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**2015 Annual Report
Final Submission
03/31/2015**

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:	Robin L. Steinback, Ph.D.
3.	Phone number of person preparing report:	951-571-6351
4.	E-mail of person preparing report:	robin.steinback@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://mvc.edu/files/Catalogs/Catalog-Section-I-pdf
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 2014: 8,845 Fall 2013: 8,480 Fall 2012: 9,040
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	8,269
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,526
9.	Number of courses offered via distance education:	Fall 2014: 39 Fall 2013: 38 Fall 2012: 35
10.	Number of programs which may be completed via distance education:	n/a
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 1,952 Fall 2013: 1,927 Fall 2012: 1,704
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	73.3%
14b.	Successful student course completion rate for the fall 2014 semester:	68.4%

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.

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, 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?	485
	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?	526

16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	547
16b.	Number of students who received a degree in the 2013-2014 academic year:	381
16c.	Number of students who received a certificate in the 2013-2014 academic year:	234
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 2013-2014:	354
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:	64
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:	64
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	8
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	8

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 Assistant	51.06	state	70 %	89 %
	Dental Hygiene	51.06	state	85 %	100 %
	Dental Hygiene	51.06	national	100 %	100 %
	EMT/Basic EMT	51.09	national	70 %	75 %
	EMT/Paramedic	51.09	national	80 %	87 %
	Physician Assistant	51.09	national	80 %	92 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
	Dental Assistant	51.06	70 %	76 %
	Dental Hygiene	51.06	90 %	100 %
	EMT/Basic EMT	51.09	60 %	70 %
	EMT/Paramedic	51.09	100 %	79 %
	Physician Assistant	51.09	80 %	88.5 %
	Fire Officer	43.02	0 %	100 %
Firefighter Academy	43.02	0 %	61 %	

Admin Justice/Law Enforcement Academy	43.01	100 %	90 %
Admin Justice/Basic Correctional Academy	43.01	100 %	100 %

Please list any other institution set standards at your college:

22.

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Transfer Courses	Successful course completion rate for transfer courses	71.2
Credit degree applicable courses	Successful course completion rate for Credit Degree Applicable courses	74.3
Career Technical Education Courses	Successful course completion rate for CTE courses	83.8
Remedial education courses	Successful course completion rates in remedial courses	63.9
English as Second Language courses	Successful course completion rates for ESL courses	69.2
Fail o Fall persistence	% students who persisted from one fall term to the following fall term	41.8
Fail to Spring persistence	% student who persisted from one fall term to the following spring term	60.3

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).

Moreno Valley College has implemented an integrated online system for assessment, program review and planning. With this system, linkages are easily made and reported between course, program and institutional level outcomes. Improvements in our process was revealed through assessment of the process. Specifically, an assessment of our process revealed that embedding data directly into the program review template, presenting these data in business objects (graphical forms), and most importantly providing space for reflection and analysis adjacent to the data would result in streamlined and improved quality of assessment, program review, clarity in planning and resource allocation. When performance targets are not met, the system allows for Action Plans to be entered and Resource Requests are linked directly to Action Plans. Annual Program Review, authored in spring 2015 for 2016 have focused everyone on addressing the college's strategic goals, institutional set standards and goals, especially as these relate to addressing student achievement gaps as identified in the Student Equity Plan and Student Success Plans. In response to gap analyses, the college initiated plans to begin FYE program in 2016 to address equity gaps for all Black/African American, 20-24 yr olds students, and raise completion rates for basic skills.

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	515
	b.	Number of college courses with ongoing assessment of learning outcomes	335
	Auto-calculated field: percentage of total:		65
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	86
	b.	Number of college programs with ongoing assessment of learning outcomes	85
	Auto-calculated field: percentage of total:		98.8
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	22
	b.	Number of student and learning support activities with ongoing	14

	assessment of learning outcomes:	
	Auto-calculated field: percentage of total:	63.6
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://mvcsp.com/loa/Assessment20%Projects/Forms/AllItems.aspx
28.	Number of courses identified as part of the general education (GE) program:	150
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	72%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	150
32.	Number of Institutional Student Learning Outcomes defined:	5
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%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	0%
35.	<p>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).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Moreno Valley Colleg approved five ILOs through its governance process in Fall 2014. In early spring 2015 term, ILOs were entered into TRACDAT (our web-based tool for assessment and program review) and faculty and staff have begun mapping the inter-connections of SLOs, PLOs and ILOs. The Assessment Committee and Program Review Committee hold regular workshops on assessment, use of TracDat, mapping and reporting. They also meet with departments and assist them with interpreting data and reports. The Dean of Institutional Effectiveness provides regular progress reports to the Assessment Committee and VPAA/ALO. It is anticipated that by May 2015 we will have sufficient data to produce reports for college-wide distribution and discussion of our accomplishment of ILOs. These reports will be published, discussed throughout the organizational and shared governance structure of the college. It is important to note that four (4) of the five (5) ILOs are synonymous with the GE Outcomes. Also, GE Outcomes in Instruction are mapped to specific SLOs as part of the course outlines of record.</p> </div>	
<p>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.</p>		
36.	<p>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).</p> <div style="border: 1px solid black; padding: 5px;"> <p>CTE programs at MVC have completed mapping SLOs to PLOs and are in the process of reviewing and evaluating the accuracy of the alignments through a series of structured questions. These questions center on whether the courses prooerly support PLOs and whether PLOs are given adequate attention in course sequences. Balance of degree to which 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.</p> </div>	
	<p>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).</p> <div style="border: 1px solid black; padding: 5px;"> <p>All SLO assessment are available on the college Assessment SharePoint site, available to all through a link on the MVC website. SLO assessments are shared for internal audiences through the online TracDat system and through presentations in department and</p> </div>	

37.	discipline meetings. Assessment workshops and trainings are held regularly and examples of assessment projects are shared, analyses discussed and next steps in the assessment process are stressed. Presentations on assessment and student achievement data are routinely incorporated into twice annually held faculty FLEX general sessions. These discussions have resulted in curriculum development and implementation of accelerated courses in English and Mathematics which have led to higher successful course completion rates in both the accelerated and target transfer courses in these disciplines. Student Services similiarly addresses SLO and SAO development and assessment twice a year at their all-student services retreats. As a result of analyses, action plans for improvement are developed and implemented as appropriate.
38.	<p>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).</p> <div data-bbox="365 464 1323 737" style="border: 1px solid black; padding: 5px;"> <p>As mentioned previously, dialog on outcome assessment takes place through presentations in discipline, department, service-area meetings, at workshops and trainings, and in FLEX. Reporting takes palce through the program review process. In comprehensive program review, discipline units in the college are asked to provide athorough report on all assessment activities and the results of assessment. In the process of annual review, in which all units of the college participate, faculty and staff report on what they learned from assessment and as a result describe strategies and actions that will be taken in the upcoming year to improve student learning. In the prioritization of resource requests, one criteria for ranking is thater 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.\"</p> </div>
39.	<p>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).</p> <div data-bbox="365 837 1323 1236" style="border: 1px solid black; padding: 5px;"> <p>Student Health and Psychological Services assessed their SAO that \students who participate in MVC provided mental health counseling will learn coping skills that positively affect their academic experience.\" The results of the survey of students using the services found that 70% reported sessions helped them to overcome psychological distress; 90% reported counseling helped them increase how much school work they could do; 70% reported the sessions assisted them in overcoming text anxiety; and nearly 100% reported having benefited from the personal mental health counseling sessions and that they were more likely to stay in school because of these sessions. The SAO to promote psychological counseling for students in need of services was supported with data showing a 300% increase in student use of services since 2010, and a 55.2% increase in services in the 2013-2014 academic year. Using results from assessment and after discussion with the professional advisory group, the Dental Assisting Program eliminate the part-time program-enrollment option; placed greater emphasis on digital radiography in the dydactic and clincial components of the program and as a result students have significantly higher successful course completion rates. Certification exam results have also increased.</p> </div>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution antcipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	1. Elimination of two programs through program discontinuance; 2. 50% of General Education may be earned via distance education

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Moreno Valley College/Ben Clark Training Center

43.	List all of the institutions instructional sites out of state and outside the United States:	n/a
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

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