Moreno Valley College

Institutional Follow-Up Report
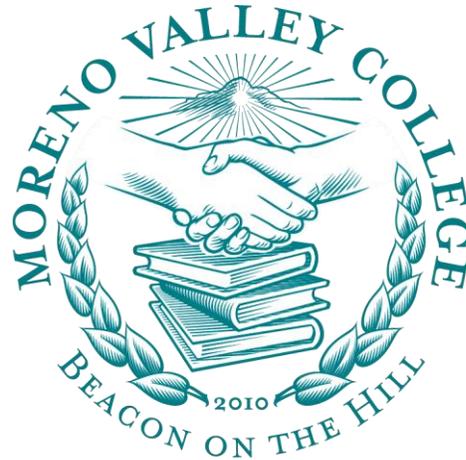
MORENO VALLEY COLLEGE

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

Institutional Follow-Up 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.

Signatures:

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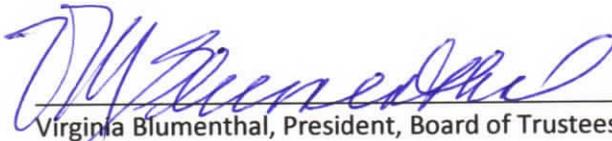
Virginia Blumenthal, President, Board of Trustees, Riverside Community College District

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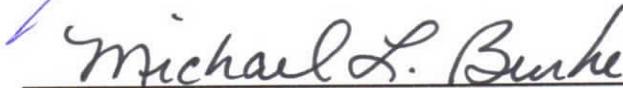
Michael L. Burke, Ph.D., Chancellor, Riverside Community College District

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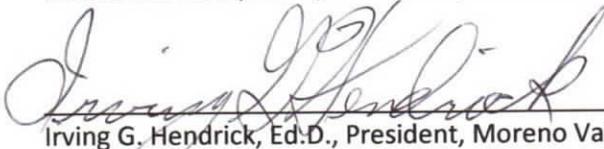
Irving G. Hendrick, Ed.D., President, Moreno Valley College

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Robin L. Steinback, Ph.D., Vice President of Academic Affairs

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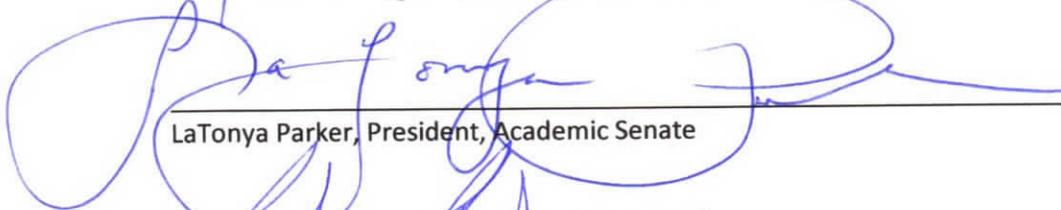
LaTonya Parker, President, Academic Senate

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Andrew Graham, Vice President, CSEA, Moreno Valley College

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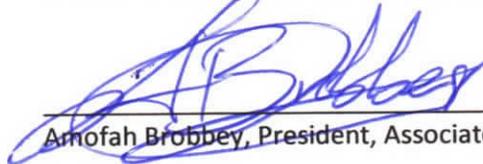
Amofah Brobbey, President, Associated Students of Moreno Valley College

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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) The college has also submitted annual reports to the commission on student achievement data, learning outcomes and assessment and finance.

The Moreno Valley College 2017 Institutional Follow-Up Report is submitted to the Commission in response to the remaining College Recommendation 4 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)." This report presents evidence the college has corrected deficiencies, instituted ongoing practices, meets standards and is compliant with Commission eligibility requirements and policies.

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 Institutional Follow-Up Report was developed in tandem with the college Midterm Report also due to the Commission March 15, 2017.   In addition to the Strategic Planning Council, the President's Cabinet, Academic Senate, Academic Planning Council, Curriculum Committee, CTE Advisory Committees and CTE department were directly involved with resolving College Recommendation 4: Regular Review of Course Outlines of Record for Career Technical Education Courses 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.)

Certification of Eligibility Requirements

1. Authority

The authority of Moreno Valley College to operate as a degree-granting institution is the result of continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. This information is published on page 3 of the college catalog and within one-click on the Moreno Valley College website.

2. Operational Status

Moreno Valley College has been in continuous operation since it opened its doors in March 1991. As of fall 2017, there are 9,022 students enrolled in credit courses with the intent of transferring to four-year institutions, completing degree and certificate programs, workforce development skills building, acquiring basic skills and English as a second language.

3. Degrees

Moreno Valley College offers Associate of Arts, Associate of Science, and Associate Degrees for Transfer, all of which are two academic years in length. The College also offers certificates of achievement, mostly in Career and Technical Education programs. The College offers over 50 degrees and/or certificates which are listed on pages 79-86 of the 2016-17 College catalog.

4. Chief Executive Officer

Moreno Valley College is among three colleges in the Riverside Community College District. The District has a Chief Executive Officer who was appointed by the Board of Trustees in 2014 per Board Policy 2431. The Chancellor's duties are clearly defined in Board Policy 2430. An interim President was appointed August 8, 2016 by the Board of Trustees in their August 16, 2016 meeting. A recruitment for President is underway and expected to conclude in June 2017. Board Policy 2430 specifically states, "Authority follows from the Board of Trustees through the Chancellor to the College Presidents. Each College

President is responsible for carrying out the district policies. Each College President's administrative organization shall be the established authority on campus. The College President is the final authority at the college level."

5. Financial Accountability

As stated in Moreno Valley College's 2014 Self Evaluation Report, The Riverside Community College District regularly undergoes and makes available an annual external financial audit for the District by a certified public accountant. The audit is conducted in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The most recent review occurred December 13, 2016 (see page 189 of the agenda). In addition, the college and district have submitted an Annual Fiscal Report to the Commission. The College's annual, strategic, and integrated planning processes include periodic financial reporting and review as facilitated by the College Vice President, Business Services and with the College's Standard III Resources subcommittee of the Strategic Planning Council.

6. Mission

The Board of Trustees approved the current college mission statement during a regularly scheduled meeting November 19, 2013. The college Institutional Mission and Effectiveness subcommittee of the Strategic Planning Council is charged with the responsibility of facilitating regular review of the mission statement to ensure it accurately defines the college's educational purposes, its intended student populations and commitment to achieving student learning. The mission is published in the college catalog, website , and on placards displayed in offices and classrooms.

7. Governing Board

The Riverside Community College District (RCCD) is governed by five members elected for terms of four years with each representing a specified regional trustee area (Board Policy 2010, Board Policy 2100). The duties, responsibilities and privileges of the Board are defined in Board Policy 2200. The Board also seats one elected student trustee who serves in an advisory capacity (Board Policy 2015). Ethics and standards of practice for the Board are codified in Board Policy 2715 and Board members have no employment or personal financial interest in the institution.

8. Administrative Capacity

Moreno Valley College has an adequate number of administrators with the experience and qualifications needed to provide appropriate administrative oversight in support of its mission. In addition to the interim President, Moreno Valley College currently has 11 full-time academic administrative positions and 11 classified management positions. Administrators and classified managers are recruited and selected per policies on recruitment and hiring (Board Policy 7120 and Board Policy 7120a).

9. Educational Programs

The educational programs offered by Moreno Valley College are consistent with its mission, are of sufficient content and length, and based on recognized fields of study in higher education. The faculty ensure quality and rigor of educational programs through regular and clearly defined curriculum review and approval processes, annual program review and outcome assessment processes. All faculty are evaluated through contractually defined Improvement of Instruction processes**.**

10. Academic Credit

Moreno Valley College awards academic credit based on accepted practices in degree granting institutions of higher education and adheres to California Code of Regulations, Title 5 (§55002.5) regarding the awarding of academic credit. Academic standards are published in the college catalog Detailed information about academic credit is published in the College catalog.

11. Student Learning and Student Achievement

The college has identified learning outcomes for all courses, program outcomes for all certificates and degrees, and service area outcomes for student support services and academic support services. Student learning outcomes, program outcomes and service outcomes are assessed on a regular basis and an integral component of the annual program review and resource allocation process.   A comprehensive statement of General Education and General Education Student Learning Outcomes is published on page 34 of the college catalog. Program Learning Outcomes are also published in the college catalog: Associate Degrees (pages 35-40), Associate Degrees for Transfer (pages 60-69), and Certificates (pages 87-106).   Student Learning Outcomes are a required component on all course outline of records and faculty publish course SLOs on course syllabi. Review of course and program outcome assessment, metrics for institution-set standards of student achievement are incorporated in annual program review and resource requests. Data are disaggregated to track the progress in addressing equity gaps as identified in the college Student Equity Plan. The Strategic Planning Council and Academic Senate review progress reports on institution-set standards and the Institutional Effectiveness Program Initiative framework of student achievement at least once per annum. (Presentation to Academic Senate May 2 2016 and then to the Board of Trustees on May 17, 2016 starting on page 153; SPC presentation January 27, 2017.)

12. General Education

The philosophy and criteria for associate degrees and general education is defined by Board Policy 4025. General Education requirements for the Associate Degree are clearly identified in the college catalog. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. General education patterns are published in the 2016-17 College catalog (pages 40-42 and 70-74.) The college and district academic senates and the curriculum committees are responsible for review of rigor and quality of the general education patterns.

13. Academic Freedom

Moreno Valley College supports and promotes academic freedom. [Board Policy 4030](#) describes the district's commitment to academic freedom as it applies to administrators, faculty and students.   The College's further commitment to Academic Freedom is evidenced in the [2016-17 College catalog](#) (page 2) endorsing the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure. The institution prides itself on offering an open, inquiring, yet respectful and transparent educational experience, evidencing a commitment to intellectual freedom and independence of thought.

14. Faculty

Moreno Valley College has 82 full-time faculty and 210 part-time faculty members. All meet the minimum qualifications for their disciplines based on regulations for the minimum qualifications for California community college faculty established in California Code of Regulations, Title 5. Many hold terminal degrees. Equivalency is determined as necessary by a district committee comprised of discipline faculty who follow state and local guidelines for minimum qualifications. Clear statements of faculty roles and responsibilities exist in the [agreement between the Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA](#). Faculty carry out program review and develop and assess student learning outcomes. Name, degrees and first year of employment are listed in the college catalog for all full-time faculty.

15. Student Support Services

With a commitment to student success, Moreno Valley College's student services program focuses on complementing the students' learning experiences. The design and delivery of services is based on the needs of student populations, and are consistent with the mission and values of the College mission. Each program strives for effectiveness in contributing to a student-centered atmosphere.

16. Admissions

Moreno Valley College has adopted and adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Student admission policies support the College's mission and ensure that all students are appropriately qualified for program and course offerings. Information about admissions requirements is available in the catalog, schedule of classes, and on the College's [Admissions and Records website](#).

17. Information and Learning Support Services

Moreno Valley College provides onsite and distance education access to information, learning resources to support the college's mission, its instructional programs and student support services. The Moreno Valley College library provides access to print and electronic resources and other library services that meet the needs of the College. The library is staffed to assist all library patrons in the use of library resources. Within the library and in several

campus support locations, students and patrons have access to computers. Wireless internet access is available in most college areas. All online library resources and services are available to any current library patron on- or off-campus. The College also provides access to instructional support services, academic and learning support, and computing facilities to fulfill the College's commitment to providing information and learning resources to students regardless of location or delivery method.

18. Financial Resources

Moreno Valley College, through the Riverside Community College District, is a publicly funded institution with state apportionment providing the majority of the financial support. The District annual budget, including restricted and unrestricted funds, is adopted by the Board of Trustees after an official public hearing. The Board's processes ensure the College has the financial resources and plans for financial development that is adequate to support the mission, improve institutional effectiveness, and to assure financial stability. The College has incorporated an Integrated Resource and Planning Model to ensure the financial resources are adequate. The College's Strategic Planning Council (SPC) and the SPC Resources Subcommittee also reviews the College's budget and makes recommendations in support of the College mission.

19. Institutional Planning and Evaluation

Moreno Valley College systematically evaluates and publishes reviews of the College programs. Systematic assessment of learning outcomes and program purposes occur primarily through annual and comprehensive program review. The College also assesses overarching outcomes via the indicators associated with institution set standards and goals. Program reviews form the foundation of most planning processes and include assessment of student learning outcomes, recommendations for resource allocations, planned actions to improve learning, and assessment of previously identified recommendations and plans. Planning recommendations from program review and college recommending bodies are integrated into the 2015-2018 Integrated Strategic Plan and support the goals and objectives identified in the College's Comprehensive Master Plan. All planning and resource allocation processes are assessed regularly for continuous improvement. The College's Institutional Mission and Effectiveness subcommittee and the Strategic Planning Council reviews and assesses college planning and resource allocation processes.

20. Integrity in Communication with the Public

Moreno Valley College publishes its catalog and schedules of classes online. These documents, along with the College website and other publications and online resources, publicize accurate and current information about the institution; the mission and goals; accreditation status with the Accrediting Commission for Community and Junior Colleges and program accreditors; course, program, and degree offerings and graduation requirements; student learning outcomes for programs and degrees; academic calendar and program length; statements about academic freedom; information about available financial aid; available learning resources and support; names and academic credentials of faculty and

administrators; names of members of the Board of Trustees; admission requirements and procedures; costs and refund policies; degree, certificate, graduation requirements and transfer patterns; rules and regulations affecting students, programs, and courses, including academic honesty; the District's commitment to non-discrimination; information about receiving transcripts from RCCD and evaluating transcripts from other institutions; grievance procedures; policies related to sexual harassment; and all other items relative to attending the institution.

21. Integrity in Relations with the Accrediting Commission

The Riverside Community College District provides assurance that Moreno Valley College adheres to the eligibility requirements, accreditation standards, and ACCJC policies, and that the College describes itself in identical terms to all accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution are complete, accurate, and honest. The College maintains contact with the ACCJC through its Accreditation Liaison Officer.

Certification of Compliance with Accreditation Standards

Moreno Valley College submitted the comprehensive Self Evaluation Report of Educational Quality and Institutional Effectiveness in January 2014, an Institutional Follow-Up Report in October 2015, and this Institutional Follow-Up Report 2017 stating compliance with the accreditation standards.

The ACCJC External Team Evaluation Visit Report dated March 2014 identified two (2) district and five (5) college recommendations necessary to achieve compliance with accreditation standards and one college recommendation to improve institutional effectiveness. Based upon the Institutional Follow-Up Report 2015 with site visit, the ACCJC External Team Evaluation Report, November 2016 concluded the college had corrected deficiencies, fully addressed and meets the standards for five of the six college recommendations and the two district recommendations. The letter from ACCJC dated February 5, 2016 noted that at its June 6-8 meeting the Commission had reviewed the Institutional Follow-Up Report, evidentiary materials and the report prepared by the evaluation team and that based upon this review they concluded, "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."

This letter also indicated the College must address the deficiencies noted in Recommendation 4 (Standard II.A.2.e) and submit an Institutional Follow-Up Report by March 15, 2017. This Institutional Follow-Up Report documents that Moreno Valley College has corrected the deficiencies and now is in compliance for all accreditation standards. The letter also clearly indicated the College must submit an Institutional Follow-Up Report by March 15, 2017 to "demonstrate that the deficiency noted for Standard II.A.2.e from College Recommendation

4 has been addressed and that the college meets the Standard." This Institutional Follow-Up Report documents that the College has addressed the deficiency and now compliant with all accreditation standards.

Certification of Compliance with Commission Policies
Policy on Distance Education and Correspondence Education

Moreno Valley College is compliant with all elements of the Policy on Distance Education on Correspondence Education.   No correspondence courses are offered at Moreno Valley College. The college does not offer courses in an online or hybrid format that have not also been approved for face-to-face delivery. Courses offered in the distance education format have the same student learning outcomes as the face-to-face offerings and are assessed by the faculty in the disciplines offering the courses. All distance education courses are required to be separately approved for distance learning by the college curriculum committee and Board of Trustees. As part of this approval process, faculty developers of distance education courses are required to identify delivery methods as fully online or hybrid and to provide assurance of regular and substantive contact between faculty and students. Courses are also certified for compliance with Section 508 of the Rehabilitation Act, thereby ensuring that students with disabilities have equitable access to online courses. The College controls the development, implementation, and evaluation of courses taught in the online or hybrid format in the same manner as regular face-to-face offerings. Prior to assignment to teach a distance education course, faculty must successfully complete orientation to and demonstrate their ability to construct and operate a course in the learning management system. The Online Blackboard Academy consists of six online modules that must be completed within a month. Open Campus, a district department, provides technical support for the learning management system, maintains the Online Blackboard Academy, and supports the ongoing professional development of faculty through online tutorials and face-to-face workshops conducted at the college. The College uses a secure log-in and password procedure to verify each student's identification.

Policy on Institutional Compliance with Title IV

Moreno Valley College complies with the requirements of Title IV of the Higher Education Act. The MVC Federal Student Loan Default Management Plan requires all students who receive a loan at MVC to complete a loan entrance and exit counseling session each academic year. Students may complete the loan entrance and exit counseling online at www.studentloans.gov. Students complete the entrance counseling when applying for a loan and complete the exit counseling prior to their final loan disbursement. If this requirement is not met, the student loan funds will be delayed and a hold will be placed on their academic file at MVC. Moreno Valley College's 3-year Cohort Default Rate is 8.1%. Moreno Valley College encourages students to consider all alternatives before applying for a loan. We encourage students to consider student employment to work part-time on campus and off

campus to assist with the cost of educational expenses. We also encourage students to apply for scholarships as another student loan alternative. Student Services and the Financial Aid department are committed to effectively serving all students regardless of economic background. Comprehensive information and access to both federal and state financial aid programs is provided to students, including Pell Grants, Board of Governors Fee Waivers, Cal Grants, Federal Student Loans, Federal Supplemental Educational Opportunity Grants, Federal Work Study, Chafee Grants, and the California Dream Act. A variety of local scholarship opportunities are also made available to students.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Advertising, Publications, Promotional Literature
Moreno Valley College is compliant with this policy. Information about educational programs and services and policies are clearly sated, factually accurate and current. The college publishes an annual catalog and an addendum to the catalog.

Information Required	Catalog	Schedule	Website
Official Name, Address, Phone	X	X	X
Mission and Purpose	X		X
Information on Programs and Courses	X	X	X
Degree, Certificate and Program Completion Requirements	X		X
Faculty with Degrees Held	X		X
Facilities Available	X	X	X
Rules and Regulations of Conduct	X	X	X
Academic Freedom Policy	X	X	X
Fees	X	X	X
Financial Aid Opportunities	X	X	X
Refund Policy and Procedures	X	X	X
Transfer of Credit Policies	X		X
Nondiscrimination Policy	X	X	X
Other Location for Policies	X	X	X
Governing Board	X		X
Accreditation Status	X		X

Student Recruitment for Admissions
Moreno Valley College is an open enrollment institution and does not actively recruit students. However, the college does have an Outreach Office that visits local high schools and helps students navigate the process of application, orientation, assessment, advisement and enrollment.

Representation of Accreditation Status
Information regarding accreditation status is provided on the college website, catalog, and schedule of classes as required by ACCJC. The College's 2014 Self Evaluation of Educational Quality and Institutional Effectiveness Report, External Evaluation Report, March 2014, the ACCJC letter stating action taken on accreditation status July 2014, the Institutional Follow-Up Report October 2015, ACCJC letter stating action February 2016, the Midterm Report March 2017 and this Institutional Follow-Up Report 2017 are all located within one click of the Moreno Valley College homepage, http://mvc.edu/accreditation/. In addition, information is posted and published regarding the accreditation status of specific educational programs requiring independent program accreditation.

Policy on Institutional Degrees and Credits
Moreno Valley College complies with the ACCJC Policy on Institutional Degrees and Credits. In accordance with Board Policy 4020, Program, Curriculum and Course Approval, all programs designated as either 'clock hour' or 'credit hour' programs to maintain compliance with federal formulas and regulations applicable to federal financial aid eligibility.

Programs leading to an Associate Degree (AA, AS, AA-T or AS-T) require completion of at least 60 semester units of lower-division college-level work. The curriculum approval process ensures courses in the various degree and certificate programs have sufficient length, breadth, and content and that standards of academic rigor and consistent application in the assignment of credit hours are maintained. Course outlines include a clear and consistent presentation of both student contact hours and hours of outside work required for both lecture and lab units such that the Carnegie unit standards are maintained. The College has articulation agreements with the California State University system and the University of California to ensure that the courses meet the commonly accepted standards for the discipline. Also, the College state-approved certificate programs have been reviewed and approved by the Chancellor's Office for California Community Colleges.

Policy on Institutional Integrity and Ethics
Moreno Valley College demonstrates compliance with the Commission's Policy on Institutional Integrity and Ethics and demonstrates this through a variety of means.

The college and district strive to provide clear and accurate information to the public about its programs and services in college publications and on the college website. The College catalog, schedule of classes, and various College and District websites provide information about the mission, the programs, admission requirements, available student services, fees and costs, financial aid programs, transcripts, transfer of credit, and refunds as well as its accredited status. Information regarding student rights and responsibilities including resolving violations is accessible to students and the public through the College Catalog, the web, Schedule of Classes and the Student Handbook. To ensure accuracy, the College Catalog and Schedule of Classes are reviewed by the Office of Instruction, Office of Student Services, and the district Office of Educational Services prior to publication.

Board policies demonstrate the commitment of the college and the district to integrity and ethics. Employees are guided by Institutional Code of Professional Ethics (Board Policy 3050), policies on Nondiscrimination (Board Policy 3410), Prohibition of Harassment and Retaliation (Board Policy 3430), Intellectual Property and Copyright (Board Policy 3710), and Academic Freedom (Board Policy 4030). Hiring processes are governed by board policy and administrative procedures that ensure integrity at all stages of the process (Board Policy 7120, 7120a-7120g). All board policies and corresponding administrative procedures are available on the district website.

Policy on Contractual Relations with Non-Regionally Accredited Organizations
Moreno Valley College does not contract with any non-regionally accredited organizations for any of its academic classes, degrees, or programs.

College Recommendation to Meet the Standards

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 Il.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.

<u>Analysis of Results Achieved</u>
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.

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.)

Eligibility Requirements

ER-1.   College [catalog](#) and College [website](#)
ER-2.   None
ER-3.   [2016-17 College catalog](#) (pages 79-86)
ER-4.   Riverside Community College District Board of Trustees minutes from [August 16, 2016 meeting](#); [Board Policy 2430; Board Policy 2431](#)
ER-5.   Board of Trustees [agenda](#) December 13, 2016, see page 189
ER-6.   RCCD Board of Trustees [minutes](#) from November 19, 2013; [2016-17 College catalog](#); the college [website](#)
ER-7.   [Board Policy 2010](#), [Board Policy 2100](#); [Board Policy 2200](#); [Board Policy 2015](#); [Board Policy 2715](#)
ER-8.   [Board Policy 7120](#) and [Board Policy 7120a](#)
ER-9.   None
ER-10.   Title 5 ([§55002.5](#))
ER-11.   [2016-17 College catalog](#) (pages 34, 35-40, 60-69, and 87-106); Presentation to Academic Senate [May 2 2016](#) and then to the Board of Trustees on [May 17, 2016](#) starting on page 153; SPC presentation [January 27, 2017](#)
ER-12.   [2016-17 College catalog](#) (pages 40-42 and 70-74;) [Board Policy 4025 and Administrative Procedure 4025](#)
ER-13.   [Board Policy 4030](#); [2016-17 College catalog](#) (page 2)

ER-14.   agreement between the Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA
ER-15.   None
ER-16.   Admissions and Records website.
ER-17.   None
ER-18.   Resources Subcommittee website
ER-19.   2015-2018 Integrated Strategic Plan; College's Comprehensive Master Plan.
ER-20.   None
ER-21.   None

Certification of Compliance with Accreditation Standards

AS-1.   None

Certification of Compliance with Commission Policies

CP-1.   Representation of Accreditation Status: Moreno Valley College accreditation web page, http://mvc.edu/accreditation/.
CP-2.   Policy on Institutional Degrees and Credits: Board Policy 4020
CP-3.   Policy on Institutional Integrity and Ethics: Board Policies on Nondiscrimination (Board Policy 3410), Prohibition of Harassment and Retaliation (Board Policy 3430), Intellectual Property and Copyright (Board Policy 3710), and Academic Freedom (Board Policy 4030). Hiring processes; All board policies

College Recommendation to Meet the Standards

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.)