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

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2014 Annual Report
Final Submission
03/28/2014

Final.

Moreno Valley College
16130 Lasselle Street
Moreno Valley, CA 92551

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Ryan Carstens
3.	Phone number of person preparing report:	951-571-6350
4.	E-mail of person preparing report:	Ryan.Carstens@mvc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.mvc.edu/files/Catalog-2013_14-MVC.pdf#page=11
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://mvc.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2013: 8,480 Fall 2012: 9,040 Fall 2011: 9,994
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	7,938
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	2,080
9.	Number of courses offered via distance education:	Fall 2013: 38 Fall 2012: 35 Fall 2011: 32
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 1,927 Fall 2012: 1,704 Fall 2011: 1,890
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

District.

District

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Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	n/a
14b.	Successful student course completion rate for the fall 2013 semester:	69.5% *District - section stats.*

15.			
	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	N/A
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	568 *District*
16b.	Number of students who received a degree in the 2012-2013 academic year:	389
16c.	Number of students who received a certificate in the 2012-2013 academic year:	264
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	328
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	N/A
19a.	Number of career-technical education (CTE) certificates and degrees:	53
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	45 *JR. - data from Curricunet; talked to Steinback + whiteside.* *JR = Jaime Rodriguez.*
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
	Dental Hygiene	51.0602	state	0 %	87.5 %
	Dental Hygiene	51.0602	national	0 %	100 %
	Dental Assistant	51.0601	state	0 %	85.7 %
	EMS/Basic EMT	51.0904	state	0 %	77.9 %

| EMT/Paramedic | 51.0904 | state | 0 % | 85.2 % |
| Physician Assistant | 51.0912 | national | 0 % | 70.4 % |

21. 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

_JP_ (circled handwritten annotation)

Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
Dental Assistant	51.0601	0 %	85.7 %
Dental Hygiene	51.0602	0 %	100 %
EMS/Basic EMT	51.0904	0 %	60 %
EMT/Paramedic	51.0904	0 %	100 %
Physician Assistant	51.0912	0 %	96.3 %

22. Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
NA		

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

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Sheila Pisa. (handwritten)

Moreno Valley College is still in the process of finalizing and implementing their institution-set standards. Phase 1 of the recommendations for institution-set standards have been presented to the Academic Planning Council, the Institutional Mission and Effectiveness and the Student Learning Programs and Services subcommittees, and the Strategic Planning Council. These institution-set standards were presented to and accepted by the MVC Academic Senate at its first meeting on February 24, 2014. The final step in implementing Phase 1 will be the approval of the College President and Cabinet. During the spring 2014 semester, approval processes for phase 2 of the institution-set standards and goals will begin. This phase includes standards for ESL, licensure pass rates and job placement rates for five CTE programs (Dental Assisting, Dental Hygiene, Emergency Medical Technician, Paramedic and Physician Assistant) and institution-set goals for all developed standards. These standards and goals will be presented to the

College's governing bodies for discussion and possible modification, with approval expected by the end of the spring 2014.

Student Learning Outcomes and Assessment

#	Question	Answer
	Courses	
24. a.	Total number of college courses:	554
b.	Number of college courses with ongoing assessment of learning outcomes	377
	Auto-calculated field: percentage of total:	68.1
	Courses	
25. a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	74
b.	Number of college programs with ongoing assessment of learning outcomes	54
	Auto-calculated field: percentage of total:	73

_SP_ (handwritten, left margin next to 24)
_SP_ (handwritten, left margin next to 25)

Courses

SP

26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	28
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	28
		Auto-calculated field: percentage of total:	100

SP

27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	Assessment sharepoint site: http://www.mvcsp.com/loa/default.aspx; Physician Assistant: http://www.mvc.edu/academicprograms/pa/pance.cfm; Dental Hygiene: http://www.mvc.edu/files/FactBook2010-MV.pdf#page=107; Dental Assistant: http://mvc.edu/academicprogr
28.	Number of courses identified as part of the GE program:	145 *SP.*
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	79% *SP.*
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes *SP*
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	100 *SP*
32.	Number of Institutional Student Learning Outcomes defined:	0 *SP.*
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	0% *SP*
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	0% *SP.*

35.	*SP.*	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
		Moreno Valley College has just begun discussion to identify Institutional Level Outcomes. In the past, the College accepted the District's general education outcomes as the ILOs. The Gen Ed SLOs were adopted in 2006 and evaluated every year through a learning gains survey to graduating students. Responses to these surveys resulted in the formation of a district-wide general education workgroup. The workgroup met monthly during the 2011-12 academic year, and as a result, revised the Gen Ed SLOs. The workgroup took a hiatus during 2013 to prepare for ACCJC site visits, but plans to resume work to make recommendations for revisions of the Gen Ed curricula for the District.

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

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words)

(1,250 character limit, approximately 250 words).

36. *SP*

CTE programs at MVC have completed mapping course to program SLOs and are in the process of reviewing these mappings with a series of questions to determine if alignments are correct. The questions center on whether the courses properly support PLOs, and whether PLOs are given adequate attention in course sequences. Balance of degree to which a topic is covered throughout the course sequencing is also considered (i.e. is the topic introduced, developed, or mastered). Gaps and overlaps will be identified to allow for better attainment of learning in programs. Upon adoption of ILOs, the College intends to do a similar exercise with programs and service units throughout the institution.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

37. *SP.*

All submitted SLO assessments are available on the College's Assessment SharePoint site, open to anyone through a link on the MVC website. SLO assessments are shared for internal audiences through presentations in department and discipline meetings. Assessment workshops and trainings are held regularly and examples of assessment projects are shared and discussed at these meetings. Analysis of assessment results and "next steps" are stressed as being important facets of the assessment process, thus ensuring that the information gained will influence the behavior of those participating in assessment. Faculty FLEX workshops are held twice annually and presentations on assessment and student achievement data are routinely discussed. These discussions have resulted in curriculum development, such as accelerated courses in math and English. Student Services regularly discusses SLO and SAO development and assessment at their twice-annual retreats and develops plans to address areas where improvement is needed.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

38. *SP.*

As mentioned in the previous question, dialog on SLO assessment takes place through presentations at department and discipline meetings, at trainings and through faculty FLEX workshops. Reporting takes place through the program review process. In the comprehensive instructional program review, discipline units at the college are asked to provide a thorough report on all assessment activities within the discipline and the results of assessment. In the process of compiling the annual program review, discipline faculty and staff have the opportunity to discuss what they have learned from assessment and what steps need to be taken to improve student learning based on these results. In the prioritization of resource requests, one criteria for ranking is that there is "A strong and clear explanation how the request comes from objective (SLO/PLO) assessment results that show that this request will result in improvement in the unit."

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

39. *SP.*

One assessment success story is that of Michael Schwartz, Associate Professor of English. Michael's assessment project was on demonstrating critical thinking and writing skills through the process of constructing responses to, interpretations of, and arguments about African American literature. Michael chose this SLO because it brought together two of the most relevant skills in his class. He noticed that students were struggling to put formal elements together in their close readings. To address this issue, he modified his delivery of instruction. Upon retesting, he noticed a significant improvement, including an overall pass rate that rose from 68% to 90%. Another success story comes form Lt. Terrence Tingle, Instructor in the Law Enforcement Academy. In his initial assessment, Lt. Tingle was surprised to find that many of his students struggled with basic grammar skills. As a result, he modified the writing assignments in his class to emphasize basic paraphrasing, a skill that is valuable to recruits having no practical experience. Also, Lt. Tingle found that "the on-going, objective analysis of a portfolio project compels teachers to keep their curriculum fresh and relevant."

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 2 *JR* 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) *JR*
41b.	Explain the change(s) for which you will be submitting a substantive change proposal: * For question 41a + 41b talked to RS to formulae response. (Robin Steinbade).	A. Notification of implementation of Associate Degree for Transfer (ADTs). Includes the following ADTs: - Communication Studies - Early Childhood Education - English - Music - Sociology - Spanish - Studio Arts B. Deleting the following programs, both A.S. and certificates: Certified Nursing Assistant (CNA), Dental Laboratory Technology, and Phlebotomy. *JR*

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Last year (2013) MVC reported that 1 substantive change was submitted in 2011. In reality, it was 2 substantive changes that were submitted in 2011-2012. The change has been made in this report (2014). Also, last year it was reported we have 4 Institutional Student Learning Outcomes. However, we currently have 0. The change has been made in this report (2014). *JR.*
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Ben Clark Training Center *JR.*
43.	List all of the institution's instructional sites out of state and outside the United States:	N/A *JR.*

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

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