

MVC Notes®

A Dozen Things You Need to Know

The Accreditation Newsletters that were distributed in the fall and the winter provide a general overview of the ISER, one Standard at a time. MVC Notes provide a general overview of major topics that are relevant for the upcoming site visit and beyond. These documents are best viewed online so that the embedded links can be accessed, and they are posted on the MVC Accreditation page.

1. Site Visit Tips
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9. Curriculum
10. Distance Education
11. Integrated Planning
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Site Visit Tips

1. **Review** the areas of the [Institutional Self-Evaluation Report](#) that are most relevant to your role at the college, including the supporting evidence. Use Control F to search the document. The team will want to hear about your work and your experience at the college in your own words, so you do not need to memorize or quote directly. You should know how your department, program, division, or office was described and analyzed and what evidence was used to draw conclusions about how the College meets accreditation standards.
2. **Gather** additional evidence that relates to the standards most relevant to your role at the college. The ISER is supported by over 1,000 documents gathered over the last eighteen months, and as the work of the College has continued, additional information related to statements in the ISER has likely been collected in reports and other documents. Members of the visiting team may ask for this information, so have it handy. Showing a process is important, but showing assessment of a process and resulting improvement through the process is ideal.
3. **Familiarize** yourself with the [new mission statement](#). Our focus on providing excellent educational opportunities to the community has not changed; however, the new statement and goals more clearly capture the broad range of programs, services, and people at Moreno Valley College.
4. **Highlight** what YOU and OTHERS do that makes Moreno Valley College a great place. The ISER would have to triple in length to include all the ways faculty, classified professionals, managers, administrators, and students contribute to MVC. During the site visit, please feel free to showcase what you do in your office, classroom, or work area.
5. **Ask now** if you have questions about something written in the ISER so that you feel confident in your understanding should the visiting team ask. Having said that, if you are asked a question that you cannot answer, offer to find someone who can. Contact Accreditation Liaison Officer, [Carlos Lopez](#), or Accreditation Faculty Co-Chair, [Sara Nafzgar](#), if you need assistance with this.
6. **Keep up the good work!** During the site visit, team members will visit places on campus to confirm information provided in the ISER and supporting evidence. It is not necessary to stop what you are doing to interact with team members, just give a quick greeting and get back to being amazing. They are here to observe the college in action and to get a complete picture of what we do.
7. **Attend** the open session and closing forum to welcome and meet the team.
 - Dr. Rowena Tomaneng, President at San Jose City College
 - Ms. Kuni Hay, Vice President of Instruction at Berkeley City College
 - Gohar Momjian, ACCJC Vice President
 - Dr. Allison Moore, Professor of Accounting at Los Angeles Southwest College
 - Dr. Mia Wood, Assistant Professor at Los Angeles Pierce College
 - Dr. Jennifer Vega La Serna, Vice President of Academic Services at College of the Sequoias
 - Dr. Ann Wright, Instructor, Biological Sciences at Hartnell College
 - Dr. Wendy Stewart, Dean of Counseling and Student Development at MiraCosta College
 - Mr. Stevenson Kotton, Vice President Business & Administrative Affairs at College of the Marshall Islands
 - Dr. Mark Sanchez, Assistant Superintendent/VP of Student Services at Cuesta College

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ISER Highlights

The Institutional Self Evaluation Report (ISER) does not document all the great work done at MVC. Likewise, this list of highlights does not capture every pride point of the ISER. This list does provide a succinct summary of some of the most exceptional parts of our story.

Data to Accomplish the Mission

- Analyzed Cal Grant data and identified potentially eligible students who did not apply
- Grew financial aid award amount for students 20% (3.4 million dollars) over the last 2 years
- Improvements in scheduling practices and auto awarding of degrees resulted in 808 more degrees awarded than previous year

Student Support Services

- Extended hours/days of many Student Support Services (Library, Financial Aid, Admissions, etc.)
- Streamlined onboarding process to reduce number of days between application and registration
- Enhanced online presence-Grad Guru, Net Tutor, and online financial aid & counseling scheduler

English, Math, and ESL Placement and Curriculum

- Began to adjust placement and curriculum before the mandated changes that came with AB705
- District collaboration on the co-requisite model to increase student completion of Math, English, and ESL courses in the first year
- College support of extensive FT and PT faculty training in this area

Community Partnerships

- MoVal Learns program provided 50 CTE students with \$250 stipend per month for 8 months
- The College Promise Program, which provided funds for the first year of tuition, fees and textbooks; the city's pledge of \$50,000 to pay for the second year of college for MV residents
- Growing participation of local businesses on the CTE Advisory Council
- The 2019 Career & Technical Education Employment Outcomes Survey (CTEOS) showed that the preponderance of MVC CTE Grad respondents are employed, working in the same field as their studies/training, with a 64% overall change in hourly wages after completing training

K-12 Partnerships

- Hosted the 4th annual Educational Summit in 2019 titled "Becoming Student Ready"
- 11% increase in graduates from Val Verde & Moreno Valley Districts coming straight to MVC
- Significant growth in the Middle College High School Program, with 33% of the participating seniors earning one or more associate degree along with their high school diploma

Governance Structure

- Leadership and Governance survey to gauge committee understanding/recommend improvement
- Ongoing changes to improve processes and align with the district structure

Mission, Vision, and Values

- Broad collaboration with students, faculty, staff, and administrators to revise
- New Mission, Vision, and Values is current, memorable, and measurable

Comprehensive Master Plan

- The 2019-2030 CMP is constructed through the lens of Guided Pathways and with the goal of creating a comprehensive college
- Facilities Master Plan was approved Fall 19; Educational Master Plan approval expected Spring 20

Strategic Goals and Institution Set Standards

- Collaborative effort to set ambitious goals that are aligned with the District goals
- Institution set standards exceed the state's Vision for Success goals

Program Review

- Expanded trainings for assessment and program review so that the process and purpose were better understood
- Increased assessment of courses to 97%; more robust reporting and planning in program reviews
- Connected the program review process to campus resource request timelines

Survey Feedback From Students

- Survey of Entering Student Engagement (SENSE) to assess students' behaviors in the earliest weeks of college and the institutional practices that affect students during this critical time
- Community College Survey of Student Engagement (CCSSE) to explore institutional practices and returning student behaviors that are highly correlated with student learning and retention
- The National Assessment of Collegiate Campus Climates (NACCC) Survey, through the USC Race and Equity Center to better understand the racial climate on campus

Culturally Responsive Professional Development Training

- Campus wide coordinated effort to move toward becoming a culturally sustaining institution
- Faculty training in culturally responsive pedagogy, classified staff training in culturally responsive service, and administrators training in culturally responsive leadership

Guided Pathways Framework

- Highly collaborative effort with forums and the creation of work groups to address specific goals
- Groups envisioning and planning for what would be the "dream team" of student support, while also working within the realities of limited space to implement ambitious goals

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Quality Focus Essay (QFE) Highlights

The College has committed itself to ambitious improvement goals outlined in the Quality Focus Essay as

Area 1: Redesign of College Academic Structures and Student Support Services

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Area 2: Student Learning and Professional Development.

Area 1 Goals and Objectives

(1) Increase the number of students completing degrees, certificates, and transfer; (2) Increase the number of students attempting 12+ units in the first term; (3) Reduce the number of excess accumulated units students earn for degree completion; (4) Reduce median time to completion of degrees, certificates, and transfer; (5) Improve completion rates of transfer-level English and math; and (6) Improve student access to higher education overall by annual unduplicated headcount.

Area 1 Activities

Six-School Structure: The proposed school structure includes (1) Science, Technology, Engineering, and Mathematics; (2) Visual and Performing Arts; (3) Communication, English, and World Languages; (4) Public Safety; (5) Humanities, Education, and Social and Behavioral Sciences; and (6) Business and Health and Human Services.

Embed Student Support and Academic Support Services within Schools: The College is designing and implementing student success teams that will be composed of faculty academic counselors, para-professional student success coaches, academic discipline faculty mentors, peer mentors, data coaches, and administrator/classified support staff. The success teams will work in a case management model to support all students with a declared major or meta-major within the school. A primary support tool will be the creation and monitoring of a detailed student educational plan customized for each student.

Redesign the Student Application and Onboarding Process with a Career Exploration Emphasis: The College is working to incorporate career exploration software, VitaNavis, during the orientation and matriculation process for students. In addition, the Guided Pathways workgroup has developed ten fields of interest (meta-majors) that group all college degrees and certificates within career-focused areas to assist students in choosing an initial pathway. Students who choose a specific degree or certificate pathway will receive a detailed educational plan that will include the courses they need to complete each term in order to reach their goal.

Complete Program Maps for All College Degree and Certificate Pathways: Program maps were completed for all Associate Degree for Transfer programs in May 2019 through this process and drafts for all other degree and certificate programs were completed during summer 2019.

Implement EduNav (Electronic Educational Planning Platform): EduNav is slated to roll out to all students in spring 2020, and students will be able to use the tool to plan the shortest path to graduation. The tool will encourage students to take more units per term without taking unnecessary units while providing Academic Affairs with enrollment management data so that the right number of sections can be offered on the days and times that students most need them, supporting improved completion and retention of students.

Area 2 Goals and Objectives

(1) Create a college wide professional development structure to recommend professional development priorities based on strategic goals, and (2) Provide active learning opportunities to students by creating an apprenticeship program and promoting use of the iMake Innovation Center.

Area 2 Activities

iMake Innovation Center: The College opened the iMake Innovation Center, a maker-space, on campus near the end of fall 2019. This space is intended to provide faculty and students with a space for the creation of hands-on learning activities in a lab that provides equipment allowing for both additive and subtractive creation objects. Students and faculty will be able to learn new skillsets to transform education from a passive lecture-based experience into an interactive and immersive design-based learning experience. The lab will open as an MIT certified maker space and is designed to support courses from across the curriculum. Specialized curriculum in entrepreneurship, design thinking, and introduction to engineering/STEM are also planned for this space.

Apprenticeship Program Creation: Moreno Valley College is in the initial stages of creating an apprenticeship program for students that will provide hands-on learning opportunities for students that lead directly to employment in better than living wage jobs. The planning for the program will occur during 2019-2020 with initial opportunities for students becoming available during 2020-2021. The goal of the apprenticeship program is to focus on nontraditional apprenticeship pathways including cyber defense occupations, healthcare occupations, and manufacturing and industrial technology occupations. The College, in partnership with the District, received three years of grant funding, totaling \$165,000, through the American Association of Community Colleges (AACC) Expanding Community College Apprenticeship (ECCA) grant. This funding, in combination with Strong Workforce funding, will support hiring a full-time apprenticeship director to meet the grant goal of establishing 450 new apprenticeships during the next three years.

Professional Development: Professional development in support of the Guided Pathways framework will be focused on providing training in active based learning and on strategies for eliminating equity gaps. As noted above, the iMake Innovation Center will be a focal point on campus for providing professional development to faculty and staff in active based learning strategies like project based learning, design thinking, and entrepreneurship. Initial opportunities in the center and on campus will begin during the spring of 2020. Initial focus will be on the possible uses for the center in disciplines across the curriculum with additional focus on project-based learning and design thinking to begin in 2020-2021. Equity initiatives at Moreno Valley College are deeply embedded within the institution and form a basis for all Guided Pathways work. In order to continue this equity focus, the College has aligned professional development during the 2019-2020 year around culturally responsive pedagogy for faculty, culturally responsive service for classified staff, and culturally responsive leadership for administrators. The goal of these efforts is to move college practices, policies, teaching, and services toward being a culturally responsive and sustaining institution. Additional professional development will focus on Open Educational Resources (OER) as a tool to close equity gaps and improve success rates for students overall. Goals for the adoption of OER material by faculty will be set and include the possibility of the development of one or more zero textbook cost degree pathways (Z-Degree).

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Improvement Plans

While MVC maintains the position that it is in alignment with all standards, in the spirit of continuous improvement, the following 6 improvement plans have been created.

Disaggregation of Data by Delivery Mode (Standard I.B.5)

- The College will include disaggregated data by method of delivery (fully online, hybrid, and face-to-face) in program review dashboards for enrollment, success, retention, and completion metrics.

Regular Evaluation of College Policies and Practices (I.B.7)

- The College engages in significant activities to evaluate its existing policies and practice; however, more can be done to improve by examining additional important college policies and practices in a regular cycle of evaluation. Namely, the College will identify additional policies and practices in need of regular evaluation. Currently, these include the local curriculum process, the program review and resource allocation process, and the outcomes and assessment of learning and service area outcomes processes. In addition, the methodology and cycle of review for regular evaluation and assessment will be established.

Communication and Documentation of Assessment and Evaluation Activities (I.B.8)

- The College currently engages in significant efforts to communicate the results of assessment and evaluation activities but acknowledges that more can be done to document existing processes that are evaluated and broadcast any changes as a result of these activities. In order to improve, the College will identify those processes that are currently not well-documented on campus by spring 2020, develop a communication plan for informing the campus community about the results of assessment and evaluation activities by spring 2020, and execute this plan beginning fall 2020.

Create an Overarching Professional Development Structure at MVC (III.A.14)

- The College and the District engage in significant activities in providing effective human resources in order to execute their respective mission; however, one area of improvement for MVC is in the organization of professional development across all campus constituent groups. As indicated in Goal IV.1 of the 2018-2023 MVC Integrated Strategic Plan, there is a need to create a coordinated college wide professional development structure and plan. Historically, separate committees or campus entities for each constituent group led professional development. Given these separate entities, professional development was not often coordinated across these groups.

Update the College Leadership and Governance Handbook (IV.A.6)

- The College maintains and updates its Leadership and Governance Handbook; however, the current document does not include governance approval routing for existing plans, policies, or procedures or a process for determining new plans, processes, or procedures. The College will document the governance approval routing of existing plans, processes, and policies as well as creating a process for the approval routing of new items.

Adopt a Regular and Systematic Review of College Governance (IV.A.7)

- The College is currently engaged in the assessment of college governance structures and committees. As part of this effort, the College through the Strategic Planning Council and the Standard IV Subcommittee will create a timeline and cycle for regular assessment and evaluation of college governance committees, structures, and decision-making processes.

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MVC/RCCD Acronyms

ACCJC - Accrediting Commission for Community and Junior Colleges	ECE - Early Childhood Education	NC - Norco College
ACES - Academic Counseling and Educational Support program	ECEC - Early Childhood Education Center	NOC - Network Operations Center
ADT - Associate Degree for Transfer	EEO - Equal Employment Opportunity	OEI - Online Education Initiative
AOE - Area of Emphasis (Degree)	EOPS - Extended Opportunity Programs and Services	OER - Open Educational Resources
AP - Administrative Procedures	EMP - Educational Master Plan	OPEB - Other Postemployment Benefits
APC - Academic Planning Council	FLEX - Flexible Calendar Program	PACAH - Program and Course Approval Handbook
A&R - Admissions and Records	FMP - Facilities Master Plan	PD - Professional Development
AS - Academic Senate	FMTF - Function Map Task Force	PI - Proportionality Indices
ASCCC - Academic Senate of the California Community Colleges	FTE - Full Time Equivalent	PLO - Program Learning Outcome
ASMVC - Associated Students of MVC	FTES - Full Time Equivalent Student	PR - Program Review
ASRCCD - Associated Students of Riverside Community College District	FYCP - Five Year Construction Plan	PSC - Parkside Complex
BAM - Budget Allocation Model	FYE - First Year Experience	QFS - Quest for Success
BCTC - Ben Clark Training Center	FYSS - Foster Youth Support Services (Guardian Scholars)	RCC - Riverside City College
BITS - Business & Information Technology Department	GELO - General Education Learning Outcome	RCCD - Riverside Community College District
BIRT - Behavioral Intervention and Resource Team	GP - Guided Pathways	RR - Resource Request
BOT - Board of Trustees	HASS - Humanities, Arts & Social Sciences Department	SAO - Service Area Outcome
BP - Board Policy	HHPS - Health, Human & Public Services Department	SAS - Student Academic Services
BSI - Basic Skills Initiative	HM - Humanities Building	SCFF - Student Centered Funding Formula
CBOC - Citizens' Bond Oversight Committee	HRER - Human Resources and Employee Relations	SCI - Science and Technology Building
CCCCO - California Community Colleges Chancellor's Office	HSCE - High School Concurrent Enrollment	SEA - Student Equity & Achievement
CCSSE - Community Colleges Survey of Student Engagement	ICC - Inter-Club Council	SEP - Student Educational Plan
CEC - California Education Code	IDS - Instructional Department Specialist	SFS - Student Financial Services
CI-D - Course Identification Numbering System	IE - Institutional Effectiveness	SHPS - Student Health & Psychological Services
CMP - Comprehensive Master Plan	IGETC - Intersegmental General Education Transfer Curriculum	SI - Supplemental Instruction
COMM - Communications Department	ILO - Institutional Learning Outcome	SLO - Student Learning Outcome
COR - Course Outline of Record	INST - Instruction	SP - Strategic Plan
CPR - Comprehensive Program Review	IOI - Improvement of Instruction	SPC - Strategic Planning Council
CPTESL - Computerized Proficiency Test for ESL	IR - Institutional Research	SS - Student Services
CRLA - College Reading and Learning Association	ISP - Integrated Strategic Plan	SSS - Student Support Services
CSEA - CA School Employees Association	ISS - Institutional-Set Standards	SSSP - Student Success and Support Programs
CTA - California Teachers Association	JD - Job Description	STEM - Science, Technology, Engineering and Math
CTE - Career & Technical Education	KPI - Key Performance Indicators	STU - Student Services Building
DBAC - District Budget Advisory Council	LGA - Local Goal Alignment	SWOT - Strengths, Weaknesses, Opportunities and Threats
DCC - District Curriculum Committee	LGBTQ+ - Lesbian, Bisexual, Gay, Transgender, Queer, Questioning	SWP - Strong Workforce Program
DE - Distance Education	LIB - Library	S&K - Science and Kinesiology Department
DEC - Dental Education Center	LFM - Leading from the Middle	TA - Teaching Assignment
DEMC - District Enrollment Management Committee	LO - Learning Outcome	TSS - Technology Support Services
DOI - Dean of Instruction	LC - Learning Center	VFS - Vision for Success
DSS - Disability Support Services	LLC - Library Learning Center	VPAA - Vice President, Academic Affairs
DSP - District Strategic Plan	MCHS - Middle College High School	VPBS - Vice President, Business Services
DSPC - Dist. Strategic Planning Council	MOU - Memorandum of Understanding	VPSS - Vice President, Student Services
	MMAP - Multiple Measures Assessment Project	VRS - Veterans Resource Center
	MVC - Moreno Valley College	
	MVV - Mission, Vision, and Values	

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Academic Support Services

Services

To support learning that is taking place in the classroom, Academic Support Services offers peer assisted study sessions, walk-in tutoring, 1-on-1 tutoring, embedded tutors, supplemental instruction leaders, and online tutoring via NetTutor.com. Computers, printers, and other resources are also available for student use.

One goal of Academic Support Services is for tutors to guide students in personal mastery of material so that the students feel competent their understanding of a subject. Sometimes, this can occur in a single visit. Often, mastery requires multiple visits to build a variety of skills. In support of this goal, students can expect help working through attempted homework assignments, finding answers to questions, and learning study tips and strategies. Students should not expect tutors to edit an entire paper or complete their assignment for them.

Subjects

Tutorial Services is a multi-discipline center that offers tutoring in math, chemistry, biology, accounting, languages, physics, psychology, statistics, economics, social sciences, computer science, and humanities. Writing and reading support for all disciplines is provided through the Writing Reading Center, and math tutoring for all math courses is offered in the Math Lab. Supplemental Instruction (SI) and Embedded Tutoring (ET) provide in-class and study group support for historically difficult courses.

Tutorial Services (SAS 202)

Mon, Wed, Thurs: 9 am - 5 pm
Tues: 10 am - 7 pm
Fri: 9am – 4pm

Math Lab Spring (HUM 219)

Mon - Thurs: 9 am - 8 pm
Fri: 10 am - 3 pm
Sat: 10 am - 1 pm

Writing & Reading Center (HUM 219)

Mon - Thurs: 9 am - 6 pm
Fri: 10 am - 3 pm
Sat: 10 am - 1 pm

Tutors

Student and faculty tutors area available in the Learning Center Computer Lab, the Math Lab, and the Writing and Reading Center. Student tutors have completed at least one semester of college course work, have an overall GPA of 3.0 or higher, have been recommended by faculty, and have content competence evidenced by a grade of “A” or “B” in course(s) they tutor. Additionally, tutors receive ongoing professional development training.

Successful Visit

The average cost for 1 hour of 1-on-1 tutoring in CA is \$44. Tutoring is FREE for MVC students and MVC 2018 data revealed that students who attended ET and SI sessions exceeded the College’s established standard for course success and did better than those who did not attend. To make the most of the opportunity, students should bring their student ID, specific questions, enthusiasm, and any materials related to their assignment that have been provided by the professor.

Sources: <https://www.findtutorsnearme.com/tutoring-rates-in-california-an-analysis-of-over-34000-private-tutors/>

https://www.rccd.edu/mvc/accreditation2020/Evidence/IIB1_SI-Success_SF-18.pdf

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Assessment

Ongoing, evidence-based assessment at MVC is cyclical and used to document trends and promote continuous improvement. It includes Program-level Assessment (PLOs), Course-level Assessment (SLOs), General Education Assessment (GELOs), Institution-level Assessment (ILOs), and Non-Instructional Assessment (SAOs).

Program Learning Outcomes (PLOs)

- All [associate degrees and certificates](#) offered through the College have program learning outcomes.
- As of fall 2019, 49 of 60 active programs (82%) have program level outcomes assessment results.
- The majority of college programs have accomplished mapping of SLOs to PLOs, and these mappings are used to develop assessment activities for program learning outcomes.

Student Learning Outcomes (SLOs)

- Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. Classroom assessment is done by individual faculty within the context of individual classes.
- An assessment report should be submitted/renewed via Nuventive Improve every year by 9/15 for courses offered in the spring and summer, or by 2/28 for courses offered in fall and winter.
- If a course is offered at least once per year, at least one SLO should be assessed annually. If a course is offered less frequently, at least one SLO should be assessed every time the course is offered. All SLOs for a course should be assessed every 4 years.
- As of fall 2019, 490 out of 506 active courses (97%) have assessment results.
- Workshops and the [Course Assessment Training Manual](#) provide detailed instructions.
- All [Department Assessment Reports](#) can be accessed online.

General Education Learning Outcomes (GELOs)

- General education prepares students to be able to demonstrate an understanding of how knowledge is discovered and constructed in the natural sciences, the social and behavioral sciences, the humanities, and language and rationality. Students will understand the methods of inquiry that underlie the search for knowledge in these fields. In addition, students will gain demonstrable skills in [four broad interdisciplinary areas](#): **Critical Thinking, Information Competency and Technology Literacy, Communication, Self-Development and Global Awareness**
- [General Education Student Learning Outcomes](#) and related assessments can be accessed online.

Institutional Learning Outcomes (ILOs)

- These outcomes are set by each College.
- MVC's [Integrated and Applied Learning ILO Reports](#) can be accessed online.
- Integrated and Applied Learning - Students should be able to synthesize information through application of knowledge, skills and responsibilities to new settings and complex problems.

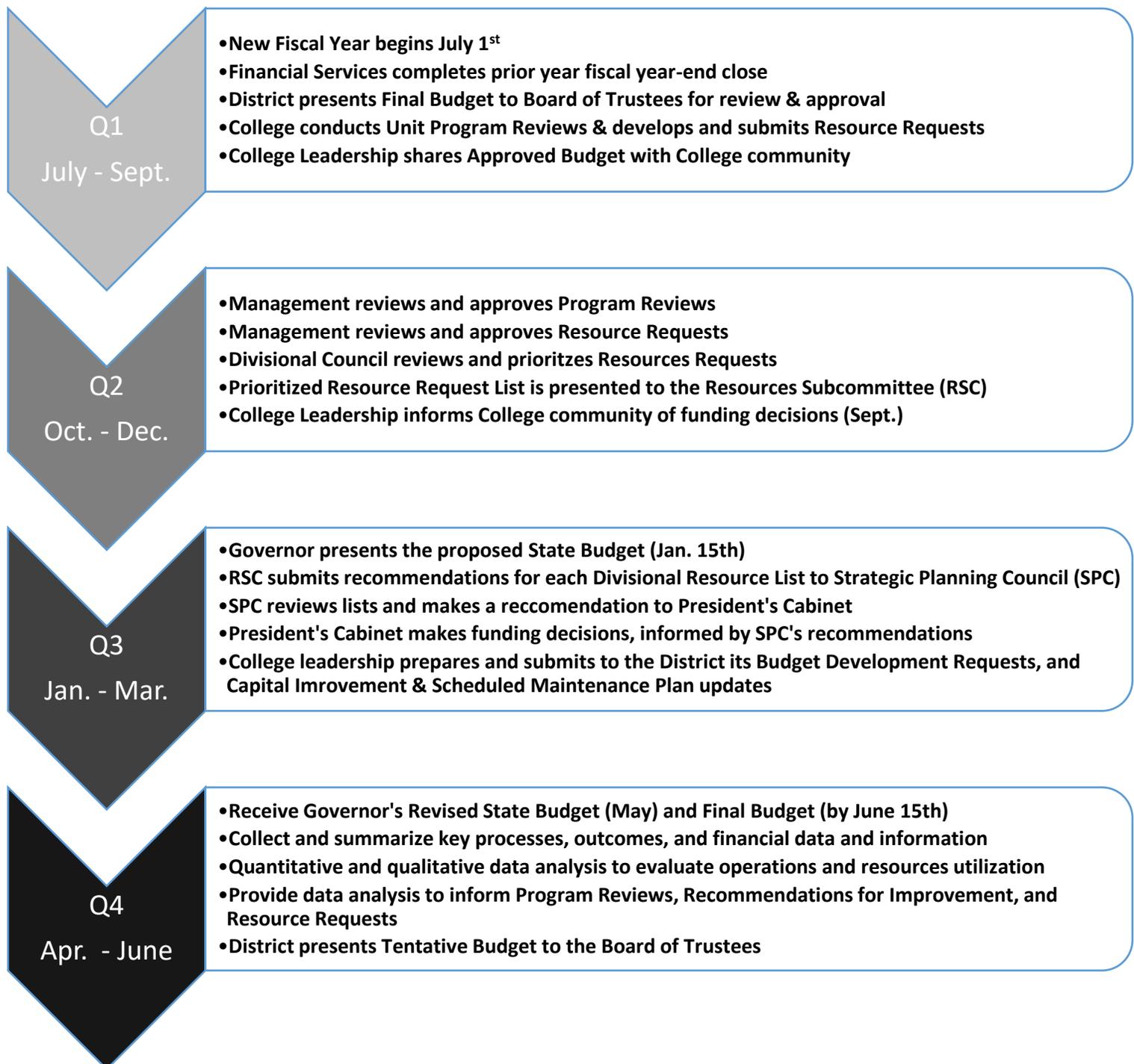
Service Area Outcomes (SAOs)

- An SAO is a specific statement that describes the benefit that a unit hopes to achieve or the impact that is a result of work that a unit performs.
- The [Student Services Program Reviews](#) contain Program/Department SAO assessment results.

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Budget and Resource Allocation

Recent examples of resources allocated that went through the cycle described below include new faculty and staff positions, computer equipment for the iMAKE Innovation Center, supplies to facilitate the Pop-Up Art Exhibition, support expenditures to host the summer Cyber Camp and Student Services Transfer Fairs, and TSS Software upgrades for staff and faculty computer operating systems. RCCD and MVC are implementing a new Budget Allocation Model (BAM) in the FY 20/21 budget that will encourage efficiency and facilitate flexibility in the college programs.



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Curriculum

Curriculum involves various committees, groups, faculty, and staff.

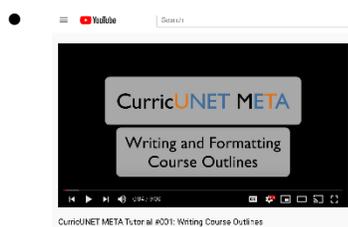
An annual [Curriculum Approval Timeline](#) exists ensure deadlines for catalog inclusion are met.

Curriculum Approval Process

- **Proposal discipline and department approval** - The originator attaches minutes showing the college discipline and department approval. The discipline from the other colleges should be notified of the inclusion/exclusion but approval from the other colleges is not required.
- **Proposal submittal** - The originator submits the proposal to the curriculum chair or district educational services.
- **MVC tech review** – Local initial screening with the Curriculum Chair, Articulation Officer, Vice President of Academic Affairs, and Instructional Program Support Coordinator
- **[District technical review committee approval](#)** - Programs affected by the inclusion/exclusion will be reviewed. If any technical problems are found, the proposal is sent back to the originator for corrections.
- **[MVC curriculum committee approval](#)** - The proposal requires the approval from the college curriculum committee proposing the course inclusion/exclusion. The proposal is an information item for the other colleges.
- **[District Curriculum committee](#)** - The proposal is forwarded to the district curriculum committee as an information item.
- **Board of Trustees approval** - Upon approval by the district curriculum committee, the proposal is forwarded to the Board of Trustees for approval.
- **Submittal to the State Chancellor's Office** - A course inclusion requires the course to be submitted to COCI and receive a CB number before it can be offered at the college. For a course exclusion, the course is removed from COCI.
- **Implementation** - District Educational Services collaborates with the Instructional Program Support Coordinator to modify the affected catalogs.

Resources

- The [Program and Course Approval Handbook](#) (PACAH), developed by the California Community Colleges Chancellor's Office, is a 140-page document designed to assist administrators, faculty, and classified professionals in the development of programs and courses and the submission of proposals for review and chaptering by the Chancellor's Office.
- The [RCCD Curriculum Course Handbook](#) was developed to assist RCCD faculty in the process of curriculum development. Topics addressed include the creation of new courses, modifying existing courses, proposing or modifying programs, including/excluding courses in the college catalog, as well as the regulations and procedures regarding curriculum. The Handbook contains sample proposals and checklists to simplify the process.



CurricUNET META Tutorial #001: Writing Course Outlines

There are 45 [RCCD CurricUNET META Tutorials](#) Videos (approximately 1-2 min each) created to address frequently asked questions related to the curriculum development and approval process.

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Distance Education

Requirements

- [Title 5, § 55204, Instructor Contact](#) of California Education Code requires distance education courses to have “regular effective contact between instructor and students, and among students*.” In Spring 2019, Title 5 was amended to include the phrase “*among students*” to require student-student interaction in addition to instructor-student interaction.
- The Accrediting Commission for Community and Junior Colleges (ACCJC) requires distance education courses to have “[regular and substantive interaction](#) between the students and the instructor.” ACCJC’s definition of distance education mirrors federal regulatory requirements.
- The [RCCD Guide to Best Practices](#) was developed as a support resource.
- The Americans with Disability Act (ADA) of 1990, Section 504 of the 1973 Rehabilitation Act, states that all individual should have equal accessibility-- including online instructional opportunities.
- The [OEI Course Design Rubric](#) can be used to check that a course is designed to promote student success and meet existing regulatory and accreditation requirements.
- Once you have completed [Canvas training](#) either online or face-to-face, you are eligible to use Canvas at RCCD. Canvas is the only permissible LMS.

Resources

- RCCD DE Staff developed a 16-week module based [course template](#) that can be downloaded from Canvas Commons. It is built to ensure that courses meet ADA requirements and have structures in place to facilitate best practices.
- A [DE Checklist](#) is available to assist in course planning.
- [DE Newsletters](#) sharing important updates and resources are emailed and archived.
- [FAQ pages](#) are developed each semester to address commonly asked questions.
- The [MVC DE schedule](#) contains daily in person and online training and support sessions.
- The Educational Technologies Trainer, [Vince Alonzo](#), develops, promotes, and conducts technology-related faculty training workshops, seminars and conferences. He provides help setting up course content and assists with navigating Canvas tools and apps.
- Instructional Designer, [DJ Hawkins](#), works with faculty and colleagues to provide accessibility support and to structure learning activities that meet regulations for regular and substantive student-to-faculty contact and robust student-to-student interaction.
- The [RCCD DE webpage](#) contains additional resources for faculty and students.

Fun Facts

- The number of DE sections nearly doubled in 5 years.
- As the demand for Distance Education grows, the DE Curricular Approval process is undergoing revision. As part of this process, RCCD is creating a [DE addendum \(draft\)](#).
- The MVC Distance Ed Committee invites participation.

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Integrated Planning

Significant work has been done to align and integrate internal and external plans and initiatives at the state, district, and college level. The Vision for Success informs the RCCD Strategic Plan, which informs the MVC Integrated Strategic Plan. All Operational Plans are tied to the CMP and ISP.



The [Vision for Success](#) (VFS) lays out 7 SMART goals and 7 commitments to achieve transformational change in CA Community Colleges. The goals are 1) increase earned associates degrees, credentials, certificates, or specific in-demand skill sets, 2) increase UC/CSU transfer rate, 3) decrease average units accumulated, 4) increase exiting CTE students employed in their field of study, 5) reduce equity gaps, 6) reduce regional achievement gaps. *Percentages in VSF



The 19-24 [RCCD Strategic Plan](#) aligns the plans of the colleges and the plans of the district with overarching goals intended to inspire and galvanize all the planning activities within the district. This new plan clarifies the responsibility of the district office to provide adequate resources and support to the colleges; furthermore, it provides regulatory, advocacy, coordination, guidance, and leadership functions.



The [Comprehensive Master Plan](#) draft (CMP) articulates a 10-year vision for Moreno Valley College. It is comprised of two separate master plans addressing both the infrastructure/facilities and educational needs of the college. The **Facilities Master Plan** was approved by the Board of Trustees on June 11, 2019. The **Educational Master Plan** is expected to be approved in spring 2020.



The 18-23 [Integrated Strategic Plan](#) (ISP) provides midterm actionable goals to drive MVC toward fulfilling long-term goals included in the Comprehensive Master Plan. The strategic goals are 1) student access and equity, 2) student learning success and completion, 3) community engagement and partnerships, 4) professional development, 5) institutional resources and effectiveness. An annual evaluation cycle that will measure progress toward meeting Integrated Strategic Plan goals and objectives has been included in the plan.

MVC Operational Plans contain purpose statements, data, goals, and activities that demonstrate alignment with ISP and CMP. They serve as both reporting and planning documents that drive decision-making, assess progress, and promote ongoing improvement.

- 2021-2025 [Construction Plan](#)
- 2019-2022 [Student Equity Plan](#)
- 2020-2023 [Distance Ed Plan Draft](#)
- [Technology Plan](#)
- [Guided Pathways Plan](#) (In process)
- Other Plans in Progress

MVC Notes[®]

Program Review

Program Review is a regular process of institutional assessment and analysis of MVC services and programs. As both a reporting and planning tool, Program Review acts as a collaborative goal-setting process, assisting MVC in identifying highlights and gaps, documenting outcomes, and informing scheduling and resource allocation decisions. All resource requests from 2016-2020 can be accessed at mvc.edu/spc/pr/bs.cfm.

Instructional Program Review

- Disciplines and instructional programs are on a 3-year cycle for Comprehensive Reports; CTE is on a 2-year cycle. Annual checks + Resource Requests are submitted yearly.
- The Comprehensive report contains (1) Review of alignment to the college mission; (2) Annual Updates including major developments and new objectives; (3) COR and SLO checks; (4) Data Analysis for Success, retention, and transfer rates overall and disaggregated by ethnicity, gender, and age; (5) SLO results analysis; (6) Program Learning Outcomes (PLO) mapping; (7) Resource Requests; and (8) CTE only completes Labor Market Analysis.
- The Annual Check contains a short narrative of major developments and changes and verification the CORs and SLOs are updated.



Training sessions are available and the **Instructional Program Review Training Manual** provides step-by-step instructions on how to use Nuventive Improve and Nuventive Impact/Sharepoint for the data analysis sections. The manual can be downloaded from mvc.edu/spc/pr/ipr.cfm.

- The current process for review is (1) the Instructional Program Review Committee (IPRC) reviews the submitted reports in October; (2) the IPRC convenes for a public review of each document, faculty are welcome to be present; (3a) Revisions requested by the IPRC can be made after the review or (3b) the report can be accepted if no revisions are needed; (4) accepted reports will be posted to the Instructional Program Review Website; (5) each area of the College engages in a process for ranking and allocating requests based on college strategic goals; (6) disciplines and departments receive formative feedback from the deans of instruction.
- All Comprehensive Reports and Annual Checks are **due on October 1st**.
- Access (Comprehensive/Annual) Instructional Program Review Reports at mvcsp.com/ipr/default.aspx.

Student Services Program Review

- Reports contain (1) a mission statement; (2) highlights, accomplishments, and major developments and changes; and (3) Service Area Outcomes, assessment methods, assessment results, and action plans.
- Timelines, planning guides, other resources, and program reviews for all Student Programs and Services can be accessed at mvc.edu/spc/pr/ss.cfm.