	<b>Ending Term</b>	<b>N</b>	<b>Persistence Rate</b>	<b>(60.3%) Standard</b>	<b>(63.3%) Goal</b>
Fall 2013 and Spring 2014	Fall 2013	6,968	Spring 2014	4,472	64.2%	<i>Exceeds</i>	<i>Exceeds</i>
Fall 2014 and Spring 2015	Fall 2014	7,445	Spring 2015	4,733	63.6%	<i>Exceeds</i>	<i>Exceeds</i>
Fall 2015 to Spring 2016	Fall 2015	7,521	Spring 2016	4,683	62.3%	<i>Exceeds</i>	<i>Not Met</i>
<b>Fall to Fall Persistence Rates</b>	<b>Beginning Term</b>	<b>N</b>	<b>Ending Term</b>	<b>N</b>	<b>Persistence Rate</b>	<b>(41.8%) Standard</b>	<b>(46.8%) Goal</b>
Fall 2012 and Fall 2013	Fall 2012	6,604	Fall 2013	2,955	44.7%	<i>Exceeds</i>	<i>Not Met</i>
Fall 2013 and Fall 2014	Fall 2013	6,968	Fall 2014	3,263	46.8%	<i>Exceeds</i>	<i>Exceeds</i>
Fall 2014 and Fall 2015	Fall 2014	7,445	Fall 2015	3,393	45.6%	<i>Exceeds</i>	<i>Not Met</i>

*Note: Fall 2016 is unavailable through MIS, so we currently cannot develop Fall 2015 to Fall 2016 persistence numbers.*

*Note: BCTC courses (needed for CTE awards) and GE courses offered at BCTC are not included in the numbers for this table.*

*BCTC= Ben Clark Training Center*

For the three year analyses, **Table** presents persistence data between 2013 through 2016. MVC exceeds both the Institution-Set Standard and Goal in the Fall-to-Spring and Fall-to-Fall persistence rates. The only exceptions are related to the Fall 2015 persistence rates. Nonetheless, consistent persistence rates in meeting the standards indicate reflect the institutional effort to support student persistence towards completion. However, while we celebrate these data, we also note MVC loses 40% of its students from Fall to Spring, and more than half of students between Fall to Fall. Thus, while these data prove helpful to understand incremental progress, the College continues dialogue to engage and retain equitable amount of students through these term transitions.

**Table 6 - Moreno Valley College - Awards by Academic Year**

	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Standard</b>	<b>Goal</b>
<b>Number of students who received a degree in the academic year:</b>	381	385	432	485	582
<b>Number of students who received a certificate in the academic year:</b>	234	281	246	526	552
<b>Number of students (unduplicated) who received a certificate or degree in the academic year:</b>	547	598	628	Standard and Goal not established for this metric	

*Source: MIS Referential files*

*Note: Criteria recommended by ACCJC were used to develop these numbers*

*Note: All the numbers provided are unduplicated.*

Moreno Valley College continues to increase the number of student who receive an award, whether a degree or certificate in their field of study. Table 6 notes the total number of awards, by categories, for the last three academic years. The number of unduplicated students who received a certificate or degree increased every year, reaching 628 in 2015-2016.

Likewise, the college increased the number of unduplicated students who received a degree, by 51 students between 2013-2014 and 2015-2016. While there was a temporary 20% increase in students earning a certificate in 2014-15, between 2013-2014 and 2015-16 there was a small increase of 12 students earning certificates.

The College began a process during the Strategic Planning Council retreat on January 27, 2017, to determine steps that should be taken when standards are not met, including possibly to re-assess and triangulate student outcomes to student aspirations to ensure adequate standards and goal meet student needs.

**Table 7 - MVC Transfer Volume 2013-2016**

<b>Number of students that transferred to a 4-year institution from MVC by academic year</b>	<b>Standard</b>	<b>Goal</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Note: These outputs are based on the transfer volume criteria: A. Students must have completed at least 12 units in the district (RCCD) B. A student is assigned to a respective college (and receives credit for a student) based on where a student completed the greatest number of units.	488	527 (+8.0%)	354	625	626
Met Both Standard & Goal					

Table 7 highlights the Transfer Volume over the last three years. Over the last two years, MVC meets both its Institution-Set Standard and Institution-Set Goal, exceeding both by over 100 transfer students. While MVC is working to provide cohort analyses of transfer rates, versus volume, these data indicate an increasing number of students are meeting their educational aspiration to transfer onto a four-year institution.

### Status of Actionable Improvement Plans

In the College's 2014 Self Evaluation Report, fifteen (15) Actionable Improvement Plans (AIPs) were identified by the College. Table 8 displays each AIP, the page number from the 2014 Institutional Self Evaluation Report , the current status, the organizational entity and/or college governance and planning process tasked with the AIP, and supporting evidence related to the current status.

**Table 8: Moreno Valley College Actionable Improvement Plans (2014 Institutional Self-Evaluation)**

#	Actionable Improvement Plan (AIP) (page # Institutional Self Evaluation Report, 2014)	Status	Responsible Party	Documentation/ Evidence
1	The Institutional Mission and Effectiveness Subcommittee will establish a plan for the regular review of the mission statement and will bring the plan to the Strategic Planning Council, the Academic Senate, and the President's Cabinet for approval. (pages 86-88)	COMPLETE The college has institutionalized a cycle and process for the regular review of the college mission. The review is to be conducted at least once per accreditation cycle. The college mission was last revised, December 2013. It was reviewed again in 2015 with determination that no changes were necessary.	Institutional Mission & Effectiveness Subcommittee of Strategic Planning Council (Standard I)	See <a href="#">Standard I minutes from Dec 5, 2013</a> :

#	Actionable Improvement Plan (AIP) (page # Institutional Self Evaluation Report, 2014)	Status	Responsible Party	Documentation/ Evidence
2	The college will establish a planning document reflecting timelines, progress, assignments and evaluations (pages 97-98)	<p>COMPLETE – Institutionalized and Ongoing</p> <p>Since the 2014 Institutional Self Evaluation, the college has evolved its Strategic Plan to an Integrated Strategic Plan, established a process and timeline for evaluation. The current Integrated Strategic Plan incorporates goals and objectives of all major college plans including but not limited to Comprehensive Master Plan, Student Success and Support Plan, Student Equity Plan, Basic Skills Plan, Perkins Plan, Technology Plan, and Human Resources Staffing Plan. The current ISP will carry the college through 2015-2018.</p> <p>In fall 2016, the Strategic Planning Council established the SPC-Integrated Strategic Planning Taskforce, and charged it with responsibility for assessing the current ISP and developing the framework for the next Integrated Strategic Plan. The ISP Taskforce is conducting surveys and focus groups, spring 2017. In 2017-2018 the college will develop the next integrated strategic plan, 2018-2019 through-2023-2024.</p>	<p>Strategic Planning Council (SPC)</p> <p>SPC-Integrated Strategic Plan Taskforce</p>	<p><a href="#">Integrated Strategic Plan 2015-18</a></p> <p><a href="#">Minutes from SPC fall 2016 retreat,</a></p> <p>SPC Retreat Notes, January 2017</p> <p>Assessment developed by SPC ISP Task Force</p>

#	Actionable Improvement Plan (AIP) (page # Institutional Self Evaluation Report, 2014)	Status	Responsible Party	Documentation/ Evidence
		SPC annually evaluates progress towards ISP goals and objectives in two retreats, one held in the fall and the other in the spring. The subsequent year annual program review and resource allocation cycle is informed by this evaluation.		
3	The College will put into place regular evaluations of governance structures, program review processes, and planning documents that have been incorporated into SPC subcommittee bylaws. (pages 98- 104)	COMPLETE – Institutionalized and Ongoing  The Leadership and Governance subcommittee (Standard IV) maintains the college Governance Handbook and as part of this process conducts an annual evaluation of the governance structure and processes. The Institutional Mission and Effectiveness Subcommittee (Standard I) evaluates planning, and supports the Instructional Program Review Committee, Student Services Council, and President’s Cabinet (administrative program review) annual evaluation of the program review process.	Leadership and Governance Subcommittee; Institutional Mission and Effectiveness Subcommittee; Instructional Program Review Committee; Student Services Council; Academic Senate; President’s Cabinet	<a href="#">Governance handbook</a> ; (see page 8 regarding developing committee evaluation form)  Example: Instructional Program Review Committee forms <a href="#">reviewed</a> by Academic Senate in May 2016
4	In the revised program review process, there will be feedback mechanisms so that units will understand which	Institutionalized and Ongoing.  The President sends out a college-wide message notifying all of decisions	President; Instructional Program Review Committee;	College Budget forum <a href="#">June 2 2015</a> ; See also “Financial Resources” section in

#	Actionable Improvement Plan (AIP) (page # Institutional Self Evaluation Report, 2014)	Status	Responsible Party	Documentation/ Evidence
	requests have been granted, which have not, and why. Part of this process will involve alternative plans and will serve as documentation that a request has been made but not granted if funds are not available. This documentation will be helpful in the next round of prioritization for requests made in program review. (page 104-106)	regarding new faculty, staff and management positions; distributions of new discretionary funding; distribution of categorical/restricted funds such as Instructional Support/Maintenance & Operations, Lottery Funding, and Redevelopment Funding	Student Services Council; Academic Planning Council; Resources Subcommittee	response to College Recommendation 5 in the 2017 Midterm Report
5	A process for systematic evaluation of program review and planning will be devised using more direct assessment methods, when possible. (pages 107- 108)	COMPLETE – Institutionalized and Ongoing See response to College Recommendation 2 in the 2017 Midterm Report	Institutional Mission and Effectiveness Subcommittee; Academic Senate; Instructional Program Review Committee; Student Services Council; President’s Cabinet	See response to College Recommendation 2 in the 2017 Midterm Report
6	The Institutional Mission and Effectiveness subcommittee of the Strategic Planning Council and the Moreno Valley Assessment Committee along with the	COMPLETE – Institutionalized and Ongoing See response to College Recommendation 2 in the 2017 Midterm Report	Institutional Mission and Effectiveness Subcommittee; Leadership and Governance Subcommittee;	See response to College Recommendation 2 in the 2017 Midterm Report;



#	Actionable Improvement Plan (AIP) (page # Institutional Self Evaluation Report, 2014)	Status	Responsible Party	Documentation/ Evidence
	Governance Subcommittee will lead the development and implementation of processes which include accountability and timelines to regularly review and measure the effectiveness of program review and planning and develop action plans based on outcomes of evaluations. (pages 108-110)		Assessment Committee; Academic Senate; Instructional Program Review Committee; Student Services Council	Agreement that Institutional Mission and Effectiveness subcommittee will review these processes.
7	The planning structure for implementing program reviews will be finalized and put into place. (pages 125-127)	COMPLETE See response to College Recommendation 2 in the 2017 Midterm Report	The Institutional Mission and Effectiveness subcommittee; Academic Senate; Instructional Program Review Committee; Student Services Council; Strategic Planning Council	See response to College Recommendation 2 in the 2017 Midterm Report
8	Curriculum Committee will review contract and community education courses. (Pages 127-130)	College is not offering contract or community education courses. A process is in place for the curriculum committee to review, if courses were offered.	Academic Senate; Curriculum; Faculty Association	
9	Develop a means for the periodic evaluation of GE (General Education) and	COMPLETE – Institutionalized In 2016, discipline-based faculty mapped course outcomes to GE/Program	Curriculum Committee;	Special projects were assigned to map AOE

#	Actionable Improvement Plan (AIP) (page # Institutional Self Evaluation Report, 2014)	Status	Responsible Party	Documentation/ Evidence
	AOE (Area of Emphasis) programs and a process for revising AOE degrees when necessary. (Pages 130-132)	Learning Outcomes; these are in \the assessment management and tracking system (TracDat); reports are available for review by the faculty and are included as component of Annual Program Review and Comprehensive Instructional Program Reviews	Instructional Program Review Committee; Assessment Committee	PLOs to course SLOs in fall 2015.
10	While the catalog does meet this standard, as an Hispanic serving institution, the College will be moving towards translating more of its College policies into Spanish. (pages 161-162)	Ongoing	Associated Students of MVC; Curriculum; College and District Academic Affairs area (e.g., catalog); Student Services (e.g., Welcome/DREAM center publications)	College catalog has Commitment to Nondiscrimination Board Policy & Administrative Procedure in Spanish
11	Now, with the availability of an institutional researcher, a specific research plan for student services programs will be developed to facilitate appropriate research to respond to student needs. (page 163-164)	This AIP is no longer needed	Student Equity; Student Success and Equity; Student Services and Support Programs; Student Services Council	Student Services research is now conducted for specific plans or projects (e.g., Student Equity, workshop assessments)
12	As budget permits, the College will continue to	Based upon annual program review, the college develops an annual Prioritized	President;	List of positions hired since 2014;

#	Actionable Improvement Plan (AIP) (page # Institutional Self Evaluation Report, 2014)	Status	Responsible Party	Documentation/ Evidence
	increase the full-time to part-time faculty ratio and increase the number of staff and managers, hiring two full-time faculty and two additional staff (custodians) during the 2013-14 academic year. (pages 209-211)	Faculty Hiring Plan and an annual Prioritized Staffing Plan (classified support staff and managers). Since the 2014 Institutional Self-Evaluation Report, the college has been allocated additional funding from the district for a total of 13 new faculty. Additionally, as faculty have retired or departed, the positions have remained with the disciplines and recruitments conducted for replacement of these full-time faculty. In the case of program discontinuance, faculty have been assigned to other disciplines or the positions have been assigned to other disciplines based upon the Prioritized Full-Time Faculty Hiring Plan. In 2016-2017, the college received an additional \$150,000 allocation from the district to hire support staff. The positions selected for recruitment were based on the Annual Hiring Plan.	Faculty Positions: Academic Planning Council (APC) and Academic Senate;	APC faculty <a href="#">prioritization data/rubric</a>
13	Based on feedback provided from various workshops and seminars provided to employees to identify professional development opportunities. Reestablish	Sabbaticals were restored in 2015-2016 by action of the Chancellor. Moreno Valley College was allocated one sabbatical per year; college faculty have applied and selected for participation	Sabbaticals: Professional Growth and Sabbatical Leave Committee (District Committee) and college President;	Sabbatical re-instituted in 2015-16 (see p. 69 <a href="#">June 21, 2016 Board of Trustees agenda</a> );

#	Actionable Improvement Plan (AIP) (page # Institutional Self Evaluation Report, 2014)	Status	Responsible Party	Documentation/ Evidence
	sabbaticals as funding allows. (pages 218-219)	since 2015-2016 and 2016-201, and 2017-2018.  Professional development assessment is ongoing by the responsible parties	<p>Faculty Professional Development: Faculty Development Committee;</p> <p>Human Resources Advisory Group (HRAG;)</p> <p>Support Staff: Classified School Employees Association and College President;</p> <p>Management Leadership Association;</p> <p>President's Cabinet</p>	<p>Human Resources Advisory Group of Resources Subcommittee conducted two professional development surveys, in <a href="#">2014</a> and 2016.</p> <p>Summary of feedback from fall 2016 FLEX day events (days <a href="#">1</a>, <a href="#">2</a>, and <a href="#">3</a>)</p> <p>Survey results from New Full-Time Faculty Orientation 2015; CSEA bi-annual retreat agendas</p> <p>Management Leadership Association meeting agendas</p>

#	Actionable Improvement Plan (AIP) (page # Institutional Self Evaluation Report, 2014)	Status	Responsible Party	Documentation/ Evidence
14	Implement the remaining IT audit recommendations. (pages 257-259)	Complete.  The audit recommendations have been addressed. Since 2015, the college has proceeded with cyclical updates and equipment refresh based upon the College Technology Plan which is based on annual program review.	Technology Support Services; Technology Resource Advisory Group; District IT Strategic Council	<a href="#">College Technology Plan</a> appendix starting on page 19 shows completed projects
15	The Standard IV (Governance and Leadership) subcommittee will adopt, as a component of its responsibilities, the regular evaluation of College governance processes. With the approval of all governance bodies, this committee, along with the Academic Senate and CSEA input, will compose a Participatory and Planning Handbook. This handbook will detail charges (including products for which the committee is responsible) and maintain timelines for all planning processes and budget development. (pages 304-305)	Complete  Governance handbook created in 2014, annually reviewed, updated and revised as needed.  Evaluation is ongoing and the handbook, a “living document,” will be updated as needed when changes come through SPC and Academic Senate. An evaluation occurred during fall 2016 by Standard IV.	Standard IV;  SPC;   Academic Senate; CSEA	<a href="#">Governance handbook</a>  SPC <a href="#">approved in December 2014, reviewed Sep 2015, June 2016., Nov 2016.</a>  Academic Senate <a href="#">Dec 1, 2014, agenda</a> and November 21, 2016.  “Information Item” that no update was needed to the governance handbook, <a href="#">Academic Senate June 6, 2016 minutes</a>

## Appendix A – Evidence

### Introduction

- Intro 1. Follow-Up Visit [Team Report, November 5-6, 2015](#)
- Intro 2. [ACCJC Letter of Action February 5, 2016](#)

### Statement of Report Preparation

- SRP 1. Follow-Up report preparation [timeline](#)
- SRP 2. [Accreditation webpage](#)
- SRP 3. College forums: [September 30, 2016](#); [November 4 2016](#); [February 10, 2017](#)
- SRP 4. Academic Senate Meeting Agendas [November 21, 2016](#) (provided in administrative reports) and [December 5, 2016](#); [March 6, 2017](#);
- SRP 5. Presentation made to student government (ASMVC) [November 21, 2016](#)
- SRP 6. Presentations made to Strategic Planning Council [September 22, 2016](#); [October 27, 2016](#), [December 15, 2016](#)
- SRP 7. [DSPC presentation January 20, 2017](#); [RCCD Board Agenda February 7, 2017](#)
- SRP 8. Board of Trustees took formal action to accept the report February 21, 2017. ([RCCD Board 21February2017 Agenda](#) which starts on page 441.)

### District Recommendation 1

- DR 1-1. Information Technology Strategic Council ([ITSC](#)) website
- DR 1-2. [District Technology Plan](#)
- DR 1-3. [IT Audit](#)
- DR 1-4. Technology Resources Advisory Group minutes from [November 3, 2015](#)
- DR 1-5. Network Bandwidth Status on page 3 of [ITSC's October 19, 2016 minutes](#)
- DR 1-6. RCCD Board of Trustees agenda [February 21, 2017](#) starting on page 565

### District Recommendation 2

- DR 2-1. Federal government's [OMB Circular A-21](#) (link may not be active)
- DR 2-2. State Chancellor's Accounting Advisory, Governmental Accounting Board Statement No. 45 [GASB 45](#)
- DR 2-3. District Budget Advisory Council minutes from [January 23, 2015](#)
- DR 2-4. District Budget Advisory Council minutes from [February 27, 2015](#)
- DR 2-5. District Strategic Council minutes from [January 30, 2015 and March 13, 2015](#)
- DR 2-6. Board of Trustees Resources Subcommittee [April 7, 2015 meeting](#)
- DR 2-7. Board of Trustees approval of OPEB proposal during [April 21, 2015 meeting](#) (see pages 384-386)
- DR 2-8. RCCD Board of Trustees agenda [February 21, 2017](#) starting on page 565)

### College Recommendation 1

- CR 1-1. [2015-2018 Integrated Strategic Plan](#)

- CR 1-2. [Student Success and Support Programs Plan](#)
- CR 1-3. [Student Equity Plan](#)
- CR 1-4. SPC's [March 2016 meeting](#)
- CR 1-5. Academic Senate's minutes from [April 2016](#)
- CR 1-6. [SPC August 26, 2016 minutes](#)
- CR 1-7. SPC October 27, 2016 [minutes](#)
- CR 1-8. College [Budget forum](#) in June 2015
- CR 1-9. Standard I's minutes from [December 2015](#)
- CR 1-10. Standard I's [minutes from October 6, 2016](#)
- CR 1-11. [Feedback from focus groups](#) regarding data in Annual Program Reviews
- CR 1-12. [Spring 2016 Music Annual Program Review](#)
- CR 1-13. Strategic Planning Council minutes from [March 2016](#)
- CR 1-14. Board of Trustees minutes from [May 2016](#).

#### College Recommendation 2

- CR 2-1. College planning [process](#)
- CR 2-2. Student services [Program Review Matrix](#)
- CR 2-3. Student services [retreat](#) agenda in August 2015
- CR 2-4. Student services [retreat](#) agenda in August 2016
- CR 2-5. Instructional Program Review Committee creation/consolidation from previous committees – see item V.e in the [September 22, 2014, Academic Senate minutes](#)
- CR 2-6. Instructional Program Review Committee's 2015 [checklist](#), [review form](#), [resource request form](#), [training manual](#), and minutes from [September 15, 2015](#)
- CR 2-7. Instructional Program Review Committee's 2016 [checklist](#); [feedback](#)
- CR 2-8. Focus group [feedback](#) on Program Review
- CR 2-9. College's adopted resource allocation [process](#)
- CR 2-10. Student Success and Support Program (SSSP) [plan](#)
- CR 2-11. SPC minutes from retreat on [August 26, 2016](#)
- CR 2-12. [SPC's October 27, 2016 agenda](#)

#### College Recommendation 3

- CR 3-1. See [Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA](#) Article X.J.5, pages 24-25
- CR 3-2. See pages 35-39 of the [2016-17 College Catalog](#)
- CR 3-3. Assessment [process](#) for student services

#### College Recommendation 4

- CR 4-1. Curriculum taken to the Board of Trustees ([November 8, 2016](#); [February 1, 2017](#); [March 7, 2017](#))
- CR 4-2. ([Strong Workforce Local Share Plan](#); [Strong Workforce Regional Plan](#) presented at the [February 21, 2017 meeting of the Board of Trustees](#) starting on page 571)



- CR 4-3. Dental Assisting advisory committee minutes: [October 2015](#), [May 2016](#), and [October 2016](#)
- CR 4-4. Dental Hygiene advisory committee minutes of [May 16, 2016](#)
- CR 4-5. Business Information Technology Services advisory committee minutes from [November 16, 2016](#)
- CR 4-6. Riverside Regional Health Professions Nexus minutes from [August 2016](#).
- CR 4-7. Computer Information Systems / Computer Applications Technology course outline updating [process](#) and meeting [minutes](#).)
- CR 4-8. Tracking spreadsheet (updated [March 12, 2017](#).)

#### College Recommendation 5

- CR 5-1. [2015-18 Integrated Strategic Plan](#)
- CR 5-2. [2015 Comprehensive Master Plan](#)
- CR 5-3. IRPA process [flowchart](#)
- CR 5-4. Resource requests [online form](#)
- CR 5-5. [IRPA funded table](#)
- CR 5-6. [Instructions](#) for the resource request online form
- CR 5-7. [Staffing Plan](#)
- CR 5-8. Strategic Planning Council minutes [November 24, 2015](#)
- CR 5-9. [Position Prioritization Process](#)
- CR 5-10. Diversity Summit on November 18, 2016 [assessment](#)
- CR 5-11. [Ally](#) trainings webpage
- CR 5-12. Diversity Committee minutes from [February 2016](#)
- CR 5-13. [2014-19 Scheduled Maintenance five-year plan](#)
- CR 5-14. [2016-2021 Scheduled Maintenance five-year plan](#)
- CR 5-15. [2015 Comprehensive Master Plan](#).
- CR 5-16. Ben Clark Training Center [Letter of Intent, BCTC, updated June 2015](#)
- CR 5-17. BCTC [general education offering plan](#)
- CR 5-18. College's [technology visioning sessions](#)
- CR 5-19. College's [Technology Plan](#)
- CR 5-20. [District Strategic Technology Plan](#)
- CR 5-21. [June 16, 2015 Board of Trustees minutes](#) Agenda item IV-F, page 59-66
- CR 5-22. [ITSC](#) committee webpage
- CR 5-23. Appendix (starting on page 19) of the [Technology Plan](#).
- CR 5-24. MVC Technology Survey ([2015](#); [2016](#))

#### College Recommendation 6

- CR 6-1. [Student Equity Plan](#)
- CR 6-2. [Student Success and Support Programs Plan](#)
- CR 6-3. SSSP committee [minutes from June 24, 2015](#)
- CR 6-4. Financial aid [workshops](#)
- CR 6-5. [Assessment and review](#) of the First Year Experience Summer Bridge program
- CR 6-6. Student Health and Psychological Services [program review](#)

- CR 6-7. [Student Health and Psychological Services](#) website
- CR 6-8. [Seeking Success](#) workshops brochure
- CR 6-9. Behavioral Intervention Resource Team ([BIRT](#)) website
- CR 6-10. Flyer announcing [conference](#) support African American men on October 21, 2016
- CR 6-11. [Survey](#) to help the College improve the Early Alert process
- CR 6-12. [College library survey website](#)
- CR 6-13. Library usage statistics [published](#) on a website
- CR 6-14. Flyer announcing evening hours starting [summer 2015](#)
- CR 6-15. SPC minutes from [November 2015](#)

#### Data Trend Analysis

DTA-1. [None]

#### Status of Actionable Improvement Plans (AIPs)

- AIP 1. [Standard I minutes from Dec 5, 2013](#)
- AIP 2. [Integrated Strategic Plan 2015-18](#) and [Minutes from SPC fall 2016 retreat](#)
- AIP 3. [Governance handbook](#) and IPRC forms [reviewed](#)
- AIP 4. College Budget forum [June 2, 2015](#)
- AIP 5. None
- AIP 6. None
- AIP 7. None
- AIP 8. None
- AIP 9. None
- AIP 10. None
- AIP 11. None
- AIP 12. APC faculty [prioritization data](#)/rubric
- AIP 13. [June 21, 2016 Board of Trustees agenda](#); and HRAG professional development survey in [2014](#) and feedback from fall 2016 FLEX day events (days [1](#), [2](#), and [3](#))
- AIP 14. [College Technology Plan](#) appendix starting on page 19
- AIP 15. [Governance handbook](#); SPC [minutes showing approval in December 2014](#), [reviewed again Sep 2015](#), [June 2016](#) and [November 2016](#). Academic Senate [Dec 1, 2014, agenda](#) and [Academic Senate June 6, 2016 minutes](#)