MORENO VALLEY COLLEGE

RIVERSIDE COMMUNITY COLLEGE DISTRICT

COMPREHENSIVE MASTER PLAN

AUGUST 2021

MORENO VALLEY COLLEGE

MESSAGE FROM LEADERSHIP

The Moreno Valley College Comprehensive Master Plan embodies our history, mission, vision, values, and future in service to our students. Beginning with the donation of 120 acres of land by the Robert P. Warmington Company in 1989 for the construction of a college in the city of Moreno Valley to our transition to the 111th community college in the state of California, we have maintained our focus on providing high-quality education. Moreover, the addition of the Ben Clark Training Center in 1997 and the site's approval by the Board of Governors of the California Community Colleges in March 2021 as an official Educational Center associated with the College have furthered our work in service to our community. Over our history, our enrollment has grown nearly five-fold since 1991. Today, the College serves approximately 15,000 students annually, and they earn over 2300 degrees and certificates per year.

With the context of our mission, origins, and growth, the Comprehensive Master Plan is our long-term planning vision for the College. The plan is composed of two primary elements: The Education Master Plan and The Facilities Master Plan. These two plans serve as the basis for the development and integration of other College plans and the construction of needed facilities to support our growth over time. The Education Master Plan also acts as a centerpiece of baseline data that informs users of new planning and strategies to move the College forward in innovative ways. Finally, the Educational Master Plan serves to guide institutional and program development. The Facilities Master Plan represents the realization of Moreno Valley College's goal of becoming a comprehensive college through new facilities to support the growth of programs. Specifically, the goals established in the comprehensive master plan assist the College in advancing student achievement, transforming infrastructure, and providing innovation opportunities for all.

Effective planning requires regular assessment to ensure that the College continues to fulfill its mission and achieve its goals. This takes dedication to the planning process and a commitment by all segments of the College community. I would like to express my personal thanks to each individual who assisted with their time and energy developing the Moreno Valley College Comprehensive Master Plan.

DR. ROBIN STEINBACK
President, Moreno Valley College

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Moreno Valley College
DLR Group
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Fehr & Peers

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COMPREHENSIVE MASTER PLAN
INTRODUCTION

1.1 ABOUT THE COMPREHENSIVE MASTER PLAN

Moreno Valley College will create a comprehensive college environment that is a vibrant, active, and attractive place where students and the community can learn, collaborate, and succeed.

Riverside Community College District (RCCD) and Moreno Valley College (MVC) assembled a team to review the College's 2015 Comprehensive Master Plan, update the plan based on changing conditions within the college and the community, and make recommendations for action that align with the college's goals, mission, and vision. The process involved an extensive on-campus engagement process, and public input from many community members. The success of the plan derives from the philosophy that all stakeholders have a voice in the planning process. In addition to engagement, an extensive review and assessment of existing college plans, programming, goals, facilities, and student and faculty data were conducted. Based on the conclusions of the qualitative and quantitative analysis, informed recommendations and action plans that are in line with the college's mission and goals can be made in respect to programming, student success, and the physical campus environment. **The Comprehensive Master Plan includes recommendations for the Main Campus located on Lasselle Street, as well as the Ben Clark Training Center, which is the home to the College's public safety programs.**

The Comprehensive Master Plan update is a long-term plan that identifies and analyzes the programs and services provided to the College's students and surrounding communities. The update considers the analysis, findings, and recommendations of the original 2015 Comprehensive Master Plan as well as the findings of a newly completed internal and external analysis. There is further consideration of College, District, and State Chancellor Office plans,

the College's current programs and services, demographic trends, workforce needs, and local educational interests of the areas surrounding Moreno Valley College. These analyses were then used to predict the challenges and opportunities that the college can expect to face and address in the coming decade. A thorough analysis of the College's current facilities coupled with the findings of the internal and external analyses informed the development of recommendations regarding changes to the programming, services, structure, staffing, and facilities on campus. This document is intended to be the foundation for other components in the College's integrated planning process moving forward.

More specifically, the purposes of the Comprehensive Master Plan Update are to:

1. Review, evaluate, and revise the previous 2015 Comprehensive Master Plan;
2. Identify the current state and future trends of the College and the surrounding communities;
3. Identify strengths, weaknesses, threats, and opportunities of the College;
4. Project the long-term development of programs and services;
5. Develop recommendation for site and facilities improvements;
6. Articulate a vision and goals for a sustainable and environmentally responsible campus and identify opportunities for sustainable strategies in the culture, education, and development of the environment to meet identified goals;
7. Provide a foundation for the development of other campus plans;
8. Inform the public of the College's intentions and garner support for the services provided in and to the community; and
9. Support accreditation and demonstrate compliance with accreditation standards.

Planning Alignment

The team began the assessment in January 2019 gathering data to properly evaluate and update the 2015 Comprehensive Master Plan. This included past and in-process planning documents. These findings of these documents have influenced the direction of the 2019 Comprehensive Master Plan. Review of the 2015 Comprehensive Master Plan and additional planning documents consisted of thoughtful review and discussion of data trends which included:

- Student and Community Demographic Analysis
- Student and Community Economic, Labor Market, and Business trend Analysis
- Existing programming review
- Existing space and facilities review
- Performance of Gap Analyses to inform recommendations made to enhance Student Success, Student Equity, and Educational and Facilities plans.
- SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analyses

Opportunity Industries Report by Brookings Institute

Board of Governor Vision for Success Plan

Inland Economic Growth & Opportunity Report

RCCD Environmental Scan

RCCD SWOT Planning Documents

RCCD Economic Impact Study

MVC Integrated Strategic Plan

RCCD Strategic Plan

FOCUS ON ENGAGEMENT

Inclusion and transparency were core principles in the creation of the Comprehensive Master Plan. As a result, campus stakeholders and community members were provided multiple opportunities to engage in the feedback process. Though guided by consulting experts (educational planners and facilities planners), the Comprehensive Master Plan is, at its core, a College and community effort.

Through an extensive engagement strategy, the planning team met with the campus and community throughout the entire process. Between January and May 2019, interviews, focus groups, and on-campus workshops were held for input from the campus community and also the regional community. Stakeholders included students, staff, faculty, administrators, parter organizations, neighbors, local businesses, and Riverside Community College District officials. *There is more information on each workshop located in the Appendix.* It is important to note that while engagement is important, so too is data and information analysis. Together, quantitative data and qualitative experiences become the basis for the recommendations within the Comprehensive Master Plan.

Listening Sessions and Interviews

To better understand the current experiences and perceptions of educational delivery, services for students, and operational functions of the College, interviews were conducted with several students, we well as faculty, and staff in each department. Over 200 students were interviewed, mostly in groups of three students. Every Academic, Student Services, and Business Services employee was given the opportunity to participate in the interview process, resulting in over 63 employee interviews. Even though somewhat structured in terms of topics discussed, the interviews were meant to be conversational, focusing on qualitative information, rather than quantitative.

Workshop 01

The planning team met with the Strategic Planning Council as part of their annual retreat. The group participated in a series of interactive activities that outlined the future vision of the campus, as well as identifying strengths, weaknesses, opportunities, and off-campus points of interest.

Workshop 02

A series of open forums were held for each constituent group - students, faculty, staff, and community. Using existing conditions diagrams, stakeholders were able to identify current challenges, and future opportunities for multiple topic areas - buildings & facilities, open space & landscape, and parking & circulation. There were also a series of questions that challenged participants to think into the future and define a future Moreno Valley College.

Workshop 03

A single open house for students, faculty, staff, and community members was held to review three (3) site planning concepts for the future development of the Main Campus. Participants provided feedback to the planning team on each concept, as well as direction on the best ideas from each concept.

Workshop 04

A second open house for campus and community stakeholders was held to review the draft site plans for both the Main Campus and Ben Clark Training Center. Participants provided feedback to the planning team about the plan - identifying its strengths and weaknesses.

Workshop 05

As part of the District and College's shared governance process, the planning team presented the Comprehensive Master Plan to multiple committees and councils at both the District and Campus. In the Spring 2019 semester, the Facilities Master Plan Update (final site plan and project list) was approved by all campus and district councils prior to being presented to and approved by the Board of Trustees in June 2019. The Education Master Plan Update was presented to the campus and district councils during the Spring of 2021, and was presented and approved by Board of Trustees in June 2021.

Comprehensive Master Plan Website

A website was developed by the campus as a communication tool and document repository for the Comprehensive Master Plan project. The website charted the progress of the planning effort and provided a platform for information dissemination and input from campus and community members alike. Upon completion of the planning process, the site transitioned to become a home to planning documents and progress updates. The site can be located at: **http://mvc.edu/cmp/2019/**

STAFF/FACULTY: **80+**

STUDENTS: **200+**

COMMUNITY: **50+**

1.2 ABOUT MORENO VALLEY COLLEGE

Riverside Community College District
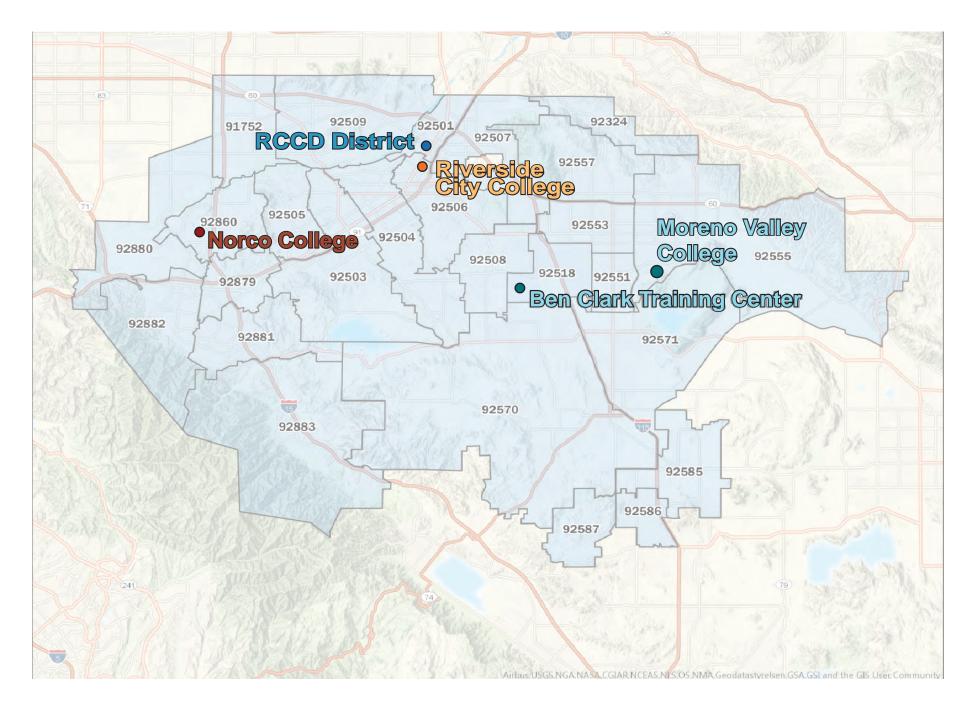
Riverside Community College District (RCCD) is a multi-college district. This Southern California district encompasses 451 square miles and is located in the northwest portion of Riverside County. Riverside County is a moderate-sized county of 7,206 square miles east of the Los Angeles metropolitan area. The county borders Arizona on the east, San Bernardino County to the north, Orange County to the west, and San Diego and Imperial Counties to the south. The total population of Riverside County is 2,475,758, which makes it the 4th largest county in California by population (data.census.gov). The California Department of Finance projects that the county's population will reach 2,662,235 residents by 2025, which is a 21% increase when compared to 2010. (dof.ca.gov/research/ demographic/reports/projections/P-1/) RCCD is part of the California Community College system, the largest system of higher education in the United States, with 112 colleges organized into 72 districts. RCCD is the tenth largest community college district in California, serving 32,350 students in fall 2018. RCCD includes three colleges, one of the state's oldest community colleges, Riverside City College established in 1916, and two of its newest colleges, Moreno Valley College (MVC) and Norco College, both accredited as independent colleges in 2010.

RCCD is surrounded by three other community college districts: San Bernardino Community College District to the north, Chaffey Community College District to the northwest and west, and Mt. San Jacinto Community College District to the south and east. Student enrollment in RCCD is approximately double that of its neighboring community college districts. The RCCD annual enrollment in academic year 2018-2019 was 60,545 students compared to 28,387 students served by San Bernardino Community College District, 30,534 students served by Chaffey Community College District, and 23,358 served by Mt San Jacinto Community College District. (datamart. cccco.edu). Given the proximity of these four districts, students have multiple community college options within a reasonable driving distance. For example, 28% of the students attending MVC in fall 2012 lived outside of RCCD geographic boundaries. (Refer to Chapter 2, Data Set 2.)

Nearly a million residents lived within RCCD boundaries in 2018, which represent approximately 40% of the population in Riverside County. The cities within the District's boundaries are Corona, Eastvale, Jurupa Valley, Moreno Valley, Norco, Perris and Riverside. The California Department of Finance projects that the population within RCCD will increase 28% between 2010 and 2025.

Riverside Community College District Organizational Structure

The organizational structure at Moreno Valley College, including the President and their cabinet is subject to the Riverside Community College District Board of Trustees and Chancellor's Office. The Board of Trustees is answerable and must adhere to the California Community Colleges State Chancellor's Office and its policies. The Board of Trustees is comprised of five trustees from the different geographical areas within the district and one student trustee. The Board of Trustees operate five different committees to make recommendations for board action. The committees are the Governance, Teaching and Learning, Planning and Operations, Resources, and Facilities committee. The Board of Trustees acts as the legislative arm of the Riverside Community College District and anything that is passed by the board requires the signature of the district Chancellor. The Chancellor is supported in the decision making process by an eight-member Cabinet comprising of: the Chancellor, the Riverside City College President, the Vice Chancellor of Business and Financial Services, the Vice Chancellor of Institutional Advancement and Economic Development, the Vice Chancellor of Human Resources and Employee Relations, the Vice Chancellor of Educational Services and Strategic Planning, the President of Norco College, and the President at Moreno Valley College.

91752 92509 92501 92324

RCCD District

92507

Riverside
City College

92557

92506

92553

92860 92505

Norco College

92504

Moreno Valley
College

92555

92508 92518 92551

92880

92503

Ben Clark Training Center

92879

92571

92882

92881

92570

92883

92585

92586

92587

Airbus, USGS, NGA, NASA, CGIAR, NCEAS, NLS, OS, NMA, Geodatastyrelsen, GSA, GSI and the GIS User Community

MORENO
VALLEY
COLLEGE

RCCD SERVICE AREA

Moreno Valley College **Comprehensive Master Plan 1.09**

Moreno Valley College

Campus History

Riverside Community College District began serving the Moreno Valley community by offering classes at March Air Force Base and Moreno Valley High School. The number of courses expanded with the community's population and in October 1985 the Robert C. Warmington Company donated 112 acres for the construction of a college in Moreno Valley. This philanthropic act was motivated by the company's belief that having a college close to the homes that it intended to build would make those homes more attractive to potential buyers. In 1989, RCCD purchased 20 additional acres. Construction began in the same year and MVC officially opened in 1991 when four buildings were completed: the Library, the Student Services Building, the Science and Technology Building, and the Lion's Den Cafe. Since then, Moreno Valley College has expanded its facilities, growing from the initial four buildings in 1991 to 84 buildings in fall 2019, most of which are portable structures and Ben Clark Training Center modules.

MVC became a fully accredited college in 2010, making it the 111th California Community College. MVC has grown from serving 12,688 students in the 2013-2014 school year to an annual enrollment of 14,772 students as of the 2017-2018 school year. As of 2018, annual student enrollment at Moreno Valley College was slightly higher than Norco College's student enrollment of 14,622 and lower than Riverside City College's enrollment of 29,543 students. *(source: datamart.cccco.edu)* MVC offers 54 academic programs, employs more than 585 people, and distributes over $660,000 in financial aid to students every year.

Moreno Valley College Today

Moreno Valley College is located in the eastern section of RCCD's service area. MVC's main campus is located at 16130 Lasselle Street, in Moreno Valley, and the off-campus educational center Ben Clark Training Center is located at 16791 Davis Avenue, Riverside.

The College has seven academic divisions today: (1) Business and Information Technology Systems, (2) Communications, (3) Health, Human and Public Services, (4) Humanities, Arts, and Social Sciences, (5) Mathematics, (6) Public Safety, Education and Training, and (7) Science and Kinesiology. Moreno Valley College's main campus offers a full array of liberal arts and sciences courses both on-site and online, in addition to an array of Career Technical Education programs. To support the instructional programs offered at Moreno Valley College, a full range of services are available to students to prepare them for academic success.

These services include:
- Admissions & Records
- Associated Students of Moreno Valley (ASMVC)
- Assessment Center
- Career and Transfer Center
- Counseling
- Student Health and Psychological Services
- Student Employment
- Student Financial Services
- Tutorial Services
- Honors Program
- Academic Counseling and Educational Support
- CalWorks
- Disability Support Services
- Extended Opportunity Programs & Services
- First Year Experience Program
- Guardian Scholars (Foster Youth Support Services)

- Middle College High School Program
- Puente Program
- Supplemental Instruction
- Umoja Community
- Veterans Services.

Currently, MVC is RCCD's designated center for health sciences and public safety programs, which are offered in partnership with entities such as the Riverside County Regional Medical Center, the Riverside County Sheriff's Department and California Department of Forestry and Fire Protection.

The Ben Clark Training Center is located 11 miles west of the Moreno Valley College's main campus. Until 2006, public safety programs within the Riverside Community College District were held at the Ben Clark Training Center in partnership with Riverside City College. In 2006 this partnership was realigned with Moreno Valley College from Riverside City College and County agencies. Today all public safety programs, including Administration of Justice and Homeland Security are housed at the Ben Clark Training Center in partnership with Moreno Valley College.

Today all public safety programs, including Administration of Justice, FIT, EMS, and Homeland Security are housed at the Ben Clark Training Center in partnership with Moreno Valley College. In 2010, a Memorandum of Agreement between the County of Riverside and the Riverside Community College District was signed, limiting the programmatic focus at the Ben Clark Training Center to public safety training and making clear the college's intent to offer subject area and general education courses leading to certificates and degrees in public safety education and training and allied disciplines.

Moreno Valley College partners with the Riverside County Sheriff's Department and the California Department of Forestry and Fire Protection/Riverside County Fire Department to offer training for law enforcement officers, firefighters, paramedics, emergency medical technicians, correctional officers, and dispatchers at the Ben Clark Training Center.

In September 2010, the Board of Trustees approved a resolution to establish a Moreno Valley College Education Center at the Ben Clark Training Center. Although the state imposed a moratorium on the approval of new education centers during the economic downturn, that moratorium has now been lifted and RCCD began pursuing approval of this site as an educational center again in June 2019. In keeping with the requirement for center status, the Ben Clark Training Center offerings expanded to include an appropriate range of library and student services to support the educational programs.
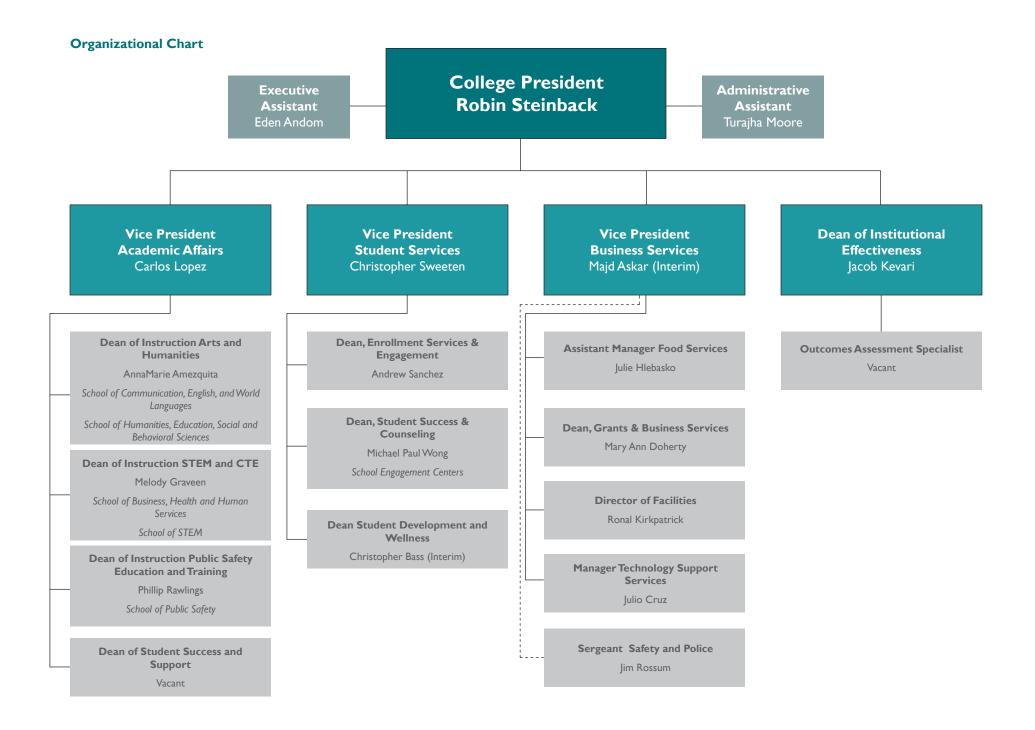
Moreno Valley College Organizational Structure

The organizational structure at Moreno Valley College refers to the system by which decisions, policies, and objectives are formulated on campus. This institutional framework is led by policy and guidance set by the California Community College Chancellor's Office, a body which oversees the state community colleges through a participatory governance process. This process consists of a Board of Governors which selects a chancellor to operate as chief executive, and interacts with state officials to implement policy for the education system. Additionally, the organizational structure at Moreno Valley College is subject to the rules and jurisdiction of the organizational structure of the Riverside Community College District Board of Trustees. The Board of Trustees is comprised of five trustees from the different geographical areas within the district and one student trustee. The Board of Trustees operates five different committees to make recommendations for board action. The committees are the Governance, Teaching and Learning, Planning and Operations, Resources, and Facilities committee. The Board of Trustees acts as the legislative arm of the Riverside Community College District and anything that is passed by the board requires the signature of the district Chancellor. The Chancellor is supported in the decision making process by an eight-member Cabinet comprising of: the Chancellor, the Riverside City College President, the Vice Chancellor of Business and Financial Services, the Vice Chancellor of Institutional Advancement and Economic Development, the Vice Chancellor of Human Resources and Employee Relations, the Vice Chancellor of Educational Services and Strategic Planning, the President of Norco College, and the President at Moreno Valley College.

Leading the organizational structure at Moreno Valley College is the college President. The President is assisted by three Vice Presidents on campus. The three Vice Presidents oversee three different areas of campus life. The Vice President of Academic Affairs, the Vice President of Business Services, and the Vice President of Student Services are the three officials, along with the President, that make up the Presidential Cabinet. The cabinet meets once weekly to discuss pertinent matters of the College.

Additionally, the decisions made by the Presidential cabinet rely on input and recommendations from the Academic Senate. The constitution to which the Academic Senate adheres was passed in April 2012 and outlines that the Senate is answerable to the President and Cabinet of the College. The Moreno Valley College Academic Senate, composed of elected faculty representatives, makes recommendations to the President and Cabinet and to the Board of Trustees regarding academic and professional matters and facilitates communication between faculty, students, administration, and the Board of Trustees in all matters related to community college education. The Senate meets twice a month during the academic year and all faculty members are invited to attend and express their views and concerns. The Academic Senate has a President, Vice-President, Secretary-Treasurer, and Senator-At-Large, as well as representatives from each academic department. The Senate also has standing committees to streamline its processes. Standing committees include Assessment, Basic Skills, Curriculum Committee, Distance Education, Faculty Development Committee, Instructional Program Review, Safety, and the Academic Planning Council. Other committees include District Program Review, District Strategic Planning, Diversity, Honors Advisory Council, Profession Growth and Sabbatical Leave Committee, District Faculty Association, Strategic Planning Council, and the Student Equity and Achievement Committees.

The Ben Clark Training Center is administered by a Dean of Instruction of Public Safety Education and Training. The Dean of Instruction has direct supervisory responsibility over most of the faculty and staff located at the Ben Clark Training Center. The Dean of Instruction directly supervises the Instructional Department Specialist, the Customer Service, Outcomes and Assessment Specialist, Administrative Assistants, 5 full-time faculty members, and roughly 250 adjunct faculty members. Operational control of the Counselors, Counselor Clerk, 2 full-time student service technicians, and any additional student support services needed is overseen by the Dean of Instruction at Ben Clark Training Center. As enrollment increases per the projections noted in Exhibit 3.1.1, student support services, the Ben Clark Training Center will make adjustments in its instructional and support services staffing accordingly.

Organizational Chart

College President
Robin Steinback

Executive Assistant
Eden Andom

Administrative Assistant
Turajha Moore

Vice President Academic Affairs
Carlos Lopez

Vice President Student Services
Christopher Sweeten

Vice President Business Services
Majd Askar (Interim)

Dean of Institutional Effectiveness
Jacob Kevari

Dean of Instruction Arts and Humanities

AnnaMarie Amezquita

School of Communication, English, and World Languages

School of Humanities, Education, Social and Behavioral Sciences

Dean of Instruction STEM and CTE

Melody Graveen

School of Business, Health and Human Services

School of STEM

Dean of Instruction Public Safety Education and Training

Phillip Rawlings

School of Public Safety

Dean of Student Success and Support

Vacant

Dean, Enrollment Services & Engagement

Andrew Sanchez

Dean, Student Success & Counseling

Michael Paul Wong

School Engagement Centers

Dean Student Development and Wellness

Christopher Bass (Interim)

Assistant Manager Food Services

Julie Hlebasko

Dean, Grants & Business Services

Mary Ann Doherty

Director of Facilities

Ronal Kirkpatrick

Manager Technology Support Services

Julio Cruz

Sergeant Safety and Police

Jim Rossum

Outcomes Assessment Specialist

Vacant

1.3 MVC MISSION, VISION, AND VALUES

MISSION

Moreno Valley College is committed to educating and empowering our students, providing equitable access to education, and serving our communities.

Moreno Valley College's core mission can be expressed in four words:

EDUCATION

EMPOWERMENT

EQUITY

SERVICE

VISION

Moreno Valley College is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for learning, personal enrichment, and community development.

VALUES

LEARNER-CENTEREDNESS

We provide a student-centered environment in order to foster academic and student success. We strive to create a passion for lifelong learning and to remain flexible in designing a learning experience to meet the needs of each student.

INCLUSIVITY

We value diversity, inclusivity, transparency, and equitable treatment for all. We foster an inclusive environment that promotes progress toward achieving our college goals while helping students succeed.

OPENNESS AND EQUITY

We support access and opportunity to high-quality educational pathways and equitable resources. We encourage personal and professional development of our students through the timely attainment of degrees, certificates, transfer, and employment opportunities

NEIGHBORLINESS AND COMMUNITY FOCUS

We embrace our diverse communities and our responsibility as an integral part of the social and economic development of the region. Through collaborative partnerships, we are dedicated to the preparation of our students and providing service learning activities to enhance our communities while being mindful of the communities' physical and emotional well-being.

SUSTAINABILITY

We commit to a sustainable and measurable integrated strategic planning process, through local and regional collaboration, that addresses the current economic, environmental, social and educational needs of our communities while considering the impact on future generations.

1.4 DRIVING FACTORS, GOALS, AND OBJECTIVES

The Comprehensive Master Plan makes programming and facility recommendations based on three DRIVING FACTORS:

The Education Master Plan outlines three driving factors that impact students, the College, and the region. The Facilities Master Plan is the physical manifestation of Education Master Plan. Each factor has been addressed as part of both the Education Plan and the Facilities Master Plan and become the critical drivers in the formation of the Comprehensive Master Plan.

Creating a comprehensive campus environment.

Planning for Equitable Student Success and Guided Pathways

Enhancing the economic and social opportunities for the community.

EDUCATION MASTER PLAN (EMP)	A major goal for the College is to transition from its history as a specialized center to a Comprehensive College offering the full spread of academic programs including the addition and expansion of Arts, Science, and Physical Education programs.	The Guided Pathways Framework engages college administration, faculty, and staff to enact comprehensive changes across an entire college. Full implementation of the Guided Pathways framework will also buttress the goal of becoming a Comprehensive College.	Moreno Valley College influences both the lives of students and the regional economy. By expanding the College's enrollment and academic offerings, more students will receive a stream of higher future earnings that will continue to grow economic prosperity in the region.
FACILITIES MASTER PLAN (FMP)	The FMP identifies the facilities necessary to become a Comprehensive College, including the construction of additional Library and Learning Support space, laboratory space, Kinesiology/Athletics facilities, Fine/Performing Arts facilities, and Student Support spaces.	New 'Schools' have been formed as part of the Guided Pathways Framework and each has an identified zone on the campus. To ensure students are staying on their path to success, space for Student Success Teams will be embedded within each school.	Many of the planned campus improvements will support the community, such as the Performing Arts Theater, Community Fitness Space, Open Space and Trails, and an Early College High School located on the campus.

Comprehensive Master Plan Objectives and Goals

This section outlines the multiple avenues Moreno Valley College's leadership can take to retain and bolster its strengths, address its weaknesses, explore new opportunities, and neutralize any potential threats in the present or future. The vision of becoming a Comprehensive College and furthering the Guided Pathways framework additionally align with the College's intent to comply with the Vision for Success Initiative. Upon pursuit of this vision it is important to consider the broader economic landscape within the Moreno Valley College service area, Riverside County, and the Inland Empire outlined in sections 2.2 and 2.3. This contextual information is crucial for preparing students to secure a good-paying or promising job upon receipt of their degree or certification.

Objectives

Following the analysis and deliberation from the campus community, the following **objectives** have been identified:

- **Establish a Comprehensive college in Moreno Valley.**
- **Fully implement the Guided Pathways framework at the College.**
- **Increase student equity, awards, and Weekly Student Contact (WSCH) hours in alignment with the statewide Vision for Success initiative.**
- **Increase diversity of students, staff, and faculty at Moreno Valley College to reflect the demographic makeup of the surrounding communities.**

These objectives are pursued across five different **essential areas** of college operations:

1. Academics and Education
2. Administration and Staff
3. Student Services
4. Institutional Effectiveness
5. Facilities

Goals

Goals have been identified for each objective within each essential area and **specific plans of action** are outlined for each goal.

- Goals and actions in the Academics and Instruction areas will define goals and action plans as they relate to programming and course offerings on campus.
- Goals and actions within the Administration and Staff area will focus on the necessary staffing to support campus objectives.
- Student Services goals and action plans will outline necessary changes as they relate to support services offered to students such as, Academic Affairs, counseling, financial aid, etc. to support the college's objectives.
- Institutional Effectiveness goals focused on evaluation and integrated planning to improve student outcomes and College efficiency.
- Facilities goals aim to develop the buildings and space configurations on campus.

The following pages outline the revised Strategic Planning Goals and Objectives for MVC and RCCD. The tables provide a hierarchy of the college operational areas, objectives, goals, and action plans identified as a result of the Comprehensive Master Planning process.

01 - STUDENT ACCESS AND EQUITY

#	GOALS AND OBJECTIVES	PLANNING DOCUMENT
I.1	Improve student access to higher education overall by annual unduplicated headcount growth of 4% percent.	MVCISP
I. 2	Improve student access to higher education by increasing high school student dual/ concurrent enrollment 3 percent annually and serving at least 1712 students by 2022-2031.	MVCISP
I.3	Improve access to higher education for disproportionately impacted groups by closing equity gaps. Increase enrollment growth for significantly impacted groups by at least 10 percent per year.	MVCISP
I.4	Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups.	MVCISP
I.5	Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups.	MVCISP
I.6	Improve completion of transfer level English and mathematics courses overall by 179 percent and by closing equity gaps for disproportionately impacted groups.	MVCISP
I.7	Increase number of students who attain the California Community Colleges Vision for Success Goals Completion definition overall by 62 percent and closing equity gaps for disproportionately impacted groups.	MVCISP

02 - STUDENT LEARNING, SUCCESS, AND COMPLETION

#	GOALS AND OBJECTIVES	PLANNING DOCUMENT
II.1	Increase the number of students earning California Community College Chancellors Office approved certificates by 101 percent and degrees by 101 percent overall.	MVCISP
II.2	Increase overall successful course completion rate by 10 percent from 66 percent in 2017-2018 to 76 percent in 2022-23.	MVCISP
II.3	Increase fall-to-spring student persistence rate by 10 percent.	MVCISP
II.4	Increase the number of first-time full-time completing at least 12 units in first semester and at least 24 units during the first year from 325 in 2017-18 to 523 in 2022-23.	MVCISP
II.5	Reduce excess accumulated units students earn for degree completion and reduce median time to completion of degrees, certificates and transfer rate.	MVCISP
II.6	Improve Career & Technical Education student enrollment and outcome.	MVCISP

03 - COMMUNITY ENGAGEMENT AND PARTNERSHIPS

#	GOALS AND OBJECTIVES	PLANNING DOCUMENT
III.1	Establish and expand partnerships with educational partners, K-12 and higher education, to increase access, pathways, and success for students.	MVCISP
III.2	Provide programs that contribute to the regional economy and meet industry, community, and workforce development needs.	MVCISP
III.3	Collaborate with community, educational, and industry partners to develop resources that enhance educational programs and student support services.	MVCISP

04 - PROFESSIONAL DEVELOPMENT

#	GOALS AND OBJECTIVES	PLANNING DOCUMENT
IV.1	Create a college-wide professional development structure to recommend professional development priorities based on strategic goals.	MVCISP
IV.2	Develop an integrated professional development plan that meets the needs of all college stakeholder groups: students, faculty, staff and administrators.	MVCISP
IV.3	Develop and conduct multiple professional development opportunities for constituent groups, including but not limited to techniques and programs for closing equity gaps, guided pathways, change leadership, integrated planning and resource development..	MVCISP

05 - INSTITUTIONAL EFFECTIVENESS AND RESOURCES

#	GOALS AND OBJECTIVES	PLANNING DOCUMENT
V.1	Implement and maintain sustainable budget practices that result in a balanced annual budget and a reserve that is at least one percent of the MVC overall fund budget.	MVCISP
V.2	Manage resources efficiently to meet strategic goals by supporting academic programs, student support programs and state of the art technology.	MVCISP
V.3	Practice strategic enrollment management to achieve FTES targets while integrating fiscal planning with student achievement.	MVCISP
V.4	Conduct annual assessment of the effectiveness of planning, resource allocation, and governance process, and make changes for improvement where indicated.	MVCISP
V.5	Develop data that can be analyzed in order to support continuous improvement of College processes, plans and outcomes through the Office of Institutional Effectiveness.	MVCISP
V.6	Provide a healthy and safe campus environment for students, faculty and staff.	MVCISP
V.7	Recruit and hire excellent faculty, staff and administrators in support of the College mission.	MVCISP

Conclusions and Recommendations for College

Based on the discussion of the objectives and goals above, the recommendations to the college as to what course of action to take with developments such as: a growing student body, addressing the occupational and industry needs of the surrounding area, effectively delivering instruction in line with State targets, and meeting the goals of the college are outlined in the Master Planning Document. The objectives and action plans to meet the goals based on the recommendations made are described in the next section.

Recommendations:

1. Create a Comprehensive Campus Environment by constructing new or updating outdated facilities on campus, introducing new programs to campus, and expanding existing programs.

2. Fully implement the Guided Pathway framework that supports students with the necessary education and skills to secure a position in their selected career path via the expansion and introduction of new programs across multiple departments, the implementation of student success teams to support students in completion, the promotion of adjacencies across facilities, and the construction of new facilities to house unique guided pathway programs.

3. Increase student support, retention and coursework success in alignment with the Vision for Success, which determines eligibility for state funding through the criterion of student equity, program award issuances, and Weekly Student Contact Hours (WSCH).

4. Create a staffing plan to ensure ratios of faculty, staff, and administrators in support of the creation of a Comprehensive College, student achievement, and Guided Pathways framework. Onboard appropriate levels of faculty to support projected growth factors with an emphasis on increasing the amount of Full Time Equivalent Faculty (FTEF) and reducing the amount of adjunct faculty.

5. Hire sufficient personnel to maintain and operate increased or updated facility space on campus and to support scaling of Guided Pathways at the College.

Assessment and Evaluation Plan

The following evaluation plan will be used to update the data and plans every three years to assess our progress in meeting our comprehensive plan.

01. SELF-ASSESSMENT

Accomplishments:
- What have we been able to complete our goals?

Areas to improve:
- What are our strengths?
- What are our weaknesses?
- What are our opportunities?

Priorities/goals and actions for next cycle to ensure we meet our goals by 2030:
- How might we scale the work completed and accomplishments?
- How might we match our opportunities with our strengths?

02. PRIORITIZE

- Identify the most important priorities/goals.

Questions to consider:
- What priorities/goals need to be accomplished first to enable completion of other priorities goals?
- Are there any obstacles that might prevent completion of these goals? If needed, develop a plan to try to overcome these obstacles?

03. ACTION PLAN

- Identify key steps to complete the top goals and priorities.

LINK TO ASSESSMENT AND EVALUATION WORKSHEET

02

MAIN CAMPUS EDUCATION MASTER PLAN

2.1 INTRODUCTION TO THE EDUCATION MASTER PLAN

Purpose

The Moreno Valley College (MVC) Education Master Plan (EMP) serves as a fundamental long-term planning document. Using the growth projections included in the 2019 MVC Facilities Master Plan, baseline growth projections for the College are set at 3% per year. At the College, the EMP serves the following purposes:

- Informs and guides program development and growth over a 10-year period 2021 – 2030;
- Establishes the basis for the capital construction and development plans included in the Moreno Valley College Facilities Master Plan 2019 – 2030 (FMP);
    - The two plans taken together form the Moreno Valley College Comprehensive Master Plan (CMP)
- Guides the development and growth of academic, support, and service programs;
- Embeds the Guided Pathways Framework across all educational, support, and service activities

Structure of Education Master Plan

The MVC Education Master Plan is structured in the following sections to provide context for the update to the 2015 MVC Comprehensive Master Plan. Sections include:

- MVC Background and History provides essential context critical to understanding the College's position within the Riverside Community College District, communities served, and the Inland Empire region.
- College, Community, and Student Profile presents an analysis of relevant data on college growth, student outcomes, and communities served.
- Programs and Services are brief narrative snapshots and analyses of each program, discipline, and service within the three primary college divisions: Academic Affairs and Student Services.

FOUR PILLARS OF GUIDED PATHWAYS

CREATE CLEAR CURRICULAR PATHWAYS TO EMPLOYMENT AND FURTHER EDUCATION.

HELP STUDENTS CHOOSE AND ENTER THEIR PATHWAY.

HELP STUDENTS STAY ON THEIR PATH.

ENSURE LEARNING IS HAPPENING WITH INTENTIONAL OUTCOMES.

Timeline and Process for EMP Review

Program Data and Narratives	January 2020 – November 2020
Education Master Plan Drafting	November 2020
Moreno Valley College President's Cabinet Initial Draft Review	January 2021
Dean, Program, and Department Review	March 2021 – April 2021
Education Master Plan Campus Forum	April 2021
Moreno Valley College Governance Review	April 2021 – May 2021
Riverside Community College District Strategic Planning Council	May 2021
Riverside Community College District Chancellor's Cabinet	May 2021
Board of Trustees Approval	June 2021

Methodology

The MVC EMP is supported by both quantitative data and qualitative feedback provided by the faculty, staff, and administration. The specific quantitative data used varies by areas of the college: Academic Affairs, Student Services, and Business Services. For Academic Affairs instructional programs, the data centers on student enrollment, student achievement, and staffing data. The Student Services data is based on metrics related to program contacts, headcount, and staffing.

Data collection and production occurred during the summer and fall of 2020. Quantitative data was provided by the MVC Office of Institutional Effectiveness, and qualitative feedback was provided by faculty, staff, and administrators from each program. A listing of all programs included in the EMP appears in the table on the following pages.

ACADEMIC AFFAIRS

SCHOOL	PROGRAM/DISCIPLINE
School of Business, Health, and Human Services (BHHS)	**Business Department:** Accounting, Business Administration, Computer Applications Technology, Management, Marketing, Real Estate; **Health and Human Services Department:** Dental Assistant, Dental Hygiene, Human Services, Kinesiology, Medical Assisting
Communication, English, and World Languages (CEWL)	**Communication, English, & World Languages Department:** American Sign Language, Communication Studies, Community Interpretation, English, English as a Second Language, Spanish, Journalism, Library, Reading
Humanities, Education, Social and Behavioral Sciences (HESBS)	**Department of Humanities, Education, Social Sciences, and Behavioral Sciences:** Anthropology, Early Childhood Education, Economics, Geography, Guidance, History, Humanities, Philosophy, Political Science, Psychology, Sociology
Public Safety (PS)	**Department of Public Safety:** Administration of Justice, Emergency Medical Services, Fire Technology, Homeland Security
Science, Technology, Engineering, and Mathematics (STEM)	**Department of Biological and Physical Sciences:** Biology, Chemistry, Health Science, Astronomy, Physics; **Department of Mathematics:** Mathematics and Computer Information Systems
Visual and Performing Arts (VPA)	**Department of Visual and Performing Arts:** Applied Digital Media, Art, Dance, Film Studies, Music, Photography, Theater Arts

STUDENT SERVICES

	PROGRAMS AND SERVICES
Enrollment Services and Engagement	Enrollment Services, First Year Experience, Student Financial Services, TRiO Programs, Veteran's Resource Center
Student Success and Counseling	Career and Transfer Center, Common Ground Center (Puente, Umoja, Dream Resource Center, LGBTQ+ Pride Center), Counseling, EOPS/CARE/NextUp, Guardian Scholars
Student Development and Wellness	Basic Needs Center (Food Bank & Clothing Closet), Disabled Support Services, Early Childhood Education Center, GAIN/CalWORKs, Student Health Services, Student Conduct/Grievances, Student Life (Student Clubs & Government)

BUSINESS SERVICES

Bookstore

Facilities

Food Services

Grants and Business Services

Technology Support Services

2.2 INTERNAL COLLEGE PROFILE - STUDENTS AND EMPLOYEES

An internal analysis of the College profile was conducted to illuminate the current conditions and future trends that are occurring on campus within the student body, administration, and faculty. Enrollment trends, diversity of the student body and faculty, and program offerings at the College were among the important factors examined. Credit loads of students, completion, and success rates were also analyzed.

Enrollment Trends

The California Community College State Chancellor's Office Student Enrollment Status Summary Report provides data for the overall enrollment trends at Moreno Valley College. Exhibit 2.1.1 outlines the historic annual enrollment from 2010-2018 at the college. As a result of community college state fund cuts due to the 2008 recession, enrollment declined by 31% from the 2010-2011 to the 2013-2014 academic years. Enrollment hit its lowest point in 2013-2014 at 12,688 students. Since the 2013-2014 school year, enrollment has increased by 14.11% with 14,772 students enrolled in 2017-2018. The increase in student enrollment in recent years can be explained by the economic recovery from the Great Recession occurring nationally and locally, as described in Sections 2.2 and 2.3. The upward trend in enrollment at the College is a major component in achieving its objectives. Increased enrollment resulted in an increase in award issuances and Weekly Student Contact Hours (see Exhibits 2.1.17/.18/.19 and 2.1.27). Increasing the number of award issuances by at least 20% by 2022 is one of the objectives of the Vision for Success Initiative. The progress of Moreno Valley College towards that metric will be discussed further below.

Enrollment is anticipated to increase steadily until 2030. Exhibit 2.1.2 outlines future enrollment based on the Riverside Community College District growth projections. Beginning in 2018-2019, enrollment is expected to increase 3% annually. Based on this model, enrollment is anticipated to surpass its previous high in 2010 by the 2025-2026 academic year. A steady increase is expected to occur for a number of reasons: 1) enrollment has already seen a steady increase in the last five years; 2) the economic recovery

of the surrounding areas allowing residents to afford the cost of tuition and; 3) the general population of the surrounding areas is expected to increase for the foreseeable future, as outlined in Section 2.2. If Moreno Valley College enrollment continues on its current trend as projected, Weekly Student Contact Hours and award issuances will increase as well. An increase in these areas will further align with the standards laid out the Vision for Success and its funding formula.

The enrollment numbers of the students at Moreno Valley College include the students enrolled in courses at the college's off-site public safety education center, the Ben Clark Training Center. Of the 14,772 students attending the college in the 2017-2018 school year, the Ben Clark Training Center accounts for 2,310. The Ben Clark Training Center has steadily increased in enrollment from 1,923 students in 2013. By 2030, 3,100 students are expected to be enrolled in courses at the Ben Clark Training Center.(see Exhibit 2.1.3)

HISTORICAL DATA ← → PROJECTED

BCTC Enrollment (Unduplicated)
Main Campus Enrollment (Unduplicated)

Year	BCTC Enrollment	Main Campus Enrollment
2010-2011	6,132	12,256
2011-2012	5,349	10,563
2012-2013	3,798	10,424
2013-2014	1,594	11,094
2014-2015	1,339	11,500
2015-2016	1,716	11,731
2016-2017	2,043	12,190
2017-2018	2,220	12,552
2018-2019	2,604	12,611
2019-2020	3,159	12,303
2020-2021	2,449	13,693
2021-2022	2,522	14,104
2022-2023	2,597	14,528
2023-2024	2,674	14,965
2024-2025	2,754	15,414
2025-2026	2,824	15,889
2026-2027	2,896	16,378
2027-2028	2,970	16,883
2028-2029	3,046	17,402
2029-2030	3,123	17,939

Exhibit 2.1.3.5: Enrollment Projections by Year

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Headcount*	14,772	15,215	15,672	16,142	16,626	17,125	17,639	18,168	18,713	19,274	19,852	20,448	21,062
FTES***	6,835	7,251	7,693	8,161	8,658	9,186	9,745	10,339	10,968	11,636	12,345	12,678	13,058
FTES/ Headcount**	0.46	0.48	0.49	0.51	0.52	0.54	0.55	0.57	0.59	0.60	0.62	0.62	0.62

Notes:
*Assume headcount increase at rate of 3% per RCCD projections.
**Assumes FTES/Headcount ratio increases at rate of 3% of year to 2027 and then stays the same from 2028-2030.
***2017-2018 FTES based on historic data.
FTES data post 2017-2018 is found by multiplying RCCD annual headcount projections by annual FTES/Headcount ratio.

Student Demographics

According to the California Community College State Chancellor's Office Student Enrollment Status Summary Report, the age makeup of the student body has experienced changes from 2010 to 2018. Exhibit 2.1.4 presents the age breakdown of Moreno Valley College students in the 2010-2011, 2014-2015, and 2017-2018 academic years. In the period between the 2010-2011 and 2017-2018 school years, each age group has seen a decline in enrollment in absolute terms, yet the proportions of students aged 19 or less, 20 to 24, and 25 to 29 have increased. The table below illustrates that the student body is becoming increasingly younger and that a majority of students are now under 30 years old. The decline in the proportion of students aged 30 or older can be explained by decreased funding to California community colleges in the aftermath of the 2008 recession. A result of funding cuts was a reduction in night course offerings at Moreno Valley College which limited the ability of older students in the work force to attend courses previously scheduled during off-work hours. Therefore, Moreno Valley College may consider making more evening-time courses available again in order to achieve the Comprehensive Master Plan objective of increasing the age diversity of the student body to more accurately reflect the regional demographic.

Exhibit 2.1.4: Enrollment Percentage by Age Group

	2010 - 2011		2014 - 2015		2017 - 2018	
	Students		Students		Students	
	#	%	#	%	#	%
19 or less	4,122	22.42%	3,346	26.05%	4,104	27.78%
20 to 24	5,393	29.33%	4,931	38.41%	5,249	35.53%
25 to 29	2,711	14.74%	1,971	15.35%	2,338	15.83%
30 to 34	1,909	10.38%	969	7.55%	1,176	7.96%
35 to 39	1,455	7.91%	570	4.44%	700	4.74%
40 to 49	1,905	10.36%	668	5.20%	758	5.13%
50+	890	4.84%	383	2.98%	447	3.03%

Source: California Community College State Chancellor's Office Student Enrollment Status Summary Report
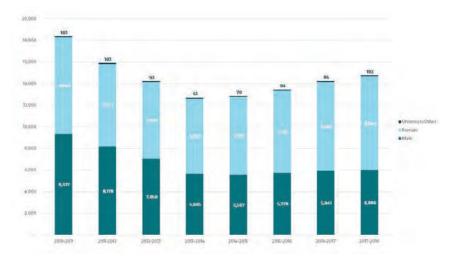
Gender Makeup

The gender breakdown at Moreno Valley College has seen dramatic changes since 2011. Exhibit 2.1.5 uses data from the California Community College Chancellor's Office Student Enrollment Status Summary Report and illustrates the changes in the gender makeup of the student body from 2010 to 2018. In 2010, female students made up a slight majority of students (52%). From 2010 to 2017, each year but one had an increase in female enrollment by percentage of total enrollees. By the 2017-2018 academic year, the student body consisted of 59% female students and 41% male students.

Racial and Ethnic Makeup
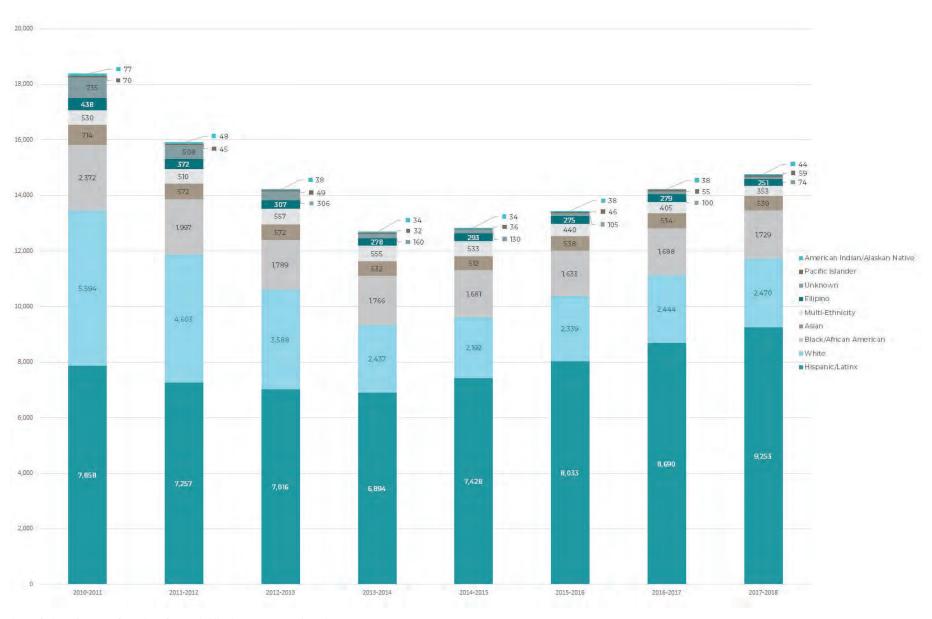
The student body has undergone changes since 2010 in terms of its racial and ethnic makeup. The Exhibit 2.1.6 illustrates the changes that have occurred from the 2010-2011 to the 2017-2018 school years California Community College State Chancellor's Office Student Demographic Status Summary Report). The data show that the student body at Moreno Valley College has been relatively diverse, with significant percentages of the total student count going to three ethnicities in Fall 2010: Black/African American at 13.92%, White at 26.96%, and Hispanic/Latinx at 45.28%. Further, since the 2013-2014 school year, the number of students who self-identify as Hispanic/Latinx increased dramatically while the number of students self-identifying as White has remained constant over the same time period after experiencing a sharp decrease from 2010-2011 to 2013-2014. The growth in the number of students self-identifying as Hispanic/Latinx is due to the recent upward trend of residents identifying as Hispanic/Latinx in the areas surrounding the college, the Inland Empire, and the state of California. Leading up to the 2013-2014 school year, each major ethnic group (Hispanic/Latinx, White, and Black/African American) saw a decrease in the number of students enrolled due to total enrollment at Moreno Valley College decreasing over the same time period as a result of state-wide funding cuts following the recession in 2008. Moreno Valley College is seeing partial success in its objective of increasing accessibility in alignment with the Vision for Success by increasing diversity among historically under-served students with the recent dramatic rise in Hispanic/Latinx students, but other ethnic group enrollment remains constant.

Source: California Community College State Chancellor's Office Student Enrollment Status Summary Report

Exhibit 2.1.6: Moreno Valley College Unduplicated Enrollment Annual Ethnic Breakdown
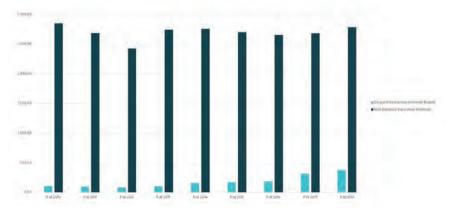
Legend:
- American Indian/Alaskan Native
- Pacific Islander
- Unknown
- Filipino
- Multi-Ethnicity
- Asian
- Black/African American
- White
- Hispanic/Latinx

2010-2011: 7,858 | 5,594 | 2,372 | 714 | 530 | 438 | 735 | 70 | 77

2011-2012: 7,257 | 4,603 | 1,997 | 572 | 510 | 372 | 508 | 45 | 48

2012-2013: 7,016 | 3,588 | 1,789 | 572 | 557 | 307 | 306 | 49 | 38

2013-2014: 6,894 | 2,437 | 1,766 | 532 | 555 | 278 | 160 | 32 | 34

2014-2015: 7,428 | 2,192 | 1,681 | 512 | 533 | 293 | 130 | 36 | 34

2015-2016: 8,033 | 2,339 | 1,633 | 538 | 440 | 275 | 105 | 46 | 38

2016-2017: 8,690 | 2,444 | 1,688 | 534 | 405 | 279 | 100 | 55 | 38

2017-2018: 9,253 | 2,470 | 1,729 | 539 | 353 | 251 | 74 | 59 | 44

Distance and Non-Distance Enrollment

According to the California Community College Chancellor's Office Full-Time Equivalent Student Distance Education Summary Report, Non-Distance Educational Methods has remained fairly constant from 2010 to 2018 and has comprised of a higher share of total educational methods. From 2010-2018, Non-Distance Educational Methods generated almost all FTES with 2,847.44 in Fall 2010 and 2,783.80 in Fall 2018 (96% and 88% in the two years, respectively). Delayed Interaction, or Internet-Based, instructional methods generated an increasing amount of FTES from 2010 to 2018, and while the FTES generated by Delayed Interaction instruction methods has remained relatively low in absolute terms, it has grown from 3.6% of all FTES generated at Moreno Valley College in Fall 2010 to 11.8% of all FTES generated in Fall 2018. The data indicate that while Internet-Based education is increasing in popularity due to technological advancements within the community college system, face-to-face instruction is the preferred method of instructional delivery for students. The recent increases in Internet-Based instructional methods will lead to increased award issuances to students who would not have otherwise enrolled if Internet-Based instruction wasn't available due to lack of transportation or long commute times. The increase in awards issued due to the increased availability of academic programs will lead to the further alignment of the college with the Vision for Success initiative for a 20% increase in awarding certificates. Furthermore, the increased popularity of Internet-Based education showcases a demand for a more comprehensive array of instructional methods. Therefore, if Internet-Based instruction increases further, it will signify a step in the direction of achieving the college's goal of becoming a Comprehensive College.

Exhibit 2.1.7: Full Time Equivalent Students in Delayed Interaction or Non-Distance Education

Source: California Community College Chancellor's Office Full Time Equivalent Student (FTES) Distance Education (DE) Summary Report; datamart.cccco.edu/Students
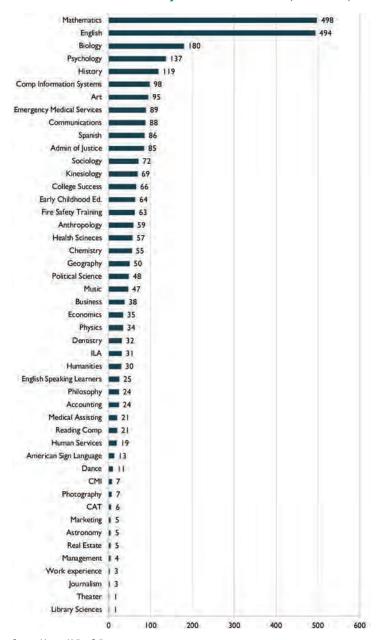
Courses by FTES

Moreno Valley College offers courses in the science, humanities, and career technical education that span 48 different subjects. As of Fall 2018, English and Mathematics are the disciplines whose courses have generated the most FTES by far, with 498 FTES and 494 FTES respectively. The FTES count drops off significantly, with Biology having the third largest FTES, generating 180FTES. The History and Psychology programs are the only other disciplines that generate over 100 FTES. Disciplines generating over 50 FTES in Fall 2018 include Computer Information Systems, Art, Emergency Medical Services, Communications, Spanish, Administration of Justice, Sociology, Kinesiology, Early Childhood Education, Fire Safety Training, Anthropology, Health Sciences, Chemistry, and Geography. The disciplines that generate under 25 FTES as of Fall 2018 are Library Sciences, Theater, Journalism, Management, Real Estate, Astronomy, Marketing, Photography, Dance, American Sign Language, Human Services, Accounting, and Medical Assisting.

Discipline	FTES (Fall 2018)	Discipline (Cont'd)	FTES (Fall 2018)
Library Sciences	0.94	Business	38.12
Theater	1.12	Music	46.63
Journalism	2.71	Political Science	48.41
Work experience	2.97	Geography	50.25
Management	4.35	Chemistry	55.32
Real Estate	4.78	Health Sciences	57.35
Astronomy	4.89	Anthropology	58.69
Marketing	5.15	Fire Safety Training	62.66
CAT	6.29	Early Childhood Ed.	63.84
Photography	7.34	College Success	65.6
CMI	7.49	Kinesiology	68.83
Dance	10.62	Sociology	71.51
American Sign Language	13.43	Admin of Justice	84.98
Human Services	19.22	Spanish	86.06
Reading Comp	20.52	Communications	88.41
Medical Assisting	20.68	Emergency Medical Services	89.23
Accounting	24.16	Art	95.03
Philosophy	24.42	Comp Information Systems	97.7
English Speaking Learners	25.44	History	119.27
Humanities	29.98	Psychology	136.52
ILA	31.38	Biology	180.13
Dentistry	31.63	English	493.9
Physics	34.39	Mathematics	498.23
Economics	34.61	Grand Total	3045.46

Exhibit 2.1.8: Full-time Equivalent Students (Fall 2018)

Discipline	FTES
Mathematics	498
English	494
Biology	180
Psychology	137
History	119
Comp Information Systems	98
Art	95
Emergency Medical Services	89
Communications	88
Spanish	86
Admin of Justice	85
Sociology	72
Kinesiology	69
College Success	66
Early Childhood Ed.	64
Fire Safety Training	63
Anthropology	59
Health Sciences	57
Chemistry	55
Geography	50
Political Science	48
Music	47
Business	38
Economics	35
Physics	34
Dentistry	32
ILA	31
Humanities	30
English Speaking Learners	25
Philosophy	24
Accounting	24
Medical Assisting	21
Reading Comp	21
Human Services	19
American Sign Language	13
Dance	11
CMI	7
Photography	7
CAT	6
Marketing	5
Astronomy	5
Real Estate	5
Management	4
Work experience	3
Journalism	3
Theater	1
Library Sciences	1

Source: Moreno Valley College

Enrollment Statuses

There are a variety of enrollment statuses at Moreno Valley College that are categorized in the California Community College Chancellor's Office Student Enrollment Status Summary Report. The categories of students are First-Time, First-Time Transfer, Returning, Continuing, Uncollected/ Unreported, and Special Admit. The graph below outlines the trends of the enrollment statuses of the student body for each fall semester from 2010 to 2018. For each Fall semester recorded, Continuing Students is the largest group of students. First-time students, however, declined from Fall 2010 to Fall 2013 as total enrollment at the College fell. First-time students since 2013 have increased in number, but as of 2018 have not yet reached its previous 2010 level of 2,323 students. Returning students are the other major classification on campus. The trend of the number of Returning students mirrors that of the First-Time student category. As the numbers of First-Time and Returning students increase, this will lead to an increase in award issuances and bolster the College's adherence to the Vision for Success.

Exhibit 2.1.9: Moreno Valley College Enrollment per Term by Student Type Annually
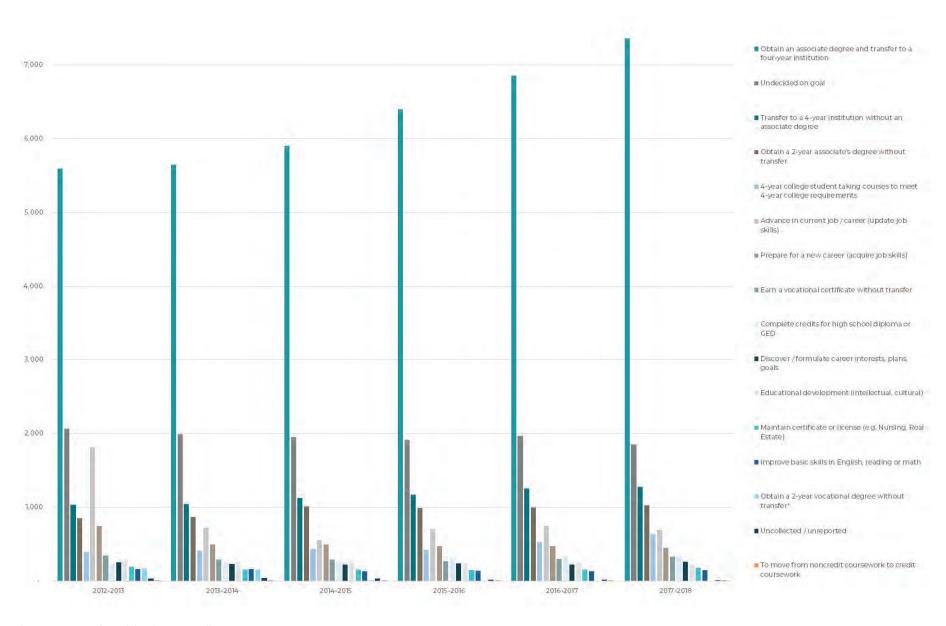
Source: California Community College Chancellor's Office Student Enrollment Status Summary Report; datamart.cccco.edu/ Students/Enrollment_Status.aspx

Educational Goals

Students attending Moreno Valley College have a number of different educational goals. Exhibits 2.1.10, 2.1.11, 2.1.12, and 2.1.13 present the number of students with each goal from 2012 to 2018 using data provided by the Moreno Valley College Office of Institutional Effectiveness. For each year recorded, the goal identified by the highest number of students was to obtain an associate degree and transfer to a four-year institution. Over time, the number of students with this goal has steadily risen from 5,590 students in 2012 (39% of student educational goals) to 7,364 (49% of student educational goals) in 2018. Students who were undecided on their educational goals were the second most common group for every year with an average of 14% of educational goals from 2012-2017. In 2012 the third most common educational goal for students was to advance in their current job or update their jobs skills. However, the number of students with this goal declined dramatically from 1,814 students in 2012 (over 12%) to 691 (4% of students) in 2018. The drop off in the number of students who have identified this goal is due to the decrease in the availability of evening courses that occurred over the same period due to budget cuts. Other than the goals of Obtaining an Associates Degree and Updating Job Skills, each goal surveyed has had a relatively constant number of students year over year. Receiving a degree, award, or program certification are educational goals that are on the rise or have remained constant since 2012, which has and will continue to lead to an increase in award issuances. If award increases increase as more students make it their preferred educational goal, the College will be on a path toward fulfilling its goal of strengthening its adherence to the Vision for Success.

Exhibit 2.1.10: Student Educational Goal per Academic Year

Legend:
- Obtain an associate degree and transfer to a four-year institution
- Undecided on goal
- Transfer to a 4-year institution without an associate degree
- Obtain a 2-year associate's degree without transfer
- 4-year college student taking courses to meet 4-year college requirements
- Advance in current job / career (update job skills)
- Prepare for a new career (acquire job skills)
- Earn a vocational certificate without transfer
- Complete credits for high school diploma or GED
- Discover / formulate career interests, plans, goals
- Educational development (intellectual, cultural)
- Maintain certificate or license (e.g. Nursing, Real Estate)
- Improve basic skills in English, reading or math
- Obtain a 2-year vocational degree without transfer*
- Uncollected / unreported
- To move from noncredit coursework to credit coursework

Source: Moreno Valley College Office of Institutional Effectiveness

Student Success and Completion

Student Success
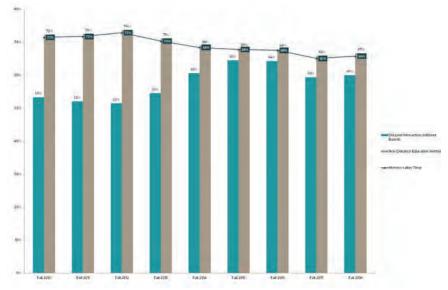
The average student success rate (as defined by number of enrollments with grade of A, B, C, P, IA, IB, IC, IPP) at Moreno Valley is 66% as of Fall 2018. Exhibit 2.1.12 depicts and compares the trends in the success rates of students enrolled at Moreno Valley College, Riverside Community College District, and the state of California as a whole, according to the California Community College State Chancellor's Office Student Success Rate report. The average student success rate for students enrolled in Fall semester at Riverside Community College District has hovered between 66% and 68% from 2010 to 2018. While student's success rates were increasing at Moreno Valley College from 2010 to 2012, the college experienced an annual decrease in student success rates from 2012 to 2019, following statewide community college funding cuts. However, as the total success rate at Moreno Valley College was declining, the success rates of students enrolled in Distance-Based education has been on a steady rise since 2012, as depicted in Exhibit 2.1.14 and 2.1.15. The average student success rates for Moreno Valley College and Riverside Community College have been lower than the state of California since Fall 2014, indicating room for growth among the Riverside Community College District students. Increasing the success rates at Moreno Valley College could be achieved by increasing student support services, such as tutoring and counseling, further these support services could also be tailored to fit and fulfill the College's goal of complete implementation. If success rates increase, the number of award issuances will also increase, leading to further adherence to the Vision for Success award metrics.

Exhibit 2.1.14: Moreno Valley College, Riverside Community College District, and California Success Rate Fall 2010 - Fall 2018

Source: California Community Colleges Chancellor's Office Credit Course Retention/Success Rate Summary Report; datamart.cccco/edu/Outcomes/Course_Ret_Success

Exhibit 2.1.15: Moreno Valley College Delayed Interaction and Non-Distance Education Methods Success Rate 2010-2018
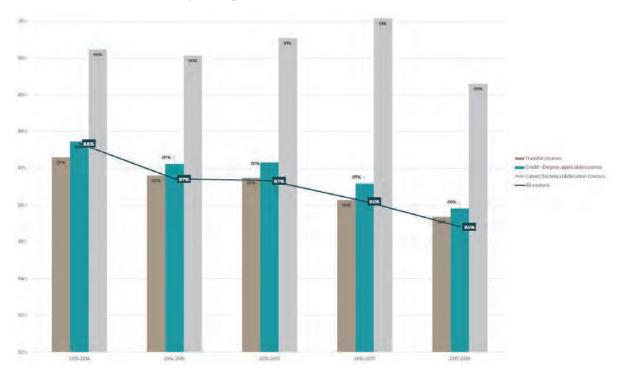
Source: California Community Colleges Chancellor's Office Credit Course Retention/Success Rate Summary Report; datamart.cccco/edu/Outcomes/Course_Ret_Success

Student Retention

Moreno Valley College's Retention Rates have decreased across all course types from 2013 to 2018 (California Community Colleges Chancellor's Office Credit Course Retention/Success Rate Summary Report). Career Technical Education courses had the highest annual retention rates year over year and experienced the smallest decline, while Remedial Education courses saw the sharpest and most consistent decline out of all course types.

Exhibit 2.1.16: Moreno Valley College Annual Retention Rates
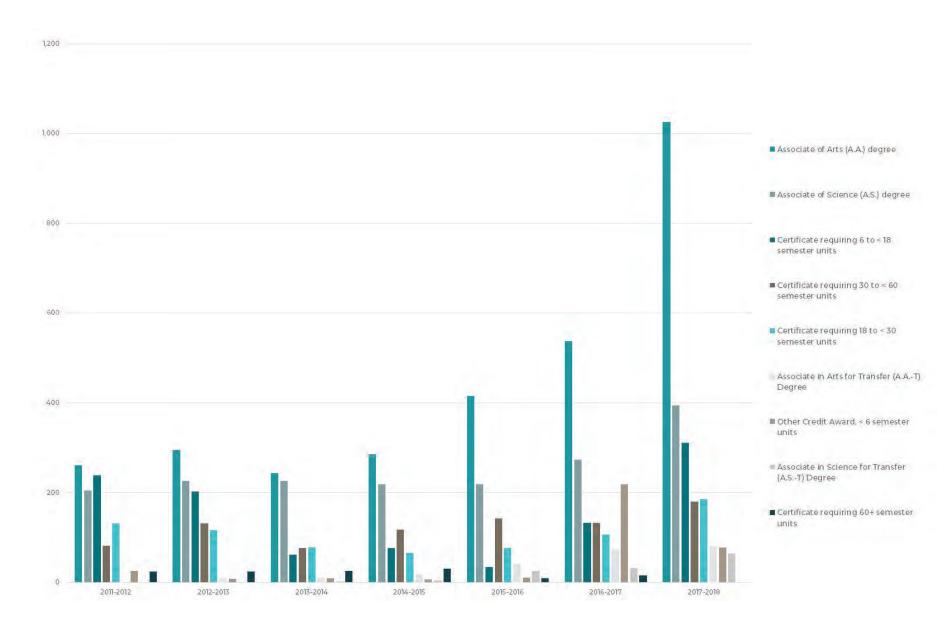
Source: California Community Colleges Chancellor's Office Credit Course Retention/Success Rate Summary Report; datamart.cccco/edu/Outcomes/Course_Ret_Success

Student Success and Completion

Since its accreditation Moreno Valley College has awarded degrees and certificates to many students. From 2011 to 2012, there were a total of 966 Degrees/Certificates awarded which consisted of 205 Associates of Science degrees, 261 Associate of Arts degrees, and 500 other certificates. In 2018 Moreno Valley College saw a dramatic increase of degrees and certificates award to the total of 2,318, consisting of 394 Associates of Science degrees, 1,026 Associate of Arts degrees, 144 Associate for Transfer degrees, and 754 other certificates (California Community Colleges Chancellor's Office Program Awards Summary Report; datamart.cccco/edu/Outcomes/Course_Ret_Success). Exhibits 2.1.17, 2.1.18, and 2.1.19 depicts the number of Associate Degrees and Certificates awarded to students from 2011 to 2018. The increase in Associate of Arts degrees represent the largest increase and indicates that Moreno Valley College is in the process of increasing award issuances to adhere to the Vision for Success initiative standards. Associate of Science degrees have also been increasing in recent years, but to a lesser extent than Associate of Arts degrees. Fully implementing the Guided Pathways Framework and increasing the number of science courses offered to students can also help increase Associate Degrees in Sciences. The data also shows room for growth in the number of certificates issued to students. Certificates are usually awarded for public safety, technical education, and health-related programs. These disciplines can also increase award issuances by expanding academic services to students.

Since 2012, the completion rates for Moreno Valley College students have declined and are now lower than statewide averages. In Fall 2012, completion rates for students in courses across all types of instructional methods reached its highest point of 73.89%. By Fall 2017, the rate dropped to 66.04%. In contrast, California's state average for completion rates increased. During Fall 2012 the completion rates for California community college students was 70.43%, and by Fall 2018 this increased to 71.55%, moving far ahead of the average completion rate for Moreno Valley College students. A potential explanation for this completion gap are the financial constraints attributable to the per capita income difference between Moreno Valley and California: the income per person in Moreno Valley is over 40% lower than California as a whole (United States Census Bureau; census.gov/quickfacts).

Exhibit 2.1.18: Moreno Valley College Degrees and Certificates Awarded

Legend:
- Associate of Arts (A.A.) degree
- Associate of Science (A.S.) degree
- Certificate requiring 6 to < 18 semester units
- Certificate requiring 30 to < 60 semester units
- Certificate requiring 18 to < 30 semester units
- Associate in Arts for Transfer (A.A.-T) Degree
- Other Credit Award, < 6 semester units
- Associate in Science for Transfer (A.S.-T) Degree
- Certificate requiring 60+ semester units

Employee Demographics

In Fall 2010, there were a total of 536 Faculty members at Moreno Valley College. There were 13 Educational Administrators, 72 Academic Tenured/Tenure Track, 362 Temporary Academic, and 89 Classified (employees doing routine, non-licensed work) Faculty members. From Fall 2011 to Fall 2016, the amount of faculty members declined to460 by 2016. By 2018, there was a total increase to 556 Faculty Members. There are 13 Educational Administrators, 99 Academic Tenure/Tenure Track, 306 Temporary Academic, and 138 Classified Faculty members. (California Community Colleges Chancellor's Office Faculty & Staff Demographics Report; datamart.cccco.edu). The data show that most of the faculty at Moreno Valley College is classified as Temporary Academic. Moreno Valley College can meet its goals of increasing award issuances, student equity, WSCH, and fully implementing the Guided Pathways Framework by increasing the amount Academic Tenure/Tenure Track and non-temporary employees.

According to the California Community College State Chancellor's Office, Faculty Status Summary Report, the age makeup of faculty has experienced changes from 2010 to 2018. The table below presents the age breakdown of Moreno Valley College faculty from Fall 2010 to Fall 2018. Exhibits 2.1.21, 2.1.22, and 2.1.23 illustrate that the faculty is becoming increasingly younger as the number of faculty members aged 18 to 34 has increased, while the number of faculty members older than 40 have been on a steady decline. The trends show that the faculty is becoming younger, but less diverse in terms of age.

Exhibit 2.1.20: Employee Classification Fall 2010 - Fall 2018

Source: California Community Colleges Chancellor's Office Faculty & Staff Demographics Report
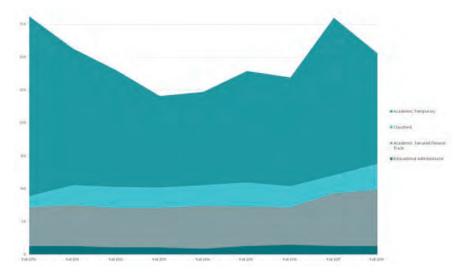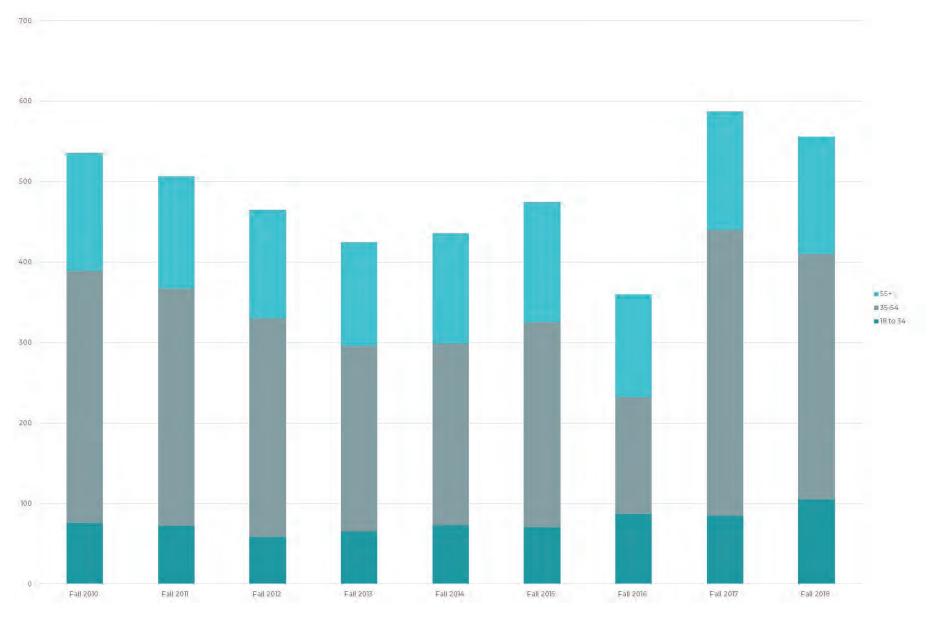
Exhibit 2.1.21: Total Employment by Age Group

Legend:
- 55+
- 35-54
- 18 to 34

Source: California Community Colleges Chancellor's Office Faculty & Staff Demographics Report

According to the California Community Colleges Chancellor Office Faculty & Staff Demographics Report, the faculty and staff at Moreno Valley College have experienced changes in its gender makeup. Exhibit 2.1.24 corresponds to the fluctuations of gender in the faculty and staff from Fall 2010 to Fall 2018. Since 2010, there has been an increase of female employees compared to male employees. With the increase of female faculty, Moreno Valley College is becoming better positioned to reach its goal to increase diversity of all faculty and staff.

The faculty at Moreno Valley College has experienced multiple fluctuations of ethnicities from 2010 to 2018. Exhibit 2.1.25 below represents the breakdown of each ethnicity of the Moreno Valley College from Fall 2010 to Fall 2018. This illustrates that the faculty is becoming more diverse with an increase of those who do not identify as White. This aligns with the College's objective to become more diverse to reflect the surrounding communities.

Exhibit 2.1.24: Total Employment by Gender

Source: California Community Colleges Chancellor's Office Faculty & Staff Demographics Report
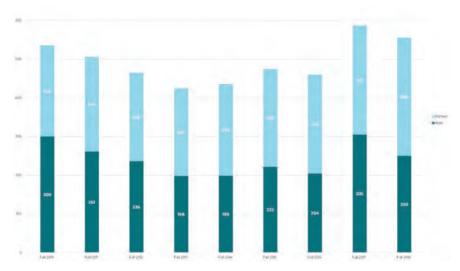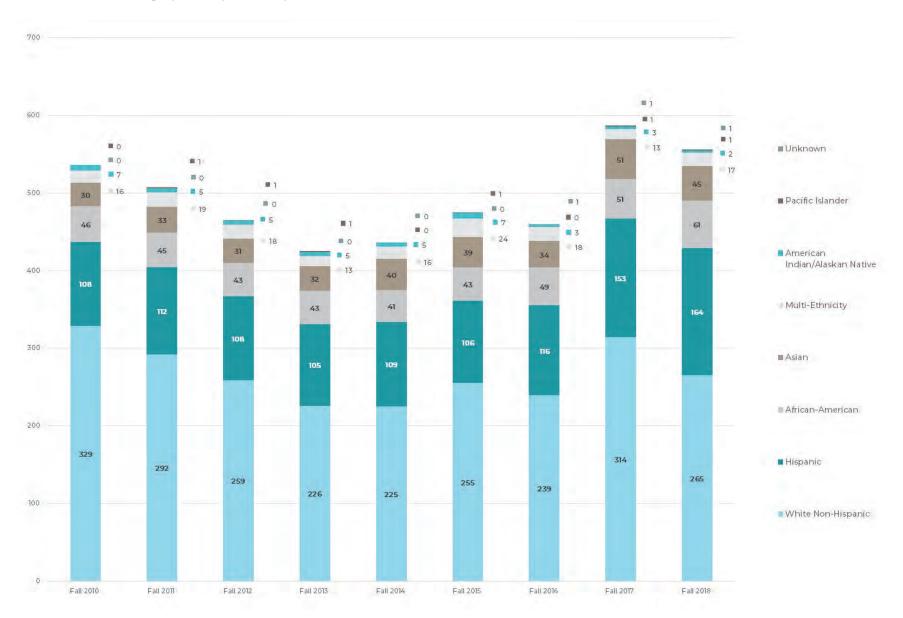
Exhibit 2.1.25: Total Employment by Ethnicity

Source: California Community Colleges Chancellor's Office Faculty & Staff Demographics Report

Disciplines

The five disciplines that generated the greatest amount of WSCH in Fall 2018 are Mathematics, English, Biology, Psychology, and History. The lecture-based structure of these disciplines resulted in more contact time between each individual faculty member and students, and therefore generated a higher WSCH than non-lecture-based disciplines. Exhibit 2.1.27 depicts the WSCH count for each discipline in Fall 2018.

In order for Moreno Valley College to become a comprehensive college, comprehensive review of all curricular offerings across the institution is ongoing with the goal of expanding current course and programmatic offerings, and identifying new programs.

The most common statewide measure of efficiency compares the number of hours faculty spends instructing students in class each week (Weekly Student Contact Hours) with the number of equivalent full-time faculty (Full Time Equivalent Faculty). The state goal for this ratio for semesters is 525 WSCH/FTEF. However, since Moreno Valley College is on a compressed calendar, the WSCH/FTEF target is 595 rather than 525. This represents one faculty member teaching five three-unit classes per semester with 35 students in each class. While many disciplines at Moreno Valley College and Ben Clark Training Center meet this standard, other disciplines do not due to a variety of factors including the ratio of lecture to laboratory hours within a discipline and room capacity. Moreno Valley College is taking steps to become a Comprehensive College, and have set goals to hire more staff and faculty to expand departments such as Science and Humanities, as well as programs in Career Technical Education and Allied Health Programs.

The efficiency goal of a ratio of 595 WSCH/FTEF is more relevant as an overall college-wide goal rather than a goal for a specific discipline. In a comprehensive community college environment, the higher efficiency of lecture-based disciplines balances the lower efficiency of lab-based disciplines. Moreno Valley College's campus-wide efficiency ratio is 471 for fall 2018, reflecting that there are proportionately more lab-based classes than lecture-based classes offered to students and/or the average class size at Moreno Valley college is less than 35 students per class.

Exhibit 2.1.26: Fall 2018 FTEF by Discipline

Discipline	FTEF
English	33
Mathematics	25
Administration of Justice	20
Biology	10
Emergency Medical Tech	8
Fire Technology	7
Computer Information Systems	7
Art	6
Psychology	6
Communications	6
Dental Hygiene	6
History	6
Spanish	6
Music	4
Guidance	4
Early Childhood Development	4
Kinesiology	4
Chemistry	3
Sociology	3
Dental Assistant	3
Geography	3
Health Science	3
Anthropology	3
Business	3
Political Science	2
Human Services	2
Physics	2
Economics	2
English as a Second Language	2
Reading	2
Philosophy	2
Humanities	2
Medical Assisting	1
Accounting	1
American Sign Language	1
Photography	1
Community Interpretation	1
Dance	1
Computer Applications/Office Technology	1
Journalism	1
Real Estate	0
Marketing	0
Management	0
Work Experience	0
Theater Arts	0
Astronomy	0
Library Sciences	0
ILA	0

Source: California Community Colleges Chancellor's Office Faculty & Staff Demographics Report

Exhibit 2.1.27: Fall 2018 WSCH by Discipline

Discipline	WSCH
Mathematics	15,930
English	15,805
Biology	5,767
Psychology	4,360
History	3,818
Administration of Justice	3,593
Computer Information Systems	3,124
Art	3,049
Emergency Medical Tech	2,856
Communications	2,830
Spanish	2,755
Sociology	2,290
Kinesiology	2,203
Guidance	2,101
Fire Technology	2,054
Early Childhood Development	2,038
Anthropology	1,879
Health Science	1,836
Chemisty	1,771
Geography	1,605
Political Science	1,550
Music	1,492
Business	1,217
Economics	1,108
Physics	1,101
Dental Hygiene	1,009
Humanities	960
English as a Second Language	815
Philosophy	782
Accounting	773
Medical Assisting	662
Reading	657
Dental Assistant	650
Human Services	614
American Sign Language	430
Dance	340
Community Interpretation	240
Photography	235
Computer Applications/Office Technology	201
Marketing	165
Astronomy	156
Real Estate	153
Management	139
Work Experience	95
Journalism	87
ILA	54
Theater Arts	36
Library Sciences	30

Exhibit 2.1.28: Fall 2018 FTEF by Discipline

Discipline	FTEF
ILA	805
Astronomy	782
Anthropology	716
Sociology	710
Political Science	705
Health Science	699
Psychology	691
History	685
Mathematics	644
Economics	616
Humanities	600
Kinesiology	591
Geography	573
Biology	571
Accounting	552
Early Childhood Development	536
Dance	523
Physics	520
Chemisty	517
Spanish	499
Philosophy	489
Art	479
Guidance	477
Work Experience	475
English	473
Communications	472
Business	468
Medical Assisting	467
American Sign Language	453
English as a Second Language	453
Library Sciences	450
Computer Information Systems	434
Marketing	413
Reading	394
Real Estate	383
Emergency Medical Tech	356
Community Interpretation	351
Management	348
Music	333
Computer Applications/Office Technology	326
Photography	306
Human Services	279
Fire Technology	278
Dental Assistant	210
Administration of Justice	182
Theater Arts	180
Dental Hygiene	176
Journalism	165

Source: California Community Colleges Chancellor's Office Faculty & Staff Demographics Report

2.3 PLANNING ENVIRONMENT EXTERNAL ANALYSIS

In addition to the internal college analysis outlined in the previous chapter, an analysis of the demographic and socio-economic landscape of the areas surrounding Moreno Valley College was conducted. The analysis focused on examining demographic trends, median income, and educational attainment of residents within the surrounding communities.

Total Population Projections & Estimates

Throughout Chapters 2.2 and 2.3, the geographic areas surrounding Moreno Valley College are analyzed. The areas of interest were the Moreno Valley College service areas, the Inland Empire (consisting of Riverside County, San Bernardino County, and the city of Ontario), and the state of California as a whole. The Moreno Valley College Service Areas is represented by the cities of Corona, Eastvale, Jurupa Valley, Moreno Valley, Norco, Perris and Riverside.

Exhibit 2.2.1 depicts the population trends within the Moreno Valley College Service Areas. Every municipality in these areas have grown in population from 2010 to 2019 and all are expected to continue to experience growth until 2025. The population projections for the service area coincide with Moreno Valley College's 10-year enrollment growth projections. Increasing population numbers will lead to an increase in demand for community college education, thus, increasing enrollment at Moreno Valley College.

Exhibit 2.2.1: Projected Population Growth of Cities within Riverside Community College District Boundary
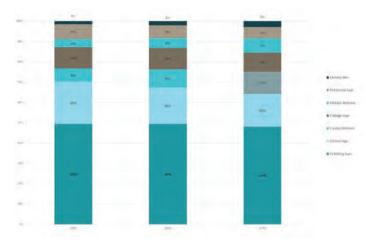
Source: American Community Survey Population Growth Projections

Regional Area Population by Age Group

By 2030, the average age the of population for both California and Riverside County will increase. While the future population is growing older, this is an opportunity for colleges, such as, MVC to create goals to allow for various academic programs to increase enrollment. Moreno Valley College has put in place the necessities to expand the growth of their college to fit the needs not only for future students but will put in place new programs that will help drive the economy of the community. Those that will become of working age in 2030 may pursue education in Moreno Valley programs has, such as Cybersecurity, Physical Therapy Assistant, or Pharmacy Technician Assistant. Riverside County will experience an increase of population, and colleges like Moreno Valley have to be ready for the increase of population especially for those that become of college and working age.
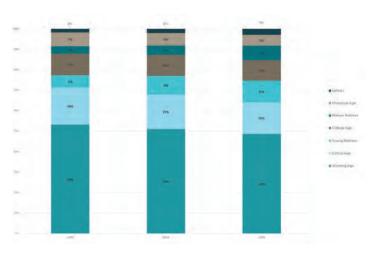
Older college enrollees are more likely to be already established in the workforce or have prior workforce experience and therefore may seek programs which develop skills in the field in which they work. Courses which offer such advantages, such as computer science classes for students with office work experience, or physical therapy programs for those in health care work, may become a larger priority for the college.

Exhibit 2.2.2: Riverside County Population by Age 2010 - 2030

Source: American Community Survey Population Growth Projections

Exhibit 2.2.3: California State Population by Age 2010 - 2030

Source: American Community Survey Population Growth Projections
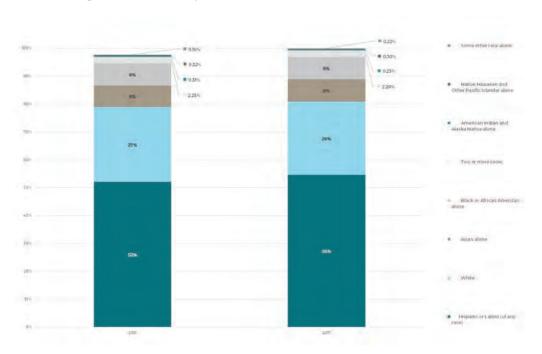
College Service Area Population by Race

The Moreno Valley College Service Area has a diverse population. For example, Moreno Valley has half the percentage of white residents, 19% more Hispanic/Latinx residents, and three times as many African American residents as the state of California. The majority of residents within the service area identify as Hispanic/Latinx, while residents self-identifying as White make up approximately 26% of the population as depicted in Exhibit 2.2.4. As the area becomes more diverse, so will Moreno Valley College. Moreno Valley College is striving to increase diversity by hiring faculty and staff from many different backgrounds to allow for the College to experience growth not only for prospective students, but for the faculty and staff that work there. Exhibit 2.2.3 reveals that the College Service Area in 2017 was ethnically diverse, and how the college can better serve their community to those who populate the area.

Regional Service Area Population by Race

Exhibit 2.2.5 illustrates the historic and projected population breakdown by race in Riverside County. The number of residents in Riverside County that identify as Hispanic/Latinx constitute the majority of residents. According to the American College Survey Population Growth Projections, this group is expected to grow year over year until 2023. Residents identifying as White are the second largest group in Riverside County and the number of residents who identify as White in the region is expected to remain relatively constant. The racial breakdown of the student body at Moreno Valley College reflects the racial breakdown of residents within the County of Riverside.

Exhibit 2.2.4: College Service Area by Race 2015 - 2017
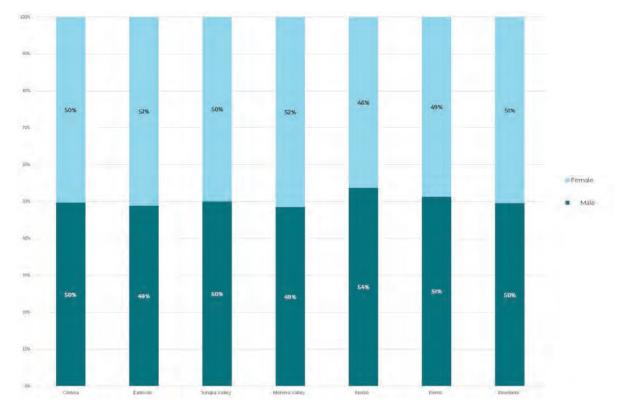
College Service Area Population by Gender

Below, the population by gender in the Moreno Valley College Service Area by municipality is presented for 2017. As depicted in Exhibit 2.2.6, residents who identify as female constitute a slight majority over the male population in all areas except Norco and Perris. In recent years, the Moreno Valley College student body has been majority female, reflecting the gender demographics of the surrounding region.

Regional Service Area Population by Gender
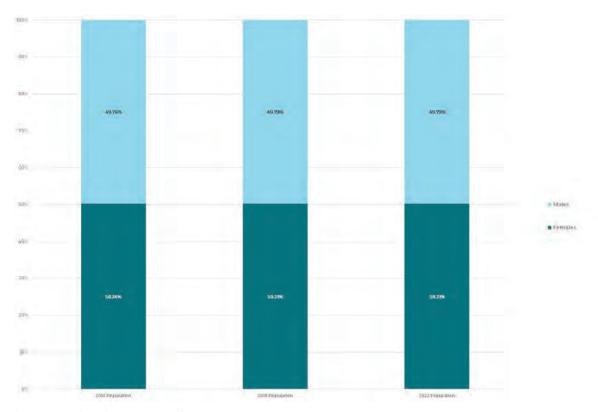
In 2018, Riverside County had a population of 2,493,867, of which 50.21% was female and 49.79% was male. Riverside County is projected to have a population of 2,572,214 by 2022, but projections for both male and female populations are going to remain at the same percentages of 50.21% and 49.79% respectively.

Exhibit 2.2.6: Riverside Community College District Population by Gender (2017)

Source: American College Survey Population by Gender Estimates

Exhibit 2.2.7: Riverside County Population by Gender 2010, 2018, 2022
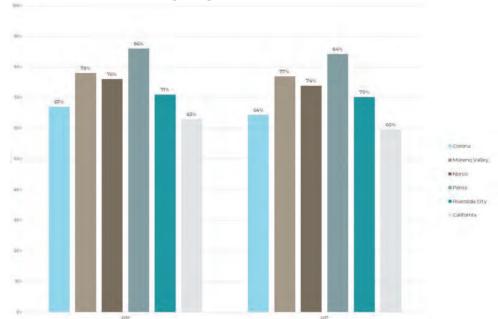
Source: American College Survey Population by Gender Estimates

Educational Attainment (5 Year Estimates)

From 2010 to 2017, it was found that for all communities within Moreno Valley College Service Area there is a considerable amount (more than 50%) of residents aged 25 and older that do not have college degrees. This has decreased slightly; the largest decrease being in Corona, dropping from 64% to 67%. All cities within the Moreno Valley College Service Area have a higher proportion of residents without college degrees than the CA state average (60%) statewide. In 2017, adults aged 25 and older that have earned a higher education degree is 40.40% and is higher than the number of adults with a college education in Corona (35.5%), Moreno Valley (23.2%), Norco (26.2%), Perris (15.8%), and Riverside City (29.9%). The number of adult residents who have not earned a college degree is highest in Moreno Valley (77%), Norco (74%), and Perris (84%). In all cities, the number of residents with a college degree has increased, but these increases. From 2010 to 2017, Corona experienced the greatest increase of   have been minimal 2.5%.

Exhibit 2.2.8: Riverside Community College District Percentage of Residents Without a College Degree
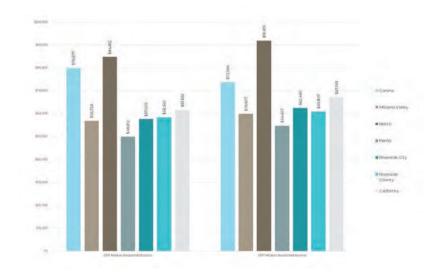
Source: American Community Survey Educational Attainment 5-Year Estimates

Median Income

Within the Moreno Valley College Service Area, Corona and Norco have the highest median household income of $73,594 and $91,915 respectively. In Corona and Norco, the median income is greater than the state median income of $70,186.22 in 2019. All other cities, such as Moreno Valley, Perris, and Riverside are below the CA state median. Perris is expected to have the lowest median income in 2019 at $57,315.13. In 2017, the cities of Riverside, Norco, and Corona had higher median incomes than the median income in Riverside county overall. All cities are expected to experience an increase in median household income, besides Corona with a decrease to $70,699.61.
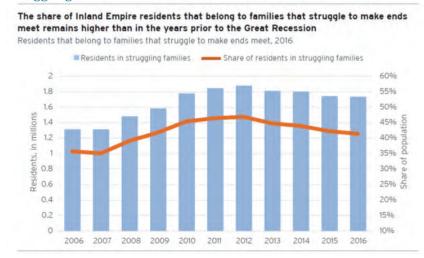
In addition, the external data found from 2006 to 2016, the Inland Empire region's average income increased by 2.8% to $56,200 compared to the nationwide increase of 7.3% to $65,700. Riverside and San Bernardino Counties saw higher rates of poverty and an increase in the cost of living. In 2016, 39% of the population in Riverside County was below the poverty line of $62,218, and San Bernardino had 44% of families below the poverty line of $58,296. These incomes would be needed to cover basic needs like food, housing, transportation, child care, health care, and taxes.

Exhibit 2.2.9: Riverside Community College District Median Income 2013 - 2017

Source: US Census Quickfacts; quickfacts.census.gov

Exhibit 2.2.10: Share of Inland Empire Residents in Families Struggling to Make Ends Meet

Source: Authors' analysis of American Community Survey public-use microdata and the University of Washington Center for Women's Welfare County-Based Sufficiency Standard

2.4 EXTERNAL COLLEGE PROFILE - DISTRICT/COLLEGE LABOR MARKET INFORMATION

In addition to the external demographic and socio-economic analysis outlined in the previous chapter, an analysis of the labor market landscape of the areas surrounding Moreno Valley College was conducted. The analysis focused on examining local and regional industry trends, occupational trends, labor force, employment and unemployment data.

Labor Force, Employment, & Unemployment

Since the economic downturn of 2008, the Inland Empire, Riverside County, and the Moreno Valley College service area have experienced a steady recovery. However, the recession led to a substantial increase in unemployment across multiple sectors in the Inland Empire. The Construction industry laid off 38% of its workers from 2007 to 2010. Real Estate employment shrank by 20%, the Retail industry laid off 12% of its workers, the Hospitality sector laid off 7%, and the Transportation, Warehousing, and Wholesale sectors declined by 9%. Together these industries comprised 57% of the Inland Empire's jobs gains from 2001 to 2007 and accounted for 76% of its job losses in the recession (Brookings Institution: Advancing Opportunity in California's Inland Empire). In 2010 the Inland Empire's lost jobs at its fastest rate at -11% annually.
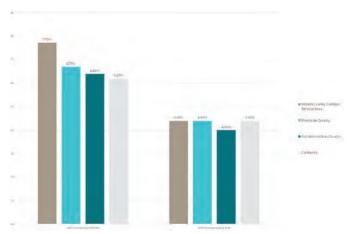
Despite the Inland Empire rapid economic decline during the recession, the region's economic recovery surpassed expectations. The retail, hospitality, and logistics sectors had all exceeded their pre-recession job levels by 2016, accounting for 38% of the Inland Empire's job growth from 2010-2016. (Brookings Institution: Advancing Opportunity in California's Inland Empire). Construction and real estate have not yet returned back to their pre-recession job levels. The Healthcare sector accounted for 28% of the region's job growth post-recession. These gains in employment across critical industries resulted in the Inland Empire outpacing national economic recovery. However, as discussed in the previous chapter, many of the jobs added in the region following the recession have come from the lower-paying sectors in the economy; the Inland Empire's earning growth of 2.8% annually from 2006 to 2016 has not kept pace with national earnings growth of 7.3% over the same period.

In 2015, after the finalization of the original Comprehensive Master Plan unemployment rates were still relatively high among all areas examined (California Labor Market Information Department 2015 Revised Annual Labor and Employment Report). The Moreno Valley College service area had the highest unemployment rate of the areas analyzed at 7.73%, higher than the statewide rate of 6.20%. As of 2018, the unemployment rates among all areas analyzed had dropped to pre-recession levels. Unemployment is 4.40% at this time within the Moreno Valley College service area, Riverside County, and in California as a whole. San Bernardino County had a slightly lower unemployment rate of 4.0% (California Labor Market Information Department 2018 Annual Labor and Employment Report). In absolute terms, the number of persons unemployed in each area has dropped as well. The number of unemployed persons decreased by 7,200 in the Moreno Valley College Service area, 21,300 within Riverside County, 20,300 within San Bernardino County, and 304,100 or 26% statewide.

National numbers indicate that when historical unemployment rate data is broken down by educational attainment, the same decrease in the unemployment rate above is observed from 2015 to the first quarter of 2019. The data indicate that unemployment rates go down as educational attainment increases between groups. While these rates dropped among every educational attainment category, there remains a disparity in unemployment between these categories in absolute terms. In 2015 and 2019, the national unemployment rate of those with bachelor's degrees and post-bachelor's degrees remained relatively low and unchanged at 2.2%. The unemployment rate for those with Associates degrees also dropped from 3.78% to 3.20% during this time and the unemployment rate for those who attended some college but did not received a degree dropped from 5% to 3.6%. National

Exhibit 2.3.1: Unemployment Rates 2015 - 2018

Source: California Labor Market Information Department 2015 Revised Annual Labor and Employment Report / California Labor Market Information Department 2018 Annual Labor and Employment Report

data also suggests that not only does educational attainment effect median weekly earnings, but that these earnings among every educational attainment category have risen from 2015 to 2019. Those with an Associates degree earned 8% more weekly in 2019 than they did in 2015, rising from $798 to $862 in 2019. Given that a significant proportion of the residents age 25 and older who live within RCCD boundaries have not attended college, level of educational attainment is a major factor in unemployment and percentage of residents who live below the poverty level (US Census Bureau of Labor Statistics 2019 Quarterly Report).
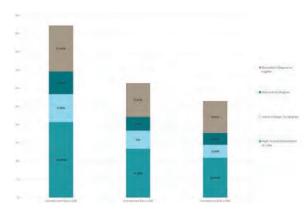
In step with the broader nationwide trend of decreasing unemployment, the number of persons employed increased across each region over the same period of time. The number of employed persons increased by 18,000 in the Moreno Valley College service area, 78,200 in Riverside County, 60,300 in San Bernardino, and 1,000,300 statewide.

Unemployment figures measured in each area also indicate that the surrounding communities are experiencing an economic recovery. Employment has increased since 2015 as workers of all levels of education continue to find

jobs. In the Moreno Valley College service area, the Labor Force increased by 10,900 persons from 2015 to 2018. Within Riverside County, the Labor Force increased by 56,900 persons. San Bernardino and California's workforce grew by 40,000 and 696,200 persons respectively.

These encouraging labor market figures alone   will not account for the attainment of promising jobs or whether or not the jobs available provide living-wages Moreno Valley College participated in a Brookings Institution study analyzing the economic landscape of the Inland Empire entitled Advancing Opportunity in California's Inland Empire. The report focused on the advancement of economic opportunity in the Inland Empire by educating future workers and creating jobs in high potential industries that lead to "good" and "promising" jobs. The report defines "good" jobs as jobs that provide stability, middle-class wages, and benefits (such as one quarter of the regions manufacturing jobs) and 'promising' jobs as jobs that represent stepping stones to good jobs within ten years (one-fifth of the regions hospitality jobs), but may not begin with a middle class salary (median household income. Positions in administration and retail also were found to offer higher rates of promising jobs for sub-baccalaureate workers than the regional average, whereas utility and construction jobs offered far above average rates of good jobs for these workers.

Exhibit 2.3.2: National Change in Unemployment Rate, 2012 - 2019

Source: Census Bureau of Labor Statistics 2019 Quarterly Report

Industry Estimates & Projections

As part of the external analysis performed by the US Bureau of Labor Statistics, the industry trends in the areas surrounding the College were examined. Understanding the industry landscape in the area is crucial for Moreno Valley College in the development of the Educational Master Plan because it informs the College of growing industries and the skills necessary for students to succeed in securing jobs in vibrant, growing sectors of the local economy.

Historically, the economic structure of the Inland Empire relied mainly on a robust agricultural sector. However, in over the course of the 1950s, the region began evolving into a center for defense contracting. Today, the Inland Empire economy is supported by its logistics, manufacturing, and warehousing industries. The logistics industry is especially responsible for the economic growth seen in the region over the last two decades, brings tens of thousands of jobs into the area. (US Bureau of Labor Statistics, 10-year Industry Projections)

In Riverside County, the largest 10 industries in 2018 were in Education, Public Service, Telecom, Healthcare, and Financial Services Sectors, totaling 21,632 employees. In San Bernardino, the major employers were the Logistics and Delivery, Healthcare, Education, and Public Service sectors.

There are a number of industries within the region that are expected to see large gains in the number of persons they employ by 2024. From 2014 to 2024, the industries that are expected to experience the biggest percentage gain of persons employed are Construction (42.9%), Transportation and Warehousing (34.5%), Accommodation and Food Services (29.2%), HealthCare and Social Assistance (25.5%), and Professional and Technical Services (22.1%). Projections also predict employment in the Inland Empire will increase by 2024 in every sector except Federal Government (-2.5%), Mining and Logging (-23.1%), and Private Household Workers (-18.2%) (US Bureau of Labor Statistics for the Inland Empire Area, 10-year Industry Projections).
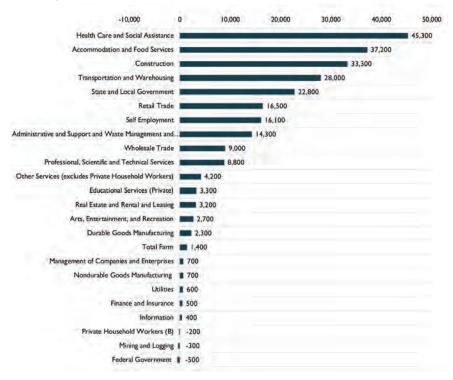
Exhibit 2.3.3: Inland Empire Industry Employment Percent Change Projections by Industry 2014 - 2024

Source: US Bureau of Labor Statistics for the Inland Empire Area 10-year Industry Projections

Projections also indicate the State and Local Government and the Health Care and Social Assistance sectors are expected to have the largest number of jobs by 2024 at 231,400 and 222,900 persons employed respectively. Seven sectors within the Inland Empire are expected to have more than 100,000 jobs by 2024: Construction, Transportation and Warehousing, Health Care and Social Assistance, Accommodation and Food Services, Remediation Services, State and Local Government, and Retail Trade. The sectors that are expected to add the largest number of jobs in absolute terms are Health Care and Social Assistance (+45,300), Accommodation and Food Services (+37,200), Construction (+33,300), Transportation and Warehousing (+28,000), and State and Local Government (+22,800) (US Bureau of Labor Statistics for the Inland Empire Area 10-year Industry Projections).

Exhibit 2.3.4: Inland Empire Number of Persons Employed Change by Industry, 2014 - 2018

Industry	Change
Health Care and Social Assistance	45,300
Accommodation and Food Services	37,200
Construction	33,300
Transportation and Warehousing	28,000
State and Local Government	22,800
Retail Trade	16,500
Self Employment	16,100
Administrative and Support and Waste Management and...	14,300
Wholesale Trade	9,000
Professional, Scientific and Technical Services	8,800
Other Services (excludes Private Household Workers)	4,200
Educational Services (Private)	3,300
Real Estate and Rental and Leasing	3,200
Arts, Entertainment, and Recreation	2,700
Durable Goods Manufacturing	2,300
Total Farm	1,400
Management of Companies and Enterprises	700
Nondurable Goods Manufacturing	700
Utilities	600
Finance and Insurance	500
Information	400
Private Household Workers (B)	-200
Mining and Logging	-300
Federal Government	-500

Source: US Bureau of Labor Statistics for the Inland Empire Area 10-year Industry Projections

California Labor Market Information Department Shorter-term 2017 to 2019 projections mirror the trends projected using US Bureau of Labor Statistics data, but predict a larger magnitude of growth per sector. The Educational Services (Private), Healthcare, and Social Assistance industry in California is expected to add the highest number of jobs (+121,900) by the end of 2019. The Construction (+84,400), Leisure and Hospitality (+78,700), 6,100), Trade, Transportation, and Utilities (+59,700), Information (+26,000), and Financial Activities (+19,200) sectors all are expected to produce the largest number of new jobs by 2019. According to Occupational Employment projections for California for this same period, Personal Care and Service (+84,620), Construction and Extraction (+65,900), Food Preparation and Servicing Related (+63,300), Education, Training, and Library (+49,200), Office and Administrative Support (+48,600), Management (+44,300), Transportation and Material Moving (+42,400), Business and Financial Operations (+36,200), and Healthcare Practitioners and Technical (+35,400) Occupations will add the highest number of jobs.

"Opportunity Industries" in the region refer to industries that are growing and offer "good" jobs with middle-class wages and benefits, especially for employees who have a sub-baccalaureate level of education. Opportunity industries are classified as such when the share of their jobs that qualify as "good" is higher than the Inland Empire's average of 17%. "Good" jobs are concentrated in these industries and the growth of them can help increase the number of "good" jobs available to workers and create more career pathways for them. These industries typically are the main drivers of the region's innovation, trade, growth, and wealth creation. The Brookings Institution identifies these industries as Logistics, Manufacturing, Finance, Information, Wholesale, Corporate Headquarters, and Professional Services. Identifying these sectors as "Opportunity Industries" capable of growth aligns with US Bureau of Labor Statistics (BLS) industry projections in that most of the sectors that the BLS expected to grow are also identified as Opportunity Industries for sub-baccalaureate workers in the region.

Exhibit 2.3.5: California Top 30 Growing Industries 2017 - 2019

Source: California Labor Market Information Department

Occupation Estimates & Projections

The trends in the occupational makeup of the region within its supporting industries were analyzed. The analysis sought to identify the direction and magnitude of upcoming occupational changes in the area. The availability of and need for good and promising jobs were also examined.
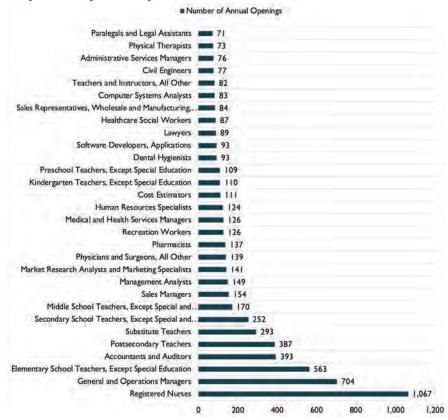
There are a number of occupations within the Inland Empire that are expected to have the largest growth of annual openings by 2025. Registered Nurses have the highest number of expected annual openings per year in the Inland Empire with 1,067 openings. After Registered Nurses, the following highest job growth per occupation per year is expected to drop off fairly quickly. General and Operation Managers (+704 annually), Elementary School Teachers (+563), Accountants and Auditors (+393), Postsecondary Teachers (+387), Sales Managers (+154), Management Analysts (+149), Market Research Analysts and Marketing Specialists (+141), Physicians and Surgeons (+139), and Pharmacists (+137) are occupations that are expected to have some of the highest number of job openings annually (US Bureau of Labor Statistics 10-Year Occupational Projections).

There will have to be a total of 347,500 good or promising jobs, or a 24.1% increase in the Inland Empire workforce, created to maintain the Inland Empire's job base and decrease the number of struggling workers, but there is only a projected 8.2% increase (Brookings Institution: Advancing Opportunity in California's Inland Empire). Need to explain/discuss the implication of this

Between 2017 and 2027, the region can expect to see an addition of 118,300 jobs, but will not see an increase in good or promising jobs, representing a negative effect on those currently struggling to reach the middle class. For the region to close its current job deficit, all new jobs must be good or promising. (This info contradicts the info provided on pages 71-72 in word document)

In the Inland Empire, 31% of jobs are good or promising for those with a college degree, 15% of jobs are good and promising for those who are skilled workers, and 54% of jobs are neither good nor promising. By 2016, 29% of all workers in the region held a good or promising job. Most good and promising jobs can be found within the construction, logistics, manufacturing,

Exhibit 2.3.3: Inland Empire Industry Employment Percent Change Projections by Industry 2014 - 2024

■ Number of Annual Openings

Occupation	Number of Annual Openings
Paralegals and Legal Assistants	71
Physical Therapists	73
Administrative Services Managers	76
Civil Engineers	77
Teachers and Instructors, All Other	82
Computer Systems Analysts	83
Sales Representatives, Wholesale and Manufacturing,...	84
Healthcare Social Workers	87
Lawyers	89
Software Developers, Applications	93
Dental Hygienists	93
Preschool Teachers, Except Special Education	109
Kindergarten Teachers, Except Special Education	110
Cost Estimators	111
Human Resources Specialists	124
Medical and Health Services Managers	126
Recreation Workers	126
Pharmacists	137
Physicians and Surgeons, All Other	139
Market Research Analysts and Marketing Specialists	141
Management Analysts	149
Sales Managers	154
Middle School Teachers, Except Special and...	170
Secondary School Teachers, Except Special and...	252
Substitute Teachers	293
Postsecondary Teachers	387
Accountants and Auditors	393
Elementary School Teachers, Except Special Education	563
General and Operations Managers	704
Registered Nurses	1,067

Source: US Bureau of Labor Statistics for 10-year Occupational Projections
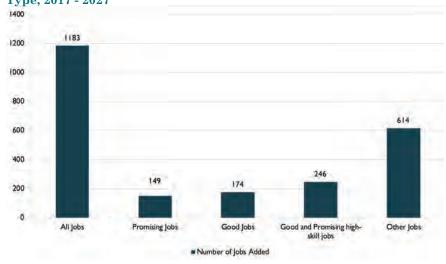
and wholesale industries. Within the region, there is a deficit of all good and promising jobs, and many workers live below the poverty line. There is projected to be an 8.2% increase in good or promising jobs available by 2027. The Logistics, Wholesale and Manufacturing, Information, Corporate Headquarters, Professional Services, and Finance are industries in which average incomes are high and most jobs are good or promising for those with less than a 4-year degree.

Exhibit 2.3.7: Occupational Sectors by Earnings

Source: Authors' analysis of Economic Modeling Specialists, inc. estimates

Exhibit 2.3.8: Inland Empire Projected Job Growth by Job Quality Type, 2017 - 2027
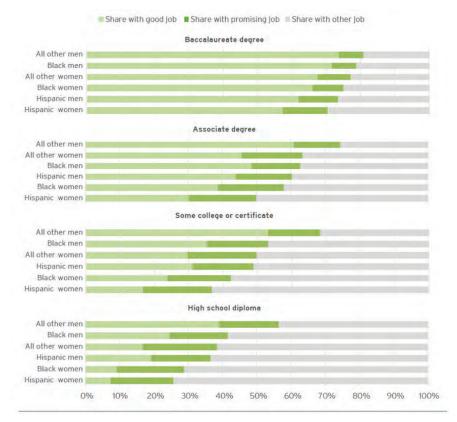
Source: Brookings Institution: Advancing Opportunity in California's Inland Empire

Each area varies in terms of income. In Logistics in the Inland Empire area, annual income is $85,400 compared to the national average of $109,600. Like Logistics, Wholesale and Manufacturing both fall behind their national counterparts. Wholesale industries can see an average income of $172,200 in the Inland Empire, but nationally the average is $187,100. Manufacturing has an average annual income of $144,906, and nationally the incomes can be as high as $176,800. These industries are crucial to the Inland Empire because the regional average yearly income is $56,200 in 2019. Another set of industries crucial to the Inland Empire are Information, Corporate Headquarters, Professional Services, and Finance. These industries bring in an average annual income of $147,700 which is about 46% higher than the regional average. This sector is one of the smallest, but provides some of the highest quality "good" and "promising" jobs for those with less than a 4-year degree and for high skilled workers making it one of the most prosperous drivers for the Inland Empire (Brookings Institution: Advancing Opportunity in California's Inland Empire, Chapter 4).

Labor Market Information Findings

While the region has gained back the jobs that it lost during the Great Recession, wages in the region are below the national average. This indicates that the Inland Empire regional labor market analysis found that the region is expected to continue growing in the key sectors that have driven its economic growth thus far. These sectors are Logistics, Wholesale, Manufacturing, Healthcare, Education, Professional Services, Information, and Finance. These industries are expected to introduce better or promising jobs into the region; however, they will not supply enough good or promising jobs to provide family-sustaining wages to workers.

Exhibit 2.3.9: Inland Empire Job Types Across Education Levels (2019)

Source: Authors' analysis of US Census Bureau public-use microdata and EMSI estimates

The Internal & External Scan Comparison seeks to compare and contrast the internal demographic and economic distributions of the student body to the service area, county, and region. Additionally, it will analyze the current programming at Moreno Valley College and compare the instruction and education provided by the programs to the skills and level of education required for the occupational and industry needs of the region.
The internal scan of Moreno Valley College found that student enrollment has steadily grown since 2014 and it is expected to increase for the foreseeable future as is the total population of the Moreno Valley College Service area, Riverside County, and the Inland Empire.

The internal and external scans found that the age makeup of Moreno Valley College and the surrounding areas are moving in opposite directions. Since 2014, the age makeup of the Moreno Valley College has become steadily younger. Meanwhile the population within the Moreno Valley College service area region, Riverside County, and the Inland Empire is growing increasingly older. However, at the moment the change in the age makeup of both of these populations is not extreme enough to impact enrollment at Moreno Valley College negatively for the foreseeable future.

Moreno Valley College already offers courses such as Mathematics, Biology, Computer Information Systems, Early Childhood Development, and Communications that provide students with the education necessary to secure jobs in the thriving industries in the surrounding region such as Healthcare, Technical Services, Engineering, Educations, and Telecommunications.

Logistics, Manufacturing, Wholesale Trade, Management, Financial Services, and Management are all industries that Moreno Valley College has little or no robust programming based on FTES to equip students for jobs.

Other subjects that are considered critical to becoming a Comprehensive College such as Theater, Dance, Music, and Kinesiology/Athletics are subjects that all have relatively low FTES.

2.6 STUDENT AND FACULTY ENGAGEMENT

Student Interviews

Over 200 students were interviewed during the spring 2019 semester. The interviews were semi-structured and focused on gathering qualitative feedback from students about Moreno Valley College (MVC) programs and the student experience. Primary student feedback was general satisfaction with instruction, services, and programs at MVC. Areas of concern included parking, access to textbooks, difficulties with public transportation, creation of additional hang out and study space, and wait times for counseling.

Faculty and Staff Interviews

Over 63 teaching faculty and counseling faculty interviews occurred during the spring 2019 semester. The interviews were semi-structured and focused programming, future directions for the College, and the student experience. Overall, the faculty feedback included a desire for a building out the College into a comprehensive campus, expansions of programs and services to serve students better, and the need to ensure the College is always ready for students regardless of preparation or background.

Program Level Analysis
Faculty, staff, and administrators provided both quantitative data analysis and qualitative feedback at the individual program and service levels. The specific quantitative data used varies by areas of the college: Academic Affairs, Student Services, and Business Services. For Academic Affairs instructional programs, the data centers on student enrollment, student achievement, and staffing data. Student Services data is based on metrics related to program contacts, headcount, and staffing.

Data collection and production occurred during the summer and fall of 2020. The MVC Office of Institutional Effectiveness provided quantitative data and qualitative feedback was provided by faculty, staff, and administrators associated with each program.

This section presents a descriptive snapshot and brief analysis of each academic discipline, student service, operational support area, and a summary of the discussions related to learning technology. **The content in the remainder of this chapter was provided by the Leadership from Moreno Valley College.**

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ACADEMIC AFFAIRS

This section begins with a high-level view of enrollment and outcome data at the school level under the College's adoption of the Guided Pathways Framework. Schools are how disciplines at Moreno Valley College were reorganized during Fall 2020 to create additional coherence and support for students while accelerating student outcomes in service to College Strategic Goals.

The six schools are as follows:
- School of Business, Health, and Human Services
- School of Communication, English, and World Languages
- School of Humanities, Education, Social Sciences, and Behavioral Sciences
- School of Public Safety
- School of Science, Technology, Engineering, and Mathematics
- School of Visual and Performing Arts

Following each school-level analysis is a program and discipline level analysis for programs within each school. The analysis includes a brief description of the program/discipline, analysis of program growth, enrollment, outcomes, and staffing, and future directions for each program.

Future academic and career pathway programs are located at the conclusion of this chapter. These are programs that the College may consider adding based on the current employment sector review and specific job growth. This future program analysis is informed by data from the Center of Excellence, The Brookings Institution Advancing Opportunity in California's Inland Empire report, and the Riverside Community College District Environmental Scan.

SCHOOL	PROGRAM/DISCIPLINE
School of Business, Health, and Human Services (BHHS)	Business Department: Accounting, Business Administration, Computer Applications Technology, Management, Marketing, Real Estate Health and Human Services Department: Dental Assistant, Dental Hygiene, Human Services, Kinesiology, Medical Assisting
Communication, English, and World Languages (CEWL)	Communication, English, & World Languages Department: American Sign Language, Communication Studies, Community Interpretation, English, English as a Second Language, Spanish, Journalism, Library, Reading
Humanities, Education, Social and Behavioral Sciences (HESBS)	Department of Humanities, Education, Social Sciences, and Behavioral Sciences: Anthropology, Early Childhood Education, Economics, Geography, Guidance, History, Humanities, Philosophy, Political Science, Psychology, Sociology
Public Safety (PS) **LOCATED IN 04**	Department of Public Safety: Administration of Justice, Emergency Medical Services, Fire Technology, Homeland Security
Science, Technology, Engineering, and Mathematics (STEM)	Department of Biological and Physical Sciences: Biology, Chemistry, Health Science, Astronomy, Physics Department of Mathematics: Mathematics and Computer Information Systems, Cybersecurity
Visual and Performing Arts (VPA)	Department of Visual and Performing Arts: Applied Digital Media, Art, Dance, Film Studies, Music, Photography, Theater Arts

SCHOOL OF BUSINESS, HEALTH, AND HUMAN SERVICES

The School of Business, Health, and Human Services at MVC is focused on supporting student educational goals and regional workforce needs by offering high-quality education focused on health, human services, and business. The school houses two departments, including the Department of Business and the Department of Health and Human Services. Within each of these departments, there are several programs of study from which students can choose. Two of the programs are externally accredited by a professional accrediting agency (Dental Hygiene and Dental Assistant).

Departments & Disciplines

Business Department: Accounting, Business Administration, Computer Applications Technology, Management, Marketing, Real Estate

Health and Human Services Department: Dental Assistant, Dental Hygiene, Human Services, Kinesiology, Medical Assisting

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	1976	2110	2259	7%	7%
Number of Sections	97	96	95	-1%	-1%
Average Enrollment per Section at Census	20.37113	21.97917	23.77895	8%	8%

Source: MIS Referential Files

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	68.0%	71.0%	74.0%	4%	4%
FTES	191.16	202.92	213.8	6%	5%
WSCH	6117.65	6493.82	6843.98	6%	5%
FTEF	18.63	18.58	19.59	0%	5%
FTES/FTEF	10.26	10.92	10.92	6%	0%
WSCH/FTEF	328.38	349.58	349.42	6%	0%

Source: Enrollment Management Dashboard 2.3B

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	1,376	1,450	1521	5%	5%
By Ethnicity					
Black/African American	202	235	227	16%	-3%
American Indian/Alaskan Native	3	9	8	200%	-11%
Asian	49	45	54	-8%	20%
Filipino	21	16	26	-24%	63%
Hispanic	871	903	946	4%	5%
Multi-Ethnicity	39	35	28	-10%	-20%
Pacific Islander	10	8	5	-20%	-38%
White Non-Hispanic	175	181	161	3%	-11%
Unknown	6	18	66	200%	267%
By Age					
19 or less	330	369	428	12%	16%
20 to 24	537	512	518	-5%	1%
25 to 29	227	238	236	5%	-1%
30 to 34	101	125	124	24%	-1%
35 to 39	57	66	76	16%	15%
40 to 49	67	79	87	18%	10%
50+	56	44	52	-21%	18%
Unknown	1	17	0	1600%	-100%
By Gender					
Female	841	895	950	6%	6%
Male	522	529	559	1%	6%
Non-Binary	0	0	0	-	-
Unknown	13	26	12	100%	-54%

COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	71.90%	72.70%	74.30%	1%	2%
By Ethnicity					
Black/African American	55.90%	52.10%	62.20%	-4%	10%
American Indian/Alaskan Native	83.30%	81.30%	66.70%	-2%	-15%
Asian	86.30%	88.60%	88.00%	2%	-1%
Filipino	94.90%	91.70%	90.50%	-3%	-1%
Hispanic	72.90%	74.50%	74.60%	2%	0%
Multi-Ethnicity	71.40%	57.70%	64.70%	-14%	7%
Pacific Islander	50.00%	62.50%	20.00%	13%	-43%
White Non-Hispanic	76.30%	78.30%	83.90%	2%	6%
Unknown	28.60%	96.40%	63.90%	68%	-33%
By Age					
19 or less	67.70%	66.70%	73.70%	-1%	7%
20 to 24	73.00%	75.00%	74.10%	2%	-1%
25 to 29	73.90%	74.30%	74.10%	0%	0%
30 to 34	67.30%	77.80%	75.50%	11%	-2%
35 to 39	83.30%	70.80%	77.90%	-13%	7%
40 to 49	76.30%	60.40%	73.90%	-16%	14%
50+	64.70%	69.10%	73.00%	4%	4%
Unknown	0.00%	96.20%	-	96%	-
By Gender					
Female	74.00%	73.70%	76.80%	0%	3%
Male	68.20%	70.00%	69.00%	2%	-1%
Non-Binary	-	-	-	-	-
Unknown	46.70%	84.20%	78.60%	38%	-6%

Source: MIS Referential Files

DEGREES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of degrees	123	120	185	-2%	54%
Number of students receiving a degree	89	96	163	8%	70%
Median time to complete a degree	4.25	3.88	4	-9%	3%
Average number of units - degree	96.83	89.12	93.27	-8%	5%

CERTIFICATES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of certificates	137	386	246	182%	-36%
Number of chancellor approved certificates	116	135	98	16%	-27%
Number of students receiving a certificate	107	355	213	232%	-40%
Number of students receiving a chancellor approved certificate	87	108	67	24%	-38%
Median time to complete a certificate	3.25	1.75	1.5	-46%	-14%
Median time to complete a chancellor approved certificate	3.25	2.75	2.5	-15%	-9%
Average number of units - certificate	77.67	62.16	53.52	-20%	-14%
Average number of unites- chancellor approved	83.28	67.98	65.53	-18%	-4%

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Accounting (ACC)

Description

The Accounting program prepares individuals to practice the profession of accounting and to perform related business functions. It is the systematic process of recording, analyzing, and interpreting a business' financial transactions, which aid in preparing financial statements. It includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, reporting procedures, statement analysis, planning and consulting business information systems, accounting research methods, professional standards, and ethics, and applications to specific for-profit, public, and non-profit organizations.

Program Projected Growth

Same as the College (3%)

Strategies for Growth
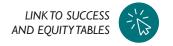
Due to the current economic climate, there may be a period of economic recovery impacting growth. If the economy expands, growth would be faster due to an expanding economy, lower unemployment, and greater job security. While enrollment increased between 2017 and 2018 by 14.1%; and between 2018 and 2019 by 7.5%, there may continue to be a downward trend, resulting in the projected growth of approximately 3% to 4% growth level. It would be prudent to make conservative projections, with hopes of economic recovery and expansion in Moreno Valley and the Inland Empire.

Identified Equity Success and Gaps that Exist for the Program and Strategies to Close the Gaps

There has been an upward trend reflected in the data with respect to race/ethnicity, age, and gender. The data demonstrate an increase in the course success rate of between 5% to 9% annually. The most recent data shows an increase of 5.36% in 2018-2019 for Black/African American students, 1.16% increase of Hispanic/Latinx students, and 3.6% White students. The largest increase in course success rate during 2018 to 2019 was seen in students age 19 or less, at 19.3%. In addition, students age 20 to 24 increased 0.2%; age 25 to 29 increased 3.1%; and age 30 to 34 increased 9.5%. Lastly, from 2018 to 2019, course success rates increased for females by 0.6% and for males by 5.8%. The overall course success rate grew between 2018 to 2019 by 3%, ending with an overall success rate of 71.60%. There are plans to implement a diversity statement into the course syllabi to build a more inclusive curriculum and positive learning environment.

Future Directions, Opportunities, and Careers for the Program

There are projected job growth for accounting professionals. The Center for Excellence - Inland Empire predicts a 3% increase in Bookkeeping, Accounting, and Auditing Clerks. For the School of Business, Health, and Human Services, there is a prediction of growth between 2018 and 2023 of 7.2% for Accountants and Auditors. By analyzing the multiple SOC codes for accounting, code 13-2011.01 - Accountants are projected to grow 4% to 6% between 2018 to 2028, as are 13-2082.00 - Tax Preparers; and 13-2011.02 - Auditors. Other projected increases include 43-3021.00 - Billing and Posting Clerks, 43-3021.01 - Statement Clerks, and 43-3021.02 - Billing, Cost, and Rate Clerks projected to increase 7% to 10%. The highest increase is projected for 11-3031.01 - Treasurers and Controllers at 11% or higher. Finally, lower entry-level positions, including 43-3031.00 - Bookkeeping, Accounting, and Auditing Clerks are projected to decline 2%. Areas of growth greater than the College may be explored for development.

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	198	226	243	14.1%	7.5%
Number of Sections	6	7	6	16.7%	-14.3%
Average Enrollment per Section at census	33.0	32.3	40.5	-2.2%	25.4%

Source: MIS Referential Files

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	69.0%	70.0%	85.0%	1.0%	15.0%
FTES	21.04	24.16	25.91	14.8%	7.2%
WSCH	673.2	773.34	829.6	14.9%	7.3%
FTEF	1.23	1.4	1.2	13.8%	-14.3%
FTES/FTEF	17.18	17.26	21.59	0.5%	25.1%
WSCH/FTEF	549.55	552.39	691.33	0.5%	25.2%

Source: Enrollment Management Dashboard 2.3B

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	198	211	243	6.6%	15.2%

Business Administration (BUS)

Description

Business Administration is a study of the practices and products of commerce. Business administration courses include theoretical and practical courses for students planning to enter the job market after completing an associate degree or transferring into a business administration specialization. Students may earn a certificate or an associate degree in business administration with a major concentration in one of these areas: Accounting, General Business, Management, Marketing, and Real Estate.

In addition to credit courses, the faculty have developed several non-credit courses and certificates that lead to employment competency in various business and customer relations areas.

Program Projected Growth

Faster than the college (4%)

Strategies for Growth

Overall, enrollments have grown at a rate higher than the College. The strategy for this increase was the implementation of a 2-year rotation and implementing a mix of online, hybrid, evening, and morning course scheduling. The program will continue to develop strategies for growth based on data.

Identified Equity Success and Gaps that Exist for the Program and Strategies to Close the Gaps

Overall success rates have increased; however, the program will need to continue to improve overall success rates to meet the College's goal. Within the business concentrations, only accounting meets the college goal. There has been an increase in all areas of accounting, including a 5% increase in Black/African American students. Also, Business Administration had a significant increase in success rates for Black/African American students at 28%.

Faculty are analyzing the success in accounting and business to determine ways to improve success rates in other concentrations. Strategies include providing a diverse mix of online, hybrid, evening, and morning course scheduling and ensuring effective online course structure. With an increase in online course offerings, faculty with continue to explore and implement effective online teaching strategies. Also, the program will use outreach and marketing resources available to grow demand.

Future Directions, Opportunities, and Careers for the Program

The program's key areas of future direction and careers include Entrepreneurship, Non-credit certificates, and Project Management. The discipline is also exploring facilities maintenance and management and industrial automation. The faculty are collaborating with district colleagues to develop an Entrepreneurship curriculum to support small businesses and solopreneurs.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	359	380	420	5.8%	10.5%
Number of Sections	12	13	13	8.3%	0.0%
Average Enrollment per Section at census	29.9	29.2	32.3	-2.3%	10.5%

Source: MIS Referential Files

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	82.0%	73.0%	82.0%	-9.0%	9.0%
FTES	36.4	38.0	40.5	4.5%	6.6%
WSCH	1164.2	1216.8	1297.5	4.5%	6.6%
FTEF	2.4	2.6	2.6	8.3%	0.0%
FTES/FTEF	15.2	14.6	15.6	-3.6%	6.6%
WSCH/FTEF	485.1	468.0	499.0	-3.5%	6.6%

Source: Enrollment Management Dashboard 2.3B

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	329	343	381	4.3%	11.1%

Computer Applications and Office Technology (CAT)

Description

Computer Applications and Office Technology prepares individuals to perform basic data and text entry using standard and customized software products. This program includes instruction in keyboarding skills, personal computer and work station operation, reading draft texts and raw data forms, and various interactive software programs used for word processing, spreadsheets, databases, and others, list maintenance, and preparation tables and graphs. The program currently consists of standalone courses to support professional development in office skills and programs.

Program projected growth:

Slower than the College (1%)

Strategies for growth:

The program consists of some courses related to outdated technology, which will require program revision at district and college levels. Program enrollment is expected to have small growth as more technical skills are demanded to support online communication and remote business operations.

Identified Equity Success and Gaps that Exist for the Program and Strategies to Close the Gaps

The program success rates can be improved by increasing tutoring, academic resources, workshops, community outreach, internship, and apprenticeship opportunities to reduce equity gaps in the under-represented population.

Future Directions, Opportunities, and Careers for the Program

The program consists of some courses related to outdated technology, which will need program revision at district and college levels. Program enrollment is expected to have small growth as more technical skills are demanded to support online communication and remote business operations.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	57	61	52	7.0%	-14.8%
Number of Sections	4	3	2	-25.0%	-33.3%
Average Enrollment per Section at census	14.3	20.3	26.0	42.7%	27.9%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	45.0%	69.0%	87.0%	24.0%	18.0%
FTES	6.5	6.3	6.5	-3.1%	3.2%
WSCH	208.0	201.2	208.0	-3.3%	3.4%
FTEF	0.9	0.6	0.5	-28.7%	-19.4%
FTES/FTEF	7.5	10.2	13.0	36.2%	27.3%
WSCH/FTEF	240.0	326.2	416.0	35.9%	27.5%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	54	58	44	7.4%	-24.1%

Dental Assistant (DEA)

Description

The Dental Assistant program prepares individuals to provide patient care such as taking dental radiographs (x-rays), coronal polish, pit and fissure sealant application, preparing patients and equipment for dental procedures, and discharge office administrative functions under the supervision of dentists. The dental assistant curriculum includes instructions in dental sciences, dental record-keeping, general office duties, patient scheduling and reception, equipment maintenance and sterilization, dental radiography, pre-and-post-operative patient care and instructions, chair-side assistance and preparation of dental materials, taking impressions, and supervised clinical practice.

To qualify for admission into the dental assistant program, students must demonstrate fulfillment of the following criteria: be certified as a CPR-BLS for healthcare providers, provide verification of Hepatitis B vaccination, immunizations, and TB testing and provide verification of high school graduation or equivalent. The program is limited to 24 students per cohort and requires a full-time one-year commitment of coursework, including clinical practice. Graduates from the program earn the following certifications for classes approved by the Dental Board of California: Radiation Safety, Infection Control, Dental Practice Act, Coronal Polish, and Pit and Fissure Sealant Application.

The curriculum is comprehensive, with 13 courses that range from one to five units each. The dental assistant program is accredited by the American Dental Association's Commission on Dental Accreditation and approved by the Dental Board of California as a Registered Dental Assistant Program.

A total of 32.5 units are required for a certificate in dental assisting. Upon completing the program and meeting the board requirements, graduates are eligible to take the Registered Dental Assistant Exam to obtain a Registered Dental Assistant (RDA) license and the Dental Assistant National Board exam to obtain a Certified Dental Assistant Certificate (CDA).

Program projected growth:

No growth (0%)

Strategies for growth:

The Dental Assistant Program's enrollment is currently limited to 24 students per cohort by the accreditation standards and Dental Board requirements that dictate strict faculty to student ratios. Since 2017 the program has experienced a 4% or higher increase in enrollment. Based on the market needs and trends and the identified opportunities, there is great potential for continued program growth and increased enrollment. The program has identified opportunities to partner with local high-schools interested in offering dual enrollment courses such as the Dental Office Management course. This articulation will help expand the program enrollment and help high-school students transition into the program smoothly. Additionally, the program plans to develop and offer stand-alone courses in Radiation Safety, Infection Control, Pit and Fissure Sealant Application, and Advanced Certificates in Orthodontic Assisting and Dental Office Management the needs of the dental community. These courses will contribute to program growth, increased enrollment, and a higher number of certificate offerings while serving the students and the community.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	111	136	142	22.5%	4.4%
Number of Sections	7	7	7	0.0%	0.0%
Average Enrollment per Section at census	15.9	19.4	20.3	22.5%	4.4%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	69.0%	80.0%	83.0%	11.0%	3.0%
FTES	16.3	20.3	21.1	24.2%	4.0%
WSCH	523.0	649.6	675.6	24.2%	4.0%
FTEF	3.0	3.1	3.3	3.3%	5.8%
FTES/FTEF	5.5	6.6	6.4	19.9%	-1.8%
WSCH/FTEF	175.1	210.1	206.3	20.0%	-1.8%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	19	23	24	21.1%	4.3%

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The success rate for the various categories evaluated ranges between 82% to 100% for all Dental Assistant program courses. Due to the cohort's small sample size, the differences in success rate percentages are not statistically significant. The program will continue to implement the student mentoring systems and guidance and book loaning program to ensure all students' success in the program and eliminate equity gaps. The program is working on expanding the delivery methods for all didactic courses to include hybrid. This effort will offer more schedule flexibility for students. Dental Assistant program course completion's success rates remain consistently higher than the College's stretch goal and institutional set standard.

Future directions, opportunities, and careers for the program:

The employment outlook for dental assistants (31-9091) and registered dental assistants is projected to increase at a higher than average rate both nationally and locally. According to the Center of Excellence labor market analysis, Dental Assistants' employment opportunities will increase by 13% in the next five years in the Inland Empire with a projected 4150 job openings. In collaboration with the advisory committee, the program has identified other growth areas by offering stand-alone courses and additional specialty certificates such as Radiation Safety, Infection Control, and Orthodontic Assistant certificate. The Dental Assistant Program will continue to address the market need for increased dental assistant professionals and work in collaboration with our industry partners for continued student success while serving the community.

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Dental Hygiene (DEH)

Description

The Dental Hygiene program graduates individuals who are safe and competent clinicians in preventive dental services including recognizing atypical and pathologic oral lesions during extra-oral and intra-oral exams; providing oral hygiene education including nutritional and tobacco cessation counseling; identifying and treating gingival and periodontal disease; communicating and treating a diverse population; and the application of dental sealants and fluoride.

The curriculum includes head and neck anatomy, preventive dentistry, oral radiology, radiology interpretation, infection control, dental anatomy, dental morphology, histology and embryology, general pathology, oral pathology, pain control, periodontology ethics, medical and dental emergencies, dental treatment of geriatric and medically compromised patients, applied pharmacology, dental materials, cultural diversity in healthcare, community dental health, research methodology, nutrition in dentistry, practice management and jurisprudence, advanced topics surrounding dental hygiene and clinical courses.

To qualify for selection into the dental hygiene program, potential students must meet admission criteria ranging from having a current and valid CPR – BLS provider certificate to meeting multiple health requirements in addition to completing 11 required prerequisite courses. The program is limited to 20 students per cohort and requires two full years of coursework, including clinical practice. The curriculum is comprehensive, with 37 courses that range from one to four units each, all of which transfer to CSU. The American Dental Association's Commission accredits the dental hygiene program on Dental Accreditation.

An Associate in Science Degree in Dental Hygiene is awarded upon completion of 61.5 units of required dental hygiene courses and general education and other graduation requirements.

Program projected growth:

No growth (0%)

Strategies for growth:

The enrollment remains steady for the Dental Hygiene Program. We accept 20 students that have met the required prerequisites annually. Applications for the program have increased 50 percent. We have also seen an increase in male applicants.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	268	324	316	20.9%	-2.5%
Number of Sections	18	18	18	0.0%	0.0%
Average Enrollment per Section at census	14.9	18.0	17.6	20.9%	-2.5%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	81.0%	94.0%	94.0%	13.0%	0.0%
FTES	25.9	31.6	30.9	21.8%	-2.0%
WSCH	829.1	1009.0	989.8	21.7%	-1.9%
FTEF	5.5	5.7	6.0	4.9%	4.2%
FTES/FTEF	4.8	5.5	5.2	16.0%	-6.0%
WSCH/FTEF	151.84	176.21	165.8	16.0%	-5.9%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	31	38	37	22.6%	-2.6%

Identified equity success and gaps that exist for the program and strategies to close the gaps:

All ethnic groups have exceeded the college wide goal of 75.3%. The success rates for all ethnic groups are: Hispanic/Latinx 98% (39% - 7 females); White 100% (28% -1 male and 4 females); Asian 100% (11% - 2 females); American Indian 100% (1 females) Two or more races (not Hispanic/Latinx) 100% (17% - 3 females).

The success rate by gender for the students in the dental hygiene program exceeded the goal of 75.3% set by the institution. There are 17 females (94.4%) and one male (5.6%) in the graduating class for 2019. The Dental Hygiene program is a two-year program. The assessment data is based on the students who graduated in June of 2019.

All age groups successfully met (100%) and exceeded the college goal of 75.3%. Success rates all individual age groups are as follows: 20 - 23 100%; (9 females); 24-29 - 100% (1 male and 4 females); 30-34 - 92.5% (3 females) and 40-49 100% (1 female).

The overall success rate has improved from 96.4% to 100%. The student success rate in the dental hygiene program is significantly above the college-wide goal of 75.3%. 100% of the dental hygiene graduates report securing a job in the field of dental hygiene.

The ethnicity and gender of the students in the program are becoming more diverse. Students are randomly selected into the program. Applicants are not asked to disclose their gender or ethnicity; therefore, there is no way to determine an incoming class's makeup.

Future directions, opportunities, and careers for the program:

Projected growth (2018-2028) for dental hygienists is faster than average (17% in California and 11% or higher nationally). The national average for California wages for Dental Hygienist is $107,530.

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Real Estate (RLE)

Description

Real Estate provides education for students who plan to enter the real estate profession and for persons working in Real Estate and related fields that wish to enhance their knowledge and skills. The real estate department curriculum consists of seven three-unit courses. All of the real estate courses transfer to CSU. Three sections are offered in the Fall and Spring terms, and one section is offered in each intercession. One in the evening, and the others are offered online. Students may earn a certificate or an associate degree in business administration with a major concentration in Real Estate. Each certificate requires students to complete core business administration courses plus courses related to the area of concentration. Upon completing this certificate plus the general education/ graduation requirements, students may earn an associate of science degree in business administration with a concentration in Real Estate.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Enrollments have grown at a higher rate than the College in Real Estate. There has been a growth rate of 18% in 2017-2018 and 77% from 2018 – 2019. The growth strategy consisted of hiring a new part-time faculty to teach the Real Estate courses and implementing a 2-year rotation to support preparation for the Real Estate licensing examination.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

In the Real Estate discipline, there has been a significant drop in success rates in this discipline. There are two key areas with a lower overall success rate: age group of 20 – 24 and Black/African American students. Discipline faculty are considering strategies that have been successful in Accounting and Business. Successful strategies include having a diverse mix of the online, hybrid, evening, and morning course scheduling and effective online course structure. With the increase in online course delivery, faculty are exploring teaching strategies to support online class delivery. The program will also make use of outreach and advertising resources to build course demand.

Future directions, opportunities, and careers for the program:

The Real Estate discipline has many growth opportunities. If the upward trend in Real Estate continues, the faculty will look into the addition of certificate and faculty to support growth. The College will investigate additional certifications and hiring a full-time faculty. Based on labor market information, all real estate SOC codes show promising growth.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	38	45	80	18.4%	77.8%
Number of Sections	2	2	3	0.0%	50.0%
Average Enrollment per Section at census	19.0	22.5	26.7	18.4%	18.5%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	53.0%	63.0%	75.0%	10.0%	12.0%
FTES	4.0	4.8	8.1	18.3%	68.4%
WSCH	129.2	153.0	257.3	18.4%	68.1%
FTEF	0.4	0.4	0.6	0.0%	50.0%
FTES/FTEF	10.1	12.0	13.4	18.3%	12.3%
WSCH/FTEF	323.0	382.5	428.8	18.4%	12.1%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	30	30	68	0.0%	126.7%

Kinesiology (KIN)

Description

Kinesiology involves the study of movement and its impact on health, society, and quality of life. Kinesiology is the study of human anatomy, physiology, and biomechanics as impacted by human movement. It includes many different areas of study in which the origins and consequences of human physical activity are examined. The kinesiology faculty strive to educate and inspire students on the importance of physical activity during the lifespan. The program offers lower-division, university-transferrable courses for four-year degree preparation, to fulfill general education requirements, and to fulfill the degree requirements of the Associate in Arts for Transfer in Kinesiology (AA-T Kinesiology).

Program projected growth:

Same as the College (3%)

Strategies for growth:

In 2020, there have been major changes in the department, including hiring a new full-time faculty member, and the Associate Degree – Transfer was updated. Based on regional labor market information, the discipline designed and proposed a new certificate program; Fitness Professionals Certificate. The program will prepare students to enter the workforce as qualified workers in the fitness industry.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The Kinesiology program overall success rates increased 5.3% from 2017-2018 to 2019-2020 to 82.9%, surpassing the College's stretch goal and institutional-set standard for successful course completion of 76% and 67%, respectively. The Success Rates by Ethnicity for 2019-2020 show all of the following have a 76% or greater success rate: Asian 96.1%, White 85%, Hispanic/Latinx 88.3%, Black/African American 79.3 %.

Over the past three years, the success rate increased steadily for all categories, including male, female, and unknown. The 2019-2020 rates were Female 86.5%, Male 87%, and Unknown 84.6%. Also, all age groups were above 82.9%. The data review showed the Kinesiology student ages 19 or younger performed at a significantly higher rate that the campus rate of 71.8% was one of the highest achieving age groups.

To address equity gaps, the full-time faculty members will share the success rates with part time faculty to bring about open conversations on improvement. All faculty will be encouraged to participate in flex opportunities addressing student equity strategies. We will look for and take part in conferences that address increasing lower-achieving ethnic groups and offer better and increased mentoring to students struggling in class.

Future directions, opportunities, and careers for the program:

Employment for fitness trainers and aerobics instructors is expected to increase by 13% between 2019 and 2024 in the Inland Empire/Desert Region. A total of 695 annual job openings will be available each year over the five-year timeframe.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	597	648	633	8.5%	-2.3%
Number of Sections	34	35	33	2.9%	-5.7%
Average Enrollment per Section at census	17.6	18.5	19.2	5.4%	3.6%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	61.0%	60.0%	63.0%	-1.0%	3.0%
FTES	63.4	68.8	68.2	8.5%	-1.0%
WSCH	2029.8	2203.2	2181.9	8.5%	-1.0%
FTEF	3.5	3.7	3.8	6.6%	2.7%
FTES/FTEF	18.1	18.5	17.8	2.0%	-3.8%
WSCH/FTEF	579.9	5911.5	569.2	919.3%	-90.4%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	558	609	587	9.1%	-3.6%

Human Services (HMS)

Description

The Human Services Program was recently renamed Social Work, Human Services, and Counseling Practices to better reflect the program's expansion. Several courses and certificate programs were added in Alcohol and Drug Studies, Justice Studies, Ethnic Studies, Military Social Work, Family Studies and Behavioral Therapist to respond to community and labor market demand. The programs will support student understanding of the special populations served by the helping professions.

Program projected growth:

Same as the College (3%)

Strategies for growth:

A new faculty member was added to the department. Also, faculty are increasing efforts in the areas of outreach, counseling, and financial aid. The program is also involved in the future implementation of Foster Care, Veterans, and the Formerly Incarcerated programs. It was one of the first programs to have a defined pathway for transfer to 4-year institutions.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The HMS success rate is above the College's overall success rate.

Future directions, opportunities, and careers for the program:

The Inland Empire region is expected to add 6,800 jobs in the Social Work area, according to the COE database for the years 2018-2022, averaging out to 1,400 new jobs per year.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	114	182	283	59.6%	55.5%
Number of Sections	8	11	10	37.5%	-9.1%
Average Enrollment per Section at census	14.3	16.5	28.3	16.1%	71.0%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	36.0%	37.0%	62.0%	1.0%	25.0%
FTES	12.1	19.2	28.4	59.0%	48.2%
WSCH	385.8	613.5	909.4	59.0%	48.2%
FTEF	1.6	2.2	2.0	37.5%	-9.1%
FTES/FTEF	7.5	8.7	14.2	15.5%	63.1%
WSCH/FTEF	241.1	278.9	454.7	15.7%	63.1%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	87	126	198	44.8%	57.1%

Medical Assisting (MDA)

Description

The Medical Assisting program prepares students to provide medical office administrative and clinical duties including patient scheduling and reception, insurance verification, medical record maintenance, patient intake and vitals, routine diagnostic and recording procedures, pre-examination, and examination assistance under the supervision of a physician. The curriculum includes basic anatomy and physiology, medical terminology, medical law and ethics, patient psychology and communications, medical office procedures, basic coding, and billing procedures; sterilization techniques; basic diagnostic/laboratory testing, phlebotomy, and supervised externship.

The Medical Assisting curriculum is comprehensive, consisting of 10 courses, ranging from two to four units. Clinical labs are limited to 15 students per section.

Medical Assisting courses may lead to either a certificate in Administrative/Clinical Medical Assisting or a Medical Transcription certificate. The Administrative/ Clinical Medical Assisting certificate requires 30 units, ten core courses, and a 3-unit elective course. The Medical Transcription certificate requires 26 units, five core courses, and nine units of elective courses. Upon completing one of the medical assisting certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in one of these areas of concentration.

Program projected growth:

Same as the College (3%)

Strategies for growth:

In Fall 2018, the Medical Assistant program was revised, increasing the number of units from 22 to 30. The revision was made with input from members of the medical profession and the advisory committee's approval. In Fall 2018, the old program began to be phased out. The first revised Medical Assisting course was taught during the summer of 2019. The old program was fully phased out during Fall 2020. As of 2021, all students enrolling in Medical Assisting will be in the revised program. According to the U.S. Bureau of Labor Statistics, Medical Assisting has a projected growth rate of 29% between 2016-2026. The predicted growth rate within the Inland Empire is 13.3% between 2018 and 2023. With the appropriate resources and planning, the Medical Assisting program has the potential to grow at a rate that is the same or faster than the College. Veterans, and the Formerly Incarcerated. We were one the first programs to have a defined pathway for transfer to 4-year institutions.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	198	165	237	-16.7%	43.6%
Number of Sections	7	6	9	-14.3%	50.0%
Average Enrollment per Section at census	28.3	27.5	26.3	-2.8%	-4.2%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	73.0%	71.0%	65.0%	-2.0%	-6.0%
FTES	24.4	20.7	25.4	-15.3%	23.0%
WSCH	781.3	661.9	813.9	-15.3%	23.0%
FTEF	1.6	1.4	2.0	-12.3%	41.5%
FTES/FTEF	15.1	14.6	12.7	-3.4%	-13.3%
WSCH/FTEF	483.3	467.2	405.3	-3.3%	-13.3%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	178	159	155	-10.7%	-2.5%

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Students will continue to be encouraged to seek out and use the supportive resources available, including tutoring, counseling, and financial services.

Future directions, opportunities, and careers for the program:

Medical Assistants work in individual physician practices, clinics, and hospitals. According to the U.S. Bureau of Labor Statistics, medical assisting has a projected growth rate of 29% in California between 2016 and 2026. The predicted growth rate within the Inland Empire is 13.3% between 2018 and 2023. The SOC codes for medical assistants include 319094 Certified Medical Assistant (CMA), Clinical Assistant, and Registered Medical Assistant (RMA), 436013 Medical Secretaries, Administrative Medical Assistants, and Medical Office Technology; and 319094 Medical Transcriptionists and Medical Office Technology.

Additionally, schooling medical assistants may pursue other healthcare careers such as physician assistants, medical coders, medical records, and health information technicians.

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Work Experience (WKX)

Description

Work Experience is designed to coordinate the student's on-the-job training with workplace skills designed to help the student develop successful professional skills. Each student establishes measurable learning objectives appropriate for their job and discipline. Students may earn up to four (4) units each semester, for a maximum of 16 units of work experience total. Sixty hours of volunteer work or 75 hours of paid work during the semester are required for each unit. No more than 20 hours per week, out of the 60- or 75-hour requirement, may be applied toward the work requirement. The course consists of an 18 hour of orientation/professional skills development and 60 hours of volunteer work experience per unit with a maximum of 240 for four units per semester or 75 hours of paid work experience per unit, with a maximum of 300 for four units per semester.

Program projected growth:

Slower than the College (1%)

Strategies for growth:

The growth rate is expected to be slower than the College compared to the Fall 2019 semester, as the average enrollment per section at the census was 50. The number of students actively enrolled in two sections of WKX-200 is approximately 48 in one section and 25 in a second section with an average of 37 students per section, which resulted in a decrease compared to Fall 2019.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Between 2017 and 2018 there was an 11.4% decrease in identified Hispanic/Latinx students and a 5% increase between 2018 to 2019. Regarding identified Black/African American students, there was a 22.3% increase between 2018 to 2019. Between 2018 and 2019 there was a 17.7% increase in the identified female student population. The course has included a variety of ethnic backgrounds, ages, gender, etc.

Future directions, opportunities, and careers for the program:

There is a wide variety of career placement opportunities and advancement as this review is for the General Work Experience and/or Occupational Work Experience subject. The WKX course includes students who desire to pursue a variety of career opportunities, some of which include but are not limited to the following: accounting, administration of justice, architecture, art, automotive body, business, electronics, engineering, fire technology, real-estate, social work, human services, and counseling practices.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	32	32	50	0.0%	56.3%
Number of Sections	2	1	1	-50.0%	0.0%
Average Enrollment per Section at census	16.0	32.0	50.0	100.0%	56.3%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	53.0%	107.0%	107.0%	54.0%	0.0%
FTES	2.81	2.97	4.78	5.7%	60.9%
WSCH	90.0	95.0	153.0	5.6%	61.1%
FTEF	0.4	0.2	0.2	-50.0%	0.0%
FTES/FTEF	7.0	14.9	23.9	111.2%	60.9%
WSCH/FTEF	225.0	475.0	765.0	111.1%	61.1%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	32	32	50	0.0%	56.3%

SCHOOL OF COMMUNICATION, ENGLISH, AND WORLD LANGUAGES

The School of Communication, English and World Languages fosters a learning environment that supports language acquisition, written and oral communication, and the development of literacy skills. Faculty approach teaching using an equity framework and culturally responsive pedagogies. Students can focus on and earn an Associate Degree for Transfer (ADT) in Communication Studies, English, and Spanish within the school.

Departments & Disciplines

Communication, English, & World Languages Department: American Sign Language, Communication Studies, Community Interpretation, English, English as a Second Language, Spanish, Journalism, Library, Reading

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	4710	4919	4707	4%	-4%
Number of Sections	182	187	178	3%	-5%
Average Enrollment per Section at Census	25.87912	26.30481	26.44382	2%	1%

Source: MIS Referential Files

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	84.0%	95.0%	91.0%	13%	-4%
FTES	771.02	738.7	666.02	-4%	-10%
WSCH	24684.23	23648.28	21323.1	-4%	-10%
FTEF	54.77	50.67	45.73	-7%	-10%
FTES/FTEF	14.08	14.58	14.56	4%	0%
WSCH/FTEF	450.7	466.76	466.3	4%	0%

Source: Enrollment Management Dashboard 2.3B

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	3999	3943	3811	-1%	-3%
By Ethnicity					
Black/African American	497	462	388	-7%	-16%
American Indian/Alaskan Native	11	18	16	64%	-11%
Asian	108	111	106	3%	-5%
Filipino	58	69	65	19%	-6%
Hispanic	2795	2791	2598	0%	-7%
Multi-Ethnicity	71	58	52	-18%	-10%
Pacific Islander	20	26	17	30%	-35%
White Non-Hispanic	417	372	345	-11%	-7%
Unknown	22	36	224	64%	522%
By Age					
19 or less	1774	1905	1986	7%	4%
20 to 24	1252	1094	981	-13%	-10%
25 to 29	426	428	376	0%	-12%
30 to 34	207	200	185	-3%	-8%
35 to 39	137	113	109	-18%	-4%
40 to 49	129	129	113	0%	-12%
50+	67	44	61	-34%	39%
Unknown	7	30	0		
By Gender					
Female	2440	2385	2362	-2%	-1%
Male	1524	1508	1408	-1%	-7%
Non-Binary	0	0	2	-	-
Unknown	35	50	39	43%	-22%

COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	68.9%	71.20%	71.90%	2%	1%
By Ethnicity					
Black/African American	60.50%	66.00%	62.30%	6%	-4%
American Indian/Alaskan Native	42.90%	64.00%	50.00%	21%	-14%
Asian	79.20%	82.80%	87.30%	4%	5%
Filipino	78.10%	84.40%	81.90%	6%	-3%
Hispanic	70.20%	71.10%	72.50%	1%	1%
Multi-Ethnicity	65.40%	66.20%	58.70%	1%	-8%
Pacific Islander	66.70%	76.70%	63.60%	10%	-13%
White Non-Hispanic	68.40%	73.60%	77.80%	5%	4%
Unknown	63.00%	74.50%	68.80%	12%	-6%
By Age					
19 or less	67.90%	69.80%	70.80%	2%	1%
20 to 24	68.00%	68.80%	70.70%	1%	2%
25 to 29	70.30%	76.10%	76.10%	6%	0%
30 to 34	72.00%	74.60%	76.10%	3%	2%
35 to 39	80.10%	79.90%	76.30%	0%	-4%
40 to 49	71.60%	78.00%	76.40%	6%	-2%
50+	68.80%	80.80%	73.40%	12%	-7%
Unknown	87.50%	82.90%	-	-5%	-
By Gender					
Female	70.00%	72.70%	74.50%	3%	2%
Male	67.10%	68.40%	67.70%	1%	-1%
Non-Binary	-	-	50.00%	-	-
Unknown	72.50%	80.60%	68.60%	8%	-12%

Source: MIS Referential Files

DEGREES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of degrees	23	28	27	22%	-4%
Number of students receiving a degree	22	24	25	9%	4%
Median time to complete a degree	3.25	2.88	3.75	-11%	30%
Average number of units - degree	92.46	87.6	84.16	-5%	-4%

CERTIFICATES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of certificates	0	0	1	-	-
Number of chancellor approved certificates	0	0	0	-	-
Number of students receiving a certificate	0	0	1	-	-
Number of students receiving a chancellor approved certificate	0	0	0	-	-
Median time to complete a certificate	0	0	3.25	-	-
Median time to complete a chancellor approved certificate	0	0	0		
Average number of units - certificate	0	0	63	-	-
Average number of unites- chancellor approved	0	0	0		

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Communication Studies (COM)

Description

The Communication Studies Discipline at Moreno Valley College is committed to the study of human communication in various contexts by using a variety of methods to analyze, interpret, and perform discourse. Our mission is to provide students with a foundation in communication theory and practice that prepares them with effective communication skills to enhance their academic, personal, and professional lives.

The communication studies curriculum consists of 11 courses. All of the credit courses transfer to CSU and UC. Two Honors courses are offered, COM - 1H: Honors Public Speaking and COM - 9H: Honors Interpersonal Communication. The College offers an associate degree for transfer in Communication Studies.

Program projected growth:

Same as the College (3%)

Strategies for growth:

While the number of sections offered slightly, the number of students enrolled at census is increasing. If able to offer additional sections, we anticipate both numbers would increase at the rate as the College.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

In 2019-20 there were increases in retention and success. Overall retention went up from approximately 90% over the last four years to 96%. Success by age increased for all age groups. Success by ethnicity increased for students identifying as Black/African American from 70% in 2017-18, 76% in 2018-19, and 84% in 2019-20. Success by ethnicity increased for students identifying as Hispanic/Latinx from 78% in 2017-18, to 80% in 2018-19, and 83% in 2019-20. Success by ethnicity fluctuated for students identifying as White from 86% in 2017-18, 79% in 2018-19, and 91% in 2019-20. The COM discipline will continue efforts to close equity gaps by regularly attending professional development opportunities that address best teaching practices. Full-time faculty will continue sharing what they learn with part-time faculty.

Future directions, opportunities, and careers for the program:

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LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	823	841	803	2.2%	-4.5%
Number of Sections	29	30	27	3.4%	-10.0%
Average Enrollment per Section at census	28.4	28.0	29.7	-1.2%	6.1%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	97.0%	95.0%	99.0%	-2.0%	4.0%
FTES	85.7	88.4	83.8	3.2%	-5.3%
WSCH	2742.1	2829.9	2681.2	3.2%	-5.3%
FTEF	5.8	6.0	4.9	3.4%	-17.8%
FTES/FTEF	14.8	14.7	17.0	-0.2%	15.3%
WSCH/FTEF	472.8	471.7	544.3	-0.2%	15.4%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	816	824	792	1.0%	-3.9%

Community Interpretations (CMI)

Description

The Community Interpretation in Spanish (CMI) Program is designed to introduce students to the fields of Spanish-English translation and interpreting. Translation is a written skill, while interpreting deals with the spoken word. The CMI courses provide students with a foundation in the skills of Spanish-English translation and interpretation. Students train intensively in the three modes of interpreting: simultaneous, consecutive, and sight translation. Instruction covers general and literary translation, and skills are applied in medicine, law, and business. The program prepares individuals seeking interpreter certification and improves marketability for bilinguals who use Spanish and English in the workplace.

The program courses include CMI-61 Introduction to Translation, CMI-71 Medical Interpreting, CMI-81 Court Interpreting, and CMI-91 Translating and Interpreting in Business Settings. Upon completing the four-course series, students earn an 18-unit certificate in Community Interpretation in Spanish from Moreno Valley College. These Career Technical Education (CTE) courses improve job skills for employees who use Spanish and English in the workplace and leads to a certificate. Upon completing the required 18 units for the certificate plus the general education/graduation requirements, students may earn an associate of science degree in community interpretation.

Program projected growth:

Same as the College (3%)

Strategies for growth:

There is growth in the field of Spanish-English interpreting overall, and as the populations geographically close to Moreno Valley College grow, so will enrollments and the program. As a growth strategy, the CMI program faculty will review the course scheduling patterns and rotation of courses to identify opportunities to expand. The faculty will examine the current certificate requirements and course offerings to potentially redesign and include pathways for Legal and Medical Interpretation specifically.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Most students enrolling in the CMI courses tend to be heritage speakers or native speakers of Spanish and identify as Hispanic/Latinx; the success rates had been steadily increasing with a drop from 2018 – 2019. Students with strong language skills in Spanish and English are strong candidates for the program. While language learning ability is not bound by race, ethnicity, or gender, the program shows a significant gap in male enrollments.

Future directions, opportunities, and careers for the program:

The US Bureau of Labor Statistics projects a 20% growth rate in translation and interpreting.

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	62	42	23	-32.3%	-45.2%
Number of Sections	3	2	2	-33.3%	0.0%
Average Enrollment per Section at census	20.7	21.0	11.5	1.6%	-45.2%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	67.0%	70.0%	32.0%	3.0%	-38.0%
FTES	12.7	7.5	3.3	-40.8%	-55.5%
WSCH	405.0	239.7	106.5	-40.8%	-55.5%
FTEF	1.2	0.7	0.7	-41.9%	0.0%
FTES/FTEF	10.8	11.0	4.9	1.1%	-55.6%
WSCH/FTEF	347.1	350.7	155.9	1.0%	-55.5%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	45	34	16	-24.4%	-52.9%

English (ENG)

Description

The English discipline's mission is to support and promote student literacies conducive to all students' success and equity. Specifically, the mission is to create an environment that maximizes students' learning potential by honoring students' diverse cultural and linguistic backgrounds and the rich knowledge, skills, and expertise they bring to class.

The English discipline focuses on composition, critical reading, and critical thinking. English courses offer students instruction and practice in composition, revision, and writing in different genres, including research papers. Students also read challenging texts and write about these texts.

English curriculum at MVC consists of 22 classes, 21 of which transfer to UC or CSU. One course, ENG 23: The Bible as Literature, is cross-listed as a Humanities class. The discipline also offers two honors classes, ENG 1AH and ENG 1BH, on a rotation to help students in the Honors Program complete the Honors Certificate. English courses are also scheduled in support of student services programs, including Puente and UMOJA. The College limits student enrollment in English courses: ENG 1B: Critical Thinking and Writing is limited to 35 students; honors courses are limited to 20 students, and all other English courses are limited to 30 students. The College offers an Associate Degree for Transfer (ADT) in English, and English has created an English Pathway for the Guided Pathways framework.

English courses are scheduled throughout the day and week, including weekends, to provide students flexibility in their scheduling. Though morning and afternoon classes traditionally enroll at the highest rates, space limitations require limits to the offerings during the peak times. English courses are scheduled in various modalities, including web-enhanced, hybrid, online and traditional face to face. English courses are also offered as part of Dual Enrollment with MVUSD and VVUSD.

Program projected growth:

Same as the College (3%)

Strategies for growth:

Because the English discipline has eliminated offerings of development courses (e.g., Accelerated English) and co-requisite courses (ENG91), the expectation is that enrollments will be the same as the College for a while. English program growth is directly connected to enrollment since all students have to take English to graduate or transfer. Insofar as it is connected to college enrollments overall, English discipline growth will closely mirror college enrollment growth/declines.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The English discipline has worked to eliminate barriers and equity gaps for the past several years.

The English discipline successes are visible in the increased number of students who complete transfer-level English in their first year from 17.2% in Fall 2014 to 41% in Fall 2018. In Fall 2019, students identified as Hispanic/Latinx succeeded in transfer-level English at a rate of 69.5%, which is comparable to the overall course success rate.

The English discipline acknowledges significant persistent equity gaps when considering the overall success rate of 69.4% (Fall 2019). These equity gaps, in terms of success, include students identified as Black/African American (59.6%), Pacific Islander (64.3%), Multi-Ethnicity (57.1%), and American Indian/Alaskan Native (38.5%). As a group, students identified as male succeeded at a rate of 64.7% (Fall 2019).

Strategies implemented to address equity gaps include: eliminating pre-transfer writing classes; offering communities of practice that focus on culturally responsive and sustaining pedagogies; discontinuing to schedule co-requisite sections (English 91); hiring a full-time, tenure-track English

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	2824	3152	3106	11.6%	-1.5%
Number of Sections	104	120	116	15.4%	-3.3%
Average Enrollment per Section at census	27.2	26.3	26.8	-3.3%	1.9%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	90.0%	101.0%	96.0%	11.0%	-5.0%
FTES	508.7	493.7	460.0	-2.9%	-6.8%
WSCH	16285.9	15805.0	14727.8	-3.0%	-6.8%
FTEF	34.2	33.5	31.2	-2.2%	-6.8%
FTES/FTEF	14.9	14.8	14.8	-0.8%	-0.1%
WSCH/FTEF	476.3	472.5	472.4	-0.8%	0.0%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	2769	2753	2711	-0.6%	-1.5%

instructor for Umoja; and revising English 1A/1AH and 1B/1BH Course Outlines of Record (COR) to better align with current practices in rhetoric and composition. A subcommittee of English faculty and Counseling faculty worked on mapping and drafting a suggested pathway for the English Associate Degree for Transfer (ADT). The subcommittee developed suggested pathways for the ENG ADT with flexible and alternative options and consulted with an MVC Counselor and the Assistant Director of Transfer Recruitment & Evaluation at UCR. Consideration was given to course rotations and course transferability to the UCs and Cal States.

Future directions, opportunities, and careers for the program:

According to the document provided "Transfer-Ready: Top Local Jobs," there are four jobs--related to the discipline of English--that are increasing: secondary school teachers, public relations specialists, writers and authors, interpreters, and translators. For several years, the discipline has discussed offering contextualized courses for first-year writing. The discipline has experimented with courses contextualized for education and social work programs, and is currently supporting collaboration between English and Early Childhood Education (ECE). With the new additions to the CSU Ethnic Studies requirement, the discipline will revisit the English ADT Pathways to add those options in our pathway and update the EDUNAV team as soon as the revision is complete.

TRANSFER ENGLISH					
	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18
Attempted Transfer English in first year	25.1%	29.2%	41.5%	48.3%	65.3%
Successfully Completed Transfer English in first year	17.2%	22.9%	30.8%	31.3%	41.0%

English as a Second Language (ESL)

Description

The English as a Second Language (ESL) Discipline at MVC appreciates students' rich culturally and linguistically diverse backgrounds. It serves the diverse student population by providing credit courses that promote integrated reading, writing, listening, speaking, and study skills needed for academic college success and career enhancement. Additionally, the MVC-ESL Program offers noncredit ESL courses designed to early onboard students to career explorations and pathways. The ESL Program honors students' funds of knowledge and promotes self-reliance, cross-cultural awareness, and critical and independent thinking.

The ESL curriculum consists of Academic College English (ACE) core courses that integrate composition/grammar, reading, writing, oral language, and study skills, leading directly into transfer-level English (English 1A) within three years or fewer. The two highest levels, Advanced Academic College English (ESL-50) and High-Intermediate Academic College English (ESL-49), are CSU transferable courses and are under review for UC transferrable distinction.   Also, supplemental ESL courses with special topics are available on an established rotation. MVC-ESL offers noncredit Career Development College Preparation (CDCP) Certificates in the fields of Education and Information Technology (IT) careers. Such CDCP Certificates were designed to introduce ESL students to careers and pathways.

 The Academic College English (ACE) core courses, supplemental ESL courses with special topics, and noncredit courses are designed to be offered in all formats: online, face-to-face, and hybrid. A student-friendly Guided Self-Placement (GSP) is a short self-rated online survey designed to give students a placement recommendation. This recommendation is provided immediately upon the GSP survey completion. Moreover, counseling services and further guidance from ESL faculty are available to students to facilitate the most appropriate course placement for student academic and professional success.

Program projected growth:

Slower than the College (1%)

Strategies for growth:

According to the past enrollment data, the projected program enrollment growth rate is slower than that of the College, which indicates a 40% reduction in the number of sections offered from Fall 2017 to Fall 2019. This reduced number of course offerings (and hence enrollment rate) has largely been due to the phasing out of old ESL courses and starting the implementation of the newly redesigned ESL courses. Strategies to offer the entire newly redesigned ESL Program with credit and noncredit pathways may increase the projected program enrollment growth to be the same as that of the College.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	192	157	128	-18.2%	-18.5%
Number of Sections	10	6	6	-40.0%	0.0%
Average Enrollment per Section at census	19.2	26.2	21.3	36.3%	-18.5%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	65.0%	90.0%	71.0%	25.0%	-19.0%
FTES	30.7	25.5	19.3	-17.0%	-24.2%
WSCH	982.9	815.0	617.2	-17.1%	-24.3%
FTEF	2.9	1.8	1.8	-38.6%	0.0%
FTES/FTEF	10.5	14.1	10.7	35.2%	-24.3%
WSCH/FTEF	335.1	452.8	342.9	35.1%	-24.3%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	149	118	96	-20.8%	-18.6%

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Analysis of equity successes by race/ethnicity, age, and gender compared to overall course success rate suggests positive outcomes from implementing strategies such as SI leaders/embedded tutors and continuous professional development for ESL faculty. The overall course success rate increased from 75% (Fall 2017) to 82% (Fall 2019). According to the race/ethnicity data, Hispanic/Latinx students, who constitute most of the ESL student population, experienced a 10% increase in success rate from 72% in Fall 2017 to 82% in Fall 2019. Fall 2017 to fall 2019 success data disaggregated by age indicated that while mid-age cohorts experienced a steady respectable success rate, all other age cohorts experienced a significant positive increase. Per data disaggregated by gender, female students had a significant success rate increase from 76% (Fall 2017) to 85% (Fall 2019) and male students, 68% to 76%. Both gender groups displayed an increase in success rate. However, the 9% gap between the female and male student success rate may suggest that male students have added job pressures that preclude participating in face-to-face SI sessions or Writing Reading Center/tutorial services.
 Strategies to remove such barriers include promoting online tutorial services, online SI sessions, and online office hours.

Future directions, opportunities, and careers for the program:

Although the ESL program does not directly translate into a job category, the language and communication skills and the career explorations introduced in the ESL program provide entry pathways to becoming Teacher Assistants and/or cybersecurity/IT specialists.

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Library

Description

Library Science is an academic discipline related to the development of skills to use technology to locate relevant information, judge the reliability of sources, and evaluate the evidence in those sources as they construct arguments, make decisions, and solve problems. The Library Science curriculum consists of a transferable course in Information Competency and Technology Literacy.

Program projected growth: Same as the College (3%)

Strategies for Growth:
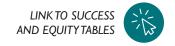
Historically, enrollment growth has been below the college average for fall 2017, fall 2018, and fall 2019. Strategies for growth include integrating the LIB 1 course into the trailheads for the Guided Pathways programs of study. The Library discipline will also continue promoting approaches through various social media platforms and the college website.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The overall equity success rate has decreased 49% from fall 2017 to fall 2019 by race/ethnicity. The success rate for Hispanic/Latinx students dropped 40% from fall 2018 to fall 2019. The data for other equity groups is not available due to the small number of students from those groups registering for LIB 1 courses. The Library discipline faculty will partner with Academic Support Services, the Student Equity Committee, and Student Services to identify intervention strategies for increasing Hispanic/Latinx students' success rate in library courses.

Future directions, opportunities, and careers for the program:

Although the Library instructional program does not directly tie into a specific career or certificate, or degree program, the information competency and technology literacy course provides students with the knowledge, skills, and abilities to succeed in their programs of study at Moreno Valley College.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	24	29	22	20.8%	-24.1%
Number of Sections	1	1	1	0.0%	0.0%
Average Enrollment per Section at census	24.0	29.0	22.0	20.8%	-24.1%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	83.0%	100.0%	87.0%	17.0%	-13.0%
FTES	0.8	0.9	0.8	20.5%	-13.8%
WSCH	25.0	30.0	26.0	20.0%	-13.3%
FTEF	0.1	0.1	0.1	0.0%	0.0%
FTES/FTEF	11.7	14.1	12.1	20.5%	-13.8%
WSCH/FTEF	374.8	449.8	389.8	20.0%	-13.3%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	24	29	22	20.8%	-24.1%

Spanish (SPA)

Description

The Spanish discipline offers courses that encompass both language proficiency and cultural understanding so that students may become active participants in a global society. Also, the Spanish discipline addresses the needs of native heritage speakers. The Spanish curriculum consists of nine courses. All of the courses transfer to UC and CSU. The College offers one honors course in this discipline: SPA-2H: Honors Spanish 2. The College offers an associate degree for transfer in Spanish.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Historically, enrollment growth has exceeded the college average for fall 2017, fall, 2018, and fall 2019. Strategies for growth include ensuring courses are equally offered throughout the day, including morning, afternoon, and evening to support students' equal access to Spanish courses. The Spanish discipline will also continue promoting courses through various social media platforms.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The overall equity success rate has increased 10.8% from fall 2017 to fall 2019 by race/ethnicity. However, there is a 3.7% decrease in success rate for Black/African American from fall 2018 to fall 2019. The Spanish discipline faculty will partner with Academic Support Services, the Student Equity Committee, and Student Services to identify intervention strategies for increasing Black/African American success rates in all Spanish courses.

Future directions, opportunities, and careers for the program:

The Spanish discipline continues to promote the Associate Degree for Transfer (ADT) so that students can continue their educational goal at a four-year college and explore professions in various fields such as teaching, language interpreting, translating, and tutoring. Other fields would also include tourism, journalism, medical, law enforcement, writing, marketing, and technology.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	384	432	428	12.5%	-0.9%
Number of Sections	16	15	15	-6.3%	0.0%
Average Enrollment per Section at census	24.0	28.8	28.5	20.0%	-0.9%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	73.0%	94.0%	88.0%	21.0%	-6.0%
FTES	78.1	96.1	86.8	23.0%	-9.6%
WSCH	2499.0	2754.8	2778.4	10.2%	0.9%
FTEF	13.1	15.6	15.1	18.8%	-3.1%
FTES/FTEF	6.0	5.5	5.8	-7.2%	4.2%
WSCH/FTEF	420.0	498.7	483.2	18.7%	-3.1%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	383	429	427	12.0%	-0.5%

Journalism (JOU)

Description

Journalism is an academic study related to the collection, reporting, and editing of news. The Journalism curriculum at MVC consists of five three-unit courses currently under review for transfer to the CSU or UC systems. The five courses that are currently offered are all scheduled during the day at peak class times.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Over the next five years, the Journalism faculty expect a growth rate in the discipline of 4% or greater than the College due to the anticipated development of a transfer degree in Journalism (which is currently in process) as well as the continued growth and expansion of the school's online publication, The Moreno Valley College Herald. The Pew Research Center also reported that currently, 37% (roughly four-in-ten US adults) get their news online via a news website or social media. As a college, expanding our academic offerings in this discipline aligns with the growing market in this field and the anticipated need for trained professional content providers.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

In Fall 2018 and 2019, there were no significant equity gaps in the program by race/ethnicity, age, and gender. However, it is important to note that in Fall 2018, the College's stretch goal and institutional set-standard for successful course completion were not met: overall course completion was 66.7% and 61.5% for Hispanic/Latinx students, as well as 63.6% for women and 70% for men. Both indicators were exceeded the following year in 2019 in all categories, with overall course completion at 85.7%, 89.5% for Hispanic/Latinx students, 86.7% for women, and 83.3% for men. The more important observation revealed by the data was that in the major categories of race/ethnicity and age, there was not a significant enough number of students in the program to be included in the data presented. This observation suggests that in the coming years, the Journalism program's focus should be placed on the recruitment and retention of students in the discipline.

Future directions, opportunities, and careers for the program:

As indicated by O*Net and other sources, journalism's future opportunities will largely exist in multimedia and web-based journalism. According to O*Net, "Reporters, correspondents, and broadcast news analysts are expected to face strong competition for jobs. Those with experience in the field—experience often gained through internships or working for school newspapers, television stations, or radio stations—should have the best job prospects. Multimedia journalism experience, including recording and editing video or audio pieces, should also improve job prospects. Because stations and media outlets are increasingly publishing content on multiple media platforms, particularly the web, employers may prefer applicants who have experience in website design and coding. "

It is also important to note that industry indicators suggest a decline in traditional print and broadcast news organizations' positions. However, as more US adults continue to choose online news websites and social media sites as their preferred source for the news, more employment opportunities will become available in this sector.

SOC code: 27-3022.00- Reporters and Correspondent

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	43	21	28	-51.2%	33.3%
Number of Sections	3	3	3	0.0%	0.0%
Average Enrollment per Section at census	14.3	7.0	9.3	-51.2%	33.3%

PRODUCTIVITY					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	23.0%	11.0%	16.0%	-12.0%	5.0%
FTES	5	3	3	-43.5%	-6.6%
WSCH	154	87	81	-43.5%	-6.6%
FTEF	1	1	1	0.0%	0.0%
FTES/FTEF	9	5	5	-43.5%	-6.6%
WSCH/FTEF	293	165	155	-43.5%	-6.6%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	34	18	26	-47.1%	44.4%

SCHOOL OF HUMANITIES, EDUCATION, SOCIAL SCIENCES, AND BEHAVIORAL SCIENCES

The School of Humanities, Education, Social Sciences, and Behavioral Sciences offers students an opportunity to study the histories, politics, geographies, belief systems, economics, and cultures of communities and the complex social issues affecting them. Students engage material to gain the knowledge needed to offer solutions and confront social and behavioral situations. Students can focus on and earn an Associate Degree for Transfer (ADT) in Anthropology, Early Childhood Education, History, Philosophy, Political Science, Psychology, and Sociology.

Departments & Disciplines

Department of Humanities, Education, Social Sciences, and Behavioral Sciences: Anthropology, Early Childhood Education, Economics, Geography, Guidance, History, Humanities, Philosophy, Political Science, Psychology, Sociology

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	6756	7398	7871	10%	6%
Number of Sections	186	206	207	11%	0%
Average Enrollment per Section at Census	36.32258	35.91262	38.02415	-1%	6%

Source: MIS Referential Files

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	0.87	0.85	0.87	-2%	2%
FTES	654	723.18	77.29	11%	-89%
WSCH	20933.1	23151.53	24884.23	11%	7%
FTEF	34.47	38.2	39.76	11%	4%
FTES/FTEF	18.97	18.93	19.55	0%	3%
WSCH/FTEF	607.34	606.06	625.88	0%	3%

Source: Enrollment Management Dashboard 2.3B

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	4859	5170	5404	6%	5%
By Ethnicity					
Black/African American	633	646	590	2%	-9%
American Indian/Alaskan Native	19	21	17	11%	-19%
Asian	127	154	161	21%	5%
Filipino	88	85	92	-3%	8%
Hispanic	3284	3554	3647	8%	3%
Multi-Ethnicity	91	85	65	-7%	-24%
Pacific Islander	25	22	32	-12%	45%
White Non-Hispanic	558	564	512	1%	-9%
Unknown	34	39	288	15%	638%
By Age					
19 or less	1855	2006	2360	8%	18%
20 to 24	1708	1726	1700	1%	-2%
25 to 29	594	678	597	14%	-12%
30 to 34	287	293	306	2%	4%
35 to 39	158	169	190	7%	12%
40 to 49	141	189	163	34%	-14%
50+	94	83	88	-12%	6%
Unknown	22	26	0		
By Gender					
Female	3078	3272	3439	6%	5%
Male	1722	1845	1919	7%	4%
Non-Binary	0	0	1	-	-
Unknown	59	53	45	-10%	-15%

COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	67.60%	66.50%	67.00%	-1%	1%
By Ethnicity					
Black/African American	60.00%	59.10%	59.50%	-1%	0%
American Indian/Alaskan Native	54.20%	42.90%	59.10%	-11%	16%
Asian	79.70%	82.40%	85.00%	3%	3%
Filipino	72.10%	76.20%	77.30%	4%	1%
Hispanic	67.60%	65.80%	66.70%	-2%	1%
Multi-Ethnicity	69.90%	65.30%	73.00%	-5%	8%
Pacific Islander	74.20%	68.40%	59.10%	-6%	-9%
White Non-Hispanic	72.90%	74.20%	75.50%	1%	1%
Unknown	70.00%	75.00%	60.80%	5%	-14%
By Age					
19 or less	69.30%	66.40%	64.10%	-3%	-2%
20 to 24	64.50%	63.80%	67.70%	-1%	4%
25 to 29	65.80%	67.20%	67.70%	1%	1%
30 to 34	71.10%	72.70%	72.40%	2%	0%
35 to 39	69.60%	67.90%	74.20%	-2%	6%
40 to 49	73.00%	73.20%	74.60%	0%	1%
50+	75.50%	73.30%	82.20%	-2%	9%
Unknown	95.70%	79.40%	-	-16%	-
By Gender					
Female	66.90%	65.60%	68.70%	-1%	3%
Male	68.40%	77.50%	63.70%	9%	-14%
Non-Binary	-	-	100.00%	-	-
Unknown	78.90%	66.50%	70.80%	-12%	4%

Source: MIS Referential Files

DEGREES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of degrees	581	1075	1146	85%	7%
Number of students receiving a degree	273	437	491	60%	12%
Median time to complete a degree	3.5	4.25	4	21%	-6%
Average number of units - degree	89.01	92.34	89.32	4%	-3%

CERTIFICATES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of certificates	40	58	47	45%	-19%
Number of chancellor approved certificates	8	12	13	50%	8%
Number of students receiving a certificate	30	34	26	13%	-24%
Number of students receiving a chancellor approved certificate	3	6	0	100%	-100%
Median time to complete a certificate	4.5	3.38	2	-25%	-41%
Median time to complete a chancellor approved certificate	6	6	0	0%	-100%
Average number of units - certificate	77.03	79.19	68.54	3%	-13%
Average number of unites- chancellor approved	77.33	79.67	0	3%	-100%

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Geography (GEG)

Description

Geography is the study of the earth, including the distribution and interconnectedness of natural and cultural systems and how places are particular expressions of nature and culture.

The geography curriculum consists of six (3-unit) courses, one (1-unit) laboratory course, and one (1-unit) field studies course. GEG 1H: Honors Physical Geography is a (3-unit) honors course. All courses transfer to the CSU system. Except for the field studies course, all courses transfer to the UC system.

Fourteen sections were offered in Fall 2020, nearly doubling the number of the sections seven years ago. The vast majority of sections offered are GEG-1 and GEG-1L, but an elective course is also offered each semester. GEG-1, 1H, 1L, 2, 3, and 4 may be taught in the face-to-face or online format. GEG-7, 8, and 30-A are only offered in a face-to-face format.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Data indicates enrollment in Geography courses has increased. In completing the Instructional Program Review Comprehensive Report in 10/2020, enrollments have increased consistently over the last five years. Additionally, the number of sections offered grew by six from eight in Fall 2013 to fourteen in Fall 2020.
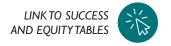
Identified equity success and gaps that exist for the program and strategies to close the gaps:

From Fall 17 to Fall 19, data indicates success rates are up for all ethnic groups in Geography courses. From Fall 17 to Fall 19, data indicates success rates are up overall for all age groups, except for 20-24, which dipped slightly. It is too early to tell if this is a trend. From Fall 17 to Fall 19, data indicates success rates are up for females but dipped slightly for males. It is too early to tell if this is a trend. The discipline will continue to encourage students to use SIs, attend office hours, utilize on-campus tutoring and online NetTutor, and instructors will continue to reach out to students using Early Alert and messaging within the Canvas LMS.

Future directions, opportunities, and careers for the program:

A degree in Geography can offer various job opportunities, from Geospatial Information Scientist to City Planner to Middle School Teacher; there is the projected growth in all of these fields. The discipline is varied and unique in that degrees can be either BS or BA, depending on the field of study within Geography. The study of Geography has numerous emphasis options, including Geospatial Technologies, Human and Cultural Geography, Geomorphology, Climatology, and Biogeography.

According to the Center for Excellence-Inland Empire webpage, there is growth in the following areas that a degree in Geography may be beneficial: Geography Information Systems (GIS) projects increased demand for both primary and secondary GIS occupations. "Employment for the wildlife and fisheries occupational group is expected to increase by 8%." From the same source, "Employment for the parks and outdoor recreation occupational group is expected to increase by 7% and have 899 annual job openings.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	408	493	517	20.8%	4.9%
Number of Sections	12	14	14	16.7%	0.0%
Average Enrollment per Section at census	34.0	35.2	36.9	3.6%	4.9%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	83.0%	86.0%	93.0%	3.0%	7.0%
FTES	42.2	50.2	52.4	18.9%	4.5%
WSCH	1349.6	1605.0	1679.0	18.9%	4.6%
FTEF	2.4	2.8	2.8	16.7%	0.0%
FTES/FTEF	17.6	17.9	18.7	1.9%	4.6%
WSCH/FTEF	562.3	573.2	599.6	1.9%	4.6%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	354	406	424	14.7%	4.4%

According to projections for the HESBS, growth rates are projected for
Secondary School Teachers (6.2%), Managers (7.1%), and Pre School Teachers
or Special Ed (8.8%).

According to O*net, there is a projected:
- 11% growth rate for Cartographers and Photogrammetrists (17-1021.00) in California.
- 7-10% growth rate for Geospatial Information Scientists and Technologists (15-1199.04) in California.
- 7-10% growth rate for Geographic Information Systems Technicians (15-1199.05) in California.
- 4-6% growth rate for Geography Teachers, Postsecondary (25-1064.00) in California.
- 3% growth rate for Geographers (19-3092.00) in California.
- 7-10% growth rate for City and Regional Planning Aides (19-4061.01) in California.

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History (HIS)

Description

The study of history is the endeavor to understand the present by becoming knowledgeable about the past. The History program challenges students to interpret, analyze and debate primary historical sources critically, consider diverse perspectives on major events and people of the past and their social, cultural, and political effects, and engage interdisciplinary approaches to understand society and their place in it better.

The history program offers survey and specialized courses geared toward supporting students as they complete their course of study.

Program projected growth:

Same as the College (3%)

Strategies for growth:

The History Department will grow faster than the College because courses will be cross-listed with the new Ethnic Studies pathway to feed into the new, mandated CSU Ethnic Studies Requirement for graduation. Furthermore, within the next five years, an Ethnic Studies requirement in K-12 will occur. The history programs will be in a strong place to assess current history courses that satisfy those requirements for the CSU and K-12 and expand the number of those courses that articulate to the CSU system and will satisfy a high school requirement. New full-time faculty with extensive backgrounds in History, Chicana/o/x Studies, Women & Gender Studies, and experience teaching an array of courses in all these areas helps position the program to expand what is offered. Projections for offering these types of courses and enrollment will support another full-time faculty position in history. Strategies: Review courses and curriculum requirements to expand cross-listed Ethnic Studies course. Increase participation in learning communities with History/Ethnic Studies requirement courses as part of students' education plans. Conduct short answer qualitative surveys to assess what students want, like, and do not like from history courses. Strategically market and advertise

History/Ethnic Studies courses for Summer and Winter sessions when students are more inclined to complete these requirements at a community college versus taking these courses during the Fall/Spring academic year.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Race/Ethnicity: From Fa18 to Fa19 saw a decline in success rate across the board except for the Filipino group. Notably, there was a -5.2% reduction in success rate from Fall 2018 to Fall 2019 for Asian students and a -5.1% decrease in White/Latinx students' success rate.

Age: From Fall 2018 to Fall 2019 saw a decline in success rate across the board except in the 40-49 age category. The most significant drop was in the 35-39 age range with a -19.5% decrease, despite a 5.4% increase from Fall 2018 to Fall 2019.

Gender: From Fall 2018 to Fall 2019 saw a decline in the success rate of both genders. The larger gap is among men, with a -4.2% decrease in success rate.

Future directions, opportunities, and careers for the program:

Some of the most common career options with History preparation/a degree in history include archivist, diplomatic corps, historian, journalist, lawyer, librarian, museum curator, park historian, professor, teacher, and writer.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	940	1201	1283	27.8%	6.8%
Number of Sections	23	28	31	21.7%	10.7%
Average Enrollment per Section at census	40.9	42.9	41.4	5.0%	-3.5%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	88.0%	93.0%	99.0%	5.0%	6.0%
FTES	98.1	119.2	123.7	21.4%	3.8%
WSCH	3139.4	3815.0	3958.8	21.5%	3.8%
FTEF	4.7	5.6	5.7	20.0%	2.2%
FTES/FTEF	21.1	21.4	21.7	1.3%	1.5%
WSCH/FTEF	675.1	684.3	694.5	1.4%	1.5%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	897	1158	1245	29.1%	7.5%

Humanities (HUM)

Description

The Humanities program uses interdisciplinary studies to examine the ways people and cultures have developed cultural, moral, and artistic creations in response to their world. It analyzes cultural and artistic productions in their original contexts. The humanities curriculum consists of nine (3-unit) courses, all of which transfer to both CSU and UC systems. Three of the humanities courses are also designated Honors courses: HUM-4H: Honors Arts and Ideas: Ancient to Medieval World; HUM-5H: Honors Arts and Ideas: Renaissance through the Modern Eras HUM-10H: Honors World Religions. Seven sections were offered during Fall 2020, all online.

Program projected growth:

Same as the College (3%)

Strategies for growth:

As the core humanities course, Humanities 10, drives enrollment in the discipline. Historically Humanities 4 and 5 have had healthy enrollments but have fallen off over the last two years. Most notably, Humanities 5 in the spring. Enrollments have been driven to online formats only. This shift has led to a severe drop in Fall Humanities 4 enrollment. Optimism is high that Humanities can rebuild to earlier enrollment levels in two to three years at a pace equal to the College.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

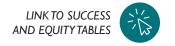Enrollments from 2017 to 2019 have increased by 13% in the Humanities, and the overall success rates over the last three years have held steady at or 57 to 58%. When isolated for gender, men seem to complete successfully at a modestly higher rate than women, at or around 60% compared to women's success rate at 57%. When race or ethnicity is considered, Asian and white students complete the most, with Asian students leading at 87 and 100 % and white students averaging about 63% during the last three years. Hispanic/Latinx students complete at an average rate of 55%, while Black/African American students average around 49.5%. The age group of the 18-to-24-year-old complete at a rate about even with the discipline overall at 57%, while the 40- to 49-year-old group complete in the 70% range. Fall 2019 presents an anomaly in which enrollments, completion rates, and success rates all fell dramatically.

The data shows older, returning students, Asian students, and white students complete and succeed at the highest rates, with African American students 5% behind the overall discipline average and Hispanic/Latinx students only 1 or 2% behind. Asian students are at the high end with a 90% average completion rate and white students 5 to 6% higher than average.

The use of supplemental instruction by utilizing tutors, creating more referrals to the WRC, and a redesign of course elements will improve outcomes. Actively engage student learning by forming groups or pods to build community in the course and anchor those students who tend to drop out. Use of course material more relevant to student experience in Humanities 4 and 5 will improve student engagement. Focus on the Afro-Asiatic roots of classical Greece and the importance of Spain and Salamanca in the confluence of Jewish, Muslim, and Christian culture in medieval Spain will aid in bridging course gaps of Humanities 4. In Humanities 5, Renaissance to the modern period, a greater emphasis will be placed on the European colonization of the Americas and Africa, and an emphasis on "subaltern" artistic and cultural expression from the pre-and post-conquest lands. Using this two-pronged approach will

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	281	298	337	6.0%	13.1%
Number of Sections	9	9	10	0.0%	11.1%
Average Enrollment per Section at census	31.2	33.1	33.7	6.0%	1.8%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	69.0%	72.0%	84.0%	3.0%	12.0%
FTES	28.4	30.0	34.5	5.7%	14.9%
WSCH	907.7	959.8	1103.4	5.7%	15.0%
FTEF	1.6	1.6	1.8	0.0%	12.5%
FTES/FTEF	17.7	18.7	19.1	5.7%	2.1%
WSCH/FTEF	567.3	599.9	613.0	5.7%	2.2%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	281	297	336	5.7%	13.1%

improve retention strategies based on teaching technique as well as on course content that is more relevant to students' "lived experienced."

Future directions, opportunities, and careers for the program:

 The Humanities program is geared for transfer to four-year institutions, such as the CSU and UC systems, and no specific jobs line up with an AA in Humanities. A Humanities degree trains the student to read critically, analyze complex arguments, and think and write clearly and logically. A Humanities degree prepares students for careers in journalism, advertising, politics, and business in general, wherever thinking and writing skills are needed.

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Philosophy (PHI)

Description

Philosophy is the study of the fundamental nature of reality, knowledge, and values through a critical analysis of fundamental assumptions or beliefs. The philosophy curriculum at MVC consists of seven (3-unit) lecture courses, all of which transfer to both CSU and UC systems. One of the courses is an Honors course: PHI-10H, Honors Introduction to Philosophy. The College offers an associate degree for transfer in philosophy. The program offers 8 - 10 sections of coursework in philosophy in a typical semester, with 1 - 2 intersession offerings.

Program projected growth:

Same as the College (3%)

Strategies for growth:

Enrollment in philosophy courses increased from Fall 2018 to Fall 2019, and while this may be something of an aberratio, enrollment in these courses will keep pace with overall college growth.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Black/African American and Hispanic/Latinx students under-perform other groups in most philosophy offerings, with Black/African American students often coming in below the institutional set standard. Philosophy's specific demographic data hews closely to the college-wide data and shows a mild improvement in these disproportionately affected groups over the past three years. Though some work has already been done along these lines, specific topics and readings in many philosophy courses could be better tailored to students' culturally-influenced interests and experiences in disproportionately affected groups, increasing performance. Faculty should emphasize to students the availability of campus support programs of particular interest to students of a particular ethnic demographic, e.g., Puente or Umoja. This may facilitate higher rates of completion of philosophy courses for these groups. There are no noteworthy equity gaps by gender or age for philosophy.

Future directions, opportunities, and careers for the program:

Philosophy remains the best preparation for a law career and an excellent supplemental area of study to acquire a well-accomplished education.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	245	230	298	-6.1%	29.6%
Number of Sections	9	8	9	-11.1%	12.5%
Average Enrollment per Section at census	27.2	28.8	33.1	5.6%	15.2%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	66.0%	66.0%	68.0%	0.0%	2.0%
FTES	25.9	24.4	31.6	-5.6%	29.5%
WSCH	828.2	782.0	1012.6	-5.6%	29.5%
FTEF	1.8	1.6	1.8	-11.1%	12.5%
FTES/FTEF	14.4	15.3	17.6	6.3%	15.1%
WSCH/FTEF	460.1	488.8	562.6	6.2%	15.1%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	242	227	296	-6.2%	30.4%

Political Science (POL)

Description

Political Science, a social science, is the study of the processes, principles, and structures of government and political institutions; and the analysis of issues that governments face in developing policies in the current domestic and global context. The Political Science curriculum consists of 11 (3-unit) courses. All courses transfer to CSU and eight of the 11 political sciences courses transfer to the UC system. Three of the nine courses are honors courses, POL - 1H: Honors American Politics, POL - 2H: Honors Comparative Politics, and POL - 4H: Honors Introduction to World Politics. The College offers an associate degree for transfer in political science. Eleven sections of Pol 1: American Government were offered in the Spring 2020 semester throughout the week including in the mornings, afternoons, and evenings. One Pol 4: World Politics was also offered during this semester to make certain that students can matriculate through the Associates Degree for Transfer (ADT) in Political Science.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

The data supplied show increases in enrollment from 2017 to 2018 of 4.9% and from 2018 to 2019 of 11.5%. Its growth in terms of unduplicated headcount was 4.9% and 10.9%, respectively. The Political Science program has developed three stable part-time instructors alongside the one full-time personnel. The strategic plan is to hire another full-time position as soon as possible with complementary strengths to attract more students to the program.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The Political Science program has been making steady progress in improving the overall success rate for all students taking these courses - 7.4% for 2017 - 2018 and another 2.6% for 2018 - 2019.

There has been steady progress, with African American students experiencing growth in success rates of 8.9% (61% total) for 2017 -2018 and 4.4% (63.6% total) for 2018 - 2019. Hispanic/Latinx students, too, have continued to make progress experiencing growth in success rates of 7.6% (61% total) for 2017 - 2018 and 3.0% (64% total) for 2018 - 2019.

Nevertheless, overall success rates for White/Latinx and Asian students continue to be higher, with the former experiencing 66.7% and 72.2% in 2017 -2018 and 2018 - 2019, respectively. The latter with 70% and 78.6%, respectively.

While equity gaps in course success may be explained in part by exogenous factors such as whether parents attended College, varying academic preparation, socioeconomic level, and stability, our responsibility as a teaching faculty is to help students achieve their goals despite the variations in these factors. One strategy that has been employed in this effort is to assign materials that reflect familiar life-conditions students face or that allow them to see themselves when encountering historical figures and processes. For example, using "The 1619 Project" to examine African Americans' role in developing the United States as a powerful and wealthy democracy provides African Americans and other ethnic minorities a more relatable view of American history and politics than more traditional teaching materials. The Political Science program encourages innovative pedagogy to narrow the equity gaps in terms of ethnicity that persist.

ENROLLMENT					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	472	495	552	4.9%	11.5%
Number of Sections	10	11	11	10.0%	0.0%
Average Enrollment per Section at census	47.2	45.0	50.2	-4.7%	11.5%

PRODUCTIVITY					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	87.0%	90.0%	105.0%	3.0%	15.0%
FTES	47.2	48.4	52.3	2.5%	8.1%
WSCH	1512.8	1550.1	1675.7	2.5%	8.1%
FTEF	2.0	2.2	2.2	10.0%	0.0%
FTES/FTEF	23.6	22.0	23.8	-6.6%	8.1%
WSCH/FTEF	756.4	704.6	761.7	-6.8%	8.1%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	471	494	548	4.9%	10.9%

Future directions, opportunities, and careers for the program:

Students that have studied Political Science have been especially likely to transfer to four-year institutions to complete a BA or BS degree. In terms of career paths associated with the Political Science discipline, the areas of Administration of Justice, Law, Journalism, and all levels of teaching are most common. Of course, there are many transferable skills associated with the social sciences, such as numeracy, literacy, and critical thinking, that are excellent employment preparation, including management jobs.

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Psychology (PSY)

Description

Psychology is the scientific study of mental processes and behavior. This field looks to understand people's emotions, behavior, and thoughts. In turn, MVC's psychology discipline looks to provide students with academic and applied tools to skillfully examine the nature of human behavior from a biopsychosocial perspective, such as biological, psychological, and social factors.

The psychology discipline curriculum consists of eight (3-unit) courses and one (4-unit) lower division, university transferable courses for four-year degree preparation, to fulfill general education requirements, and to the degree requirements of the Associate in Arts in Psychology for Transfer degree (ADT-Psychology).

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Psychology had the highest A.A.-T degree completion number in 2019-2020, with 51 students that completed this degree. This number was more than twice the number of students that earned an A.A.-T degree the previous academic year (24 students in 2018-2019). Psychology is not only among the highest A.A.-T generating programs at MVC but the courses we offer also are included in the degree paths for many other academic programs.

Among factors that have helped increase the number of students that received an A.A.-T in psychology last year was increasing the number of PSY 50 sections offered in Fall and Spring from 2 to 3. A part-time instructor to teach a section of PSY 50 in the evenings to accommodate students that work full-time and cannot attend daytime classes on campus was hired. MVC was the only College in the district in 2019-2020 that offered an evening section of PSY 50 and helped students from all three colleges that could not register for daytime classes.

Receiving priority access to a computer lab with a proper layout and up-to-date computers and software allowed the program to schedule PSY 48 and PSY 50 sections at times that were most effective for students. This priority access also helped instructors work more closely with students and develop the necessary skills to prepare for transfer.

The program also continued working closely with student services, such as Supplemental Instruction, Tutoring, DSS, and Counseling, to better support students and advise the Psychology Club while enhancing their college experience.

These measures assisted with meeting the institutional goal of increasing the number of A.A.-T. degrees granted by 2% and will continue to reach students' educational goals promptly. It is planned to continue offering sections of PSY 50 in the evenings and even possibly in hybrid and/or online formats. This will accommodate students that cannot register for classes scheduled during daytime hours or are offered in traditional lecture format due to work or family obligations and increase the number of degrees by 2%.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

For the 2019-2020 Academic Year (AY), overall success rates in psychology classes were highest among students who identify as Asian (90.1%). The second highest was White (85.3%), then Hispanic/Latinx (76.7%), Two or More (71.7%), Black/African American (71.3%), Unknown (68.9%), and to lowest among Native Hawaiian or Other Pacific Islander (63.2%). It is worth pointing out that for the Black/African American ethnic group, the lower success rates appear to be a college-wide issue, and measures to address this gap should be taken at a larger scale.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	1294	1321	1385	2.1%	4.8%
Number of Sections	32	31	33	-3.1%	6.5%
Average Enrollment per Section at census	40.4	42.6	42.0	5.4%	-1.5%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	96.0%	92.0%	93.0%	-4.0%	1.0%
FTES	136.4	136.2	147.2	-0.2%	8.0%
WSCH	4367.2	4360.2	4711.3	-0.2%	8.1%
FTEF	6.5	6.3	6.9	-3.4%	9.8%
FTES/FTEF	20.9	21.6	21.3	3.4%	-1.6%
WSCH/FTEF	668.5	691.2	680.3	3.4%	-1.6%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	1222	1230	1283	0.7%	4.3%

The psychology discipline has achieved a steady increase in success rates by ethnicity in the last three years, specifically between 2017-2018 AY and 2019-2020 AY (American Indian or Alaska Native group from 80% to 100%; White group from 76.4% to 85.3%; Asian group from 83.4% to 90.1%; Black/African American group from 64.2% to 71.3%; Hispanic/Latinx group from 66.3% to 76.7%; Native Hawaiian or other Pacific Islander group from 57.1% to 63.2; and Unknown group from 50% to 68.9%.

The psychology discipline has achieved a steady increase in success rates by gender in the past few Academic Years (AYs). More specifically, for students who identify as males, the success rates had increased from 66.4% in 2017-2018 AY to 76.2% in 2019-2020 AY. For students who identify as females, the success rates had increased from 68.8% in 2017-2018 AY to 77.6% in 2019-2020 AY.

There were major improvements of all age groups in the recent academic years.

The most substantial change was a change from 55% in AY 2018 to 83% in AY 2019 for the 50+ age group. This could be driven by a small, successful cohort. The other age brackets increased, from 2018 AY to 2019 AY as follows: under-19: 66% to 75%; 20-24: 66% to 77%; 25-29: 69% to 80%; 30-34: 78% to 84%; 35-39: 73% to 86%; 40-49: 75% to 82%.

Psychology faculty will continue to participate in the Early Alert process and submit EOPS Progress Reports to identify and notify the students who need assistance. We will encourage and recommend that students use office-hours and seek tutoring and counseling services available at MVC. We will continue assessment efforts to identify specific areas students are struggling with and make the necessary changes in courses to enhance student learning among all ethnic groups. We will also continue to collaborate with Tutoring services and other support programs to increase student success. This includes referring students to the Writing and Reading Center (WRC) to receive aid with writing assignments, coordinate efforts with the part-time psychology faculty to increase the number of students who use these services. The department will also continue to participate in the SI program and expand sections affiliated with the program. We will continue to work with the Student Equity Committee to identify areas of improvement, develop culturally inclusive course materials, attend professional development conferences and/or workshops, and revise instruction methods.

Future directions, opportunities, and careers for the program:

A psychology degree can be used and integrated with any field or area. Job opportunities with a psychology degree are endless, as psychology is a major part of human health care practices and research. Jobs will always be available as there is always a demand for some type of psychological services or psychological-related practices (e.g., in school settings, community health clinics/programs, mental health clinics/programs, substance abuse inpatient and outpatient clinics/programs, human services areas, and research).

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Early Childhood Education

Description

The early childhood education curriculum consists of eighteen courses, sixteen at (3-units) and two at (4-units). The Lab School is the training placement for students taking the EAR 30 – Practicum course (4-units). The curriculum focuses on the theories and practices related to researching and understanding children's growth and development from birth to age eight. Students must take this course to complete the Early Childhood Education certificate and ADT. The ECE Lab School offers students the opportunity to see children and teachers, participate in hands-on curriculum planning, and learn strategies to observe and document students' progress to guide instruction effectively. The ECE Lab School serves a total of 86 children in four high-quality ECE classrooms.

ECE provides stackable certificates and degrees to provide students with multiple entries and exit points that mirror the current California Child Development Permit matrix, which is the current standard for state and local private funded facilities to hire preschool teachers. Assistant Teacher certificate - students can get hired as aids or assistants in private childcare programs; Associate Teacher certificate - students can get hired as teachers in most private childcare programs; AS in ECE - students can get hired in state-funded agencies as a teaching aid; AS in ECIA - students can get hired as paraprofessionals in special education with local USD, or in some cases work in early intervention programs through the Regional Center system. Students earning AS or ADT degrees transfer to CSU, and two of those courses are part of the General Education Program: EAR 20 and EAR 42, which transfer to UC.

The advisory committee for early childhood education is a district-wide committee that meets twice a year to discuss best practices, trends, policy, and current legislative bills that could impact ECE.

Program projected growth:

Same as the College (3%)

Strategies for growth:

Over the past five years, enrollments in the Early Childhood Education (ECE) program at Moreno Valley College has increased from 546 students in 2015 to 1214 at the end of the 2019/2020 academic year. The discipline experienced its highest increase in 2018 with 1499 students.

The ECE faculty believes this is due in part to the increased number of courses and sections offered during the semester. ECE course offerings peaked in Fall 2018, with sixteen courses offered online or in a traditional format. Course sections were available in the mornings, afternoons, and evenings. ECE faculty used various learning modalities (lecture, group-based activities, presentations, observations, games, technology, etc.) to keep students interested and engaged. Additionally, students were provided with the necessary support to be successful, i.e., campus resources/services, tutoring, and free access to desktop computers.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Many students completing Child Development Certificates are female, and the largest ethnicity finds as Hispanic/Latinx. All genders and ages are successful in the ECE program. Among the most achieved are White and Asian students and other groups that identify as other/unknown. Unfortunately, Black/African American, Native American, and Pacific Islander students are below the set standards. Black/African American students and Hispanic/Latinx success rates have seen both highs and lows but overall continues to climb and improve, especially in the last two years.

The department will continue to strive to support academic success by maintaining excellence in the program and by identifying and referring students to appropriate campus support services such as the food bank, writing center, and tutoring; using OER materials so students can have

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	524	632	554	20.6%	-12.3%
Number of Sections	17	19	17	11.8%	-10.5%
Average Enrollment per Section at census	30.8	33.3	32.6	7.9%	-2.0%

PRODUCTIVITY					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	77.0%	87.0%	85.0%	10.0%	-2.0%
FTES	52.2	63.6	56.1	21.9%	-11.7%
WSCH	1669.5	2034.8	1797.0	21.9%	-11.7%
FTEF	3.4	3.8	3.4	11.8%	-10.5%
FTES/FTEF	15.3	16.7	16.5	9.0%	-1.3%
WSCH/FTEF	491.0	535.5	528.5	9.0%	-1.3%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	394	473	442	20.1%	-6.6%

access to the textbook on or before the first day of class, thereby, increasing the number of textbooks in the lending library. Now that the department has two full-time faculty members, the discipline can connect more with students by posting and announcing office hours regularly, articulating expectations to all students, and reviewing and changing course materials to ensure teaching is culturally responsive curriculum and the instruction aligned with creating inclusive classroom environments. These strategies will help remove barriers and minimize equity gaps for the program.

Additionally, the program intends to increase the gender diversity in students pursuing a career in ECE, emphasizing recruiting more male students.

Future directions, opportunities, and careers for the program:

The ECE discipline has exciting plans and direction for the programs. It is imperative to become NAEYC accredited. NAEYC accredited programs have proved to provide a safe and healthy environment for children, develop well-trained teachers, and work with a curriculum that is appropriately challenging and developmentally sound for children. The Lab School exemplifies these qualities.

The ECE lab school currently serves 86 children in four classrooms. With the new School of Education being developed and the increase in job opportunities being projected over the next three years, the lab school would expand these options. According to the Center of Excellence for Labor Market Research, employment in the child care occupational group is expected to rise 4% through 2023. The expansion of classrooms could include an infants and toddlers center as well as a Pre-K transitional program.

In the 2019/20 calendar year, more than seventy ECE students received their AS-T degree, and fifty students received a certificate in Early Childhood Education. The goal is to increase course offerings and encourage students to promptly follow the proper guided pathway to complete the required course work promptly. To this end, the ECE program will continue to invite Cal State San Bernardino, University of Laverne, and Pacific Oaks College, and others to speak with students about their BA program throughout the year; work in tandem with the school of education to create a CSU pipeline for students, and

continue to invite universities to take part on the ECE Advisory Committee.

Lastly, it is vitally important for the ECE discipline to be a partner in the community. Providing parents with quality child care services, offering non-credit certificates, and designing fun, educational, and affordable programming options for children and their parents are just a few ways we will strive to meet the Moreno Valley community's needs.

The Family Child Care Provider Certificate, will provide students with an introduction to planning a quality in-home child care business, including the requirements of obtaining a license as a family child care provider and an understanding of the National Association for Education of Young Children (NAEYC) Standards. This program's knowledge and skills will enable students to set up good business practices, design developmentally appropriate curriculum, and focus on professionalism. This certificate also serves as a gateway into other non-credit and credit programs.

The "Pop-Up" Family Engagement Experience will provide parents an opportunity to spend quality time with children while contributing to learning and success from the comfort of home. The program will target age-eligible preschool children and low-income families. In recognizing there is no online equivalent to preschool, the goal is to equip parents with the tools they will need to support children's learning through meaningful interactive activities. As research has shown, there is an SES- related gap among Preschool children and Kindergarten children related to Math. The goal is to create an instructional design program centered around the core strategies and concepts related to STEM. Creating a "Parents Corner" will allow parents the opportunity to have discussions, engage with and practice skills needed to assist children in a home environment.

Finally, the community college system trains many law enforcement officers in California. The goal is to evaluate all courses for diversity and culturally-relevant content, with a collaborative goal to design cross-training opportunities with The Ben Clark Training Facility. This would include revising the curriculum to include ECE courses and students spending time at the ECE Lab School.

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Economics (ECO)

Description

During Fall 2020, a total of 8 sections were offered. This represents one less section than offered in Fall 2019. Of the eight sections offered, four were online (regular) sections. Due to the COVID 19 pandemic, the remaining face to face sections were also offered online. No honors sections were offered during this academic year.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Based upon student enrollment numbers and the number of students on the wait-list in the last few semesters, it appears that the demand for online courses is much greater than the regular F2F courses. Realizing this trend, we started offering more sections online to meet the local needs. I believe this trend will continue as we move forward.

We also started offering evening and late afternoon classes to accommodate students whose schedules did not take classes in the morning either due to work or family responsibilities. This class schedule change has worked well for many students, and we plan to continue to offer such classes.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The 'Course Success Rate' data shows that Asian students performed better year over year between 2017 and 2019. The success rate of African American students declined the most during the same period. Success rates for Hispanic/Latinx students remained the same. Based on this trend, it seems there may be some equity and achievement gaps that hinder students' success rate. I believe this gap can be minimized by implementing measures such as -

1. Build a more relational approach. Make efforts to know and understand students better and try to help close the achievement gap by addressing students' academic perseverance, confidence, and needs from week one if possible.
2. Adopt OER materials.
3. Have access to disaggregated data and periodically review such information to identify potential equity gaps in retention and course success rates.
4. Attend continuing/professional development training to find ways to mitigate these issues.

Future directions, opportunities, and careers for the program:

Available labor market statistics rely upon pre-pandemic statics and fall short of projecting areas of future growth. Depending on the type of recovery and the time it takes to create new jobs, there may be some temporary headwinds for new job seekers, though the long-term prospects seem positive. In that case, our students may have to be willing to relocate also to look for better employment.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	245	340	355	38.8%	4.4%
Number of Sections	7	9	9	28.6%	0.0%
Average Enrollment per Section at census	35.0	37.8	39.4	7.9%	4.4%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	75.0%	83.0%	88.0%	8.0%	5.0%
FTES	24.7	34.6	37.0	40.1%	7.0%
WSCH	790.8	1108.2	1185.8	40.1%	7.0%
FTEF	1.4	1.8	1.8	28.6%	0.0%
FTES/FTEF	17.7	19.2	20.6	9.0%	7.0%
WSCH/FTEF	564.8	615.7	658.8	9.0%	7.0%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	236	326	338	38.1%	3.7%

Sociology (SOC)

Description

Sociology is the systematic study of human social behavior, groups, and the influence of social environment on behavior, focusing on the origins, organization, institutions, and developments of society. We are a community of scholars who aim to promote equity by supporting diverse intellectual pursuits in our field.

The sociology curriculum consists of seven (3-unit) courses. All of these courses transfer to CSU, with six of the seven sociology courses being UC transferable. The College offers an associate degree for transfer in sociology.

In fall 2019, sixteen sections were offered; four online introductory courses were offered, with the balance of courses (eight intro courses and four specialty courses) offered in-person only. Sixteen sections were offered in fall 2020, all online due to COVID-19.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Between the Fall of 2018 and 2019, there was a 5.5% increase in enrollment and average enrollment per section, while maintaining two additional sections (16 total) compared to fall 2017. The Fall of 2019 maintained a high fill rate with a census of 96%. Growth is predicted in the coming years due to college enrollment. This projected growth will lead to sustainability with the sociology courses delivered. This is due to sociology being a popular choice for transfer as a social/behavioral science elective. An increase in students graduating from MVC with a degree in sociology has been noted.

Identified equity success and gaps that exist for the program and strategies to close the gaps:
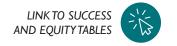
Sociology falls just under the institutional set-standard for successful course completion (66.8%). There are equity success gaps for the program by race/ethnicity, age, and gender outlined below. Strategies have been identified to remove barriers and eliminate equity gaps in the sociology program.

In 2019 equity success gaps exist between racial and ethnic groups, with Asian (91.3%), White (72.7%), Multi-Ethnicity (70%), and Hispanic/Latinx (67.9%) students experiencing course success rates above the overall rate for sociology (66.8%) and the College, while Unknown (66.7%), and Black/African American (53.9%) students are experiencing course success rates below the rate for sociology and the College as a whole. Due to low enrollment numbers for Filipinos, American Indians, and Pacific Islanders, no sociology data exists for these groups.

In 2019 equity success gaps exist by age. 61.2% of students who were 19 or younger completed their course, which is below the success rate for all students in sociology (66.8%) and the College. As age increases, we see an upward trend in course success rates: 20-24 (74.4%), 25-29 (66.7%), 30-34 (68.3%), 35-39 (77.3%), 40-49 (69.2%), 50+ (80%).

In 2019 equity success gaps also exist by gender, with 68.7% of female students completing courses as compared to 63.6% of male students. Data does not exist for success rates for non-binary students.

It is important to note that higher success rates were not seen during the Fall when looking at success rates for the academic year. For example, sociology's success rate for the 2019-2020 academic year was 71.2%, significantly higher than the rate for Fall. Students are more likely to be unsuccessful in the Fall as they learn about the rigors of college, time management, and study skills, particularly when noting that the lowest success rate belonged to the youngest of students. These students may be in high school and not have reasonable expectations about merging college and high school courses. By spring,

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	774	687	725	-11.2%	5.5%
Number of Sections	14	16	16	14.3%	0.0%
Average Enrollment per Section at census	55.3	42.9	45.3	-22.3%	5.5%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	98.0%	90.0%	96.0%	-8.0%	6.0%
FTES	80.5	71.5	75.2	-11.2%	5.2%
WSCH	2576.5	2289.7	2407.8	-11.1%	5.2%
FTEF	3.2	3.2	3.4	2.5%	5.3%
FTES/FTEF	25.6	22.2	22.1	-13.3%	-0.2%
WSCH/FTEF	817.9	710.0	708.2	-13.2%	-0.3%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	765	671	693	-12.3%	3.3%

students tend to understand the routine and are more likely to experience success.

Unfortunately, we anticipate more barriers for students in the coming years. They will probably be underprepared for College, working many hours, financially unstable, and with family-related stressors. They may enroll out of necessity rather than choice. This means that we must be prepared to increase the flexibility and efforts to provide courses with minimal costs. Increasing the number and quality of open access materials for students in sociology courses and providing materials online for free use will assist. Continued pursuit of strategies for reaching students online via mixed media is essential. Coordinate efforts with other departments on campus, such as EOPS, DSS, Veterans Services, Umoja, Puente, and Guardian Scholars, are essential to ensure that students have the scaffolding and support needed. The success of the student in the program will be completed through progress reports and status checks with middle college counselors to ensure the success of students in this program. The Early Alert program is particularly useful in touching base with struggling students from all backgrounds.

Future directions, opportunities, and careers for the program:

Fortunately, there are many occupations that students may enter with a sociology degree. In the Inland Empire, there is the projected growth in the following occupations, for which sociology is useful: corrections, forensics and investigations, probation, child life specialist, social work, education, and law. Corrections and probation, for example, are projected to increase by 3%, with 633 new jobs opening annually. It is also important to ensure that the positions students are prepared for will be cost-effective; in the case of the above positions, starting pay is between $29.37 and $46.59 per hour, well above the estimated $21.78 an hour that is considered sustainable in the Inland Empire for one adult and one child. Teacher Assistants and Preschool teachers are also projected to increase in the local job market, with average annual job openings of 2,207 and 407, respectively.

The national outlook for future jobs related to the field of sociology is also positive. Students who transfer and pursue an advanced degree in sociology can pursue occupations in teaching, research, and human services, in addition to the professions mentioned above. Below are examples of SOC codes of jobs that match the sociology program:

19-3041.00 Sociologists
25-1067.00 Sociology Teachers, Postsecondary
19-4061.00 Social Science Research Assistants
17-2112.01 Human Factors Engineers and Ergonomists.

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SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

The School of Science, Technology, Engineering and Mathematics (STEM) at Moreno Valley College offers courses in Mathematics, Natural Sciences, Computer Programming, and Computer Applications. The curriculum is designed to encourage students to pursue these subjects and be innovative in their education and career paths. Students in the School of STEM can earn a variety of Certificates and Associate of Science Degrees and Associate Degrees for Transfer in Biology, Computer Science, and Mathematics. Students can earn certificates focused in Applied Digital Media, Computer Information Systems, and cybersecurity.

Departments & Disciplines

Department of Biological and Physical Sciences: Biology, Chemistry, Health Science, Astronomy, Physics

Department of Mathematics: Mathematics, Computer Information Systems, and Cybersecurity

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	5586	5746	5232	3%	-9%
Number of Sections	158	172	164	9%	-5%
Average Enrollment per Section at Census	35.35443	33.406977	31.902439	-6%	-5%

Source: MIS Referential Files

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	78.00%	75.00%	72.00%	-3%	-3%
FTES	922.79	951.26	840.93	3%	-12%
WSCH	29,543.88	30,453.57	26,921.01	3%	-12%
FTEF	48.6	51.81	46.51	7%	-10%
FTES/FTEF	18.99	18.36	18.08	-3%	-2%
WSCH/FTEF	607.9	587.81	578.84	-3%	-2%

Source: Enrollment Management Dashboard 2.3B

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	4562	4761	4021	4%	-16%
By Ethnicity					
Black/African American	537	509	372	-5%	-27%
American Indian/Alaskan Native	13	22	14	69%	-36%
Asian	138	185	140	34%	-24%
Filipino	94	89	87	-5%	-2%
Hispanic	3123	3263	2774	4%	-15%
Multi-Ethnicity	102	95	60	-7%	-37%
Pacific Islander	13	26	15	100%	-42%
White Non-Hispanic	515	518	385	1%	-26%
Unknown	27	54	174	100%	222%
By Age					
19 or less	1613	1738	1521	8%	-12%
20 to 24	1721	1683	1439	-2%	-14%
25 to 29	614	651	518	6%	-20%
30 to 34	251	274	245	9%	-11%
35 to 39	159	169	129	6%	-24%
40 to 49	133	148	123	11%	-17%
50+	63	63	46	0%	-27%
Unknown	8	35	0		
By Gender					
Female	2602	2679	2288	3%	-15%
Male	1920	2020	1696	5%	-16%
Non-Binary	0	0	1	-	-
Unknown	40	62	36	55%	-42%

COURSE SUCCESS RATE					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Overall Rate	52.2%	52.00%	52.00%	0%	0%
By Ethnicity					
Black/African American	45.30%	44.90%	45.70%	0%	1%
American Indian/Alaskan Native	26.70%	44.00%	38.90%	17%	-5%
Asian	74.10%	71.60%	65.00%	-3%	-7%
Filipino	66.70%	67.50%	65.00%	1%	-3%
Hispanic	49.90%	49.70%	50.70%	0%	1%
Multi-Ethnicity	50.80%	50.90%	58.20%	0%	7%
Pacific Islander	60.00%	50.00%	40.00%	-10%	-10%
White Non-Hispanic	64.60%	62.40%	59.70%	-2%	-3%
Unknown	50.00%	66.20%	51.00%	16%	-15%
By Age					
19 or less	43.70%	45.40%	45.60%	2%	0%
20 to 24	54.50%	52.90%	52.00%	-2%	-1%
25 to 29	57.90%	55.20%	58.50%	-3%	3%
30 to 34	58.80%	62.60%	63.00%	4%	0%
35 to 39	69.50%	70.10%	62.60%	1%	-8%
40 to 49	63.20%	55.70%	68.20%	-8%	13%
50+	58.30%	59.20%	55.40%	1%	-4%
Unknown	37.50%	69.80%	-	32%	-
By Gender					
Female	52.00%	51.80%	52.60%	0%	1%
Male	52.60%	51.90%	51.30%	-1%	-1%
Non-Binary	-	-	100.00%	-	-
Unknown	40.80%	60.00%	47.90%	19%	-12%

Source: MIS Referential Files

DEGREES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of degrees	145	281	164	94%	-42%
Number of students receiving a degree	107	200	116	87%	-42%
Median time to complete a degree	3.5	4.75	3.75	36%	-21%
Average number of units - degree	97.81	106.2	85.63	9%	-19%

CERTIFICATES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of certificates	8	7	6	-13%	-14%
Number of chancellor approved certificates	6	5	6	-17%	20%
Number of students receiving a certificate	6	4	4	-33%	0%
Number of students receiving a chancellor approved certificate	4	2	4	-50%	100%
Median time to complete a certificate	6.25	5.13	5.25	-18%	2%
Median time to complete a chancellor approved certificate	6.75	5.88	5.25	-13%	-11%
Average number of units - certificate	116.08	84.25	104	-27%	23%
Average number of unites- chancellor approved	109.88	106.5	104	-3%	-2%

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Biology (Anatomy/Physiology/Microbiology) (BIO)

Description

Biology is the science of life and living organisms, including their structure, function, growth, origin, evolution, and distribution. Biology courses are prerequisites to programs in the health professions. The biology program includes three disciplines: anatomy and physiology; biology; and microbiology. Anatomy and physiology curriculum consists of two, four-unit lecture and laboratory courses and one, three-unit lecture course. All anatomy and physiology courses transfer to both CSU and UC. Ten sections of anatomy and physiology were offered between summer 2020 and fall 2020, six during the day and four in the evening. All the sections were web-enhanced. The biology curriculum consists of eleven different courses. Each of these courses is approved as partial fulfillment of the general education requirements for an associate degree. All courses transfer to CSU, and nine of the eleven courses transfer to UC. The College offers two honors courses in this discipline: BIO-1H: Honors General Biology and BIO-60H: Honors Introduction to Molecular and Cellular Biology. Twenty-three sections of biology were offered between summer 2020 and fall 2020. A majority of the sections offered were in the non-majors BIO 1, which made up seventeen of the twenty-three sections. The discipline has also been expanding courses in the major, including BIO 60, BIO 60H, and BIO 61, from two sections per semester to four sections per semester. During these semesters, nearly all sections were web-enhanced courses. The microbiology curriculum consists of one lecture and laboratory course, which has been approved as partial fulfillment of the general education requirements for an associate degree—the course transfers to both CSU and UC. Six sections of microbiology were offered between summer 2020 and fall 2020. Five sections during the day and one during the evening, all of which were web-enhanced.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

The Natural Sciences expect a faster than college growth rate based on historical enrollment data for STEM courses. Courses in the area support transfer to four-year Universities and prepare students for various science-related careers. The courses in Biology, Anatomy & Physiology, and Microbiology prepare students for a workforce with a high demand for an educational background in the Sciences. In building the Biology program, faculty will widen the range of science courses offered, engaging in community outreach and exposing students to project-based learning opportunities to make them stand out as a true competitor when seeking a career in the Sciences.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Overall success rates have stayed relatively steady at ~41%, where the highest success rates are observed in Asian (~60%), Filipino (55%), and White (~48%) groups. The lowest success rates are observed in Black/African American (~35%) and Hispanic/Latinx and multi-ethnic (~38%) groups. Those in the 30-39 age range were the most successful, followed by students from ages 24-29. Students younger than 19 and older than 50 have lower success rates. The Biology discipline strives to find strategies to eliminate deficiencies where they exist. One such strategy is to discuss academic boot camps, workshops, and projects that help students prepare for college courses in STEM.

Future directions, opportunities, and careers for the program:

Students in the program typically enter into careers in Education, Medicine, or Private Industries. These careers include Biological Science Teachers, Medical Scientists, and a myriad of Health Specialties.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	412	835	894	102.7%	7.1%
Number of Sections	15	29	30	93.3%	3.4%
Average Enrollment per Section at census	27.5	28.8	29.8	4.8%	3.5%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	49.0%	56.0%	57.0%	7.0%	1.0%
FTES	83.9	180.1	188.8	114.6%	4.8%
WSCH	2687.0	5767.1	6043.6	114.6%	4.8%
FTEF	4.7	10.1	10.9	117.0%	7.9%
FTES/FTEF	18.0	17.8	17.3	-1.1%	-2.9%
WSCH/FTEF	576.8	570.5	554.0	-1.1%	-2.9%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	410	805	865	96.3%	7.5%

Chemistry (CHE)

Description

Chemistry is an experimental and physical science that studies the composition, structure, properties, and reactions of physical matter. Lecture and laboratory sections emphasize compounds and molecules for inorganic and organic chemistry, including reactions, structure, and physical and chemical properties.

The chemistry curriculum consists of six chemistry courses, four of which are five-unit lecture and laboratory courses. All of these courses transfer to both CSU and UC. The College offers two honors courses in this discipline: Chemistry 1AH: Honors General Chemistry I and Chemistry 1BH: Honors General Chemistry II. The two introductory courses, Chemistry 2A and 2B, serve as a pathway to the allied health programs.

Ten sections were offered in fall 2020.

Program projected growth:

Slower than the College (1%)

Strategies for growth:

Program enrollment has increased in the last two years by offering Chem 1A and Chem 2B every semester. Additional enrollment growth will require hiring additional full-time faculty in Chemistry.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Student access, equity, and success numbers have risen by 12% and 10%, respectively, over the last two years. Faculty will continue to make personal connections with students and refer struggling students to tutoring's student services through the early alert program.

Future directions, opportunities, and careers for the program:

Future career opportunities include
  - 17-2041.00 Chemical Engineers,
  - 19-4031.00 Chemical Technicians,
  - 51-9011.00 Chemical Equipment Operators and Tenders,
  - 51-8091.00 Chemical Plant and System Operators,
  - 19-2031.00 Chemists, 25-1052.00 Chemistry Teachers, Postsecondary.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	211	238	260	12.8%	9.2%
Number of Sections	7	8	9	14.3%	12.5%
Average Enrollment per Section at census	30.1	29.8	28.9	-1.3%	-2.9%

PRODUCTIVITY					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	66.0%	79.0%	68.0%	13.0%	-11.0%
FTES	50.6	55.3	60.4	9.4%	9.2%
WSCH	1618.4	1771.4	1934.6	9.5%	9.2%
FTEF	2.9	3.4	3.6	20.4%	5.0%
FTES/FTEF	17.7	16.2	16.8	-9.0%	3.9%
WSCH/FTEF	567.9	517.2	537.4	-8.9%	3.9%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	211	236	260	11.8%	10.2%

Computer Information Systems (CIS)

Description

This program focuses on computers, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. This program includes instruction in computation science principles, computing theory; computer hardware design; computer development and programming; and application to various end-use situations.

Program projected growth:

Slower than the College (1%)

Strategies for growth:

Due to the increase of computer-related professions, there are projected to be more employment opportunities, increasing growth at a rate higher than the College.

Identified Equity Success and Gaps that Exist for the Program and Strategies to Close the Gaps

Faculty will create strategies to support underrepresented student populations and promote CIS programs at various K-12 events. The program will also work to expand dual-enrollment offerings to other high schools and articulate CIS courses to decrease equity gaps. Programs will be promoted by providing industry certification training, apprenticeship, and internship opportunities to students. Faculty and staff will work with employers to develop incumbent worker-education training program/apprenticeship focused on increasing participation by African American, Hispanic/Latinx, women, and other underrepresented student populations.

Future Directions, Opportunities, and Careers for the Program

Future opportunities and careers include Document Management Specialist, Computer Systems Architects/Engineer, Database Architects, Web Administrators, Business Intelligence Analyst, Search Marketing Strategists.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	569	665	598	16.9%	-10.1%
Number of Sections	23	28	25	21.7%	-10.7%
Average Enrollment per Section at census	24.7	23.8	23.9	-4.0%	0.7%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	64.0%	63.0%	70.0%	-1.0%	7.0%
FTES	84.0	97.6	83.9	16.2%	-14.1%
WSCH	2688.5	3123.7	2684.4	16.2%	-14.1%
FTEF	6.1	7.2	5.6	19.0%	-22.9%
FTES/FTEF	13.9	13.6	15.1	-2.4%	11.5%
WSCH/FTEF	444.4	433.9	483.7	-2.4%	11.5%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	500	589	505	17.8%	-14.3%

Cybersecuity

Description

Program description including degree, certificate, and transfer pathways (Include both the non-credit and credit portions of the program), partnerships with K-12 and Universities, other opportunities (Cybersecurity competitions, maker space connections, etc.)

IT Technician Pathway Certificate in Cybersecurity Specialist
The IT Technician Pathway Certificate in Cybersecurity Specialist will provide students with proficiency in security measures and practices to protect systems in organizational networks. Students can obtain a certificate after completing 15 units in this program. This program was first launched in Fall 2019 with the initial courses to build foundational knowledge and skills for students. Dual enrollment courses have been articulated and taught at two local high schools, Canyon Springs and Valley View, to establish a college pathway for high school students. With the on-going support of iMake Innovation Center, Moreno Valley College has hosted CyberPatriot, CA Mayor's Cyber Cup Challenge, Cyber Camp and Coding Olympics to promote program interest in the last three years. During this pandemic, virtual competitions and camp were held in 2020 and 2021. Students in this program also participated in National Cyber League and CA Mayor's Cyber Cup competition in 2019 and 2021. To further support student industry certification needs, Moreno Valley College became CompTIA academic partner in 2019 and PearsonVue certification center in 2020. In Fall 2020, this program along with IT Support Specialist program were registered with US Department of Labor and was approved by the Division of Apprenticeship Standards. In Spring 2021, Moreno Valley College piloted the first group of students under the apprenticeship program, in which 70% of students completed the technical assessment required by employers and were interviewed by the employers. 50% of the students were offered apprentice positions and 40% of students have begun their apprenticeship experience in Spring 2021. During the apprenticeship program, students can continue to take courses while gaining field experience. Their performance will be periodically assessed by the employers. The courses in this program are included in the proposal for Associate Degree in IT Cybersecurity degree.

The program course articulation has been submitted to California State University, San Bernardino. In the upcoming

IT Technician Pathway Certificate in Cybersecurity Analyst
The IT Technician Pathway Certificate in Cybersecurity Analyst will provide students with proficiency in security measures, analytical assessment practices and developing plans of systems, network, and applications in alignment with existing systems architectures to achieve security goals and objectives. Students can obtain a certificate after completing 15 units in this program. This program was approved in 2020 and it was later implemented in Fall 2020 with the initial courses, CIS-27 and CIS-30A. In the last year, students in this program were provided the opportunity to participate in DoD CASCADE internship to assist SBIR organizations meet NIST 800-171 R2 compliance. 11 out of 25 students started their internship at 3 companies. 7 students completed their internship at these companies at the end of June 2021.

IT Technician Pathway Certificate in Cybersecurity Healthcare Specialist
The IT Technician Pathway Certificate in Cybersecurity Healthcare Specialist will provide students with proficiency in security measures and practices to protect healthcare systems while ensuring information privacy based on regulatory and compliance requirements. Students can obtain a certificate after completing 15 units in this program. This program was approved in Fall 2020 and was implemented in Spring 2021. Course articulation with UCR and CSUSB are pending.

Python Programming Certificate
The Python Programming Certificate will provide students with proficiency in the development principles, which emphasize planning, designing, writing, testing programs to solve problems in systems and networks using Python programming languages. Students can obtain a certificate after completing 15 units in this program. Course-to-course articulation with UCR, UCI, UCSD and National University have been completed. Other articulation, such as Cal-Poly Pomona, CSU Fullerton and UC Davis are pending. Regular course rotation allows the students to complete this certificate in 3 semesters.

Non-credit Computer Maintenance and Security Certificate

The Non-credit Computer Maintenance and Security certificate will provide students with proficiency in the areas of computer hardware and software troubleshooting, system configuration, practical networking, and security for personal and business environment. Students can earn a non-credit certificate after completing all 3 courses, which consist of 16 hours lecture and 16 hours lab in this program. This program was integrated in Fall 2021. 92-94% of students successfully completed each course. 92% of the students earned the certificate after completed all three courses.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

This program will grow faster than the college rate since it is new, popular, and has developed many on-boarding points (non-credit CDCP, non-credit to credit bridge, certificate and degree programs that lead to employment, and transfer pathways).

Target under represented populations, such as African American, Hispanics and female students, in promotion of course offerings and program availability. Increase dual enrollment and program articulation with local high schools. Offer industry certification training to promote program growth and success. Work with employers to expand apprenticeship opportunities for students to gain experience and increase student employment possibilities. Establish incumbent worker training program to increase enrollment and success while decreasing equity gap for the program. Expand additional transfer pathways to UC and CSU to avail students' opportunities to earn a bachelor's degree in IT and Computer Science. Continue to promote programs through community events, competitions, workshops, and conferences. Align

course delivery to NICE framework to prepare student for the workforce. Seek and utilize grants to engage students in internships and scholarships to increase student completion and career success. Continue partnership with MVUSD, UC and CSU to maintain program pathways.

Identified Equity Success and Gaps that Exist for the Program and Strategies to Close the Gaps

Faculty will create strategies to support underrepresented student populations and promote Cybersecurity programs at various K-12 events. The program will also work to expand dual-enrollment offerings to other high schools and articulate Cybersecurity courses to decrease equity gaps. Programs will be promoted by providing industry certification training, apprenticeship, and internship opportunities to students. Faculty and staff will work with employers to develop incumbent worker-education training program/apprenticeship focused on increasing participation by African American, Hispanic/Latinx, women, and other underrepresented student populations. MVC will offer non-credit, workshops, seminars, and conferences to promote Cybersecurity program in the community. With the support and partnership of CSUSB, faculty and staff will increase the effort in meeting National Centers of Academic Excellence in Cybersecurity (NCAE) requirements, which will allow MVC to become a designated Center of Academic Excellence (CAE) in Cyber Operations (CO).

Future Directions, Opportunities, and Careers for the Program

Network and Computer Systems Specialists, Cybersecurity Specialist, Information Security Specialist, Security, Cybersecurity Analyst, Pen-tester, Ethical Hacker.

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change 17 to 18	% Change 18 to 19	% Change 19 to 20
Enrollment (Duplicated)	10	6	7	48	-40%	17%	586%
Number of Sections	1	1	1	5	0%	0%	400%
Average Enrollment per Section at census	10	6	7	9.6	-40%	17%	37%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change 17 to 18	% Change 18 to 19	% Change 19 to 20
Fill Rate at Census	28.0%	17.0%	20.0%	30.0%	-11.0%	3.0%	10.0%
FTES	1.4	0.82	0.66	3.95	-19.5%	-19.5%	498%
WSCH	44.0	26.4	21.0	125.7	-20.5%	-20.5%	499%
FTEF	0.25	0.25	0.20	0.66	-20.0%	-20.0%	230%
FTES/FTEF	5.48	3.3	3.30	6.00	0.6%	0.6%	82%
WSCH/FTEF	176.0	105.6	105.0	191.0	-0.6%	-0.6%	82%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change 17 to 18	% Change 18 to 19	% Change 19 to 20
Unduplicated Headcount (Overall)	10	5	7	48	-0.5	0.4	586%

LINK TO SUCCESS
AND EQUITY TABLES

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Mathematics (MAT)

Description

Mathematics is the abstract deductive study of structure and pattern that serves as the foundation of science and technology. Courses in mathematics function as prerequisites to other college disciplines. The College's mathematics curriculum offers courses at the university level, courses one level below university level (intermediate algebra), and two levels below university level (elementary algebra). The mathematics curriculum consists of 17 courses, 11 at the college-level and 6 non-degree applicable credit courses. All of the college-level mathematics courses transfer to both CSU and UC, except trigonometry, which only transfers to CSU. The College offers an associate degree for transfer in mathematics. The percentage of college-level course offerings is significantly higher than it was in 2015. The Mathematics Lab provides tutoring and proctoring services in the day and evening Monday through Thursday and Friday during the day.

Program projected growth:

Same as the College (3%)

Strategies for growth:

Math is a requirement for almost all students; therefore, the growth rate is expected to mirror that of the College.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Although the equity gaps improved slightly for some ethnic groups, the overall success rate decreased significantly across the board. Also, there were some dramatic decreases in success rates in some of the older age groups.
The math department will encourage all faculty to participate in professional growth opportunities related to equity and success to decrease equity gaps.

Future directions, opportunities, and careers for the program:

Many job opportunities require varying levels of mathematics preparation. The Moreno Valley College math department looks forward to the opportunity to offer high-quality math courses to give our students the necessary preparation to succeed in their career choices.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	3062	3228	2792	5.4%	-13.5%
Number of Sections	79	85	80	7.6%	-5.9%
Average Enrollment per Section at census	38.8	38.0	34.9	-2.0%	-8.1%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	88.0%	88.0%	79.0%	0.0%	-9.0%
FTES	480.0	497.5	394.5	3.6%	-20.7%
WSCH	15368.1	15924.5	12629.7	3.6%	-20.7%
FTEF	23.6	24.7	20.7	4.8%	-16.5%
FTES/FTEF	20.3	20.1	19.1	-1.1%	-5.0%
WSCH/FTEF	651.2	643.8	611.6	-1.1%	-5.0%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	3013	3203	2408	6.3%	-24.8%

Physics and Astronomy (PHY)

Description

Physics is the branch of science that studies nature at its most fundamental level. Courses offered include mechanics, thermodynamics, electricity and magnetism, waves, relativity, and quantum mechanics.

The physics curriculum consists of six physics courses. Four of the courses are part of a series (PHY 4A, 4B, 4C, 4D), calculus-based designed for engineers and scientists, that include both lecture and laboratory; one course is an introductory non-major comprehensive conceptual lecture (PHY 10) and a complementary laboratory course (PHY11) for PHY 10.

All of these courses transfer to both CSU and UC.

Eight sections were offered during Fall 2019. Altogether, seven labs were offered that were associated with these sections. All lectures and labs were offered during the day, except for two labs offered at night.

Seven sections are offered during Fall 2020. All sections are offered online.

Astronomy is the study of the formation, composition, interactions, and evolution of the universe as a whole and the celestial objects comprising it, such as planets, stars, nebulae, galaxies, and black holes.

The College's astronomy curriculum consists of two lecture courses (AST 1A & AST 1B), both of which are approved as partial fulfillment of the general education requirements for an associate degree. The courses transfer to both CSU and UC.

One section of astronomy was offered during Fall 2019 during the day; this course was web-enhanced.

One section of astronomy is being offered during Fall 2020 during the day online.

Program projected growth:

Flat (0%)

Strategies for growth:
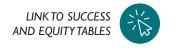
Preparation in math, science, and reading at the high school level has been impacted recently by the pandemic. As a result, the physics faculty expects the situation to influence enrollment directly.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The success rates for non-major Physics 10 and Physics 11 courses during the 2015-2020 period was ~67% and 86%. This satisfies the institutional set standard. However, the Physics 4A - calculus-based introductory mechanics course for engineers and natural science majors is ~ 60% over the same period even though the 2019-2020 period is 67%. Physics 4A is a difficult course, and students who are successful in negotiating the course do well during the successive courses. Indeed, the overall success rates for Physics 4B and 4C are 82% during 2015-2020.

The success rate for the African American Group in Physics 10 is 50%. However, the population used to ascertain these statistics is only about 10% of the total. The situation can be remedied only by enlisting more Black/African American students in Physics 10. The paradoxical situation of low sampling is evident when the more advanced Physics 4A class is observed, where Black/African American students do much better with a 68% success rate. However, the total number is only 28 (for the four series) over the 2015-2020 period, which is 4.4% of the total.

Hispanic/Latinx students, comprising 60% of the enrollment in Physics 4A, have a success rate of 54%. This is less than other ethnic communities. Strategies to improve Hispanic/Latinx students' success include instituting

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	187	194	194	3.7%	0.0%
Number of Sections	7	8	8	14.3%	0.0%
Average Enrollment per Section at census	26.7	24.3	24.3	-9.2%	0.0%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	59.0%	42.0%	42.0%	-17.0%	0.0%
FTES	32.0	34.4	35.0	7.6%	1.7%
WSCH	1024.0	1101.3	1119.5	7.5%	1.7%
FTEF	1.9	2.1	2.2	12.2%	3.8%
FTES/FTEF	16.9	16.3	15.9	-3.8%	-2.2%
WSCH/FTEF	541.3	520.3	508.9	-3.9%	-2.2%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	165	172	180	4.2%	4.7%

more SI and tutorial sessions, working with student-centered clubs, and outreach to local schools.

Regarding gender, female success rates are higher than that of the males (86% to 79%) during 2019-2020. The success rates during previous years are comparable with the male rates (~70%). However, the female enrollment is only 30% of the total. The numbers are even lower in Physics 4 series. Strategies to increase female enrollment include projecting female scientists' achievements in the local high schools and organizing a Science Day in the College highlighting female scientists.

The primary age group served is 20- to 24-year-old. Almost 60% of the total enrollment belongs to this group, 23% in 19 or younger and 16% in 20 to 29 and 7% in 30 to 34. It is interesting to note that the 20–24 age group has consistently scored below the 60% success rate, whereas the groups above 24 show higher than 60% success. This points to the higher age groups' critical thinking capability through longer exposure to education and longer exposure to other work-related experience. Strategies to improve success include incorporating MAT 1A as a prerequisite to taking PHY 4A, rather than a corequisite, and providing additional SI and Tutor help.

Future directions, opportunities, and careers for the program:

Combined transfer rates to a 4-year university were close to 70% during 2015-2019 but jumped to more than 80% during 2019-2020. The Hispanic/Latinx student group continues to be the largest fraction transferring. The students who complete Physics 4 series have a higher transfer rate at close to 90%. Most transfers over the last decade have already entered the workforce as engineers. A few are mathematicians, physicians, and scientists. Action plans include encouraging students to participate in NASA and other universities' internship programs and building strong technical backgrounds by participating in advanced science projects.

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SCHOOL OF VISUAL AND PERFORMING ARTS

The Moreno Valley College School of Visual and Performing Arts contributes to students' well-rounded education by offering artistic experiences and visual and performing arts training. The school encourages and supports visual and performance artists to develop their creative visions for producing and practicing art. Students in the School focus on students' programs that prepare them for degrees, transfer, and careers in visual and performing arts. Students can earn an Advance Degree for Transfer in Music, Studio Arts, or Art History.

Departments & Disciplines

Department of Visual and Performing Arts: Applied Digital Media, Art, Dance, Film Studies, Music, Photography, Theater Arts

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	1184	1229	1613	4%	31%
Number of Sections	65	65	78	0%	20%
Average Enrollment per Section at Census	18.21538	18.9076923	20.67949	4%	9%

Source: MIS Referential Files

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	53.00%	57.00%	65.00%	8%	14%
FTES	161.02	160.94	203.38	0%	26%
WSCH	5153.41	5151.55	6509.32	0%	26%
FTEF	12.9	12.46	14.74	-3%	18%
FTES/FTEF	12.49	12.92	13.8	3%	7%
WSCH/FTEF	399.63	413.47	441.66	3%	7%

Source: Enrollment Management Dashboard 2.3B

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)		1042	1416	4%	36%
By Ethnicity					
Black/African American	156	131	169	-16%	29%
American Indian/Alaskan Native	2	4	7	100%	75%
Asian	29	24	34	-17%	42%
Filipino	14	21	25	50%	19%
Hispanic	667	743	952	11%	28%
Multi-Ethnicity	18	12	21	-33%	75%
Pacific Islander	4	4	5	0%	25%
White Non-Hispanic	107	95	137	-11%	44%
Unknown	8	8	66	0%	725%
By Age					
19 or less	393	456	712	16%	56%
20 to 24	388	375	441	-3%	18%
25 to 29	96	103	124	7%	20%
30 to 34	49	41	67	-16%	63%
35 to 39	27	25	22	-7%	-12%
40 to 49	23	16	28	-30%	75%
50+	27	21	22	-22%	5%
Unknown	2	5	0		
By Gender					
Female	576	604	802	5%	33%
Male	415	428	594	3%	39%
Non-Binary	0	0	0	-	-
Unknown	14	10	20	-29%	100%

COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	71.5%	75.6%	70.2%	4%	-5%
By Ethnicity					
Black/African American	61.0%	68.7%	61.3%	8%	-7%
American Indian/Alaskan Native	50.0%	75.0%	28.6%	25%	-46%
Asian	87.5%	87.5%	77.8%	0%	-10%
Filipino	75.0%	92.3%	73.3%	17%	-19%
Hispanic	71.4%	75.7%	71.3%	4%	-4%
Multi-Ethnicity	68.2%	57.1%	69.6%	-11%	13%
Pacific Islander	75.0%	100.0%	85.7%	25%	-14%
White Non-Hispanic	82.0%	78.7%	78.1%	-3%	-1%
Unknown	58.3%	77.8%	56.9%	20%	-21%
By Age					
19 or less	69.1%	71.5%	70.5%	2%	-1%
20 to 24	74.5%	77.8%	70.2%	3%	-8%
25 to 29	70.1%	74.4%	69.9%	4%	-5%
30 to 34	69.2%	87.8%	69.9%	19%	-18%
35 to 39	72.4%	68.0%	44.0%	-4%	-24%
40 to 49	70.8%	81.3%	75.8%	11%	-5%
50+	67.7%	93.5%	80.8%	26%	-13%
Unknown	50.0%	100.0%	-	50%	-
By Gender					
Female	73.0%	75.9%	71.7%	3%	-4%
Male	69.4%	74.7%	68.0%	5%	-7%
Non-Binary	-	-	-	-	-
Unknown	70.0%	93.3%	77.8%	23%	-16%

Source: MIS Referential Files

DEGREES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of degrees	4	9	22	125%	144%
Number of students receiving a degree	3	9	19	200%	111%
Median time to complete a degree	5.25	3.5	4.75	-33%	36%
Average number of units - degree	123.83	113.72	104.26	-8%	-8%

CERTIFICATES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of certificates	5	6	6	0.2	0
Number of chancellor approved certificates	5	6	6	20%	0%
Number of students receiving a certificate	5	1	3	-80%	200%
Number of students receiving a chancellor approved certificate	5	1	3	-80%	200%
Median time to complete a certificate	4.5	4	3.75	-11%	-6%
Median time to complete a chancellor approved certificate	4.5	4	3.75	-11%	-6%
Average number of units - certificate	71.8	80	94.33	11%	18%
Average number of unites- chancellor approved	71.8	80	40.51	11%	-49%

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Art (ART)

Description

The art program at Moreno Valley College offers a systematic plan of study for developing skills in art theory, art literature and appreciation, art education, and professionalism. As part of its mission, the art program seeks to add to the college community's cultural life and the broader community by providing on-campus programs in keeping with the usual and customary activities of art programs across Riverside Community College District, the state, and the country. The art courses offered at MVC lead to professional preparation in art. The art program's focus is on developing the ability to communicate with others in our diverse, multicultural community of learners through and about art and taking part in life-long learning and service to others through art. The art program offers courses leading to the Associate of Arts in Fine and Applied Art for students whose terminal degree is the Associates degree.

Program projected growth:

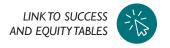Same as the College (3%)

Strategies for growth:

The Art program will work to grow its program offering by addressing the needs of all MVC students. Students have diverse needs or desires for taking part in art classes. Some students intend to major in art, and some students wish to take classes for recreation, while others take them to fulfill educational requirements. Some students plan to prepare for teaching art, and some desire to prepare for a career in art. MVC is prepared to meet the reasons mentioned above for taking an art class.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Many Art courses have lower enrollment as compared to traditional lecture courses. This is due to the variety of Art courses designed to meet student needs and the ADT.

Future directions, opportunities, and careers for the program:

The possibilities as an artist are cast in life. Students mostly wish to become Animators, Comic artists, and Video game designers. In contrast, others want to pursue the true Fine Art path, displaying and selling work, becoming Muralists, working in galleries, or teaching art. Others choose to pursue careers in Web design, graphics, film, Illustration, product design, architecture, furniture design, fashion design, makeup artistry, and teaching Art therapy.

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	603	664	921	10.1%	38.7%
Number of Sections	32	20	40	-37.5%	100.0%
Average Enrollment per Section at census	18.8	33.2	23.0	76.2%	-30.6%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	54.0%	65.0%	75.0%	11.0%	10.0%
FTES	94.2	95.3	125.1	1.1%	31.3%
WSCH	3015.1	3048.6	4002.3	1.1%	31.3%
FTEF	7.1	6.4	8.2	-9.9%	28.7%
FTES/FTEF	13.3	15.0	15.3	12.2%	1.9%
WSCH/FTEF	426.7	478.9	488.1	12.2%	1.9%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	537	592	861	10.2%	45.4%

Dance (DAN)

Description

The Moreno Valley College Dance Department provides academic and training courses for students interested in dance. The offerings consist of a diverse array of performing arts dance techniques in Modern, Jazz, Hip Hop, and Ballet. Class offerings include Dance Appreciation and Conditioning for Dance. The overall program teaches beginning level techniques while exposing the general student to diverse styles' choreography and aesthetics. The dance courses offered at MVC lead to professional preparation in dance and the recreational dancer. The dance curriculum consists of 12 courses with one lecture and 10 activity and 1 combined lecture and activity. The dance program offers courses leading to the Associate of Arts in Fine and Applied Art for students whose terminal degree is the Associates degree.

Program projected growth:

Same as the College (3%)

Strategies for growth:

The Dance program will work to grow its program offering by addressing the needs of all MVC students. Students have diverse needs or desires for taking part in performing arts classes. Some students intend to major in dance, and some students wish to take classes for recreational or fitness purposes. Some students plan to prepare for teaching dance, and some desire to prepare for a career in dance performance. MVC is prepared to meet the reasons mentioned above for taking a dance class. Courses are filling similar to 2017-2020.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

There are no significant disparities.

Future directions, opportunities, and careers for the program:

Possible careers from the program include Dancers (27-2031) and Choreographers (27-2032).

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	94	100	92	6.4%	-8.0%
Number of Sections	4	4	4	0.0%	0.0%
Average Enrollment per Section at census	23.5	25.0	23.0	6.4%	-8.0%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	68.0%	66.0%	60.0%	-2.0%	-6.0%
FTES	10.0	10.6	9.8	5.7%	-7.9%
WSCH	321.5	340.0	312.8	5.8%	-8.0%
FTEF	0.7	0.7	0.7	0.0%	0.0%
FTES/FTEF	15.5	16.3	15.0	5.6%	-7.9%
WSCH/FTEF	494.6	523.1	481.2	5.8%	-8.0%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)					

Music (MUS)

Description

The purpose of the music program at Moreno Valley College is to offer a systematic study for developing skills in music theory, music literature and appreciation, music education, group performance as singers and guitarists, and solo performance on guitar and voice through academic excellence and professionalism. The music program seeks to add to the college community's cultural life and the broader community by providing on-campus and off-campus performances and outreach programs in keeping with the usual and customary activities of music programs across Riverside Community College District, the state, and the country. The music courses offered at MVC lead to professional preparation in music. The music program's focus is on developing the ability to communicate with others in our diverse, multicultural community of learners through and about music and taking part in life-long learning and service to others through music. The music program offers a program specifically for baccalaureate transfer to the California State University system, the A.A.-T. in Music. The program also offers the Associate of Arts in Music for students whose terminal degree is the Associates degree.

Program projected growth:

Same as the College (3%)

Strategies for growth:

Each semester students participate in ensembles and receive instruction on their instrument to successfully transfer with junior-level status to a university or school of music. Many more enroll in music appreciation classes, music literature/history, music fundamentals, and more as a part of their humanities requirements. MVC music students are well prepared to transfer into a four-year school for a Bachelor of Arts in music. Serving the general student population who wish to learn about the art of music for art transfer credit is an important aspect of the music program. Each performance by one of the numerous ensembles supports and critically enhances the music program's curricular offerings. More robust and on-going recruitment is essential to a well-rounded music program.

This past year, music combined with Art, Theatre, and Dance to create "The School of Visual and Performing Arts." This new departmental has the potential to allow for the Arts to thrive in a never-before-seen way at MVC through fostering a collaborative and inclusive artistic community, an important first step. However, the growth of the music discipline will also be heavily dependent upon the hiring of full-time faculty to maintain and grow important programs such as the vocal program as well as the development of infrastructure necessary to support a high-level music program, namely: a performance space and dedicated practice/rehearsal facility.
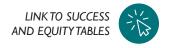
Identified equity success and gaps that exist for the program and strategies to close the gaps:

The ensembles from the music program need to recruit more heavily. Recruitment enables the music program to provide access and equity in a dynamic learning environment. This also addresses the need for the discipline to create strong relationships with feeder high schools and extend awareness of the College as part of the community. During the years 2017-19 African American students experienced lower success rates than other ethnicities.

This should be addressed in the following ways:
1. Examining the current curriculum to see if it is written in an inclusive way to meet the needs of MVC's diverse body of students.
2. Opening a dialogue with Umoja faculty on how the music program might best support and engage African American students interested in studying music at MVC.

Students aged 19 or less had on average the lowest success rates of all age demographics. This should be addressed by opening a dialogue with the middle college program about best practices supporting high school students. Additionally, the music program needs to find a way to reach out to first-year

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	432	403	459	-6.7%	13.9%
Number of Sections	27	27	29	0.0%	7.4%
Average Enrollment per Section at census	16.0	14.9	15.8	-6.7%	6.0%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	48.0%	47.0%	48.0%	-1.0%	1.0%
FTES	49.1	46.6	50.1	-5.0%	7.4%
WSCH	1570.3	1492.1	1602.7	-5.0%	7.4%
FTEF	4.7	4.5	4.6	-4.7%	2.5%
FTES/FTEF	10.5	10.4	10.9	-0.4%	4.8%
WSCH/FTEF	334.4	333.3	349.3	-0.3%	4.8%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	357	328	399	-8.1%	21.6%

college students for recruitment purposes and support them in their transition to college studies.

Not surprisingly, the highest success rates were achieved in the 50+ age demographic. This is likely one of the smallest groups of students, and the students that fall into this category tend to be enrolled as enthusiasts more so than degree candidates. Therefore, it is logical that they would perform well in these classes. There are no identifiable trends concerning gender.

Future directions, opportunities, and careers for the program:

27-2042.02 Musicians, Instrumental
27-2042.00 Musicians and Singers
27-2042.01 Singers
25-2021.00 Elementary School Teachers, Except Special Education
19-3093.00 Historians

It is challenging to identify a direct correlation between a music degree and any specific profession. Many, if not most, 4-year degrees in music are related to performance. Yet, very few graduates go on to have exclusively performance-based careers. However, from a prospective employer's standpoint, a successful music student inherently posses' the following attributes: Goal setting/achievement, persistence/dedication, self-motivation, attention to detail. These are character traits that are useful and sought after in a variety of fields. Although the outlook is not listed as bright for traditional music-related work such as performer/director/composer, there are many jobs available with indirect relationships to the traditional music degree pathway. It is interesting to note the following three music-related jobs have bright outlooks as indicated by the onetonline.org website:

- 29-1125.02 - Music Therapists
- 25-1121.00 - Art, Drama, and Music Teachers, Postsecondary
- 27-4011.00 - Audio and Video Equipment Technicians
- MVC currently only offers two courses that are related to these three fields:
- MUS 101 - Intro to Music Technology (technology)
- MUS 1 - Teaching Music to Young Children (pedagogy)

Future consideration should be made for developing curriculum and certificates in the following areas:
- Commercial Music / Music Technology
- Music Education
- Music Therapy

Theater Arts (THE)

Description

Theatre Arts provides an academic arena for students to explore theatre and the performing arts from a plethora of aspects, not limited to, but including history, culture, the continued development of the art form. It is a comprehensive study of theatrical styles and forms that acquaint students with the diverse nature of theatre, leading to an appreciation and understanding of theatre as a separate and distinctive art form. Theatre Arts is a collaborative art form combining performance and design into a live event presented before an audience. The study of Theatre Arts consists of a survey and critique of historical and modern performance art practices, dating from Classical Greek Theatre to the modern day. The actor's study is proven acting techniques, as well as voice, diction, and movement. Designers study the concept and application of stagecraft and design, including set, lighting, sound, and costume design. This discipline includes transfer education and hands-on training for those wishing to study and work in Theatre Arts. The current Theatre Arts curriculum consists of Introduction to the Theatre and Acting Fundamentals: Theatre Games and Exercises, both of which transfer to CSU and UC, and a Theatre Arts Work Experience course.

Program projected growth:

Same as the College (3%)
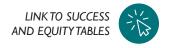
Strategies for growth:

The expected enrollment growth should be the same as the College's growth, drawing from students wishing to study within the Theatre Arts program and students wanting to be involved in live productions during their studies in other programs at the College. The program is also looking to add courses within technical theatre and performance-based courses that will draw students from other disciplines outside of the arts.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The race/ethnicity, age, and gender of the Theatre Arts courses mirror that of the College. Most of the students within the two courses of the program are Black/African American, Hispanic/Latinx, and Filipino. There appears to be an equal representation of female (including those that identify as female) and male (including those that identify as male) students. All have an excellent retention rate and overall course success rate within the two courses offered.

Future directions, opportunities, and careers for the program:

There are constantly new opportunities in the Theatre Arts' discipline to intern, attend workshops, and network within the field for performers and technicians. Providing more training within the discipline of Theatre Arts on campus will only increase the student's opportunities in the field, including admission to Theatre Arts programs at four-year institutions and preparation and training for careers in technical theatre and performance. The program is also looking to expand collaboration with our local high schools to improve curriculum alignment and the development of Theatre Arts pathways for students. Possible careers in the Theatre Arts field include actors (27-2011) and directors and producers (27-2012).

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	23	12	81	-47.8%	575.0%
Number of Sections	1	1	3	0.0%	200.0%
Average Enrollment per Section at census	23.0	12.0	27.0	-47.8%	125.0%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	55.0%	29.0%	84.0%	-26.0%	55.0%
FTES	2.2	1.1	9.2	-48.1%	718.8%
WSCH	69.0	36.0	293.6	-47.8%	715.6%
FTEF	0.2	0.2	0.7	0.0%	240.0%
FTES/FTEF	10.8	5.6	13.4	-48.1%	139.6%
WSCH/FTEF	345.0	180.0	429.7	-47.8%	138.7%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	23	12	80	-47.8%	566.7%

FUTURE ACADEMIC PROGRAMS

Future program development at Moreno Valley College is a critical component of the Education Master Planning effort. These programs will meet local and regional demand for employment growth in critical employment sectors:

- Health Care
- Education
- Global Supply Chain, Trade, and Logistics
- Science, Technology, Engineering, and Mathematics
- Business and Entrepreneurship
- Advanced Manufacturing and Industrial Automation

These employment sectors were identified based on guidance and analysis of workforce growth within the Inland Empire Region. Sources for this guidance and analysis come from:

California Community College's Region IX (Desert Colleges) Strong Workforce Program Sector Priorities, 2020
- Advanced Manufacturing
- Advanced Transportation and Logistics
- Business and Entrepreneurship
- Energy, Construction, and Utilities
- Health
- Information & Communication Technologies & Digital Media

The Brookings Institute Report, Advancing Opportunity in California's Inland Empire, 2019, Opportunity Industries that include the regions "good" and "promising" jobs

Riverside Community College District Environmental Scan, 2018

Centers of Excellence Labor Market Research data, 2020

Taking the lead from the Brookings Institute Report, future program development will focus on those "good" jobs that are better than the living wage and "promising jobs" that may begin below a living wage but offer a clear pathway to better than living wage employment. All programs and career pathways included for consideration offer these types of jobs. This plan is meant to be flexible and allow the College to respond to regional needs as new career pathways are identified.

Programs Recommendations

Health Care:
All occupations in this sector represent good and promising jobs that lead to better than a living wage and represent Moreno Valley College opportunities to partner with Riverside University Health Systems and Kaiser Permanente.

Home Health Aide
Home health aide programs at community colleges provide the knowledge, skills, and abilities that educate home health and personal care aides. Home health and personal care aides is an essential critical infrastructure occupation. In the IEDR, this occupation is projected to have 13,570 annual job openings, increasing employment by 28% through 2024. These occupations are promising jobs and would be developed as a noncredit program leading to entry in the human services or medical/allied health fields.

Occupational Therapy Assistant
Occupational Therapy Assistants (OTA) work as part of an occupational therapy care team. OTA programs prepare students through the instruction of rehabilitation techniques, patient evaluation, and treatment planning under an occupational therapist or another healthcare provider's supervision. Job growth is projected to increase by 24% through 2022, and entry-level wages for this occupation represent a "good" job. Per the Inland Empire Center of Excellence, there will be 53 OTA job openings per year, representing an opportunity for program growth at the College.

Pharmacy Technician

Pharmacy Technicians work as part of a healthcare team supporting patients with their pharmacy needs. Job growth for Pharmacy Technicians is expected to grow by 10% annually and represent a promising job with wages beginning at $15.40 per hour. While pharmacy technician programs exist at both community college and private institutions within the region, the current number of credentials earned per year does not meet the current job demand.

Sterile Processing Technician

Sterile processing technicians work as part of an operations team in a health care organization. They play an essential role in patient safety as well as infection control. Sterile processing technicians operate the sterilizing equipment such as the autoclave that sterilizes equipment, gloves, and needles. The Sterile Processing Technician job market in Riverside, CA, and the surrounding area is very active. A Sterile Processing Technician in the area makes on average $46,990 per year per the Bureau of Labor Stastics.

Surgical Technician

Surgical technician programs prepare students for employment as surgical technologists by providing knowledge of procedures, skills, and equipment necessary to assist in surgery. Employment for surgical technologists is expected to have 625 job openings (125 annual job openings) and grow by 17% over the next five years, between 2018 and 2023.

Education:

Occupations in this sector represent both good and promising jobs that lead to a living wage or better. Potential opportunities for partnering with local school districts (MVUSD and VVUSD) and four-year universities (CSUSB and UCR) exist for these pathways.

Teacher Preparation Pathway 2+2 Program

The need for teachers in Riverside County is projected to increase 16.8% during the next ten years. A teacher preparation 2+2 program provides a pathway for teaching assistants to continue their education and for those interested in teaching to complete two years at the community college before transfer. The median annual wage for elementary school teachers in the county is $87,127 per California EDD data. Demand is projected to increase 12.4% over the next ten years (2016-2026).

Teaching Assistant

In 2018, there were 20,321 teacher assistant jobs in the Inland Empire/Desert region (IEDR). This occupation is projected to increase employment by 6% through 2023. Employers will need to hire 12,248 workers over the next five years to fill new jobs and backfill jobs that workers are permanently vacating (includes occupational transfers and retirements). The experienced-level wage (75th percentile) for teacher assistants is above the $18.00 per hour ($37,440 per year) "good job" wage established by the Brookings Institute in their Advancing Opportunity in California's Inland Empire report. According to occupational guides developed by the California Labor Market Information Division, teacher assistants generally receive medical and dental insurance in addition to other benefits.

Global Supply Chain, Logistics, and Trade:

Occupations in this sector represent a significant opportunity for both good and promising jobs that lead to a living wage or better based on the sector's size in the Inland Empire and within the College's local service area. Potential opportunities for working with major industry partners already located within the cities of Moreno Valley and Perris. Possibilities include the development of apprenticeship programs within the specific programs and pathways in this sector.

Commercial Truck Driving

Community College students completing truck and bus driving programs should be qualified to enter employment as the heavy and tractor-trailer truck drivers occupation. • Employment for heavy and tractor-trailer drivers is expected to increase by 10% between 2019 and 2024 in the Inland Empire/Desert Region. A total of 4,347 job openings will be available each year over the five-year timeframe.

Facilities Maintenance Technician

Facilities maintenance technicians fix and maintain machines, mechanical

equipment, and buildings. They paint, repair flooring, and work on plumbing, electrical, air-conditioning, and heating systems. The median hourly wage is $19.04 per hour, and demand is projected to grow 15.6% in Riverside County over the next ten years (2016-2026). Maintenance workers for machinery earn a higher median wage at $22.59 per hour and have a projected growth of 24.3%.

Facilities Manager

Per International Facility Management Association, Facility management is a profession that encompasses multiple disciplines to ensure functionality, comfort, safety, productivity, and efficiency of facilities, accounting for 10 to 25 percent of total indirect spending for companies with distributed operations. According to the International Organization for Standardization (ISO), the global facility management market will be worth $1 trillion by 2025. There have been 226 online job postings for facilities managers over the past 12 months. Since 2015, there has been a 109% increase in facilities management job postings, indicating an increasing demand for this occupation in the region.

Quality Assurance Technician

The quality engineering occupational group is part of the quality team, ensuring a manufactured product's overall quality. They are tasked with creating documentation, devising quality tests, and defining the criteria a test result should meet. They play a key role in fixing issues when they arise. The occupation is expected to have 650 annual job openings over the next five years in the Inland Empire/Desert Region.

Construction

This sector's occupations represent a significant opportunity for both good and promising jobs that lead to a living wage or better based on the sector's size in the Inland Empire and within the College's local service area. Potential opportunities for working with the trade unions (Carpenters Local 909 and 951, and Inland Empire Trade Council) on a formal apprenticeship program and training location exist.

Science, Technology, Engineering, and Mathematics:

The STEM field's occupation pathways represent significant opportunities for both good and promising jobs within the Inland Empire region. Potential partnership opportunities exist with Universities (UC Riverside and CSU San Bernadino) and local Global Supply Chain and Logistics businesses.

Pre-Engineering Pathway

An engineering technician inspects and tests equipment, analyzes plans for construction and design, writes up daily lab reports, and carries out any other necessary tasks delegated by the supervising engineer. The median hourly rate for engineering technicians in Riverside County is $32.58 per hour, with 12.1% growth projected over the next ten years (2016-2026).

IT and Cloud Project Management/Artificial Intelligence Programmer and Technician

In 2017, there were 4,974 cybersecurity specialist jobs in the Inland Empire/Desert Region. This occupational group is projecting to increase employment by 9% over the next five years. Employers in the region will need to hire 2,148 workers over the projection period to backfill jobs that workers are permanently vacating (includes retirements).

Data Science

Data science and computer systems analysts research hardware, software, and work with data in private and public organizations. They work support data analytics functions within their organizations that include machine learning-based tools such as recommendation engines and automated scoring systems. Regionally the need to computer system analysts – data science is expected to grow by at least 8% per year. The expected starting wage for these positions is $26.96 per hour representing a good job for the region. Currently, only two awards in this discipline is awarded per year and this does not meet the current demand for these analyst positions.

Business and Entrepreneurship:

Business and Entrepreneurship's occupation pathways represent significant opportunities for both good and promising jobs within the Inland Empire region. Potential partnership opportunities exist with Universities (UC Riverside, CSU San Bernadino, and Pathway to Law Partner Institutions) and

local Global Supply Chain and Logistics businesses.

Business Information Worker

Business Information Workers record and disseminate information, including administrative office practices (keyboarding, computer literacy/applications, internet usage, e-mailing, scheduling, etc.), global concepts, and office management skills (problem-solving, critical thinking, and interpersonal relations). In 2017, there were more than 59,800 jobs in the business information worker occupational group in the Inland Empire/Desert Region. Employment in this group is expected to rise by 3% through 2022. Employers will need to hire more than 36,000 workers during the projection period to fill new jobs and backfill positions of workers leaving, including retirements. The average annual earnings for word processors and typists is $18.34 to $24.05 per hour.

Entrepreneurship

Entrepreneurs often create their job opportunities, meaning that they generate their income through self-employment. The self-employed represent about 9.5% of all workers in the Inland Empire/Region, or 158,154 out of 1,661,717 total jobs. Most of these workers are concentrated in the construction and other services (mostly small businesses) industries. Salaries are above the living wage, with self-employed entrepreneurs ranging from $38,000 - $87,000 per year, depending on the occupation.

Pathway to Law

The California Community College Pathway to Law Program is an educational pathway for students interested in the legal profession. The path is particularly focused on improving the diversity of the legal professions. It can serve as a 2+2+2 program for California Community College Students in partnership with 4-year universities and nine California Law Schools. Attorney's earn significantly more than the living wage for the region and represent a "good" job. Moreover, lawyers are listed as one of the largest growing professions (new jobs and replacements) in Riverside and San Bernardino Counties per labor market data from the California Employment Development Department (2017).

Paralegal

Jobs in paralegal occupations are expected to increase by 6% between 2017 and 2022 in the Inland Empire/Desert Region. A total of 2,452 job openings or 490 annual openings will be available over the five-year timeframe. The median wage ranges from $23.04 - $31.97 per hour, based on job classification.

Project Management

In today's economy, industries that were not traditionally project focused are increasingly relying on project managers, coordinators, specialists, and assistants to manage complex projects. The Project Management Institute's (PMI) Project Management Job Growth and Talent Gap report found that project-related job growth in the United States is expected to increase from 6.7 million jobs in 2017 to 8.8 million jobs in 2027, a 31% increase. The average annual salary for project managers in the IEDR is $88,000 per year.

Advanced Manufacturing and Industrial Automation:

The occupation pathway in this sector includes opportunities for good jobs within the region. Possible partnership opportunities exist with current local businesses and industries, including developing an apprenticeship program.

Advanced Manufacturing Machinist (CNC)

IEDR employment for the machining occupational group is expected to increase by 4% between 2019 and 2024. A total of 542 annual job openings will be available each year over the five-year timeframe. The median, 50th percentile, hourly wages for this group's occupations are between $17.92 and $29.07 per hour.

Robotics Technician

In 2018, there were 1,263 jobs in the mechatronics- robotics occupational group in the Inland Empire/Desert region (IEDR). This occupational group is projected to increase employment by 3% by 2023. Employers will need to hire 586 workers over the next five years to fill new jobs and backfill jobs that workers are permanently vacating (includes occupational transfers and retirements). The median wage ranges from $21.10 to $31.25 per hour, depending on job classification.

ACADEMIC SUPPORT SERVICES

The Academic Support Services are comprised of the College Library, tutoring, supplemental instruction services for students. This section of the Moreno Valley College includes data, analysis of these services with respect to the growth necessary to support students as the College grows, and new programs are initiated.

Academic Support

As part of college's commitment to student learning and success, Moreno Valley College has developed a network of academic support programs to support students and faculty. This network of resources and services play a vital role in the college's learning support service structure and ensures that students have the support they need to succeed. The services that academic support provides include workshops, study groups and one-on-one faculty and peer tutoring, access to resources including graphing calculators, laptops, scientific models, and textbooks. The center offers students access to printing, word processing and course specific computer software. Currently, the college's Academic Support network consists of 6 areas which are located in the Learning Center in the Humanities building and Student Academic Services (SAS) building. The Learning Center houses the Business and Information Technology Systems (BITS) Computer Lab, the Math Lab, Supplemental Instruction (SI) and the Writing and Reading Center (WRC), the STEM Academic Center, and Tutorial Services. The STEM Engagement Center is currently located in the SAS Building. In addition to these resources, the college offers students access to NetTutor, a comprehensive online tutoring service for all college courses. NetTutor is available 24/7/365 and free of charge. Student can access the service through a link to NetTutor located in each Canvas course.

Staffing:
· Faculty: 2 Faculty coordinators, 20 PT Faculty
· Classified: 4 FT and 2 PT
· Administrators: 1 Associate Dean of Academic Support

Future Directions:

· Advocate for funding to make the part time STEM Engagement Center Coordinator full time
· Develop an integrate positive attendance system the improve data collection and met the guidelines require for apportionment collection by the state
· Advocate for funding to expand Supplemental Instruction and embedded tutoring resources
· Expand academic support resources and services to the Ben Clark Training Center
· Advocate for funding for an Academic Support Coordinator to coordinate all programs in the Learning Center

ASSOCIATE DEAN OF ACADEMIC SUPPORT

SUPPLEMENTAL INSTRUCTION COORDINATOR	MATH LAB FACULTY COORDINATOR AND PART TIME FACULTY	TUTORIAL SERVICES CLERK	WRITING CENTER COORDINATOR AND PART TIME FACULTY
ADMINISTRATIVE ASSISTANT II	LEARNING CENTER ASSISTANT	READING PARA-PROFESSIONAL	STEM ENGAGEMENT CENTER COORDINATOR

ACADEMIC SUPPORT OPERATIONAL DATA			
	2017-2018	2018-2019	2019-2020
Supplemental Instruction (SI) Sections Covered	36	46	62
Students Attending SI Sessions	453	734	956
Tutoring Sessions (Math Lab, Tutorial Services, WRC)	8,527	9,682	11,547
Students Tutored (Math Lab, Tutorial Services, WRC)	2,745	2,914	3,510
Net-Tutor Sessions	0	381	1,784
Students Tutored by Net-Tutor	0	107	320
Computer Lab Visits (Computer Use, Study, Printing)	27,855	33,569	35,175
Study Group and Workshops	0	0	1,200

Library Services and Support

The Moreno Valley College Library supports the educational mission of MVC through information literacy, equitable access to high quality, appropriate information sources, and adequate library facilities to ensure the educational needs of the community it serves. The library professional and paraprofessional staff provide resources and services that promote and support student success in a learning-centered environment. The library is currently housed on the Library Building's second and third floors, sharing space with Disability Student Services (DSS), Middle College, TRIO, Student Services, and faculty offices. The library has textbooks, study rooms, printing, laptops, and calculators available for student checkout. Besides the resources available to students, the library offers regularly scheduled library workshops and class orientations.

Future Direction:

- Advocate for physical library space and all necessary staffing and In support of the School of Public Safety at the Ben Clark Training Center
- Establish permanent operational funding to support the Integrated Library System for the Moreno Valley College
- Advocate for the necessary budget to migrate the library's print
- Advocate for funding to replace the staff and public computers and laptops in the MVC library and laptop/mobile device charging stations. Develop a five-year replacement plan to address the library staff, faculty, and students' technology needs.
- Advocate for and support the installation of a college-wide wireless printing system in the library.
- Advocate for institutional funding for the public and classroom computers used in the library.

LIBRARY OPERATIONAL DATA

	2017-2018	2018-2019	2019-2020
Total Collection Size	21,480	18,721	18,568
Total Electronic Collection Size	229,891	225,206	161,908
Total Checkouts	18,149	15,482	9,858
Reference Transactions	12,556	9,827	5,711
Workshop Attendance	73	146	280
Gate Count Annual	128,550	121,947	87,703

Age of Collection: Percentage of Collection Published	2017-2018	2018-2019	2019-2020
Before 2000	61.00%	53.80%	35.40%
Between 2000-2010	29.00%	33.70%	47.70%
After 2010	10.00%	12.40%	16.90%

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STUDENT SUPPORT SERVICES

This section begins with a high-level view of the programs and services intended to provide direct enrollment, counseling, financial, and other support to students. This section of the master plan is organized into three sections reflecting the Student Services re-organization during Fall 2020 and Spring 2021 in order to support College Guided Pathways efforts. Student Services' approach is that of care for the whole student and support from initial contact through completion. As a result, Student Services is now organized into three primary service areas:

- **Enrollment Services and Engagement Service Area** – Enrollment Services, First Year Experience, Middle College High School, Student Financial Services, Student Employment, TRiO Programs, and Veterans Resource Center
- **Student Success and Counseling Service Area** – Career and Transfer Center, The Common Ground Center, Counseling, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), NextUp (Foster Youth), and Guardian Scholars (Foster Youth)
- **Student Development and Wellness Service Area** – Basic Needs Center (Food Bank and Clothing Closet), Disabled Support Services, Early Childhood Education Center, GAIN/CalWORKS, Student Health Services, and Student Life

Program and services level analysis follows and is organized by each Service Area listed above. The analysis includes a brief description of the program/ service; analysis of program growth; equity strategies; and future directions for each program.

For additional data that can be used in various Student Services Programs, click the buttons below.

STUDENTS RECEIVING ACADEMIC PROBATION SUPPORT SERVICES

STUDENTS WITH EDUCATIONAL PLAN

STUDENTS PARTICIPATING IN ORIENTATION

STUDENT SUPPORT SERVICES	
SERVICE AREA	**PROGRAM AND SERVICES**
Enrollment Services and Engagement Service Area	*Enrollment Services, First Year Experience, Middle College High School, Student Financial Services, Student Employment, TRiO Programs, and Veterans Resource Center*
Student Success and Counseling Service Area	*Career and Transfer Center, The Common Ground Center, Counseling, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), NextUp (Foster Youth), and Guardian Scholars (Foster Youth)*
Student Development and Wellness Service Area	*Basic Needs Center (Food Bank and Clothing Closet), Disabled Support Services, Early Childhood Education Center, GAIN/CalWORKS, Student Health Services, and Student Life*

ENROLLMENT SERVICES AND ENGAGEMENT SERVICE AREA

The Enrollment Services and Engagement Service Area is composed of those services and programs intended to assist students transition to college, enroll in classes, and supported financially. In addition, the Service Area includes specialized TRiO and veterans support programs. The College's TRiO programs are intended to promote a college going culture among K-12 students within the College's service area and support student transition to college. The Veteran's Resource Center supports active-duty military, veterans, and dependents transition to and complete a college pathway, and provide GI Bill support services.

ACES Student Support Services Program (TRiO)

The ACES Student Support Services provides an annual cohort of 144 first-generation, income qualifying, and/or disabled students from Moreno Valley College with the knowledge, tools, and support necessary to achieve academic success. The program's goal is to increase retention and graduation rates for students who are committed to graduating with a certificate or Associates degree and/or transferring to a four-year institution. This is a five-year TRIO grant program funded by the U.S. Department of Education.

Program projected growth: Fluctuates

Strategies for growth:

Per federal regulations, the program is funded to serve 144 students; however, the Department of Education sometimes provides an increase in funding, which allows us to slightly increase the number of students serve. During the 2018-19 year, the program served 155 students. Typically, the range is between 144 and may not exceed 157 students.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The most comprehensive data set for ACES Student Support Services is from the 2018-19 Annual Performance Report for the Department of Education. Between September 2018 and August 2019, ACES Student Support Services served 155 students (67.7% Latinx; 17.4% Black/African American; 1.3% Pacific Islander; 7% White; 6.4% more than one race). 33.5% males and 66.5% females. While the overall demographics based by race closely aligns with the demographics of MVC, in keeping with the District's goal to decrease equity gaps by 40% in 5 years and eliminate within 10 years, especially by assuming a growth target of African Americans by 10%, ACES had 17.4% African American compared to 11.7%. Additionally, 77% of ACES participants were first-generation and income qualifying. The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount (US Department of Education, 2020).

In addition to the aforementioned progress rates, ACES Student Support Services is required to meet the following program objectives: number funded to serve; persistence; good academic standing; Associate's Degree or Certificate Attainment; and Associate's Degree or Certificate Attainment and Transfer.

ACES was funded to serve 144 participants, but served 155 students, which was 107%.

Persistence:
The Persistence Rate for a 2-year institutions is the percentage of all participants served in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. We exceeded our target rate of 40%.

Good Academic Standing (GAS)
Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing at the grantee institution. For ACES, GAS is any student who meets Satisfactory Academic Progress and maintains a cumulative GPA of 2.0 or higher. ACES' target was 75%, but achieved 99%.

Associate's Degree or Certificate Attainment (2-year institutions)
Associate's Degree or Certificate Attainment is defined as the percentage of new participants served in the Cohort Year, who graduate with an associate's degree or received a certificate within four reporting years. ACES' measure was based of the 2015-16 cohort, which had 43 participants. 21 students graduated, which is exceeded the target rate of 15% at 49%.

Associate's Degree or Certificate Attainment and Transfer is defined as the percentage of new participants served in the Cohort Year who transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years. 23% transferred within four years.

Future directions, opportunities, and careers for the program:

In addition to capturing data required for the federal annual performance, it will be important to gather disaggregated data for participants across institutional equity indices and guided pathway indicators. We have been working with FYE to invite students to apply to ACES to provide support in transitioning from the first to second year. We will expand these efforts.

Admissions and Records (Enrollment Services)

Admissions and Records is responsible for a variety of services to support student access and success. Services include, but are not limited to the following:

- Assist students with registration process and process all aspects of registration including adds and drops;
- Provide students with technical assistance for the successful submission of online admissions applications;
- Retain permanent and temporary student records in accordance with board policy and Ed code;
- Process incoming and outgoing transcripts;
- Serve as cashiers for tuition, health and student service fees, health services fees;
- Process student requests for enrollment verifications;
- Collaborate with faculty and administrators on student appeals;
- Determine student residency;
- Submit information for state reports; and
- Assist with seasonal and informal records evaluation. These services are available to students Monday through ???

Program projected growth:

Same as the College (3%)

Strategies for growth:

We are Admissions so we do not contain one or two programs, but rather oversee enrollment for all students. Therefore, Admissions enrollment growth would be the same as the college.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Admissions really serves the entire student population and so I would think that our equity gaps and successes would be that of the college as a whole. A&R works on different levels and with many different programs and services to support access to college, students success and FTES growth.

Future directions, opportunities, and careers for the program:

Admissions has been and will continue to support enrollment efforts to increase headcount and remove enrollment barriers for Dual Enrollment/Concurrent students and disproportionately impacted students.

We are involved in the following activities:

- In collaboration with Outreach we provide application workshops, college tours, program information to high school students both for Dual and Concurrent Enrollment in the Moreno Valley and Val Verde School Districts .
- In collaboration with Outreach, provide informational workshops to high school counselors at the annual High School Counselor Conference.
- Participate regularly in the Dual Enrollment meeting with high school principals and administrators to review best practices and make any necessary changes to better serve our school districts and their students.
- Provide specialized registration assistance and enrollment processes for programs such as Umoja and EOPS.
- Provide specialized registration assistance and enrollment processes for Dual Enrollment/Concurrent Enrollment and Middle College.

This is in alignment with I.1, I.2, and I.3 of the MVC Integrated Strategic Plan.

Assessment Center

The Assessment Center provides students with a comfortable environment that engages them in various aspects of their matriculation process. Promoting interactive experiences through in-person and online orientations, first semester educational advisement, and online testing support for Spanish and chemistry diagnostic exams.

The Assessment Center is located at the Moreno Valley College - Main campus, serving students between the hours of 9:00 to 5:00 Monday through Thursday and Fridays from 9:00 to 12:00. At times throughout the semester, services are also offered until 7:00 p.m. on weekdays and Saturdays to address the needs of our student population. In addition, texting services have been added as a primary way to contact the assessment team for many of the services that are offered.

The assessment center provides many on-campus support opportunities ranging from promoting Student Service Success Programs, counseling services, dual enrollment, and registration support. Off campus the assessment team works with other student service programs/departments in the recruitment and onboarding of student populations from local high schools and within the community. "
Link to submitted data

Program projected growth:

Same as the College (3%)

Strategies for growth:

As assessment attrition rates have disappeared due to ab705, a primary focus of the assessment center team has been orientation and first semester educational planning. Strategies to address assessment attrition in the past can be utilized to address the completion of the orientation and counseling components of matriculation. Efforts ranging from email blasts, text messaging, and phone calls can be utilized much in the same way. In the past, assessment attrition was addressed at a larger rate/faster than the college enrollment growth. Currently, the challenge in tracking growth lies in the fact that each point of the matriculation process - orientation and first semester

educational planning - are individual steps students need to take (and which could be done in parts on their own or with support from the college as the student sees need). The more difficult aspect of tracking growth is that not all of these steps are mandatory in terms of needing to be done through the assessment center. Tracking growth is difficult, but one can match the participation of things like in-person and online orientations, to the overall enrollment growth seen in Admissions and Records. With all of that said, it is a safe assumption that this growth / tackling of attrition for both orientation and for first semester educational planning would be on track to be the same as the college at the minimum. Trackable aspects (Spanish exams, chemistry, etc.) as lower year over year due to effects of the pandemic/accessibility

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The ability and flexibility of having nights and weekends available periodically has been an advantage to parts of the student population that work or do not have access to child care. ESL populations have greatly benefited from the implementation of an English as Second Language survey that students can take online from the comfort of their homes. The texting services implemented allowed direct and human contact for students who are trying to enroll at Moreno Valley College. Restructuring and bringing back in-person orientations was a first step in removing barriers and listening to student population requests for face-to-face interaction in 2019. Amidst the background of current day situations, the move to an online format using technology like zoom and the birth of services like Student Service Live and Counseling Live were ideas that spawned off the structure of the in-person orientations/assessment registration support, and grew thanks to the collaborative nature and support of a multi-department effort within Student services.

The biggest current barriers in terms of equity revolve around the lack of an onboarding process that addresses ESL and the Hispanic/Latinx population majority that Moreno Valley College serves. Efforts to create a Spanish online orientation are in progress, but much more can be done in ways of materials, training for staff, and outreach efforts into the community. Additional ways to address this are to create onboarding that can be taken to the students not just online, but in person as needed. Adult community centers, youth centers, and more should be places of focus to address these equity and service gaps. Finding an MVC voice in those locations could also address our African American student population, as well as students defined into low income social economic statuses. Assessment is also currently working with DSS staff to identify ways to make onboarding accessible friendly both in desktop and mobile standards utilizing current technology.

Future directions, opportunities, and careers for the program:

As the Assessment Center serves to be a trailhead for onboarding for student success programs and guided pathways education centers, the transformative work will be ongoing as Moreno Valley College adopts guided pathways related principles and implements their guided pathways model.

Future projects involve implementing career exploration into the in-person orientation process for students receiving their first semester educational planning. Expanding recruitment workshops and identifying student populations for smooth transition into student success programs are the next changes being implemented into the orientation and onboarding process.

Lastly, the continued work to tailor, refine, and increase the college to student connection to address things like attrition in the orientation and first semester educational parts of matriculation will be an ongoing aspect developed within the assessment workflow; expanding the collaborative efforts between the departments within student services and academic affairs will be key to enhancing the access students have to the resources they need to succeed.

Education Talent Search (TRiO)

The Educational Talent Search (ETS) program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

ETS publicizes the availability of financial aid and assists participants with the postsecondary application process. ETS also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education.

In 2016, Moreno Valley College received a five-year $1.23 million award. ETS services 500 students annually from the following schools: Valley View HS, Vista del Lago HS, Badger Springs MS, Mountain View MS, Landmark MS, and the Leadership Military Academy.

Program projected growth: Flat (0%)

Strategies for growth:

The Educational Talent Search Program in accordance with federal regulations is funded to serve 500 students each year. In 2020-21, MVC is proposing to submit a grant for program renewal to service it current schools with the change of one of the middle schools from Badger Springs MS to Palm MS, which has a higher percentage of students who feed into a target high school. In writing the proposals, we are required to submit baseline data of 500 students in alignment with the baseline budget of the current funding cycle.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Educational Talent Search is an integral component of supporting Moreno Valley College and Riverside Community College District's efforts to improve the college going and completion rates in the region. By working closely with K-12 partners, ETS supports MVCs efforts to expose middle school students to college opportunities early. During the 2019-20 academic year, ETS partnered

with other MVC departments to host the Championships Middle School Male Conference, which served nearly 520 African American and Latinx males from the middle schools from VVUSD and MVUSD. Recognizing the disparities of African American and Latinx males in accessing and matriculating and completing the educational pipeline (guided pathway), opportunities like this are critical in helping foster connections for students early in their educational experience.

In additional to this program, ETS partnered with the Microsoft to connect 36 middle school females to participate in Computer Science and Engineering week. Students also got to visit UC Irvine's College of Engineering and Base 11 Lab, which is a partner with MVC's Maker Space. Additionally, ETS partnered with the Society of Women Engineers to participate in the SWE national conference.

These links to connecting young women of color in STEM is essential to the many efforts and pathways vailable at MVC.

Beyond the opportunities available to middle school students, over the past four years, ETS has worked closely with Valley View HS, Vista del Lago HS, and the Leadership Military Academy to service nearly 400 students annually. In 2018-19, ETS served 501 students. 72.8% were from low-income and first generation, 6.1% were low-income, and 16.7% were first generation. The ethnic and racial demographics closely mirrored the demographics of the school district, city, and college. ETS had 60.3% Latinx, 24.9% Black/African American; 5% White, 1.2% Pacific Islander.

In 2019, ETS had a graduation cohort of 128 seniors. Of that cohort, 97 (76%) enrolled in a post-secondary program of study by the fall immediately following graduation. Of those who enrolled in college, 41 (42.2%) enrolled in a program of study in Riverside Community College District. In 2020, despite COVID-19, we had a high school graduation cohort of 111 Educational Talent Search Scholars with 81 (73%) enrolling in a post-secondary program of study by the fall immediately following graduation. of students who opted to enroll in a program of study at RCCD compared to last year's cohort. This year, nearly 51% of the ETS 2020 graduates enrolled at RCCD. Not only do these numbers exceed the program objective targets that 45% the high school graduation cohort would enroll it college, the ETS post secondary enrollment rates support MVCs and RCCDs strategic goals to strengthen a college going culture in the region and increase capture rates of students matriculating to MVC or another college in RCCD.

Future directions, opportunities, and careers for the program:

ETS will continue to establish unique programming opportunities to increase involvement of student groups identified in the student equity plan. As stated earlier, ETS is currently preparing to write two ETS grants for the upcoming cycle. That would position MVC to serve 1,000 families between those two grants alone.

ETS, with the other TRIO grants, is rolling out career mentor programs in alignment with MVCs guided pathway framework.

We also are planning to work more closely with CTE to connect students to more certificate opportunities.

Note: The 2019-2020 APR has not yet been released; therefore, I am uploading the 2018-19 APR.

First-Year Experience Program

The First-Year Experience Program (FYE), as part of the Student Equity Plan at Moreno Valley College (MVC), integrates academic enrichment and student support services to enable students in college-level courses to complete successfully the transition from high school to college. FYE's goal is to ensure students identify a clear academic path and complete transfer level English or math during their first year at MVC. FYE will focus its efforts to help students feel directed, valued, connected, nurtured, and engaged throughout the first year and beyond. FYE begins the summer immediately following their high school graduation. First Year Experience places students into cohorts to enrich and support their learning experience through complementary and/or shared curriculum, support services (peer support, academic tutoring, coaching, early alert), and dedicated counseling.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Moreno Valley College is situated in a community that is growing and the high school graduation rate increasing due to the efforts by our local unified school districts. Another reason, is that recently, last year 2019, a new high school was opened (Orange Vista HS) and that community in located in Perris, Ca., is expected to grow as well.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

One success rate that is positive compared to MVC overall but is still low compared state rates is English and Math completion within the first year. One strategy to improve this is to work with the academic side to launch cohorts for English & Guidance and Math & Guidance. Learning communities will be preferred to provide cultural relevance for students but cohorts/block scheduling for English & Guidance and Math & Guidance will improve completion rates.

Two additional areas come up and that's: fall to spring retention and persistence rate beyond the 1st year. One strategy to address these two rates is two acquire additionally staffing to provide support students and create a connection early on. At this moment, FYE has 1.9 FTES staff support and serves close to 800 students (500 during first-year and 300 in their second year-general support).

Future directions, opportunities, and careers for the program:

Cohorts/block scheduling, learning communities and increased staff support to adequately align with Guided Pathways. Another opportunity that can negatively affect the program is funding, secured is needed to ensure the growth of the program and services/benefits for its students.

Middle College High School Program

Moreno Valley College, through the partnership between local school districts, provides three pre-collegiate opportunities to local high school students, Middle College High School program, Nuview Bridge Early College High School and Dual Enrollment. Within these programs, students have the opportunity to get a head start in their college education and some students are able to graduate with both their high school diploma and one or more associate degree.

The Middle College High School Program (MCHS) at Moreno Valley College (MVC), made possible through the a partnership with Moreno Valley Unified School District (MVUSD) and Val Verde Unified School District (VVUSD), provides high school students the opportunity to complete their last two years of high school at Moreno Valley College, taking both high school and college classes. MCHS was established in 1999 by the three educational organizations through a special grant from the California Community College Chancellor's Office. MCHS students enroll in college courses which satisfy high school graduation requirements, ""A-G"" courses, and/or courses that are transferable or that can be applied towards an Associate Degree. Each semester students enroll in no more than 11 college units and each winter and summer session they enroll in no more than 5 college units. MCHS students have the opportunity to complete more than one year worth of college units by the end of their senior year of high school.

Through a partnership between RCCD-Moreno Valley College and Nuview Union School District, Nuview Bridge Early College High School (NBECHS) provides high school students a college experience. NBECHS is a free public-charter high school serving students in grades 9-12. NBECHS provides an educational program that combines an award-winning highly rigorous high school experience with college opportunities through our college partners Moreno Valley College and Mt. San Jacinto College. NBECHS is fully accredited by the Western Association of Schools and Colleges.

Through CCCAP partnerships between RCCD-Moreno Valley College, Moreno Valley USD and Val Verde USD, Dual Enrollment courses are offered at local high schools. High school students have the opportunity to get a head start in

their college education and complete one of more college course at their high school. Within each district we are offering two course pathways in the areas of Liberal Art/ Transfer focused pathway and a Computer Information System/ Cybersecurity pathway.

Program projected growth:

The MCHS and NBECHS are at capacity. For Dual Enrollment we are planning to increase enrollment in the current courses and increase the number of Dual Enrollment teachers and course.

Strategies for growth:

Both MCHS and NBECH are currently at our enrollment capacity. Within our Dual Enrollment we have the opportunity to increase the enrollment in some of the courses, at some of the high schools. We also have the opportunity to increase the number of teachers who can teach Dual Enrollment classes and add more enrollment opportunities for students. Through the collaboration between our Outreach Department, MVC Admission's department and partnering high schools and districts, we will be coordinating student and parent/guardian recruitment events, application workshops and registration support. For teacher recruitment, we will be collaborating with our MVC Deans of Instruction, college faculty, high school administrators and high school teachers, to promote the opportunities and support the application process.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Within the Middle College High School program, for the last three years 100% of seniors graduated from high school and more than 90% enrolled in a post-secondary institution, after high school graduation. For the graduating class of 2020, 63%, 76 out of 48 seniors, earned one or more associate degrees. In total the class of 2020 earned 127 associates.

For Dual Enrollment, 2019-20 academic year, between the two district we had 655 students take one or more dual enrollment classes. Combined, they had a 79.5% success rate and 99.1% retention rate. Within VVUSD, for ENG1A,

100% of Black/African American students and 92.5% or Hispanic/Latinx students passed the course. ENG1B, 100% of Black/African American students and 91.7% of Hispanic/Latinx students passed the course. Within MVUSD, for ENG 1A, 75% of Black/African American students, 83.3% of Hispanic/Latinx, 100% of Asian and 100% of White students passed the class. For ENG1B, 50% of Black/African American students, 73.3% of Hispanic/Latinx, 100% of Asian and 50% of White students passed the class. MVUSD students taking ENG 1A, Black/African American and Hispanic/Latinx students performed lower compared to Asian and White students. For ENG 1B, 50% of Black/African American and White students were not successful in the class. To increase the success of students, we will need to work with high school administration and teachers, to support students.

Future directions, opportunities, and careers for the program:

For both the Middle College High School Program and Nuview Bridge Early College High School, we plan to support our students to complete their high school graduation and succeed in their college courses. For Dual Enrollment we plan to fill the current classes offered, support new teacher applicants and support students with applying to the college and register into their classes.

Outreach

The Outreach department is committed to providing matriculation support and connecting students to college resources.

Below is a list of some of the services the Outreach Department provide to our community:

- Matriculation support (application, orientation and registration)
- Campus tours
- Presentations & Workshops
- Participate in College and Career Events "

Program projected growth:

Same as the College (3%)

Strategies for growth:

In regards to program enrollment growth, the Outreach Department is not a student support program. The Outreach Department is committed to meet the student enrollment growth target of the college.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The Outreach Department committed to equitable access to all students. Through the partnership between local high schools and educational institutions, we provide application workshops to all of their seniors, coordinate Senior Day events, annual High School Counselor Conference and participate in presentations and workshops in the schools. Some of the strategies we will implement to remove barriers and eliminate equity gaps will include the hiring of Student Ambassadors of different backgrounds, reflective to the community and schools we serve. We will also work with college programs and departments, to promote and recruit for their program and services.

Future directions, opportunities, and careers for the program:

The Outreach Department will continue to serve our community and campus, as well as seek opportunities to further increase our department staff. Currently, we have one full-time Outreach Specialist and an Educational Advisor that is split between Adult Education.

Student Employment Services

Student Employment Services coordinates the availability and hiring of part-time employment opportunities to provide students with paid, hand-on experience for learning transferable jobs skills while collaborating with staff, employers and the local community to develop partnerships and foster community spirit. The Student Employment Office facilitates this program by:

- Promoting and recruiting available job opportunities for students in a variety of academic and student service areas, both on and off campus.
- Verifying eligibility for interested students.
- Processing hire documents and approvals for all student employees in accordance with local, state and federal laws and regulations.
- Monitoring student employees onboarding, eligibility and employment experience throughout the year.
- Assisting students, faculty and staff in maintaining rules and regulations of the College, Federal and State government in the implementation of the Student Employment Programs. Students are assisted in applying for a variety of jobs within the following work study programs:
    - Federal Work Study (includes Community Service, America Reads, America Counts, Literacy).
    - CalWORKs Work Study, or
    - Department-funded programs within the College
- Answering inquiries and concerns regarding regulations of the various student employment programs.
- Coordinate and host staff and student trainings and workshops; awareness events, assist with campus career and job fairs.

Program projected growth:

Slower than the College (1%)

Strategies for growth:

In the 2019.2020 program review process, the Student Employment Office (SEO) tracked and reported a 11.7% decrease in the number of enrolled students participating in the program from the previous fiscal year and a 10.9% decrease from the 17-18 FY. That's an average decrease of 9.4% in employability over 3 years even though this does NOT reflect the demand for program services.

Based on previous program reviews, we anticipated an increase in job seekers and program participants and did see increases over the last two years, including a 14% increase in FY 19.20. Though we have experienced a steady increase in demand for services over the last 4 years, we have simultaneously seen a decrease in the number of students hired due to a decrease in the jobs/funding available. We have seen a steady 4% to 5% decrease in the number of students hired each year over the last 3 years. This is partly due to California minimum wage being increased annually while federal funding for FWS remains the same. This means students hired with g a maximum FWS award of $4,000, have fewer hours available to work through the entire fiscal year. It also accounts for the decrease in the # of students hired in the last two years as funding cannot stretch as far with higher wage rates.

Compared to the number of students who are eligible to apply for the student employment program, less than 2% of the MVC student population will have a chance to be hired due to limited funding (both financial aid and non-financial aid-based funding).

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The Student Employment Office (SEO) is committed to providing employment opportunities to all students, regardless of income, race, or gender. We provide workshops, fairs and classroom outreach efforts to ensure services are known. We provide assistance and resources to students applying for positions and teach them how to successfully apply for jobs in the 21st century. In order to identify gaps and barriers, SEO at MVC will begin tracking and gathering data to evaluate in 20.21 and moving forward.

Future directions, opportunities, and careers for the program:

Program goals are to continue services to all students, as well as staff and departments to provide the best possible work-related experience for both student and the College. Ideally, we want to focus on increases services available to more students on campus but that future depends on thinking outside the box. MVC students would benefit from an integration into the Guided pathways goals on a college wide scale in order to collaborate with programs and departments on helping students link education to job acquisition, job skills and success. A greater amount of workshops on interviewing and work-related soft skills could benefit student success when it comes to the job market. Further, Student Employment program could expand job opportunities with a diverse work group designed to find solutions to funding limitations.

Student Financial Services

Student Financial Services assists students in reaching their educational goals by coordinating and distributing student aid from the federal government, the state of California, and other sources. This service provides prospective and enrolled students with information, resources, and assistance in filing applications, while meeting the fiduciary requirements of the funding sources. The types of aid include grants, loans, scholarships and tuition fee waivers.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

We have developed and updated a structured Financial Aid Outreach program to include all special programs and areas within the College, including, but not limited to; Umoja, College Promise, Puente, Ben Clark training center, Veteran Students, FYE, etc.

Our plan includes to continuously expand on the financial aid presentations and workshops provided to ensure we are addressing the needs of the students within all areas of the college and more specifically our special programs. We also plan on completing a full review of data for active students who do not complete a financial aid file and establish procedures to provide direct assistance for completion and distribution of all eligible financial aid funds.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Success: In the Student Financial Services department we have continuously examined the effectiveness of our departmental procedures and successfully implemented in 19/20 the new Mobile Financial Aid process to increase access to students and streamline the completion and processing of Student Financial aid files. This new procedure has effectively increased student completion of financial aid files overall by 25% and has decreased the financial aid processing time from 3-4 weeks to 4-6 days.

Gaps: Dream Act Awarded California College Completion Grant (CCPG) Students decreased to 177 students compared to 208 in 2018/19. We will increase our outreach efforts in the community to increase the CA Dream Act applications at MVC. We need a dedicated liaison to strengthen our partnership with programs such as College Promise and Puente where there is a larger concentration of Undocumented students.

Future directions, opportunities, and careers for the program:

One major goal of the Student Financial Services Department was to complete a full reorganization of the Student Financial Services department structure, including redistribution of responsibilities and assigned programs (within the established job descriptions), and fully cross train staff in order to establish a competent and effective Student Financial Services Department. In 2019/20 we completed the hiring of all positions set for the reorganization and have successfully implemented procedures to continuously cross train staff and increase our efficiency in assisting students. As part of this goal we have also established liaisons for our special programs to provide direct assistance and specific workshops and presentations tailored to the needs of each special population.

A Part-time Student Financial Services Outreach Specialist was added to the Student Financial Services department. The SFS Outreach Specialist Coordinates all liaison efforts for special programs, such as: Next Up, Umoja, College Promise, Trio, Puente, Veterans, etc. Due to the specialized knowledge of this position they are able to provide the most accurate information for students needing financial aid assistance, within the community and the High Schools and increase in-reach efforts by coordinating information tables and in class presentations. These efforts have been instrumental in increasing the number of current students applying and receiving financial aid in alignment with the new SCFF and the Comprehensive Master Plan.

Upward Bound (TRiO)

MISSION: Part of the Office of TRIO programs, the Moreno Valley College Upward Bound (UB) program is a federally funded grant from the U.S. Department of Education. Upward Bound is part of the national TRIO programs, which were established in 1964 to provide educational opportunities to students from low income, first generation backgrounds. Moreno Valley College's Upward Bound program partners with Moreno Valley Unified School District (MVUSD) to serve a cohort of 60 students annually from Valley View High School. UB provides participants with an interactive, intensive pre-college experience designed to prepare participants for college.

WHO WE SERVE: Each year, UB is funded to serve 60 high students from Valley View High School (MVUSD) of which over two-thirds are from low income, first-generation backgrounds. In 2017, MVC received a five-year $1.285 million award for UB.

Program projected growth:

Same as the College (3%)

Strategies for growth:

Upward Bound maintaining is funded to serve 60 students annually. By maintaining steady growth at par with the college, it allows us to remain within the allowable program caps while giving room for steady increase over two to three years.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

While Upward Bound has made significant strides in contributing to Moreno Valley College's and the District's efforts to increase the college going culture and college going rates in the area for ethnically/racially diverse students from low income and/or potentially first generation backgrounds, we need to be more intentional and targeted in balancing the gender gap of participants. There is a significant disparity between the numbers of females participating in the program compared to males. In 2019-20, of the 62 students who participated in the program, 76% were female. In considering equity gaps and looking at disaggregated data, we see that considering ethnic/racial data in aggregate, it appears that some strides are being made for college access and college going rates. Unfortunately, when taking a deeper dive into the numbers, there are notable gaps for African American and Latinx males. Hence, UB will need to explore other options for capturing more males.

Future directions, opportunities, and careers for the program:

Given the gaps of male participants in the 2019-20 cohort, since we are in the process if recruiting to the 2020-21 cohort, we will need to be targeted in our recruitment. Valley View High School has several pathway programs where we could reach out to teachers to refer student to share names of potential candidates for the program. In previous years, VVHS had an African American and Latinx male AVID class. We could partner with that teacher. The current grant is in its 4th year. Over the next three to four months, we will have to start preparing to rewrite for consideration of being refunded.

There are potential opportunities to highlight more CTE programs and expand on the career opportunities that are available at the high schools and have them serve as pre-pathway transition programs to MVC Pathways and expand articulation agreements not only to AA/AS programs, but to certificate and/or apprenticeship programs.

Upward Bound/Math and Science (TRiO)

MISSION: Part of the Office of TRIO programs, the Moreno Valley College Upward Bound Math & Science (UBMS) program is a federally funded grant from the U.S. Department of Education. Since 2012, UBMS has partnered with the Moreno Valley Unified School District and Vista del Lago High School to offer an interactive intensive pre-college experience designed to strengthen the math and science skills of participating high school students. UBMS helps students recognize and develop their potential to excel in math while encouraging them to pursue postsecondary degrees, and ultimately careers in science, technology, engineering, and math (STEM).

WHO WE SERVE: Each year, UBMS is funded to serve 62 high students from Vista del Lago High School (MVUSD) of which over two-thirds are from low income, first-generation backgrounds.

In 2017, funding for MVC's UBMS program was extended with a five-year $1.315 million award.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

During the current five-year cycle of the grant, we are funded to serve 62 students annually. For the past two years, we have served 65 students. Moreno Valley College currently has the only UBMS program in Riverside County. With the significant disparities of students being prepared for STEM opportunities, we seek to expand the number.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The purpose of Upward Bound Math and Science is to increase the number of students from low-income, first generation backgrounds to pursue post secondary degrees, and ultimately careers in science, technology, engineering, and math (STEM). Recognizing that significant gaps exist for students from li/fg backgrounds having access to opportunities and being prepared to enter

STEM fields, Moreno Valley College's UBMS program has also been especially intentional in increasing the number of females in the program to further address the gap of females from ethnically/racially diverse backgrounds. There are extensive reports highlighting the disparities of women entering STEM, especially women of color, which mirror the demographics of the community MVC serves. According to BBM (2019), 86% of the women on STEM are white or Asian compared to less than 4% Hispanic/Latinx, snd 3% Black/African American respectively. In 2019-20, 31 out of 65 (48%) participants were female (26 Latinx; 3 Black/African American; 1 Pacific Islander; and 1 Sikh).

Additionally, UBMS has tried to align its goals to increase the academic indicators for Black/African American students. In 2019-20, 15.4% of program participants were Black/African American. According to the CCCCO Data Scorecard, over the past for years, the percentage of Black/African Americans enrolling at MVC has been decreasing. Additionally,while MVC's student population is predominantly Latinx, it does not reflect the percentage of students at the neighboring K-12 Districts.

UBMS's demographics for 2019-20 were (50) 76.9% Latinx; (10) 15.4% Black/African American; (1) 1.5% White; (2) 3.1% Asian; and (2) 3.1% Pacific Islander.

In order to align with the demographics of the college, the schools, and the community, UBMS will work with District administrators, school administrators, and teachers to identify potential students and encourage them to refer students. We will capture student testimonials, to intentionally represent a diverse cross section of program participants. UBMS will work with the school to coordinate presentations in class, large school events, and social media.

UBMS has certain federal mandated targeted objectives it must meet, including satisfactory academic progress, retention, high school graduation, post secondary enrollment, rigorous course of study completion, and post secondary completion rates. UBMS satisfactorily met and exceed each of the measures.

Academic Performance-Grade Point Average (GPA):
Target rate is 50%. 92% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year
30% of UBMS 2020 cohort graduated with a 4.0 or higher

Academic Performance on Standardized Test:
Target rate is 48%. No tests were administered due COVID-19.

Secondary School Retention and Graduation:
Target rate is 70%. 100% of project participants served during the project year continued in school for the next academic year, at the next grade level, or graduated from secondary school with a regular secondary school diploma.

Secondary School Graduation (Rigorous Secondary School Program of Study):
Target rate is 36% 87% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.

Post secondary Enrollment:
Target rate is 25%. 93% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma enrolled in a program of postsecondary education by the fall term immediately following high school graduation, or received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).

Future directions, opportunities, and careers for the program:

2022 will be the last year of the current UBMS cycle; therefore, we will need to rewrite in 2021 for a continuing grant.

UBMS will continue to expand internship and research opportunities for schools.

Veterans Resources Center

The Veterans Resource Center supports veterans' achievement of their education goals by providing consistent information and assistance in applying for and receiving benefits from the Department of Veterans Affairs. The services include providing information on the process to apply for veterans' educational benefits; collaborating with Disability Support Services and counseling to ensure that students develop an educational and academic plans; processing enrollment certifications using VA ONCE; and coordinating with other college/district offices to accurately track and certify students' enrollment and tuition payments. The College's veterans services comply with federal guidelines, regulations, policies and procedures as mandated by the Federal Department of Veteran Affairs as well as honor the College's commitment to the Principles of Excellence presented in Presidential Executive Order 13607. These services are available to students generally during the day; the schedule varies each semester.

Program projected growth:

Slower than the College (1%)

Strategies for growth:

For the 20-21 year, growth is expected to decrease due to COVID-19. Online modality is not easily adaptive for veteran students. After this academic year, we foresee the numbers increase again due to outreach efforts and collaborations with various veteran organizations.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

In reviewing the data, there seems to be gaps within race/ethnicity. With the majority being Hispanic/Latinx at 49%, White at 24% and Black/African American at 18%, Asian 3.5% and other races/ethnicities at .9%. The Veteran Resource Center assist any and all students that have served in the military and are eligible for VA GI Bill benefits regardless of race/ethnicity. Throughout the last three years we have seen an increase and decrease in course success and retention. The Veterans Resource Center will provide follow up appointments with the Veterans Academic Support Services Counselor in order to provide further one on one counseling, graduation checks, course retention methods and resources like tutorial services to better assist students with their academic success. The implementation of Veteran Peer Mentoring will allow for students to have a POC to further provide them with helpful information and navigating through college to achieve their academic goal. The Peer Mentor program will provide a smooth transition from military to college to reduce the stress and stigma of utilizing resources on and off campus.

Future directions, opportunities, and careers for the program:

The Veterans Resource Center has the potential to increase our veteran and dependent student population with increase outreach opportunities. Creating collaborations with City and Veteran Organizations throughout the region. Expanding services virtually for those that are unable to come in to the office, including students that are still active and oversees. The vision for the Veterans Resource Center is for veteran, dependents and spouses utilizing VA educational benefits, be informed of the support and services that our office offers in order to be successful and complete their degree and/or certificate. This would be accomplished by providing students a full time counselor that provides them with graduation and transfer information, referrals and academic support throughout their educational career at Moreno Valley College. Additional staffing to support activities, VA workshops and future collaborations that will foster academic success.

STUDENT SUCCESS AND COUNSELING SERVICE AREA

The Student Success and Counseling Service Area is composed of services and programs intended to assist students with their academic planning and counseling needs. In addition, the area provides comprehensive and targeted cohort support programs like EOPS/CARE/NextUp, Guardian Scholars (Foster Youth), Puente, and Umoja. The College is currently in the process of creating a Common Ground Center within the Service Area that will eventually house support programs like the Dream Resource Center for Dreamer students, a Pride Center to support LGBTQ+ students, Puente, and Umoja.

The Student Success and Counseling Service Area is staffed by 14.37 faculty, 11 FTE classified staff, and 1 administrator.

Career and Transfer Center

The Career/Transfer Center's mission is dedicated to improving students' career exploration process and increasing the number of students transferring to the four-year university. This is done by educating students and increasing their awareness of the Career/Transfer center and the services provided in an effort to increase the number of students prepared for transfer to baccalaureate - level institutions. The Career/Transfer Center coordinates college transfer efforts, with an emphasis on the preparation and transfer of underrepresented students, including students with disabilities, low-income students, first-generation college students, gender and other students underrepresented in the transfer process. The Career/Transfer Center provides opportunities for extensive career exploration and evaluation of interest, aptitudes, skills and other characteristics related to vocational and pre-professional planning and job success.

Program projected growth:

Same as the College (3%)

Strategies for growth:

750 students utilized the Career/Transfer Center, for workshops, appointments with university reps, appointments with the Transfer Counselor, and Transfer Fair. With the proposed increase in transfer awareness, the number of students that use the Career/Transfer Center should increase.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The goal of the Career/Transfer Center is to prepare underrepresented students, including students with disabilities, low-income students, first-generation college students, gender and other students underrepresented in the transfer process. With no known gaps or barriers, research will need to be done to see if there are gaps or barriers.

In the college's current Student Equity and Achievement Plan, the following groups were identified as experiencing disproportionate impact in the area of transfer: American Indian/Alaska Native, Native Hawaiian/Pacific Islander, current and former foster youth, students with disabilities, LGBTQ+ identified students. The program will work closely with associated campus programs that support these student populations such as NextUP, Guardian Scholars, Disability Support Center, and the planned LGBTW+ Pride Center to identify equitable practices and partnerships to support increased transfer.

Future directions, opportunities, and careers for the program:

The future direction of the Career/Transfer Center is to separate the two services and have a stand alone Transfer Center. There are also plans to increase the size of the Transfer Center, with the remodel of Student Services Building and Library with the addition to the campus of the new Library. With the increased size of the Transfer Center more students will be able to be assisted with their transfer needs.

Counseling

The Counseling program provides essential support to students through individual and group interactions as well as classroom instruction. These core functions include:

- Academic Counseling
- Career Counseling
- Personal Counseling
- Crisis Intervention
- Outreach
- Participation and Advocacy

Counselors are fully integrated into almost every grant, program, and service including categorical programs, such as Disability Support Services. Extended Opportunity Program and Services; all six Engagement Centers; TRIO Programs.; Financial Aid, and CalWORKSCounseling provides services to help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and accomplish their educational goals. Students are given assistance in developing their education programs, coordinating their career and academic goals, understanding graduation, major, certificate, and transfer requirements, exploring career options, and resolving personal issues. Counseling services are delivered by means of individual counseling sessions, small group counseling, classroom visitations, special workshops and programs, online advising, and credit guidance classes. Guidance courses combine academic theory with practical application and are designed to assist students in identifying and overcoming academic and personal issues that impact their academic success. The curriculum for counseling services delivered via guidance courses consists of six courses on topics supporting student personal development such as career exploration, student success strategies, and the transfer process, through four one-unit courses and two three-unit courses. All of the courses fulfill general education requirements for an associate degree and transfer to CSU. One of the courses also transfers to UC.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

As the college scales up Guided Pathways, the framework provides the college the ability to deliver on the expectation that 100% of students have comprehensive educational planning and have had at least one meaningful career exploration experience. As we build this into both the college onboarding process and the way that we ensure students revisit these processes throughout the college experience to align their career planning and educational experiences it can be expected that more students will need to have seen a counselor before completion and transfer. Additionally, in order to align with the efforts of our sister colleges in the district and to meet the Chancellor's Guided Pathways standard of 1 counselor to every 400 students participating in Engagement Centers, the college has identified a shortage of 6.3 FTEF to meet this standard. This represents a 0.67 growth rate, higher than the college's growth. Similarly, the college has used our College Promise Program as a way to grow enrollment, increase FT enrollment in the first year, decrease time to graduation, support transfer, and support completion of college level math and English in the first year. At the time the college has organized the FYE curriculum similar to the other categorical programs that support the College Promise with a required Summer Bridge program with a Guidance class and another required Guidance Class in the Fall Semester. As FYE and our other College Promise affiliated categorical programs grow, Counseling's instructional faculty will need to grow to keep up with that demand for Guidance units. The increasing likelihood of College Promise students taking 1-2 Guidance classes before graduation also applies to other students. As we scale up our Guided Pathways by degree mapping students' general education units to provide students with a coherent instructional experience in their instructional pathways, we notice that most faculty disciplines have supported building a Guidance course into the GE requirements.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The college has identified a data need in this area. The college has data on the overall educational planning, advising, orientation, and participation in retention support programs such as Early Alert and Probation/Dismissal/Re-entry Services but we need to know the successes and gaps for these programs by target populations.

At this time Counseling as a discipline gives additional attention to student groups experiencing disproportionate impact. The data is received through active participation in the SEA Committee and through full integration of counseling into the college's categorical programs. Categorical programs such as Puente, Umoja, EOPS, and CalWORKS that are defined around these high emphasis populations are organized around high contact with counselors, relative to the general student population. For example general students are expected to complete educational planning before registering for the first time, typically done with a counselor, but students participating in EOPS, Puente, and Umoja are expected to have 3 contacts with a counselor each semester. In order to scale up this approach, Student Success Teams affiliated with Guided Pathways Engagement Centers will identify students around momentum points and areas of emphasis such as divergence from their educational plans, frequent changing of programs of study, probation, and dismissal in order to prioritize them for more individualized support. The Counseling Discipline will need to identify areas of need through additional data and work closely with these categorical programs to develop equitable practices and emphases to address equity gaps.

Future directions, opportunities, and careers for the program:

Expansion of counselors to fully staff Student Success Teams in Engagement Centers. Expansion of Guidance to keep up with demand as Guidance is built into College Promise and other degree maps. Closer alignment of curriculum mapping (2+2 Bachelors Degree programs and ADT+ degree maps) with our major transfer partners. This has already begun through work done with UCR, which is our number one transfer institution. Counseling has also begun adjusting its EduNav educational planning for their students and CSU San Bernardino through the Equity Transfer Initiative grant received in 2021. As we are able to demonstrate the utility of these tools to increase transfer this should create some avenues to create similar programs with CSU partners, other UC's, and nearby private universities.

EOPS/CARE/Nextup

The EOPS office also administers the Cooperative Agencies Foster Youth Educational Support (NextUp) program, which provides books, supplies, transportation, tutoring, food and emergency housing for current and former foster youth.

Program projected growth:

Same as the College (3%)

Strategies for growth:

- Increase outreach efforts at the high schools
- Increase enrollment for foster youth
- Partners with other support programs

Identified equity success and gaps that exist for the program and strategies to close the gaps:

An equity population: Foster youth. The support of Next Up funds will help EOPS/NextUp serve a greater number of disproportionately impacted foster youth. Program funds will be used to pay for the (tuition, textbooks, access codes, parking) of foster youth. Increasing cost-of-living reliefs such as food relief programs, and meal stipends. affordable child care, transportation, and housing support.

EOPS/NextUp counselors will provide a clear curricular pathway to achieve degree and/or transfer, assist the students choose and enter the educational pathway, stay on course through intrusive counseling and lastly graduate.

Future directions, opportunities, and careers for the program:

Expanding services to support foster youth.

Guardian Scholars (Foster Youth)

Moreno Valley College Guardian Scholars Program is committed to supporting current and former foster youth exiting the foster care system. Our goal is to serve as a resource for young scholars by assisting in their development and equipping them with the educational and interpersonal skills necessary to become self-supporting, community leaders, role models, and competent professionals in their selected fields.

We strive to provide a comprehensive program that collaborates with on-campus and off-campus networks to provide support and services to help ensure your academic success. You will have a designated Counselor and Student Success Coach assisting you throughout your educational journey here at MVC. This approach contributes to the quality, depth and success of the student's positive college experience.

The program provides Moreno Valley College students with resources that make a difference. The program offers eligible current and former foster youth support and services that could include help with books and supplies, transportation, tutoring, food and emergency housing.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Although foster and former foster youth students are a small percentage of the College's population, the program is engaged in strategic outreach and enrollment efforts. These efforts are being made possible by a special grant made to the Riverside Community College District and being coordinated by district office staff. The coordinated recruitment effort includes collaboration by our local feeder high school districts, Moreno Valley Unified School District and Val Verde Unified School District, who have allowed the program special access to this population at the high schools to conduct ongoing recruitment efforts. In addition, the program has a dedicated student resource specialist who leads outreach efforts for the program in collaboration with high school staff. Furthermore, the program currently affords a robust categorical budget made possible by the California Community Colleges Chancellor's Office to support this student population and program operations.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Based upon campus-based research Foster Youth Students are disproportionately in several areas including, Access: Enrolled in the Same Community College for male and female students; Transfer to a Four-Year Institution for male and female students; Completion of Transfer Level Math and English for male students; and Earned Credit Certificate Over 18 Units and Associate Degrees for male and female students. The program plans to use the following strategies to remove educational barriers and eliminate equity gaps over time by: using Guided Pathways principals for entering a pathway through targeted outreach and onboarding efforts to foster youth students by coordinating with high schools to enroll this student population and onboard foster youth students into cohorts or learning communities established Guardian Scholars, EOPS, and NextUP programs; use Guided Pathways principals to keep foster youth students on the path by implementing transfer efforts by organizing campus visits to (or from) transfer institutions and connecting them with transfer school programs and personnel; connecting students to peer mentors and program advisors who can connect them with college resources; coordinating with Academic Services to increase SI and

tutoring; by improving communication with students by advertising transfer and financial aid resources; creating a uniform process for identifying and reaching out to students not enrolling in or passing their math and/or English courses to offer financial, academic, advising, or tutoring assistance; by developing a system for tracking and reaching out to foster youth students near certificate and degree completion to offer financial, academic, advising, and/or tutoring assistance; and by improving communication with students by sending notifications of the transfer process and building awareness of the rewards of degree and certificate completion and the long-term benefits of stackable degrees.

Future directions, opportunities, and careers for the program:

In the near-term future, as Student Services completes the construction of the Welcome Center and the Student Services Building remodel and expanded program space becomes available, the program seeks to hire a dedicated full-time director who will manage the Guardian Scholars, EOPS, and NextUP programs. The director will be responsible for leading focused program expansion and program development efforts to increase foster your student recruitment and student academic success that will result in the closing of equity gaps for foster youth students.

Puente Program

Puente Program is designed to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors of future generations. The Puente Program has been active at Moreno Valley College since 2001 and has helped students achieve college success. Puente is open to all students and is committed to helping students develop strong writing skills, academic and personal goals, and transfer to a four-year university.

Puente students commit to a rigorous two-semester English 1A/Guidance 47 courses during the fall term and English 1B/Guidance 46 courses during spring term. In addition to the Puente classes, students also take additional courses to meet their full-time status. They work closely with a guidance counselor to prepare an academic plan to transfer to four-year institutions. Students also meet regularly with a professional mentor from the community. The Puente program helps students prepare for the transfer process by providing admissions presentations from different university representatives as well as university visits. The Puente Program provides a supportive and stimulating environment to facilitate students' writing skills. Classes are conducted as writing workshops in which students work in small response groups. The curriculum includes multicultural and Latinx literature and issues that pertain to their community; the faculty members uses culturally responsive pedagogy to honor our diverse student voices as well as their cultural and character strengths.

Program projected growth:

Same as the College (3%)

Strategies for growth:

Although the COVID-19 pandemic can impact the number of students that decide to enroll, Puente continues to see an increase in the number of program intakes that are received to attend an information session. There is an increase in interest to enroll in the Puente learning community, however, there is a course cap limitation. Students are on the waitlist to join the program. We will continue to include a curriculum that is inclusive of multicultural literature and we are planning to expand to the second cohort.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Some of the successes of the Puente program are:

- High success rate for English for Hispanic/Latinx
- High rate of fall to spring persistence
- High rate of first-time students receiving student educational plan
- Puente English Coordinators involvement in the revision of the ENG 1A/1B COR to address anti-racist practices.

Some of the strategies to implement will be to increase student success rate and retention rate by increasing student support such as counseling, embedded SI hours, and tutoring. Collaborate with and work with the success teams that are being developed following the Guided Pathways model. Collaborating with other disciplines to identify/Puentify other courses. For Guidance courses, the discipline plans to review COR to ensure curriculum is culturally relevant, non biased and inclusive.

Both Puente English coordinators were involved in the revision of the English 1A and 1B Course Outline of Record to make sure that it met the call to action to be anti-racist. As stated in the rationale drafted by MVC English faculty, "This revision was, initially, driven by a few MVC English faculty members' desire to revisit and revise our CORs in light of calls for action, including but not limited to the Black Lives Matter movement; the MVC Student Equity Plan; the pandemic; Ethnic Studies requirements in K12 and higher ed; and the significant shift in disciplinary thinking about writing and composition pedagogy (e.g. acceleration, threshold concepts, multimodality) over the past several years within RCCD and on the state-wide and national levels. Given that disciplines and departments are expected to outline a plan to reduce and/or eliminate equity gaps, including racial equity gaps, and have begun to do so in the action plans detailed in their program reviews, we consider this revision of the CORs an important step in meeting our responsibilities to students and the college." Both English instructors will continue to be involved in the Communities of Practice to continue to commit and "center

authorial voices that have been historically marginalized on the basis of race, gender, sexuality, and ability -- including racialized groups that best reflect our student population: i.e. Latinx, Black/African American. Purposefully incorporating BIPOC and LGBTQ+ writers intentionally addresses the needs of students who have been disproportionately impacted by racism and other forms of systemic discrimination. Readings should demonstrate a commitment to the valuing of student minds who may never have felt seen in education and should encourage learning that disrupts and challenges the historical norms that cultivated that traditional marginalization." (ENG 1A COR Revisions)

Puente is committed to align with MVC's strategic goal "to actively engag[e] the community, educational partners, and industry employers by fostering innovative collaboration to respond to community needs." Therefore, Puente will continue to establish many opportunities and collaborations with professional mentors, UC and CSU partners, Makerspace and other community collaborations.

Puente is open to all students interested in the objective of the program and we will continue to promote an environment of inclusiveness in our recruiting practices. With the assistance of an administrative assistant or students success coach, we could help expand those efforts and collaborate with outreach to help meet the students needs.

Future directions, opportunities, and careers for the program:

- Continue to work in the Guided Pathways workgroup and collaborate with and work with the success teams that are being developed following the Guided Pathways model to ensure our students' needs are met.
- Develop partnerships to identify scholarships or internships available to students.
- We would like to develop a second cohort.
- More culturally responsive teaching to reflect our communities.
- Continue to recruit mentors to Increase our mentoring pool

- Continue recruiting and develop our university
- Curriculum development with culturally relevant and critical race lens and identify with other disciplines to Puentify other courses that meet the needs.

Umoja Community

The Moreno Valley College Umoja Community is dedicated to increase the number of educationally underserved students who enroll in our college, transfer to a four-year colleges or university, and return to the community as leaders and mentors for future generations. We also take a proactive approach to reaching and serving African American males, and other at-risk students in higher education.

The Umoja Community at MVC seeks to educate African American students about their African cultural heritage in order to promote and uplift an African American centered consciousness. The development of the academic, professional and leadership potential of African American students is centered on seven program principles: unity, self, collective work and responsibility, cooperative economics, purpose, creativity, and faith. The development of the academic professionals, and leadership is reflected in the area of program identification of the needs and concerns of Moreno Valley College African American students and the development of interventions to address the needs and concerns in our community according to the Annual Evaluation Report 2019-2020: Integrated Strategic Plan.

Program projected growth:

Faster than the college (4%)

Strategies for growth:

Due to the needs of our community, specifically our African American student population including men of color and other vulnerable student groups as shown in several reports including the Annual Evaluation Report 2019-2020: Integrated Strategic Plan, the strategic objective for the Umoja Program is to increase the number of African American students at Moreno Valley College who qualify for Umoja in the Umoja program to close the vast equity gaps between African American students and the general population.

According to the Equity Analysis in the MVC Annual Evaluation Report, the goal of objective I.6 is to "improve number of students completing transfer level English and mathematics mathematics courses by 179% for Black/African American students, American Indian/Alaskan Native students, Two

or more races, Unreported gender, and 20 and over. Being that Umoja is a program designed to specifically focus on and support the aforementioned populations, we are making a concerted effort to boost our recruitment.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

According to the Annual Evaluation Report 2019-2020 Integrated Strategic Plan, the African American population at MVC is facing severe equity gaps. This is evidenced in the report when it states that in 2016-2017 to 2018-2019 only 26% of our college's Black/African American students received degrees, which is 39% less than the Hispanic/Latinx population at the college. Additionally, in 2016-2017 to 2018-2019 only 14% of African Americans at MVC received certificates and only 12% of the 2016-2017 to 2018-2019 cohort transferred to a 4-year university. Finally, out of the 43% Fall 2018 cohort of African American students who attempted 12 units in the first term, only 7.5% successfully completed them. These disparities are unacceptable, and the Umoja program is currently restructuring the methodologies and practices for data collection as well as the procedures and policies for student recruitment, intake, and retention through the use of the Umoja CRM. MIS, and SARS/UI Web, and a newly revised Access Database, and master calendar.

Future directions, opportunities, and careers for the program:

The future directions is to institutionalize the Umoja program to be fully supported by Moreno Valley College. Which will support Umoja student by use of peer to peer program support, opportunities of self empowerment, workshops and conferences, mentorship support/programing and alumni database / program and the HBCU network.

STUDENT DEVELOPMENT AND WELLNESS SERVICE AREA

The Student Development and Wellness Service Area is composed of services and programs focused on supporting student's basic needs related to their overall well-being. The area includes Student Health Services (including mental health services), Disabled Support Services, and the Basic Needs Center (Clothing Closet and Food Bank). In addition, the CalWORKS/GAIN program provides comprehensive support to students with minor children. Lastly, the area supports student life and government as well as the student conduct and grievance process.

The Student Development and Wellness area has a total staff of 23 with a breakdown as follows (*does not include faculty):

- Dean, Student Development and Wellness: 1 Administrator (1 FTE), 1 Classified Staff (1 FTE)
- Associated Students of Moreno Valley College*: 1 Classified Staff (1FTE)
- CalWORKS*: 3 Classified Staff (.48 FTE, .6 FTE, .65 FTE)
- Early Childhood Education*: 1 Administrator (1 FTE), 1 Classified Staff (1 FTE)
- Disability Support Services*: 1 Administrator (1 FTE), 5 Classified Staff (5 FTE)
- Food Pantry and Clothing Closet: 1 Classified Staff (.49 FTE)
- Student Health and Psychological Services: 2 Administrator (2 FTE), 2 Classified Staff (.65 FTE, .75 FTE), 4 Professional Experts (all part-time)

Associated Students of Moreno Valley

The Associated Students of Moreno Valley College (ASMVC) are dedicated to providing all students with opportunities to develop leadership skills through participation in student government, campus clubs and organizations and co-curricular programs. We offer a number of ways to become involved on campus and in the community.

Program projected growth:

Slower than the College (1%)

Strategies for growth:
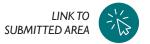
Due to COVID-19, the growth rate for Student Government has decreased over the past few months. Growth in program participation may be aided through increased incentive programs. Things such as gift cards and prize giveaways may entice students to participate in the programs and services offered by ASMVC. Student officer participation is also down as a result of the pandemic. To mitigate this trend, ASMVC will need to be more strategic in how it markets itself to the student community. Targeting specific departments and service areas that promote student leadership may aid in the student office recruitment.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Covid-19 has severely impacted student engagement for all races/ethnicity/age and gender for student involvement. Once this Health Pandemic is over, I will look to build upon the deficiencies experienced by our students outside of the classroom. Access to Technology was hindered, that was needed for our programming.

Future directions, opportunities, and careers for the program:

Seek financial assistance to address food, technology & access insecurities for our students.

CalWORKs

California Work Opportunities and Responsibilities for Kids (CalWORKs) program provides academic, financial aid, personal, crisis counseling and employment focused services to low-income families with minor children. Some additional support services are funded through the Chancellor's Office of California Community Colleges. CalWORKs is designed to promote self-sufficiency through employment, education, and community collaboration. Students receiving CalWORKs from a county welfare department are eligible. As a result of the Welfare Reform Act in 1996 CalWORKs/ TANF customers face a five-year lifetime limit, and the Community College's CalWORKs program is one of the ways California is assisting participants to meet the challenge. Many current CalWORKs students could not get the education they need to break the cycle of poverty and dependency without such assistance.

Anyone receiving cash aid, for themselves, from the CalWORKs program is eligible to receive assistance to support college attendance. New CalWORKs students enroll each week. The services provided include the following:

- Financial aid, academic, personal and career counseling
- Official college Student Educational Plans
- Financial aid and GAIN-approved Student Educational Plans
- Intensive case management
- Priority registration
- Book loan
- Workshops
- Attendance verification
- Work study and job placement
- Direct referrals to EOPS/CARE
- Coordination and advocacy on and off campus
- Educational and occupational assessments
- Access to computer lab with internet/printing capability
- Career pathway planning and linkages to labor market
- Assistance with meeting required GAIN activity hours

These services are available to students Monday through Friday from 8:30 am to 3:30 pm. Evening Appointments are available upon request. "

Program projected growth:

Faster than the college (4%)

The current state of the economy due to COVID-19's effect on the economy caused many Americans to become unemployed. Each time there is an economic downturn there is an increase of applications for CalWORKs. At the beginning of COVID the record number of applications for CalWORKs reported by the Chancellors office CalWORKs indicate they we will receive a large influx of students in the near future.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

CalWORKs students are socioeconomically disadvantaged. They are also proportionately racially balanced with the college to include nearly 100% of first-generation college students many of whom do not possess a high school diploma, have been diagnosed with one or more learning disabilities, physical and or mental health challenges, historically survived domestic violence, chemical dependency, and a lack of familial support. We provide intensive support from application to graduation by using a case management model. Each student is assigned to a counselor who calls, texts, and emails the student from a proactive approach. We offer support at critical times such as prior to priority registration, and during add and drop dates to check in and encourage, offer support and make appropriate referrals. We call, text, and use grad guru as well as individual email and email blasts to reach out to our students and provide proactive information to keep them informed and normalize the confusion, shame and discomfort associated with asking questions or fear of becoming lost in a misunderstood system.

Future directions, opportunities, and careers for the program:

MVC CalWORKs is in the process of developing a survey with Dr. Carolyn Murray's social psychology lab to study the relationship of emotion and academic achievement; and measure the success of interventions provided to students in the CalWORKs program including, but not limited to, individual and group counseling, workshops, career preparation and work study employment opportunities.

MVC CalWORKs hopes to move into a place of partnership with the Career transfer center, CTE employment placement, health & psychological services and child development center and instruction (particularly with Work Experience and Non-Credit) to provide representation to the large number of our students who need these services due to the charge to make labor market linkages.

Early Childhood Education Center

The Early Childhood Education Center provides a laboratory setting for observation, study, and hands-on learning while offering a quality educational program for children ages two to five years old and College students pursuing a career in the field of Early Childhood Education. The ECE Center is dedicated to providing an accepting environment where each person's uniqueness is expected, valued, and accepted.

Program projected growth:

Same as College (3%)

Strategies for growth:

Before the Covid-19 pandemic, the ECE Center never had problems keeping child enrollment at its max capacity. The ECE Center always had a waitlist for families interested in enrolling their child. Covid-19 had a great impact on our enrollment. Many families have one or more school-age children at home who are presently participating in virtual learning. These families have said it is just easier to have their young child stay at home with their school-age child and have someone care for both. They have indicated an interest in returning once their school-age child returns to school. Other families have indicated they do not feel it is safe to have their child attend school. Also, we have many parents who are teachers in the community. These parents are currently teaching remotely and do not need childcare. They have also indicated they wish to return once they have to return to work.

Current strategies for increasing enrollment consists of contacting all families on our waitlist before Covid-19, digital distribution of childcare flyer to different departments within the College. Some of these include CalWORKs, Financial aid, Umoja, counselors, and EOPS; A second strategy has been to update all ECE Center information on the MVC website. Additionally, the ECE Center has obtained a list of current students eligible to receive a Federal Pell Grant. The ECE Center is emailing and calling these students to inform them of our CCAMPIS Program, for which they may be eligible to receive free childcare.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The research will need to be done to see if there are gaps or barriers

Future directions, opportunities, and careers for the program:

Future projects involve applying for a continuing CCAMPIS grant, pursuing NAEYC accreditation, and seeking additional grants. Also, the ECE Center will work collaboratively with ECE Faculty to seek further opportunities for expansion of the program, i.e., virtual preschool platform. The ECE Center will continue to serve our students, families, and community.

Disability Student Services

The Disability Support Services office is dedicated to providing equal access and reasonable accommodations for educational and programmatic opportunities to students with disabilities on campus while promoting self-advocacy and independence. Our mission commits Moreno Valley College to offer opportunities for students to develop their potential while also educating the campus community on disability related matters.

Program projected growth:

Same as the College (3%)

Strategies for growth:

DSS is increasing outreach efforts with our local K-12 partners including open house events and assisting with applications to MVC for local high school seniors in special education classes. We are also increasing our presence among currently enrolled MVC students.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

DSS experiences similar equity gaps as the equity gaps that are present in the general student population. These include lower number of African American Males. To remove barriers and eliminate equity gaps, DSS will partner with other student services programs like, Trio, Puente and Umoja. to provide targeted workshops for their student populations.

Future directions, opportunities, and careers for the program:

Many of the services and procedures we implemented due to the move to online services during the COVID-19 pandemic have proved successful and will continue to be used when we return to campus. These include online applications, online scheduling and online request for accommodation forms.

Food Pantry and Clothing Closet

The Moreno Valley College Food Bank and Clothing Closet are here to help alleviate challenging times by gathering donations in response to our students needs. We are committed to fulfill the needs of our student community through food distribution, clothing closet and support services.

The Food Bank/Wardrobe Closet help any currently enrolled MVC student who may be experiencing hardship or food insecurity. Students may receive one bag of food per week and must fill out an application to be eligible for this service (Application is only for data purposes). The Clothing Closet provides students with the proper and professional clothing attire needed for an interview, career fair and first jobs.

Program projected growth:

Slower than the College (1%)

Strategies for growth:

The current pandemic, and its associated negative impact on student enrollment, has certainly impacted program participation. This enrollment impact will translate to slower growth for program participation in spite of the need for this service. Marketing of the Food Pantry and Clothing Closet will be key to promoting and sustaining growth in the program. Utilizing all current marketing platforms (social media, email, Grad Guru, etc.) as well as future platforms (texting, calling) will prove beneficial to program growth. Additionally, the service location may prove helpful in increasing participation. Identifying a key location, by way of a high traffic area, will have both the Food Pantry and the Clothing Closet well-positioned for increased participation and growth.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Access to transportation is an identified equity gap for this program. In its current form, students are required to come to campus in order to get the food and wardrobe supplies provided by the Pantry and Closet, respectively. For those students who have convenient access to transportation, accessing this service will be easier than those who don't have similar access. A delivery service could assist with this transportation gap but it will require additional program funds. Finding the needed funding will mean either a reallocation of resources or identifying additional funding streams.

Future directions, opportunities, and careers for the program:

A growth opportunity for the Wardrobe Closet (WC) will involve establishing partnerships that will make soliciting clothing donations easier.

A growth opportunity for the Food Pantry is a possible partnership with on-campus dining services. This partnership may provide economies of scale for food and supply purchases which then will allow program resources to go further. Also, this partnership may provide a delivery service which will assist with the transportation equity gap that has been identified.

Student Health and Psychological Services

Student Health and Psychological Services(SHPS) offers clinical resources and educational programs that provide quality care at a reasonable price. Additionally, SHPS assists a diverse student population to achieve and maintain optimum physical and psychological health, which in turn enhances retention and satisfaction with the college experience. Using a holistic treatment approach, the services are based on the philosophy that physical health and psychological well-being underpin academic success, and strengthen leadership skills.

Services for students include: health assessment; first aid and emergency care; health and psychological counseling and referrals; prescription and non-prescription medication; tuberculosis skin tests; immunizations; blood pressure screening; pregnancy testing; low cost laboratory and immunization services; referrals on a variety of health issues; and health education programs. Pre-course physical examinations, a prerequisite for some health sciences academic programs, are also provided. Smoke free campus activities, health fairs, disaster preparation, crisis intervention, and wellness seminars are provided in collaboration with campus, community, state and federal entities. The Student Accident Insurance Program is also administered through the SHPS office. Faculty and staff services include: tuberculosis skin testing, seasonal flu shots, and worker's compensation entry point and referral.

Registered nurses, registered nurse practitioners, physicians, mental health professionals, and health educators provide these health services. All services are available to students and employees Monday through Thursday from 8 am to 4 pm, and on Friday from 8 am to noon.

Program projected growth:

Slower than the College (1%)

Strategies for growth:

Given the impact that the pandemic has had on overall student enrollment, Student Health and Psychological Services (SHPS) will undoubtedly feel that impact due to its fee-based operations. The SHPS budget is based on a health services fee paid by students.

SHPS will always need to be attune to student need from both a perspective of mental health and physical health. Strategies for growth will need to include consistent surveying of the student population as well as tracking wellness trends. And, tangentially, expanding service offerings will increase program participation. As an example, service opportunities around dental and optical needs will be explored to determine feasibility.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

There are equity gaps relative to student health care on campus. Elements of Student Health and Psychological Services (SHPS) operations (e.g. vaccines, lab work) are fee-based. These fees for service create a potential barrier to access, and inhibit a student's ability to receive proper health care on campus. the incoming director of SHPS will need to review the current fee structure and make a concerted effort to provide no/low cost service options to students.

Future directions, opportunities, and careers for the program:

There are growth opportunities for Student Health and Psychological Services (SHPS); which include:

1. Reviewing fee-based services to determine if no/low cost options are feasible. No/low cost options will address equity and access issues created by a fee-based program.
2. Creating and cultivating relationships with community partners to assist in prevention, intervention, and treatment programs. This opportunity will assist MVC with its retention efforts. Programs and services aimed at prevention, intervention, and treatment will support academic success, thereby increasing the likelihood that students persist and graduate.

BUSINESS SERVICES

Business Services supports the College's educational goals for students characterized by resourceful, transparent and responsible fiscal planning. Business Services is responsible for non-instructional business and operational programs and activities. These include Fiscal Services, Grants, Bookstore, Food Services, Facilities, Technology Support Services, College Safety & Planning, in addition to indirect oversight of Safety & Police and Human Resource Services.

BUSINESS SERVICES

DEPARTMENTS	SERVICES
Grants and Business Services	*Grants & Business Services provide support and assistance for the College in the areas of sound accounting practices and the establishment of internal control that ensures accountability, maximizes total value and compliance of all financial resources while being a good steward of public funds.*
Technology Support Services (TSS)	*Technology Support Services (TSS) supports the mission of the College and the success of our students by providing useful information in a timely manner, providing technical support to all users, and by meeting the needs of the learning process in regards to the usage of technical resources. It also supports all academic programs, administrative departments, and student services by enhancing technology and its usage. TSS strives to provide a seamless solution to the latest innovative technologies in order to support the diverse learning environments.*
Facilities	*The mission of the Moreno Valley Facilities Department is to provide a clean, well-maintained, and attractive surrounding for students that is conductive to learning, mechanically sound, and free of health and safety hazards wand unpleasant distractions that might compromise learning.*
College Safety & Emergency Planning	*College Safety & Emergency Planning is responsible for the development and implementation of campus-wide emergency preparedness, emergency response and employee workplace safety.*
Food Services	*Moreno Valley College is home to the Lion's Den and Coffee Cub. We offer hot meals, vegetarian and vegan options, grab and go fare, snacks, drinks, artisan coffee, baked-daily pastries and cookies, and more.*
Bookstore	*Follett Higher Education Group is the store operator for Moreno Valley College. Our bookstores serve as your one-stop shop for new, used, and electronic textbooks, supplies, branded clothing, and merchandise.*

Grants and Business Services

The Grants and Business Services (GBS) Department provides support in the areas of budgeting and accounting management for all funding sources, including purchasing process, contract administration, fiscal accountability, budget control process and grants and categorical program development, management and compliance to all college faculty, staff, and administrators. The department also facilitate the strategic planning and resource allocation process.

In addition, GSB facilitates grant development, submission, implementation, and management process. GBS assists college constituents in identifying viable funding opportunities that align with the college's and District's mission and strategic goals. GBS also facilitates vetting those opportunities and project concepts through the college approval process for grant development. The Dean coordinates with the District Grants Office to submit all state and federal proposals per District policy. Foundation and private grants are coordinated with the RCCD Foundation. Upon a successful award, the GBS Office facilitates the processing of awards for the Board of Trustees' approval, and implementation of the award with the District's current financial system. The office also provides training for current and new grant directors and support staff on sponsor and District policies regarding grant implementation, management, and financial stewardship of extramural funding. The College is moving forward with providing regular (monthly/quarterly) financial reports to all grant and categorical managers to ensure funds are effectively managed and expended within the funding agency's parameters and in a timely manner.

Strategies to meet the college growth of 3%:

To meet the Riverside Community College District's goal of increasing grants and categorical funding by 30%, the Grants Department will require adequate staffing ratios, office space, furniture, fixture, and equipment to support space and staffing needs. Annual meetings will continue with area Deans to discuss funding needs for each college area to facilitate the development of an annual funding plan for the College.
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EXISTING STAFFING			
	2017-2018	2018-2019	2019-2020
Full-Time Equivalent Staff	3.0	3.0	3.0

Future Direction:

- Continued coordination with RCC, NC, and District Grants Office to develop comprehensive and coordinated pre-and post-award grant management services.
- Ongoing coordination with southern California community college grants development directors/deans to share best practices.

Technology Support Services

Technology Support Services (TSS) supports the College's mission and the success of our students by providing useful information in a timely manner, providing technical support to all users, and meeting the needs of the learning process in regards to the usage of technical resources. It also supports all academic programs, administrative departments, and student services by enhancing technology and its use. TSS strives to provide a seamless solution to the latest innovative technologies to support diverse learning environments.

TSS provides technology support to all employees, including instructional and administrative areas. TSS provides support in information technology (IT), audio & visual (A/V), and web development. Support ranges from configuration and setup of new hardware and software; troubleshooting of current hardware and software; configuration and setup of computer labs and laptop carts for students use; provide basic training on using the different audio/visual and video conferencing systems; advise and install new audio/visual equipment in classrooms and conference rooms; full video production (i.e. provide recommendations on videos and their usage, video recording, editing, and producing a final video); creation and updates on the College's website for all departments, programs, and services; social media advertising and creation of posts.

The current pandemic has taught us to keep using web-based technology solutions to provide remote support to all users. Some examples of these technologies are appropriate remote-control support software platforms (e.g., TeamViewer); cloud-based Faronics software to remotely update and support laptops. Regarding personnel needs, as expected with technology and its growth and expansion in today's society, additional staff to properly support current and growing systems is needed, including subject matter experts to provide support to users (e.g., technology trainer).

EXISTING STAFFING			
	2017-2018	**2018-2019**	**2019-2020**
Full-Time Equivalent Staff	4.5	3.5	5.5

Strategies to meet the college growth of 3%:

Technology is vital in all areas in today's society, and the educational field is not the exception. In its vision to become a comprehensive college, and as outlined within the Facilities Master Plan, several new facilities will be added to the campus, which will necessitate additional staff to support and maintain the increase in the number of devices. MVC will benefit from increasing its IT support personnel that should include a full-time A/V technician for all video production projects; one additional A/V Assistant to support the instructional area; two additional IT Analysts to support the evolving IT systems; a Social Media Technician to support this growing field; Professional Development Trainer to keep all users up to date with new software applications and trends.

.Future Direction:

- Additional IT personnel to better support the College as technology evolves and expands into all areas of instructional or administrative tasks to respond in a timely manner. Permanent funding for software licenses and hardware upgrades to support the computer labs and laptops. Permanent funding for professional development for TSS staff as technology changes rapidly and technical personnel must stay up to date with changes and trends.

Facilities

The Moreno Valley Facilities Department's mission is to provide clean, well-maintained, and attractive surroundings for students conducive to learning, mechanically sound facilities that are free of health and safety hazards, and eliminate unpleasant distractions that might compromise learning. The Moreno Valley Campus opened 22 years ago with 59,743 gross square feet. Today Moreno Valley College has over 234,000 gross square feet that include our new Student Academic Services building to serve our students' needs. The Facilities Department cares for 14 permanent structures and 24 modular buildings with classrooms, student services offices, instructional offices, and gathering areas. Each night shift custodian is responsible for approximately 35,000 gross square feet. Moreno Valley College sits on a 132-acre campus. Grounds personnel care for about 95 acres, a 25-acre college park with two soccer fields and a tot lot, and a cross country track. Facilities reopening plans are to commit to promoting mask-wearing, washing hands, social distancing. Utilizing signage for entries and exiting, utilizing sneeze guards where practical, spacing seats 6' apart are all operational procedures that facilities in putting into place.

Strategies to meet the college growth of 3%:

To meet the demands of operations for 2030, Facilities will need to add the following positions. (1) Full-time Maintenance Manager (1) Full-time Maintenance Mechanic General (1) Full-time Grounds Keeper (6) Full-time Custodians The purchasing of support equipment such as utility carts and tools will be necessary. Offsite storage will be a critical component to being successful and resourceful in moving classrooms and labs from one building to the next.

EXISTING STAFFING			
	2017-2018	2018-2019	2019-2020
Full-Time Equivalent Staff	21	22	18

Future Direction:

The 2030 Vision Plan adds 261,000 GSF to the campus inventory, bringing the total campus space to over 400,000 GSF. This growth will accommodate the College and District's enrollment goals and provide the critical space types missing on campus today, such as instructional space, student-focused spaces, library and study space, and physical education space.

In its vision to become a comprehensive college, and as outlined within the Facilities Master Plan, several new facilities will be added to the campus that showcases the enhanced academic offerings, such as a Visual and Performing Arts Complex, Kinesiology Building, and a new STEM Building with new labs and makerspaces. Onetime and ongoing funding and custodial, maintenance and grounds staffing are needed for the planning concepts and final site plan, related to the total cost of ownership, from acquisition to demolition, including long-term operational cost and ongoing repair, renovation, and upgrades.

Safety & Emergency Planning

The Moreno Valley Safety & Emergency Planning Office mission is to ensure the health and safety of its employees, students, and visitors. The Safety & Emergency Planning Office vision is to effectively plan necessary resources, and training for variable and efficient disaster response. To also maintain and improve the capability to successfully work together with all stake holders on campus to mitigate against, prepare for, respond to, and recover from all-hazards related emergencies and disasters. This is achieved by maintaining safe and healthy working conditions and by fostering a culture focused on awareness, open communication, safety education, supervision and safe working methods. Our goal is to have zero work related injuries and illnesses.

The Safety & Emergency Planning Office ensures that employees understand that they are responsible for maintaining safe work conditions within their areas, and that all operations are carried out with the highest regard for safety. The office provides guidance to MVC department heads so they understand their responsibilities for ensuring the safe operation of college facilities, including classrooms, laboratories, and educational equipment. The office also provides support as needed to ensure staff and students under their supervision receive the training needed for the safe use of their facilities.

The Safety & Emergency Planning Office assists all employees to consistently following all established safety procedures for promptly reporting potential hazards, and for fostering a proactive culture focused on the safety.

Strategies to meet the college growth of 3%:

To meet the changing safety demands for the future, the Safety & Emergency Planning Office will rely heavily on the MVC faculty, staff, and administrators, including designated safety floor captains, who serve on various campus safety committees.

EXISTING STAFFING			
	2017-2018	2018-2019	2019-2020
Full-Time Equivalent Staff	1	1	1

Future Direction:

The future vision of the Safety & Emergency Planning Office are:
1. To have zero work related injuries;
2. To ensure that all staff receive appropriate safety training and receive the equipment necessary to perform their jobs in a safe manner;
3. To uphold the College and District's enrollment goals and expansion.
4. To ensure that new employees receive all required safety training

To ensure new facilities are equipped with the necessary safety equipment to provide a safe environment for all employees, students and visitors to Moreno Valley College

Food Services

Food services offer a wide variety of food options for our students, such as new and trending items and freshly prepared meals, healthy options, and quick bites of assorted snacks and beverages. Our catering on campus meets the needs of the various departments by providing meals and collaborating with the Trio Program. Food Services works with the Trio program in preparing meals each day for the high school students who come to campus for the summer. Our operation is run with plenty of help from our student employees as well as classified employees.

Strategies to meet the college growth of 3%:

The immediate proposed plan includes vending at Ben Clarke Training Center to accommodate FTES and staff growth at the new facility. Phase I of the Facilities Master Plan consists of the new Library Resource Learning Center (LLRC) project, which is intended to consolidate and expand Library and Learning Resource Center functions into a series of active, student- focused spaces. The LLRC building will house the expanded foodservice operations, relocated from their current modular building. Increases in enrollment and FTES require facility and program expansion. The growing student population would require adequate staffing ratios, investment in dining and kitchen furniture, fixtures, and equipment, along with increased capacities of storage, refrigeration, and preparation spaces.

Future Direction:

We are leveraging resources to provide meals to support a collaborative solution to food insecurity in our college community, in addition to expanding the catering program and recruitment of student employees. Student-focused spaces that promote individual and group studying, as well as academic resources needed to implement the Guided Pathways framework. The LLRC building will house the bookstore functions, relocated from their current modular building. The location of the LLRC is purposefully placed at the front of the campus, adjacent to parking and open space to invite the community into the building.

EXISTING STAFFING			
	2017-2018	2018-2019	2019-2020
Full-Time Equivalent Staff	3.3	3.3	3.3

Bookstore

The Moreno Valley College Bookstore offers new, used, and electronic textbooks, supplies, branded clothing, and merchandise. The on-campus bookstore stocks a variety of supplies and carries required materials for course work at the College. Textbooks are available for rent or purchase, and price matching and buyback programs help students save on textbook purchases.

Strategies to meet the college growth of 3%:

Follett Higher Education Group is proposing Follett Access and Discovery. This program will integrate with WebAdvisor, which will enable Moreno Valley College students to receive all course materials as part of their tuition and fees. Students can receive a reduction in textbook pricing, as a result of direct publisher access, in addition to having all their textbooks in their possessions days before semester classes begin.

Future Direction:

Phase I of the Facilities Master Plan includes the new Library Resource Learning Center (LLRC) project which is intended to consolidate and expand Library and Learning Resource Center functions into a series of active, student-focused spaces that promote individual and group studying, as well as academic resources needed to implement the Guided Pathways framework. The LLRC building will house the bookstore functions, relocated from their current modular building. The location of the LLRC is purposefully placed at the front of the campus, adjacent to parking and open space to invite the community into the building.

EXISTING STAFFING			
	2017-2018	2018-2019	2019-2020
Full-Time Equivalent Staff	4	3	2

03 MAIN CAMPUS FACILITIES MASTER PLAN

3.1 FACILITIES MASTER PLAN INTRODUCTION

A Facilities Master Plan is a data-driven strategy for campus development aimed at efficiently and effectively providing physical resources aligned with campus needs and priorities that serves and advances the institution's mission. The plan must be forward thinking and, at the same time, based on pragmatic realities. It must balance a visionary and realistic approach to the growth and future development of the campus. The recommendations within the Moreno Valley College Facilities Master Plan present an overall picture of the proposed development that is designed to support Moreno Valley College's academic vision and goals established in the Education Master Plan. **The recommendations within the Facilities Master Plan meet the needs of the projected enrollment and program forecasts and are a translation of the Education Master Plan into the future developed campus.**

Creating a comprehensive campus environment.

Planning for Equitable Student Success and Guided Pathways

Enhancing the economic and social opportunities for the community.

	EDUCATION MASTER PLAN (EMP)	FACILITIES MASTER PLAN (FMP)
Creating a comprehensive campus environment.	A major goal for the College is to transition from its history as a specialized center to a Comprehensive College offering the full spread of academic programs including the addition and expansion of Arts, Science, and Physical Education programs.	The FMP identifies the facilities necessary to become a Comprehensive College, including the construction of additional Library and Learning Support space, laboratory space, Kinesiology/Athletics facilities, Fine/Performing Arts facilities, and Student Support spaces.
Planning for Equitable Student Success and Guided Pathways	The Guided Pathways Framework engages college administration, faculty, and staff to enact comprehensive changes across an entire college. Full implementation of the Guided Pathways framework will also buttress the goal of becoming a Comprehensive College.	New 'Schools' have been formed as part of the Guided Pathways Framework and each has an identified zone on the campus. To ensure students are staying on their path to success, space for Student Success Teams will be embedded within each school.
Enhancing the economic and social opportunities for the community.	Moreno Valley College influences both the lives of students and the regional economy. By expanding the College's enrollment and academic offerings, more students will receive a stream of higher future earnings that will continue to grow economic prosperity in the region.	Many of the planned campus improvements will support the community, such as the Performing Arts Theater, Community Fitness Space, Open Space and Trails, and an Early College High School located on the campus.

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3.2 DETERMINING FUTURE SPACE NEEDS FOR THE COLLEGE

The following section details the comprehensive space analysis performed by Alma Strategies as part of the Facilities Master Plan. The space analysis includes an examination of the distribution of existing space, utilization of instructional spaces, and the quantity of space need. Alma Strategies prepared a space needs scenario using a baseline for the size and scope of the institution in Fall 2018. The study demonstrates the required space needed to meet growth targets for 2030 informed by the Education Master Plan for both the Main Campus as well as Ben Clark Training Center.

The study analyzed classrooms, instructional labs, offices, library & study, and AV / TV as measured by Capacity Load (CAP Load) targets created by the California Community Colleges Chancellor's Office. The 'other' space categories were analyzed using current, classification-specific metrics informed by peer institutions, and national trends in higher education. These metrics determine whether a surplus or deficit of space exists.

The College maintains a detailed Space Inventory of all buildings on the campus. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor Office (CCCCO), and includes data on buildings and rooms for each college and district within the state. As required by the state standards, it is updated and submitted to the State Chancellor's Office annually to reflect the current usage of facilities and spaces on campus.

Enrollment Projections

To determine space capacity requirements, the enrollment and program forecasts are applied to a set of standards for each type of space. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet. *A further discussion of Enrollment Projection is located on pages 2.02-2.03.*

Exhibit 3.2.1: FTE Enrollment Projections

80% INCREASE

91% INCREASE

2018 FTES	2027 FTES	2030 FTES
6,835	**12,344**	**13,058**

Enrollment Projections: Assuming that student enrollment grows at the rate predicted by the Riverside Community College District (3% annually), Moreno Valley College will serve approximately 13,000 FTES or 21,000 headcount students by 2030.

Exhibit 3.2.2: Enrollment Projections by Year

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Headcount*	14,772	15,215	15,672	16,142	16,626	17,125	17,639	18,168	18,713	19,274	19,852	20,448	21,061
FTES*	6,835	7,251	7,693	8,161	8,658	9,186	9,745	10,339	10,968	11,636	12,345	12,678	13,058
FTES/ Headcount**	0.46	0.48	0.49	0.51	0.52	0.54	0.55	0.57	0.59	0.60	0.62	0.62	0.62

Notes:
*Assume headcount increase at rate of 3% per RCCD projections.
**Assumes FTES/Headcount ratio increases at rate of 3% of year to 2027 and then stays the same from 2028-2030.
***2017-2018 FTES based on historic data.
FTES data post 2017-2018 is found by multipyling RCCD annual headcount projections by annual FTES/Headcount ratio.
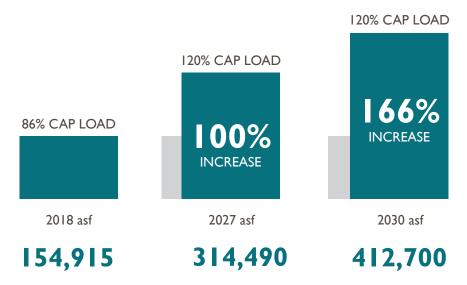
Space Needs Projections

Capacity load ratios (CAP Load Ratio) represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type "other" includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the college's inventory related to campus experience and operations. **As of Fall 2018, the CAP Load Ratio was 86%, which indicates a need for additional space on the main campus.** Exhibit 3.2.4 on the facing page provides a more detailed overview as to where the deficits exist, and how these grow in the future.

In terms of the Cap Load categories, 120% was chosen as a planning target. While a 100% Cap Load theoretically meets the existing demand for a campus population in any given space category, there are some limitations to using this as a planning target. Increasing the number to 120% provides more flexibility when envisioning the future of Moreno Valley College's main campus. It provides space for growth should enrollments exceed expectations, and also allows for innovation in new or expanded program offerings. This planned flexibility will allow the College to remain nimble in the future.

Quantitatively, the Space Analysis shows that Moreno Valley College has a deficit of space for Fall 2018 of over 62,000 asf, which quadruples for the College to meet its 2030 growth targets, at over just over 250,000 asf. The Analysis by Category subsections in this chapter provide detailed explanations as to where the deficits exist and how they were generated.

Exhibit 3.2.3: Overall Space Projections

86% CAP LOAD — 2018 asf — **154,915**

120% CAP LOAD — **100% INCREASE** — 2027 asf — **314,490**

120% CAP LOAD — **166% INCREASE** — 2030 asf — **412,700**

Space Needs: the Space Analysis shows that Moreno Valley College has a deficit of space for Fall 2018 of over 62,000 asf which grows significantly in scale for the College to meet its 2030 growth targets. The table on the following page provides a more detailed overview as to where the deficits exist, and how these grow in the future.

Exhibit 3.2.4: Overall Space Projections by Category

CAP LOAD CATEGORIES		2018 SPACE INVENTORY	2018 CAP LOAD DEFICIT	2030 SPACE NEEDS (FMP)	2030 SPACE NEEDS DEFICIT
CLASSROOMS		**39,580** 113% CAP LOAD	**(2,350)**	**48,560**	**(8,850)**
INSTRUCTIONAL LABS		**38,010** 83% CAP LOAD	**(20,400)**	**67,730**	**(30,600)**
OFFICE		**30,440** 94% CAP LOAD	**(8,400)**	**45,560**	**(15,100)**
LIBRARY/STUDY		**9,970** 36% CAP LOAD	**(23,000)**	**36,830**	**(26,900)**
AV/TV		**110** 2% CAP LOAD	**(8,000)**	**8,470**	**(8,400)**
OTHER CATEGORIES					
OTHER	*Physical Education, Assembly, Food Service, Lounge, Bookstore, Meeting, Data Process, Physical Plant, Health*	**36,810** CAP LOAD N/A	**-**	**205,560**	**(160,630)**
		154,920 86% CAP LOAD	**(62,150+)**	**412,710** 120% CAP LOAD	**(251,480)**

Instructional Space Utilization

Instructional Space Utilization refers to the use of classrooms and class laboratories for academic coursework. Several key metrics impact instructional space utilization, including:

- Weekly Room Hours/Room Utilization – the number of hours per week that an instructional space is in use for academic coursework on average. Room Utilization represents this as a percentage.
- Seat Utilization – the percentage of seats occupied when an instructional space is in use.
- Weekly Seat Hours – the average number of hours per week that a seat is in use in a given instructional space. This metric combines Weekly Room Hours and Seat Utilization.
- Weekly Student Contact Hours – the number of class contact hours a class is scheduled to meet per week multiplied by the number of students in the class.
- ASF per Station – the amount of assignable square footage (asf) per student seat on average in the room.

The Space Utilization Analysis for Moreno Valley College was conducted for the Fall 2017 term. The analysis measured the hours of instructional time and WSCH generated for each building on and off campus using the schedule of classes for the Fall 2017 term. For each building, the number of hours that classroom and laboratory spaces were utilized for instruction was compared to thresholds of 100% utilization set by the State Chancellor's Office. These metrics project the amount of classroom space needed, drawing on data provided by the institution as well as data presented in the Education Master Plan.

Of the 33 buildings, 10 had instructional spaces, but the spaces were not utilized during the Fall 2017 semester.

Of the 24 remaining buildings that were utilized during the Fall 2017 term, 8 had a high utilization rate of 70% or higher, meaning that each of the buildings were utilized for at least 33.6 Hours/Week for classroom spaces or at least 19.25 Hours/Week for laboratory spaces.

Thirteen buildings had class and/or lab spaces that had low levels of utilization (below 50%). Eight of the 13 buildings with a utilization rate lower than 50% were located off-campus. The Ben Clark Training Center building is the only off-campus facility that does not have a low-utilization rate.

Five buildings have spaces with utilization rates between 50% and 69%, or "Medium Utilization". All of these buildings are located on-campus except for the Ben Clark Training Center. Additionally, no laboratory space on or off-campus is utilized at a medium rate.

There are six buildings with spaces that do not hit the state designated minimum thresholds of 27.5 Hours/Week for Labs and 48 Hours/Week for classrooms, but the WSCH generated in these rooms exceeds the WSCH cap for the specific room. Low utilization rates, but exceeded WSCH capacities in a room indicates that there are more students enrolled in a section for a course than are allowed by the official capacity of the room in which the class is held. This may be due to lack of suitable instructional spaces, especially as it pertains to laboratory space, which typically requires specialized and limited equipment and Facilities. Ehibit 3.2.5 on page 3.10 provides an overview of each space that was analyzed.

Classroom Utilization Summary

The Classroom Utilization Analysis looked at the following key metrics, with the expectations for each set as follows.

48 WEEKLY ROOM HOURS

66% SEAT UTILIZATION

15 ASF PER STATION

31.7 WEEKLY SEAT HOURS

The metrics are based upon the Cap Load targets as defined by the California Community Colleges Chancellor's Office. **This data shows Moreno Valley College is meeting or exceeding these metrics in terms of classroom use, as such there is an identified a small deficit of classroom space of 2,350.**

It is important to note that 15 Asf per Station supports passive learning environments, but may not support the space needed to provide active or team based learning. As the College transitions its teaching and learning modes to more active and team based, a larger ASF/Station should be considered. 25-35 ASF/Station is an appropriate range for most active learning environments.

Class Labs Utilization Summary

As with classrooms, the Class Laboratory Utilization Analysis examined four key metrics, with the expectations for each set as follows.

27.5 WEEKLY ROOM HOURS

85% SEAT UTILIZATION

47 ASF PER STATION

23.4 WEEKLY SEAT HOURS

The use expectations for Instructional Laboratories are different from Classrooms in several ways. First, the expectation for weekly room hours is significantly lower, which allows for student access outside of scheduled course hours. The unscheduled periods enable students to access specialized lab equipment to complete assigned project work. Also, instructional labs often require additional prep and tear-down time as compared to typical classrooms. To balance this lower weekly use, and to acknowledge the considerable cost of building and maintaining this space, the seat utilization expectation is higher. Finally, ASF per Station is higher to account for equipment in the room, expanded workspaces per student, and additional support space. It is essential to bear in mind that these lab metrics are intended to serve as averages—especially in the case of ASF per Station: A computer lab for the Business Administration program may require +-35 ASF per student station vs. a Welding lab that would need +-120 ASF per student station.

Today, the metrics when applied show a deficit of class laboratory space for Moreno Valley College of over 20,000 ASF. This one of the largest need categories.

Exhibit 3.2.5: Instructional Space Utilization by Building

	ROOM COUNT				CLASSROOM AVG. UTILIZATION		LABORATORY AVG. UTILIZATION	
MAIN CAMPUS BUILDING	CLASSROOMS	LABORATORY	OTHER INSTRUCTIONAL	TOTAL INSTRUCTIONAL	AVG. HOURS/WK.	% TO STANDARD (48 HRS./WK.)	AVG. HOURS/WK.	% TO STANDARD (27.5 HRS./WK.)
DENTAL ED CTR A - 19	0	31	0	31	N/A	N/A	0.00	0%
DENTAL ED CTR B - 19	2	1	0	3	11.58	24%	7.08	26%
DENTAL ED CTR C - 19	1	0	0	1	24.25	51%	N/A	N/A
EARLY CHILDHOOD CTR - 18	1	0	0	1	28.92	60%	N/A	N/A
HUMANITIES - 8	17	5	0	22	41.60	87%	7.98	29%
LIBRARY - 1	5	1	0	6	29.87	62%	12.46	45%
PARKSIDE COMPLEX (PSC)	8	0	0	8	17.49	36%	N/A	N/A
PARKSIDE COMPLEX #02 - 13	0	7	0	7	N/A	N/A	0.00	0%
PARKSIDE COMPLEX #03 - 13	1	0	0	1	36.92	77%	N/A	N/A
PARKSIDE COMPLEX #04 - 13	0	1	0	1	N/A	N/A	22.67	82%
PARKSIDE COMPLEX #07 - 13	1	0	0	1	28.34	59%	N/A	N/A
PARKSIDE COMPLEX #08 - 13	1	0	0	1	47.83	100%	N/A	N/A
PARKSIDE COMPLEX #09 - 13	1	0	0	1	46.50	97%	N/A	N/A
PARKSIDE COMPLEX #10 - 13	1	0	0	1	46.50	97%	N/A	N/A
PARKSIDE COMPLEX #11 - 13	0	3	0	3	N/A	N/A	0.00	0%
PARKSIDE COMPLEX #12 - 13	1	0	0	1	0.00	0%	N/A	N/A
PARKSIDE COMPLEX #16 - 13	1	0	0	1	0.00	0%	N/A	N/A
PARKSIDE COMPLEX #18 - 13	0	1	0	1	N/A	N/A	0.00	0%
PARKSIDE COMPLEX #20 - 13	0	1	0	1	N/A	N/A	0.00	0%
PARKSIDE COMPLEX #22 - 13	1	0	0	1	0.00	0%	N/A	N/A
PARKSIDE COMPLEX #23 - 13	1	0	0	1	0.00	0%	N/A	N/A
SCIENCE & TECHNOLOGY	0	3	0	3	N/A	N/A	6.32	23%
STUDENT ACADEMIC SRVS - 20	7	1	0	8	47.22	98%	26.17	95%
STUDENT SERVICES	2	0	0	2	46.75	97%	N/A	N/A

OTHER BUILDINGS	CLASSROOMS	LABORATORY	OTHER INSTRUCTIONAL	TOTAL INSTRUCTIONAL	AVG. HOURS/WK.	% TO STANDARD (48 HRS./WK.)	AVG. HOURS/WK.	% TO STANDARD (27.5 HRS./WK.)
BEN CLARK TRAINING FACILITY (BCTC)	22	0	0	22	25.34	53%	N/A	N/A
CHHS	I	0	0	I	5.15	11%	N/A	N/A
CSPR	I	0	0	I	4.50	9%	N/A	N/A
FT19	I	0	0	I	22.67	47%	N/A	N/A
MVHS	I	0	0	I	4.50	9%	N/A	N/A
MVSC	I	0	0	I	6.00	13%	N/A	N/A
PARK	I	0	0	I	2.83	6%	N/A	N/A
RVHS	I	0	0	I	10.30	21%	N/A	N/A
VVHS	I	0	0	I	4.50	9%	N/A	N/A

BUILDINGS WITH INSTRUCTIONAL SPACES BUT NOT UTILIZED IN FALL 2017	CLASSROOMS	LABORATORY	OTHER INSTRUCTIONAL	TOTAL INSTRUCTIONAL	AVG. HOURS/WK.	% TO STANDARD (48 HRS./WK.)	AVG. HOURS/WK.	% TO STANDARD (27.5 HRS./WK.)
DENTAL ED CENTER A - 19					N/A	N/A	N/A	N/A
PARKSIDE COMPLEX #2 - 13					N/A	N/A	N/A	N/A
PARKSIDE COMPLEX #11 - 13					N/A	N/A	N/A	N/A
PARKSIDE COMPLEX #12 - 13					N/A	N/A	N/A	N/A
PARKSIDE COMPLEX #16 - 13					N/A	N/A	N/A	N/A
PARKSIDE COMPLEX #18 - 13					N/A	N/A	N/A	N/A
PARKSIDE COMPLEX #20 - 13					N/A	N/A	N/A	N/A
PARKSIDE COMPLEX #22 - 13					N/A	N/A	N/A	N/A
PARKSIDE COMPLEX #23 - 13					N/A	N/A	N/A	N/A
INTL					N/A	N/A	N/A	N/A

BUILDING AVG. UTILIZATION PER WEEK

High Utilization = 70% of Higher

Medium Utilization = 50% - 69%

Low Utilization = Below 50%

CAP Load Analysis Continued

Offices

The space needs analysis approaches offices based on the Cap Load metrics set out by the California Community Colleges Chancellor's Office (CCCCO). This method simply applies a 140 ASF guideline for each Full Time Equivalent Faculty member employed at Moreno Valley College. **The outcomes of the space need analysis for offices show a deficit of space in the baseline year of 8,400 ASF.**

Library

The metrics for Library and Study space were driven by the Cap Load targets from the CCCCO. For Library Collections space, the Cap Load metrics provide a baseline amount of space with an additional ASF allotment per Day Generated Enrollment (DGE) that scales down as the campus population gets larger. This is done on a district-wide level and then distributed to each campus based on proportional enrollment activity. **For the baseline scenario, the analysis indicates a significant deficit of library and study space of 23,000 ASF.**

The Library is undersized, due in part to a larger library being built on the Riverside City College campus. When the campus was created as a Center to Riverside City Collge (RCC), the library was designed as a satellite to a larger RCC library, As MVC's student population has grown and will continue to grow, the footprint of the current Library is significantly undersized to provide students with adequate resources, and in addition, it's location is not central to academic and service functions. A more comprehensive and updated library is now needed to support a growing student population.

AVTV

This category includes specialized uses primarily focused around audiovisual and media production space. The metrics were again driven by Cap Load targets as defined by the CCCCO. The methodology applies a baseline amount is allotted per district, then additional space is added based on Day Generated Enrollment. This amount of space is then prorated for each campus. **At Moreno Valley College, this type of space shows a significant deficit of 8,000 ASF for the baseline year. There is almost no existing space within this category on the campus as it exists today.**

'Other' Space Analysis

The space type "other" includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the college's inventory. **As MVC transitions into a Comprehensive College, these space types will be the largest to grow over the next decade, adding over 160,000 asf to the campus.**

Physical Education, Athletics and Recreation

Today there is a deficit of physical education space on the campus and the College must utilize space off-campus for many of these functions. **As MVC transitions into a comprehensive college, there will become a need for additional recreation programs and facilities located on the campus, as well as space and facilities to offer intercollegiate athletics. The deficit for space is significant in this space type, over 32,000 asf.**

Exhibit and Assembly

Exhibit and Assembly spaces are designed and equipped for the assembly of many persons for such events as dramatic, musical, or commencement activities. Today there is only a small about of Exhibit/Assembly space located on the college's campus. **As the student enrollment continues to grow and additional community programs are offered on the campus, an additional 17,300 asf will be needed to accommodate large events and activities indoors.**

Student Space

This category accounts for space primarily used by students for gathering, studying, collaboration. The largest need on the campus is for student-focused spaces, including dining, retail, club and organization space, and lounges. Students who travel to campus through public transportation or get dropped off have very limited choice of spaces to utilize in between classes. Even students who drive to campus chose to leave or spend time in their cars in-between classes. **This space type shows the largest need of any category, and in the next decade, over 100,000 asf must be added to the campus to enhance the experience of the students and provide and environment that is equitable to peer colleges.**

Physical Support

Physical Support space includes the centralized areas that service the College's grounds and facilities, which provides for shop spaces, equipment storage space, and central services such as mail-rooms. **Over the next decade the campus will need to add an additional 6,000 asf to provide additional support space (shops, offices, storage, etc.) that will serve a growing campus inventory.** Physical Support space are a function of the district and any recommendations regarding the level of services should be determined by the district.

Health Services

Today, the College operates Student Health and Psychological Services (SHPS), which offers a variety of medical, nursing, and counseling services. **The current space is undersized for the volume of patients it serves, and with a growing campus, the campus must add an additional 5,000 asf for this function.**

3.3 THE MAIN CAMPUS TODAY

To better understand the physical characteristics of Moreno Valley College campuses, the planning team analyzed the current development, aesthetic character, and needs of the College. Both built and natural systems were assessed in qualitative and quantitative ways.

This region is characterized by mountain ranges, valleys and the active geology is evident in the striking vistas of rock-studded hillsides. The Main Campus is adjacent to extensive hillside natural open space, the Russell Mountains serve as the backdrop to this campus. Nestled at the base of the mountains, the campus is easily accessed via hiking and community trails. The Main Campus sits on 136-acres of land surrounded by single family homes and multi-unit buildings along the west edge and a large mountainous area along the east edge. The campus boundary is defined by Lasselle Street and Cahuilla Drive and includes the mountainous areas.

The topography of the site is significant, with roughly a 200' elevation change from the low point at the Campus entry at Lasselle Street and College Drive, to the top of the hill east of the Humanities Building. The challenging topography results in a built environment that is multi-leveled. The campus core is set back from and elevated above the street frontage, campus gateways, and parking lots. Campus users must travel up stairs or elevators to reach the building level for some buildings. Many of the accessibility strategies located on the campus have proven to be challenging. Campus users reported that the elevators are not reliable. The ramps create large structures in-front-of and in-between buildings that separate those with disabilities away from the main entrance. The campus should be seamless for physically disabled users - an accessible walkway at every major campus entry point - make elevators and stairs secondary. **The College is focused on applying Universal Design principles in all planning decisions and implementation moving forward**.

The majority of academic and student service buildings are focused around a central courtyard space, Courdures Plaza. There are academic and service buildings (including the Dental Education Center, Early Childhood Education Center, and the Parkside Village) disconnected from the campus core by parking lots or vacant land, which creates pedestrian connectivity challenges. These outlier programs create large gaps between academic and service functions for students and also create unintentional silos on the campus, isolating students, faculty, and staff into precincts.

The remainder of this section describes the existing campus conditions and analysis are well as summarizes stakeholder comments about buildings and facilities, open space, and circulation. These qualitative and quantitative analyses played an important role in determining the recommendations of the 2030 Facilities Master Plan.

Please note: A discussion of campus sustainability and infrastructure is located in the Campus Vision Plan section.

Campus Entry Point

LEGEND

■ Existing Buildings

Existing Campus Facilities
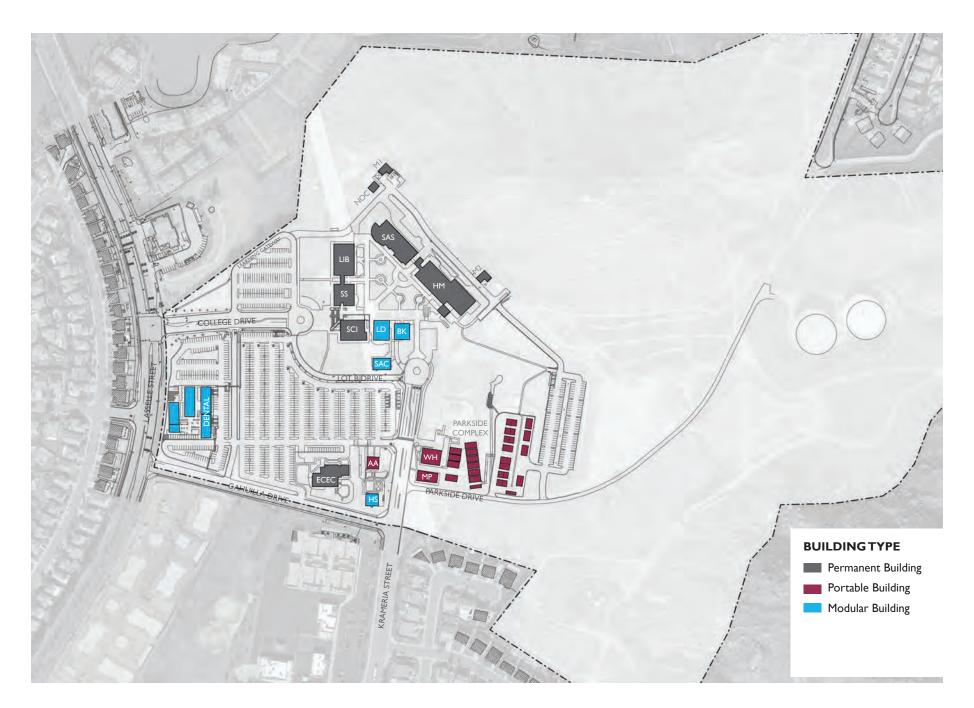
The campus inventory contains approximately 238,000 gross square footage (GSF). Exhibit 3.3.1 at right outlines the current inventory of existing buildings on the Main Campus.

According to the FUSION system, (Campus & Building Details List - 6/12/2017) **all of the existing buildings are in 'Satisfactory' condition**. Since the campus is less than 30 years old, this may be true from a building operations perspective, however, it is important to note that this assessment does not take into account the impacts of space that is inadequate from a programmatic perspective. As the College begins to implement the facilities master plan, a full assessment into programmatic space needs should be conducted to optimize the renovations planned for the future.

Today, 36% of the space inventory is currently in portable or temporary buildings and most of that space is academic and/or student service space. Many critical student-focused functions are located in portable modulars, which is not adequate space for the program needs. For example, Health Services is undersized for the demand of these services on the campus. Relocating critical service functions to the campus core into permanent buildings is a high-priority for the College. The Facilities Master Plan has outlined a strategy to replace all portable and modular buildings with larger, permanent, and flexible buildings so all students, disciplines, and programs have an equitable and high quality education and support service.

Exhibit 3.3.1: Information per Fusion Building Summary Report (July 03, 2019)

BUILDING ABBREV.	BUILDING NAME	YEAR BUILT	ASF	GSF	BUILDING TYPE
LIB	LIBRARY	1991	15,971	24,369	Permanent
STU	STUDENT SERVICES	1991	9,031	16,218	Permanent
SCI	SCIENCE & TECHNOLOGY (W/ELEVATOR)	1991	11,665	14,888	Permanent
LD	LION'S DEN CAFE	1991	3,300	4,321	Modular
SAS	STUDENT ACTIVITIES CENTER	2002	2,088	2,880	Modular
BK	BOOKSTORE	1999	3,177	3,600	Modular
HM	HUMANITIES	1995	32,274	53,190	Permanent
M1	PH 1 MECHANICAL	1991	1,350	1,569	Permanent
M2	PH 2 MECHANICAL	1994	1,350	1,569	Permanent
WH	WAREHOUSE	2003	3,559	4,500	Portable
MP	MULTIPURPOSE	2002	2,824	3,360	Portable
PSC	PARKSIDE COMPLEX	2005	19,972	23,040	Portable
AA	ADMIN ANNEX	2002	1,300	3,200	Portable
ECEC	EARLY CHILDHOOD ED CTR	2004	4,914	8,235	Permanent
DEC	DENTAL EDUCATION CENTER (W/MECHANICAL)	2011	15,433	31,916	Portable
SAS	STUDENT ACADEMIC SERVICES	2013	24,762	37,734	Permanent
NOC	NETWORK OPERATIONS CENTER	2015	1,773	2,430	Permanent
-	HAZMAT BUILDING	2007	172	200	Permanent

BUILDING TYPE

- ⬛ Permanent Building
- 🟥 Portable Building
- 🟦 Modular Building

Map labels: MI, NOC, SAS, LIB, HM, SS, SCI, LD, BK, SAC, DENTAL, AA, WH, MP, ECEC, HS, PARKSIDE COMPLEX, HM2

Streets: LEARNING GATEWAY, COLLEGE DRIVE, LOT B DRIVE, LASSELLE STREET, GAHUILLA DRIVE, PARKSIDE DRIVE, KRAMERIA STREET

A majority of campus buildings have multiple uses including instruction, student services, and administrative functions. Few have a primary of singular use because the assignment or allocation of space has largely been based on availability rather than planned building uses or campus zoning. This incidental planning has lead to programs and functions to be scattered throughout the campus in an ad-hoc manner. Student Services functions are a prime example; during on-campus workshops, students reported a need for a more consolidated and centralized approach to key services on the campus - admissions, financial aid, assessment, and counseling. The addition of the new Welcome Center south of the Science & Technology building will begin to consolidate and centralize these programs, however, future planning decisions should place student service functions adjacent to the Welcome Center which is the anchor to these functions into a hub. As new facilities and renovations of existing buildings are planned to address these needs, adjacencies should be strategic, and buildings should be programmed with intention.

Additional **site planning adjacencies** have been considered in the development of the plan:
- Academic and student-focused buildings should be consolidated and centralized in the core of the campus; Relocate any outlier programs to the core such as the Dental Education Center.
- Academic programs adjacencies should be planned to enhance or form new partnerships between the newly formed Schools, such as STEM/ Arts, and Healthcare programs and Athletics/Kinesiology.
- Administrative functions should be located close to the campus core, but precedent should be given to academic and student service functions, which add to the activity of the campus core.
- Community-focused programs should be located at the perimeters of the campus, with convenient access to drop-off/pick-up and parking.
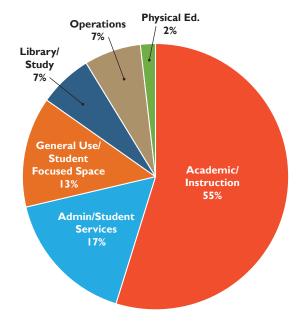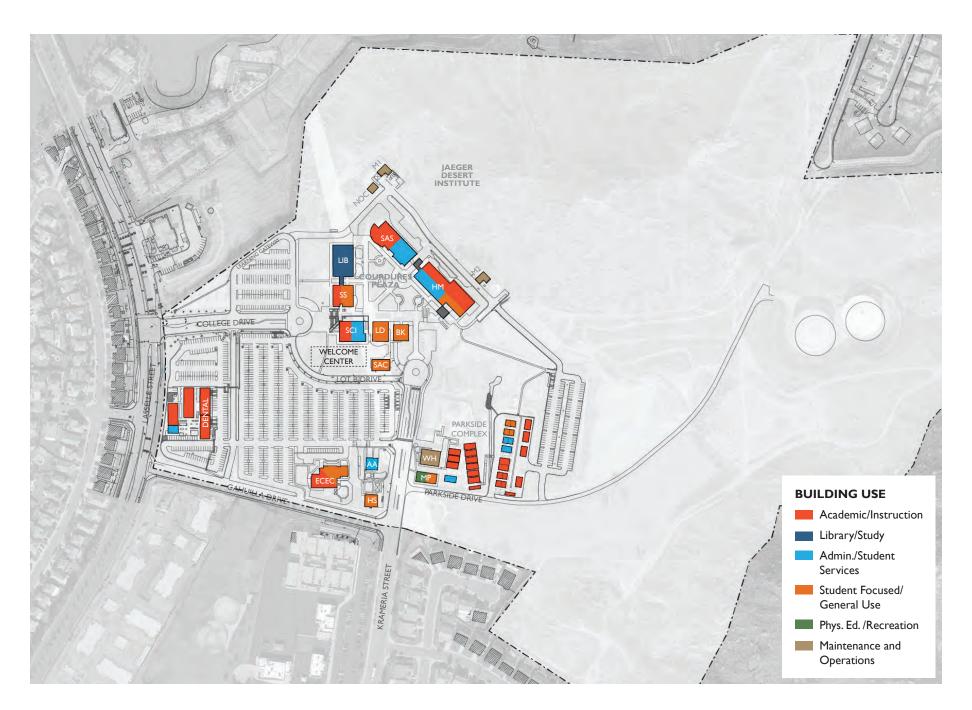
Planning for Mixed-Use Buildings:
- All academic facilities should house both academic functions such as classrooms, class labs, and faculty offices, but also academic and student support spaces such as tutoring, advisement, and counseling.
- Buildings and their interior spaces should be designed to be flexible to accommodate future program needs
- First floors of all buildings should be active and visible.

As discussed in the Space Needs section, the largest space need on the campus is student-focused spaces, including dining, retail, club and organization space, and lounges. Students who travel to campus by public transportation or get dropped off reported having a limited choice of spaces to utilize in between classes. Even students who drive to campus chose to leave or spend time in their cars in-between classes. The addition of these student focused spaces will enhance the experience of the students, and provide and environment that is equitable to peer colleges.

Exhibit 3.3.2: Campus Wide Distribution of Space by Use

Physical Ed. 2%
Operations 7%
Library/Study 7%
General Use/Student Focused Space 13%
Admin/Student Services 17%
Academic/Instruction 55%

JAEGER
DESERT
INSTITUTE

LEARNING GATEWAY

SAS

LIB

COURDURES
PLAZA

SS

HM

SCI

LD

BK

COLLEGE DRIVE

WELCOME
CENTER

SAC

LOT B DRIVE

DENTAL

PARKSIDE
COMPLEX

AA

WH

ECEC

MP

HS

CAHUILLA DRIVE

PARKSIDE DRIVE

LASSELLE STREET

KRAMERIA STREET

BUILDING USE

Academic/Instruction

Library/Study

Admin./Student
Services

Student Focused/
General Use

Phys. Ed. /Recreation

Maintenance and
Operations

MORENO
VALLEY
COLLEGE

BUILDING USE

Moreno Valley College **Comprehensive Master Plan 3.19**

Open Space and Landscape

Approximately 27% of the 136-acres is developed today. Much of the campus land is underdeveloped due to its steep topography, the result is a valuable open space resource that offers beautiful views, stormwater management, and recreational and educational opportunities. For example, the Jaeger Desert Institute occupies the hillside behind the Student Academic Services and Humanities buildings on the north side of the campus. Many species of native desert plants are laid out along several trails that wind around and up the hillside. This space was intended to serve as a learning center for science students, however because it is not accessible, it is difficult for formal education programs to take place.
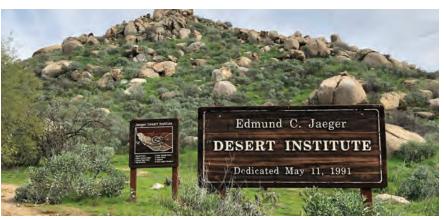
The College is adjacent to s system of community trails and natural hillside areas. There are opportunities to connect and provide easier access to these amenities. The campus and community reported a strong desire to maintain access to hiking trails, and add more natural areas and trails that are marked and accessible to increase safety.

Campus users reported the need for additional outdoor space to spend time gathering, studying, or socializing. Courdures Plaza, the main quad of the campus, lacks necessary amenities such as seating and shade. As a result, the space is underutilized. The adjacent Lion's Den Plaza holds many outdoor campus events. Its size is currently inadequate for the needs of the College, and as enrollment continues to grow a larger plaza will be needed to support outdoor events and programs.

The sports fields located on the east side of the campus are underutilized and lack the amenities needed for a functional recreation area, such as access to drinking water, restrooms, seating, and parking. Currently they are used for large event such as commencement ceremonies. It is important to note there is no accessible pedestrian route to the fields.

The open turf spaces adjacent to the east of the parking lots are underutilized open space. As development occurs, this 'front-door' space should be re-imagined into usable, active open space for the campus and the community.

Today, a majority of the landscape is comprised of turf space and standard ornamental plantings. While typical to many campus environments, lawns and ornamental plantings require a significant amount of water and a high level of maintenance. Currently, the campus is focusing to replace large turf areas with native and drought-tolerant plants. Mimicking the native area ecologies also offers a valuable educational resource for the College and the possibility of creating a campus-wide concept of a Living Laboratory.

Jaeger Desert Institute

Courdures Plaza

JAEGER
DESERT
INSTITUTE

SAS

LIB

COURDURES
PLAZA

SS

HM

LION'S DEN
PLAZA

SCI   LD   BK

SAC

LEARNING GATEWAY

COLLEGE DRIVE

LOT B DRIVE

RETENTION
BASIN

OVERFLOW
LOT

LASSELLE STREET

DENTAL

MOUNTAIN LION DRIVE

PARKSIDE
COMPLEX

AA

ECEC

WH

MP

HS

GAHUILLA DRIVE

PARKSIDE DRIVE

SPORTS
FIELDS

KRAMERIA STREET

Pedestrian Circulation

The pedestrian network of the campus has significant gaps which contribute to safety and accessibility issues throughout the campus. For example, Lot B Drive does not contain sidewalks on either side for the extent of the road, which is problematic as it is a heavily pedestrian trafficked area for the campus with users moving from parking lots into the campus core. Striped crosswalks are provided at multiple points along Lot B Drive. These routes are the designated and preferred access route from Lot B into campus, however, campus users cross Lot B Drive at any convenient point based on where they park, creating vehicular-pedestrian conflicts along the entirety of Lot B drive.

There are additional areas of the campus that have inconsistent pedestrian connectivity such as the overflow lot, where there are no pedestrian facilities that provide direct access, nor is there site lighting. There is also a lack of pedestrian connectivity to the Dental Education Center from the campus core - it is only accessible by walking through surface parking lots. Parkside Complex is not well connected to the campus core; paved trails connect the complex to the portables, though campus users have carved desired paths of shortest travel. **These gaps in the pedestrian network of the campus force campus users to walk in roadways, parking lots, unpaved pathways which can be inaccessible, inconvenient, and unsafe.**

Campus users reported that wayfinding can be difficult for first-time visitors. Some building entrances are difficult to find and many outdoor spaces adjacent to buildings are not well connected to indoor spaces. Additional directional and identification signage should be added as the campus continues to develop.
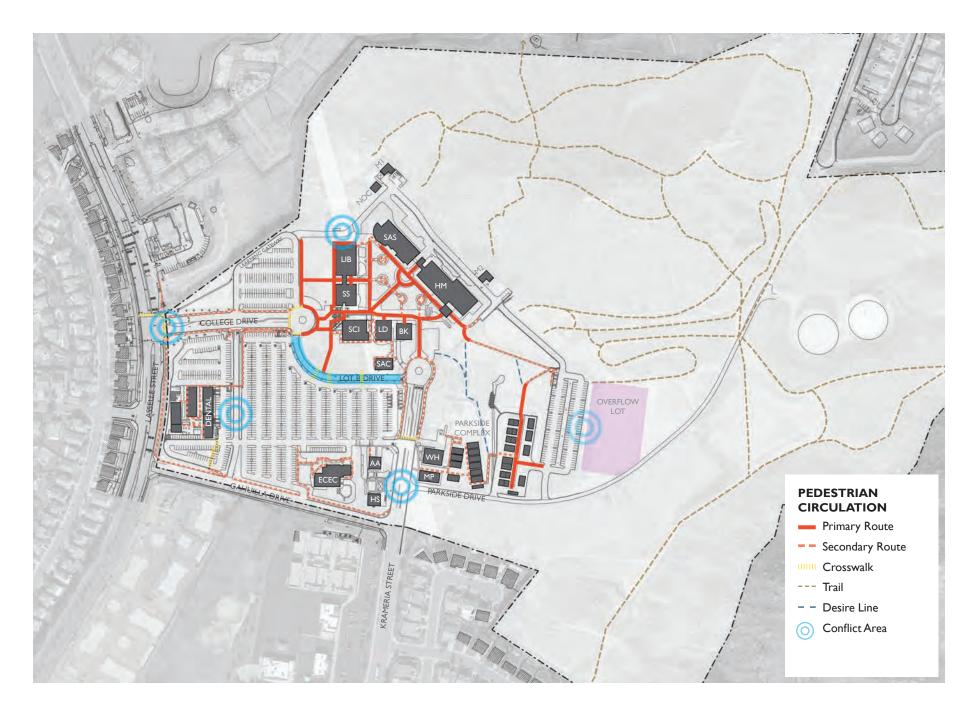
Campus stakeholders reported that site lighting is lacking throughout the campus and parking areas, making the walk between campus buildings as well as to and through the parking lots a perceived safety concern. Additional lighting should be placed on highly trafficked areas of the campus and in parking lots as the campus develops overtime. The College should also consider hosting occasional 'night-walks' in which students, employees, and operations staff walk the campus together identifying if lighting coverage is inadequate or if replacement of bulbs are needed.

Desired Pathway connecting Campus Core to Parkside Village

Main pedestrian access route within Campus Core

PEDESTRIAN CIRCULATION

Legend:
- **Primary Route** (solid red line)
- **Secondary Route** (dashed red line)
- **Crosswalk** (yellow hatched)
- **Trail** (tan dashed)
- **Desire Line** (blue dashed)
- **Conflict Area** (blue circle)

Map labels: SAS, LIB, SS, HM, SCI, LD, BK, SAC, DENTAL, AA, WH, MP, HS, ECEC, PARKSIDE COMPLEX, OVERFLOW LOT

Streets: LASSELLE STREET, COLLEGE DRIVE, LEARNING GATEWAY, LOT B DRIVE, CAHUILLA DRIVE, KRAMERIA STREET, PARKSIDE DRIVE, NOC, M1, M2

Vehicular Circulation and Parking

The primary regional access routes to the campus are Interstate 215 (I-215) and State Route 60 (SR-60). These highly used freeways tend to be congested during mornings in the northbound and westbound directions, and in the reverse directions during evenings. The City of Moreno Valley streets that provide access to the campus are typically congested in the morning (7am-9am) and evening (4pm-6pm) peak hours, most notably near schools in the mornings. This traffic tends to peak near school start time and generally City of Moreno Valley streets are not congested outside of standard commute hours.

Due to the campus's location adjacent to a hillside, most visitors access the campus via Lasselle Street, which is a four lane arterial with a raised landscaped median and bike lanes. The primary entrance to the campus is located at the signalized intersection of Lasselle Street and College Drive, which provides access to the traffic circle at the main entrance of the campus and direct access to Parking Lots A, B and C. Inbound campus traffic at this intersection is predominantly a southbound left movement. Secondary access to the campus is provided at Cahulla Drive and Krameria Avenue, which provides access to the campus's other traffic circle, secondary campus entrance, and Parking Lots B, F and G. Tertiary entrance driveways along Cahuilla Drive are also available that provide direct access to Parking Lots B, C, D and F. **Approximately 70% of campus traffic uses the primary entrance to access the campus while approximately 20% use the secondary entrance and 10% use the tertiary driveways.**
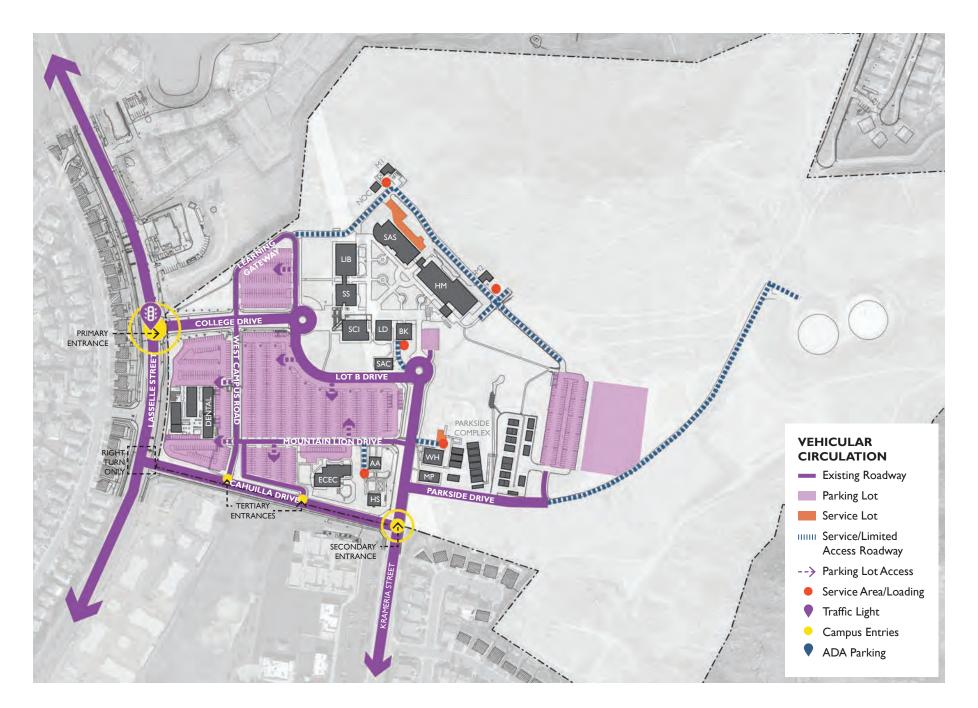
The intersection at Lasselle Street and Cahuilla Drive is unsignalized and does not provide a southbound left turn lane due to the raised median; therefore, all southbound traffic must enter at College Drive. Due to this turn restriction, some vehicles utilize College Drive as a bypass to access Lasselle Elementary School instead of traveling further south to the intersection of Lasselle Street and Krameria Avenue.

Vehicle level of service (LOS), which is used to analyze roadways and intersections by categorizing traffic flow based on performance measures such as vehicle speed, density, and congestion. An analysis was performed at access intersections to the campus which confirmed campus observations.

Some heavy turning movements can create queues entering or leaving the campus, but in general the intersections are operating well on typical days. All intersections studied operate above the City of Moreno Valley's standard of LOS D or better, which indicates stable flow of traffic with some restrictions in lane changes, adequate vehicle spacing, below but efficiently close to capacity, and the continuance of posted speed.

Internal vehicular circulation is provided primarily by College Drive and Krameria Street. College Drive provides two lanes in each direction and functions like a collector. Lot B Drive connects Krameria Street to College Drive directly adjacent to the front of the campus. Lot B Drive is a narrow road several feet higher than Lot B and the access driveway to Lot B requires a tight turn along a steep slope. Lot B Drive is also a highly used pedestrian access route into campus as students access the campus from Lot B, crossing Lot B and conflicting with the vehicular traffic.

Mountain Lion Drive and West Campus Road make up the internal secondary roads providing access to most parking lots. Parkside Drive connects to Krameria Avenue at the southeast portion of campus providing access to the sports fields, portable buildings Parking Lot E and the Overflow Parking Lot. A narrow maintenance road currently connects Lot E to Learning Center Way along the backside of campus that is only open to campus maintenance staff.

The majority of the campus users drive single occupancy vehicles to campus each day. The campus also provides two traffic circles at the two entrance gateways for pick-up and drop-off. Observations indicate that approximately 600 trips per day (over 700 individuals) at the traffic circles are for pick-up and drop-off including approximately 15 trips (100 individuals) daily from transit. These locations could be utilized for transportation network companies (such as Uber or Lyft) pick-ups and drop-offs but only a very small proportion of these trips were observed.

VEHICULAR CIRCULATION

Campus map labels:
- SAS
- LIB
- SS
- HM
- SCI
- LD
- BK
- SAC
- DENTAL
- WH
- MP
- AA
- ECEC
- HS
- PARKSIDE COMPLEX
- M1
- M2
- NOC
- NOC

Street/Drive labels:
- LEARNING GATEWAY
- COLLEGE DRIVE
- WEST CAMPUS ROAD
- LOT B DRIVE
- MOUNTAIN LION DRIVE
- CAHUILLA DRIVE
- PARKSIDE DRIVE
- LASSELLE STREET
- KRAMERIA STREET

Annotations:
- PRIMARY ENTRANCE
- RIGHT TURN ONLY
- TERTIARY ENTRANCES
- SECONDARY ENTRANCE

VEHICULAR CIRCULATION

- ▬▬ Existing Roadway
- ▮ Parking Lot
- ▮ Service Lot
- ⋮⋮⋮⋮ Service/Limited Access Roadway
- --→ Parking Lot Access
- ● Service Area/Loading
- ● Traffic Light
- ● Campus Entries
- ● ADA Parking

MORENO VALLEY COLLEGE

VEHICULAR CIRCULATION

Today, there are approximately 1,400 parking spaces in surface lots that border the campus core to the west and south, on-street parking along Krameria Street and Cahuilla Drive, and a temporary overflow lot.

Parking on campus peaks at 10:00 AM with the heaviest demand between 8:00 AM to noon. By 1:00 PM nearly half of the parking lots are empty before a spike in parking demand at 3:00 PM in which 2/3 of the lots are utilized. By 5:00 PM only a 1/3 of the lots are utilized but there is a third spike after 6:00 PM in which the lots fill back to around 50%. Parking Lot A also completely fills on a typical day. Parking surveys indicated that as many as 50 students per day park in the adjacent neighborhoods instead of on campus. On a typical day, parking lots mostly fill up and the overflow lot is needed, though only 25 cars maximum used the overflow lot when the parking counts were conducted. On the first week of school, the overflow lot completely fills.

The variability throughout the day is linked to the course schedule which offers more classes in the mornings. However, the spread of parking demand throughout the day also indicates that students are on campus for more than just classes, such as collaborating, studying, eating, administrative needs or waiting on campus with a gap in their schedule.

Many campus users stated that there was a shortage of ADA spaces on the campus. After review, it was determined the number of spaces is adequate per code, which allots approximately 2% of the total spaces for accessible use. It is likely that users are experiencing an issue with the distribution of spaces. The ADA spaces adjacent to the Bookstore (Lot G) fill up early in the morning and are utilized for a majority of the day. These spaces are the closest to the campus core and thus preferred by most campus users. Additional ADA spaces around the campus are often empty, but not the most convenient spaces for users. A better distribution of spaces close to high population areas will aid in this perception.

In terms of condition, campus roadways and surface parking lots are in need of repair to their surfacing. As the campus continues to develop, roads and surface lots should be repaired and re-striped. As previously discussed in the pedestrian circulation section, campus stakeholders reported that site lighting is lacking throughout parking areas. Additional lighting should be placed on highly trafficked areas of the campus and in parking lots as the campus develops overtime.

Exhibit 3.3.3: Existing Parking Inventory

LOT	COUNT
Lot A	139
Lot B	535
Lot C	186
Lot D	98
Lot E	203
Lot F	17
Lot G	15
Overflow (estimate)	175
Street (marked and un-marked)	94
TOTAL	**1,462**

Exhibit 3.3.4: On-Campus Parking Demand
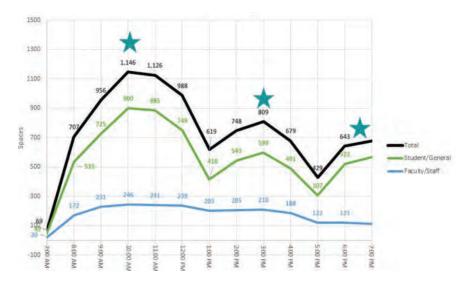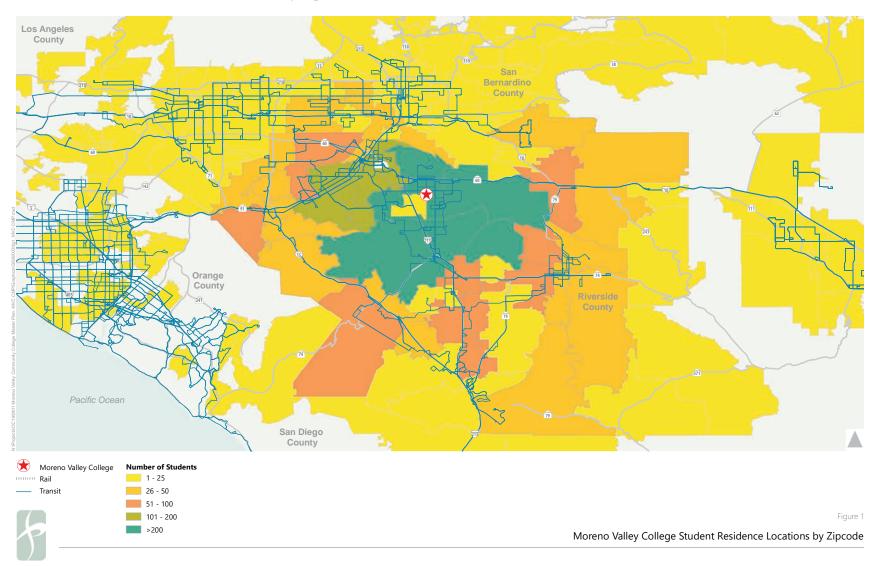
Exhibit 3.3.5: Student Residence Locations by Zip Code

Moreno Valley College Moreno Valley College
~~~~~~~~ Rail
——— Transit

Number of Students
- 1 - 25
- 26 - 50
- 51 - 100
- 101 - 200
- >200

Figure 1

Moreno Valley College Student Residence Locations by Zipcode

Transit

The campus is serviced by Riverside Transit Agency (RTA), which operates four bus lines with stops adjacent to or on campus. Bus lines 18, 19, 20 and 41 stop along Lasselle Street adjacent to the campus while Route 18 stops at the traffic circle at the main entrance of campus. Routes 18, 20 and 41 operate with approximately 60 minute headways, and Route 19 operates with 15 minute headways.

RTA bus passes are included in tuition for all students. RTA ridership data indicates that the three bus stops on or adjacent to campus have over 500 daily boardings. The bus stop at the main entrance of campus accounts for over 100 of those daily boardings. It is estimated that 5% of all campus trips are transit trips.

An analysis of student zip codes showed that most students live within a 15 mile radius of the campus and RTA routes provide coverage to the majority of these student home origins. Student surveys revealed that the main obstacles preventing them from using transit are first mile connections (proximity of bus stops from their homes) and bus travel time (door to door trips on the bus may take two or three times longer than driving).

Bicycle Circulation

Bike lanes are provided along Lasselle Street and Krameria Avenue providing direct access to the campus. Bike lanes are also provided on Iris Avenue providing regional connectivity north of the campus in Moreno Valley. Bike facilities along Lasselle Street are not provided south of the Moreno Valley City Limits.

The campus does not provide bicycle facilities on internal roadways or on campus. Biking within the campus core is discouraged. A bicycle rack with the capacity for approximately 15 bicycles is provided on campus that fills to capacity most days.

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3.4 FACILITIES MASTER PLANNING PRINCIPLES

Moreno Valley College will create a comprehensive college environment that is a vibrant, active, and attractive place where students and the community can learn, collaborate, and succeed.

A set of principles were established based on consultant's observations and analysis, along with stakeholder input and feedback for the purpose of informing the develop and evaluation of possible planning concepts and final site plan. They provided the framework for identifying the required improvements to the campus environment, facilities and infrastructure.

CRITICAL FACILITIES

Build facilities that addresses current and anticipated future space needs.

STUDENT SUPPORT:

Support faculty, staff, and student success through the addition of high-quality community-focused spaces that support the guided pathways framework.

Objectives:

Replace modular and temporary buildings with high quality, long-term, flexible facilities.

Increase classroom and class lab capacity; Increase administrative and student-focused space

Promote interdisciplinary adjacencies and programmatic synergies within STEAM and CTE hubs.

Renovate, replace, and construct facilities that showcase enhanced programs and partnerships:
- Visual and Performing Arts / Conference Center
- Physical Education / Wellness Center
- Student Center / Student Service Hub
- Science Labs / Maker Space Hub
- Library / Learning Resource Center
- Early College High School

Objectives:

Provide a highly visible, universally accessible, "front door" experience for general student services.

Integrate student and academic support services for Guided Pathways throughout campus.

Locate additional student-focused space to enable a full range of general use areas for studying, collaborating, meeting, socializing, dining, and special events.

OPEN SPACE:

Create a diverse network of aesthetically pleasing and sustainable open spaces throughout the campus that supports student engagement and instruction.

Objectives:

Preserve and promote campus natural areas for hiking, research, and outdoor learning spaces.

·

Provide open space amenities that are a community asset for active and passive recreation, including paths, public art, gardens, and sports fields.

Position a hierarchy of public spaces, including nooks, courtyards, plaza and quads.

·

Demonstrate a full range of landscapes, including lawn, groves, xeriscapes, and nature preserves.

CIRCULATION:

Provide safe, intuitive, and convenient means of pedestrian and multi-modal campus access and circulation for all campus users.

Objectives:

Separate parking lot access from prime pedestrian routes.

·

Convert drop-off and internal access roads to shared streets and pedestrian malls.

·

Enhance pedestrian crossings with speed tables and special paving.

Locate a multi-purpose parking structure that accommodates visitor parking needs, conserves valuable land for development, and is convertible to other purposes

·

Provide mode separation between cars, bikes, and pedestrians along campus roadways.

·

Promote additional campus access points for new programs and special events.

UNIVERSAL DESIGN:

Provide equitable means of access and circulation for all campus users.

RESILIENCY:

Create an attractive resilient comprehensive campus, that serves as a valued community treasure.

Objectives:

Provide a "front door" experience -via the same or equivalent means of access- for all campus users.

Expand accessible parking spaces to meet demand.

Create intuitive wayfinding, safe and simple pedestrian routes -inside and outside -that are accessible for all.

Develop and apply universal design standards for architecture and open space that incorporate the varied abilities of all campus users.

Objectives:

Integrate stormwater management within campus open space features; achieve no net run-off.
·
Contribute to regenerative strategies: place solar shaded structures on surface lots; demonstrate water conservation and reuse; establish permaculture plantings

Achieve a net-zero campus through facility and infrastructure investments.
·
Mitigate risks for natural hazards.
·
Serve as a node for emergency services and shelter.

3.5 THE MAIN CAMPUS VISION PLAN

The 2030 Campus Vision Plan was developed based upon:
- Listening to the needs of campus and community stakeholders
- An analysis of campus space needs and the physical campus conditions
- The intent to address each of the planning principles and planning objectives

All academic and student-focused buildings will be placed along a new, tiered open space. This site plan organization creates a larger campus core that promotes collaboration and activity on a grander scale. Each building as access to open space which integrates and contents indoor and outdoor space, as well as opens up view corridors, creating more visibility to programs.

With the framework of Guided pathways as an organizing factor, the development of the campus is organized around a central green space that provides access to the outdoors for each of the buildings. This terraced open space

Community-focused programs and those that host frequent visitors are placed at the perimeters of the campus with convenient campus access points and adjacent parking. Community functions include:
- Admissions Functions within the Welcome Center
- The Performing Art Theater/Event Space within Fine and Performing Arts Complex
- Fitness Center within the Kinesiology Building
- Front Lawn and Event Space and Meeting Space with the Library Learning Resource Center
- Dental Clinic within the Allied Health Building
- Early Childhood Education Center
- Early College High School

The remainder of this section describes the key components of the Campus Vision Plan - Buildings & Facilities, Open Space & Landscape, Circulation, and Sustainability & Infrastructure.

(A) NEW WELCOME CENTER (WC) (CURRENTLY IN DESIGN)

(B) NEW LIBRARY LEARNING RESOURCE CENTER (LLRC)

(C) EXISTING STUDENT SERVICES BUILDING REPURPOSE (ACA)

(D) NEW PHYSICAL AND NATURAL SCIENCES BUILDING (SCI)

(E) NEW KINESIOLOGY + ATHLETICS COMPLEX (KIN/ATH)

(F) NEW CAMPUS OPERATIONS AND SAFETY BUILDING (OM)

(G) EXISTING LIBRARY REPURPOSE (ACA)

(H) EXISTING HUMANITIES BUILDING REPURPOSE (HM)

(J) EXISTING SCIENCE + TECHNOLOGY REPURPOSE (ACA)

(K) NEW FINE AND PERFORMING ARTS COMPLEX (FPA/PAC)

(L) NEW PARKING STRUCTURE WITH LINER BUILDING (ADMIN)

(M) EXISTING STUDENT ACADEMIC SERVICES BUILDING REPURPOSE (SAS)

(N) NEW CTE/ALLIED HEALTH BUILDING (CTE/AH)

(O) NEW EARLY CHILDHOOD EDUCATION CENTER (ECEC)

(P) NEW EARLY COLLEGE HIGH SCHOOL (ECHS)

(Q) NEW STUDENT CENTER (SC)

LEGEND

Major Reconstruction
New Construction
Parking Structure
Community Use

Guided Pathways Zones

Guided Pathways Framework will implement an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers. This framework provides students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes. The elements of the site plan are intentionally placed to support the adoption of the Guided Pathways Framework.

Academic Schools: With the development and implementation of the Guided Pathways Framework and Student Success Initiatives, the College Administration and Faculty reorganized the academic programs through the shared governance process. The delivery of the academics at Moreno Valley College now focuses upon a "School" concept. These Academic Schools have been developed and implemented in the following manner:

- School of Science, Technology, Engineering and Mathematics (STEM)
- School of Communication, English, and World Languages
- School of Humanities, Education, Social and Behavioral Sciences
- School of Visual and Performing Arts
- School of Business, Health, and Human Services
- School of Public Safety Education located at Ben Clark Training Center (discussed in a later chapter)

Each School is strategically located to maximize interdisciplinary learning and collaboration through planned adjacencies.
- Kinesiology and Athletics are placed adjacent to the Allied Health building to build interdisciplinary collaboration between health and wellness focused programs, It's location along Parkside Drive also provides for easy community access to indoor and outdoor recreation.
- Fine and Performing Arts is located along Parkside Drive also provides for easy community access. It's adjacency to STEM creates opportunity for interdisciplinary programming and spaces shared between the sciences and the arts. STEM is located in close proximity to the large open space and natural stormwater area of the campus to encourage outdoor learning and research.

- Humanities and Social Sciences, and Communications, English and World Languages are located within the existing academic core of the campus. These buildings provide both general instructional spaces, and specialty uses for their programs.

Student Services Hub: It is also imperative to provide a centralize campus core with clear wayfinding and access to services and academic functions located outside of academic buildings, such as the Welcome Center, Library Learning Resource Center, and Student Center. The campus core contains student life uses including dining, library, learning resources, study spaces, and centralized service, support, and administrative functions. The Welcome Center building is placed intentionally at the front of the campus along the main access drive and adjacent to convenient parking. The prominent location identifies a clear location to start the college experience. From this location, campus users are connected into a network of buildings, spaces, and exteriors that support the student experience.

Embedded Services: In the spirit of bringing the services to the students, these academic support spaces and student collaboration areas are key to enhance the experience of students, and increase their academic engagement. This system will require embedded student support and academic support services within each school via Student Success Teams in a cohort caseload model.

SUPPORT FACULTY, STAFF, AND STUDENT SUCCESS THROUGH THE ADDITION OF HIGH-QUALITY COMMUNITY-FOCUSED SPACES THAT SUPPORT THE GUIDED PATHWAYS FRAMEWORK.

Objectives:

✓ Provide a highly visible, universally accessible, "front door" experience for general student services.

✓ Integrate student and academic support services for Guided Pathways Framework throughout campus.

✓ Locate additional student-focused space to enable a full range of general use areas for studying, collaborating, meeting, socializing, dining, and special events.

GUIDED PATHWAYS ZONES

HUMANITIES,
EDUCATION,
SOCIAL SCIENCES &
BEHAVIORAL SCIENCES

COMMUNICATIONS,
ENGLISH &
WORLD
LANGUAGES

STUDENT
SERVICES HUB

FRONT
DOOR

CTE

ADMIN

KIN

BUSINESS, HEALTH, AND
HUMAN SERVICES

SCI

STEM

ATH

VISUAL &
PERFORMING ARTS

ECEC

COLLEGE DRIVE

CAHUILLA DRIVE

LASSELLE STREET

WEST CAMPUS ROAD

KRAMERIA STREET

LEARNING GATEWAY

GUIDED PATHWAYS

- Student Services Hub
- Academic Schools Hub
- Centralized Student Services Nodes
- Embedded Student Services Node
- Critical School Adjacency
- Student Services Programmatic Link

GUIDED PATHWAYS ZONES

Buildings and Facilities Use

Aligning with the space needs analysis discussed in a previous section, the 2030 Vision Plan adds an additional 261,000 GSF to the campus inventory, bringing the total campus space to over 400,000 GSF (See Figure 3.5.1). This growth will accommodate the enrollment goals outline by the College and District, and also provides the critical space types missing on campus today, such as instructional space, student-focused spaces, library and study space and physical education space.

In its vision to become a comprehensive college, and as outlined within the Education Plan, several new facilities will be added to the campus that showcase the enhanced academic offerings such as a Visual and Performing Arts Complex, Kinesiology Building, and a new STEM Building with new labs and maker-spaces. A new partnership will be forged to create an Early College High School on the campus which will provide increased opportunities for high school students to utilize College facilities and earn degrees while in High School. In effort to bring the community onto campus more frequently, spaces such as the Performing Arts Theater and Fitness Center will provide to the community that enhance quality of life for the residents of Moreno Valley and the larger region.

New buildings and renovations should plan for a mixed-use program that

intentionally places programs within a single structure that enhance collaboration and reduce redundancies. To support the Guided Pathways Framework, all academic facilities should house both academic functions such as classrooms, class labs, and faculty offices, but also academic and student support spaces such as tutoring, advisement, and counseling.

All the low density modular and temporary buildings have been replaced into high-quality, permanent structures. All new buildings will each have a minimum height of two stories, and a maximum height of four stories. No buildings is planned to be less than two stories. This added height allows the opprotunity for the campus to increase its open space, and leave room for future development beyond 2030. The massing of the buildings should align the pedagogical or functional needs of the program/use while relating to both the campus context and immediate context. It is imperative that building massing and interior spaces utilize simple forms and proportions to ensure long-term flexibility as programs change in the future. *A larger discussion of campus architectural guidelines is located in the appendix.*

Exhibit 3.5.1: Added Campus Square Footage by Type

BUILD FACILITIES THAT ADDRESSES CURRENT AND ANTICIPATED FUTURE SPACE NEEDS.

Objectives:

✓ Replace modular and temporary buildings with high quality, long-term, flexible facilities.

✓ Increase classroom and class lab capacity; Increase administrative and student-focused space

✓ Promote interdisciplinary adjacencies and programmatic synergies within STEAM and CTE hubs.

✓ Renovate, replace, and construct facilities that showcase enhanced programs and partnerships:

- Visual and Performing Arts / Conference Center
- Physical Education / Wellness Center
- Student Center / Student Service Hub
- Science Labs / Maker Space Hub
- Library / Learning Resource Center
- Early College High School

BUILDING USE

- Academic/Instruction
- Library/Study
- Admin./Student Services
- Student Focused/ General Use
- Phys. Ed. /Recreation
- Maintenance and Operations
- Early College HS
- Community-Use

Open Space and Landscape

The plan calls for the development of the campus to be focused around the formation of a new and improved large central open space. As an extension to Courdures Plaza, a large, tiered open space steps up toward the northeast to follow the natural topography of the campus. Each tier hosts a multitude of open space types and scales for students, campus users, and the community to come together to learn, compete, play, socialize, and relax. These smaller open spaces help create a vibrant and comfortable campus environment that extends learning and socializing from the indoors to the outdoors. An outdoor amphitheater will be built into the existing topography adjacent to the competition soccer field. Its proximity to the Performing Arts Center will lend itself to programmed outdoor performances. Athletic/Recreation additions include new multi-purpose fields, and a competition soccer field. These facilities will be open for use to the students and surrounding community.

Throughout the campus several pedestrian plazas will provide comfortable places to eat lunch, study between classes, and socialize with others, as well as host large events tied to the programs within their adjacent buildings. In some cases, these plazas double as vehicular drop-off areas for large events. Policies should be in place to monitor vehicular activity on the plazas.

An enhanced campus front lawn located directly adjacent to the surface parking lots enhance the gateway into the campus core and provide space for campus and community events. A new pedestrian mall fronts the lawn space and provides safe pedestrian movement from the surface lots into the campus core.

Hiking trails wind through the campus hillside and provide beautiful views of the campus and surrounding landscape. The hillside should be preserved and protected as a natural landscape feature that makes the MVC campus unique and picturesque.

Using the campus' natural systems and elements as learning and teaching tools creates a unique experience for Moreno Valley College students. Areas such as the Jaeger Desert Institute or the natural stormwater detention areas provide opportunities for students to connect with nature and learn about the natural systems of the campus. It is important to note that these spaces need to be accessible in order to be formally be used as education spaces. The Jaeger Desert Institute is not currently accessible to students with physical disabilities. A further study is required to understand the feasibility of making the space accessible for those with physical disabilities.

Materials and planting should reflect and build upon a cohesive campus aesthetic. Repetition in planting and hardscape materials and their application can provide a sense of orderliness. Campus plantings should be native or adaptive species that will succeed in the Moreno Valley ecoregions. *A larger discussion of campus site design guidelines is located in the appendix.*

CREATE A DIVERSE NETWORK OF AESTHETICALLY PLEASING AND SUSTAINABLE OPEN SPACES THROUGHOUT THE CAMPUS THAT SUPPORTS STUDENT ENGAGEMENT AND INSTRUCTION.

Objectives:

✓ Preserve and promote campus natural areas for hiking, research, and outdoor learning spaces.

✓ Provide open space amenities that are a community asset for active and passive recreation, including paths, public art, gardens, and sports fields.

✓ Position a hierarchy of public spaces, including nooks, courtyards, plaza and quads.

✓ Demonstrate a full range of landscapes, including lawn, groves, xeriscapes, and nature preserves.

Campus Circulation

Pedestrian Circulation

The primary goal of the proposed circulation network is to limit conflicts between vehicles, bicycles and pedestrians. To achieve this, the organizational framework of the future campus locates all buildings in a central core and vehicular circulation and parking are provided along the edges. This framework creates a large pedestrian-focused zone within the core of the campus.

The framework of pedestrian pathways connects the campus in a sequence of terraces along the large central open space. Internal on campus, new pedestrian pathways should be wide and provide direct access to places of interest. Any existing gaps in the pedestrian network should be connected, specifically the gaps along Krameria Avenue. It is recommended that the extension of Parkside Drive contains sidewalks on both sides of the roadway.

Transforming existing campus roadways into pedestrian-friendly malls will enhance the pedestrian's experience of moving around the campus. Two new pedestrian mall/limited-access roadways are proposed, 1) connection College Drive and Krameria Street drop-off areas, and 2) along the campus loop road between Kinesiology and Athletics and the new CTE/Allied Health Complex. These new pedestrian-focused malls provides a flexible space that allows for special activities, such as vendor booths and food trucks. The primary intention of these limited-access roadways is to support pedestrians moving from the surface lots and parking structures to the campus core free from vehicular traffic. Maintenance and emergency vehicles will have access to these roadways.

Pedestrian signage on campus should be provided at all major gateways and points of interest. As the campus grows, more directional signage will be required for a new population of students each year as well as campus visitors. Pedestrian loading zones should be clearly marked with signage directing driver behavior.

The renovated and resurfaced surface parking lots should be designed to direct pedestrian traffic in a safe manner to preferred routes away from vehicular paths. These pathways should be designated and obvious to all users.

PROVIDE SAFE, INTUITIVE, AND CONVENIENT MEANS OF PEDESTRIAN AND MULTI-MODAL CAMPUS ACCESS AND CIRCULATION FOR ALL CAMPUS USERS.

Objectives:

✓ Separate parking lot access from prime pedestrian routes.

✓ Convert drop-off and internal access roads to shared streets and pedestrian malls.

✓ Enhance pedestrian crossings with speed tables and special paving.

✓ Locate a multi-purpose parking structure that accommodates visitor parking needs, conserves valuable land for development, and is convertible to other purposes

✓ Provide mode separation between cars, bikes, and pedestrians along campus roadways.

✓ Promote additional campus access points for new programs and special events.

PROVIDE EQUITABLE MEANS OF ACCESS AND CIRCULATION FOR ALL CAMPUS USERS.

Objectives:

✓ Provide a "front door" experience -via the same or equivalent means of access-for all campus users.

✓ Expand accessible parking spaces to meet demand.

✓ Create intuitive wayfinding, safe and simple pedestrian routes -inside and outside -that are accessible for all.

✓ Develop and apply universal design standards for architecture and open space that incorporate the varied abilities of all campus users.

PEDESTRIAN CIRCULATION

Legend:

- **PEDESTRIAN CIRCULATION**
- ── Primary Route
- ─ ─ Secondary Route
- ▥ Crosswalk
- ─ ─ ─ Trail
- ▨ Pedestrian-focused zone

Map labels: ECHS, NOC M, SAS, ACA, ACA, HM, ACA, BK, CTE, WC, SC, AH, ADMIN, OM, KIN, LLRC, SCI, ATH, FPA, PAC, FPA, ECEC

Street labels: LASSELLE STREET, LEARNING GATEWAY, WEST CAMPUS ROAD, COLLEGE DRIVE, CAHUILLA DRIVE, PARKSIDE DRIVE, KRAMERIA STREET

MORENO VALLEY COLLEGE

PEDESTRIAN CIRCULATION

Vehicular Circulation

The primary entrance traffic circle along College Drive is proposed to remain as is. Lot B Drive is proposed to be realigned with the new traffic circle on Krameria Avenue a couple hundred feet south of the existing location. A new pedestrian mall/limited-access roadway connects these drop-off areas. In order to avoid these vehicle and pedestrian conflicts, it is recommended that the proposed roadway is accessible only to maintenance and emergency vehicles day-to-day. However, during large events, the roadway can be opened to traffic to create easier access into and out of the campus.

Two new drop-off circles are proposed to ease and better distribute drop-off and pick-up on the campus. At the Early College High School (ECHS), a new traffic circle is proposed at the end of Learning Gateway. It is important to note that this drop-off is located at the campus elevation, which is significantly higher than the city-owned property in which the ECHS will be built. Entrance to the ECHS from the drop-off will be at the third level of the building. An additional circle located in front of the Athletics and Kinesiology Building is accessible from the new expanded and extended Parkside Drive and will accommodate drop-off for large athletics or campus events.

The existing maintenance loop on the north side of campus is proposed to be improved but maintain its limited access to maintenance and emergency vehicles and to provide ADA access and parking.

The increase in enrollment will increase peak hour traffic at main entrance gateways, and therefore some major infrastructure improvements are proposed:

- The new parking structure on the northeast side of the campus will increase traffic demand along Cahuilla Drive and it is recommended to convert Lasselle Street at Cahuilla Drive into a full access, signalized intersection. This access will relieve the demand at Lasselle Street at College Drive and provide direct more access to the proposed parking garage and existing elementary school.
- An extension of Parkside Drive north past the proposed parking garage connecting to Grande Vista Drive is recommended. This access road may be a limited-access roadway that is only opened for large events, however, if open daily, the additional access point would relieve congestion on Lasselle Street and other entrance gateways.

- The traffic associated with the Early College High School (ECHS) is anticipated to be earlier than college traffic and is not expected to effect operations at Lasselle Street and College Drive (where the majority of ECHS students will access the campus). Special treatment should be applied along Learning Gateway to allow for efficient and safe pick-up and drop-off at the traffic circle.

Parking

A parking model was developed to estimate the future parking demand on campus. Forecasts estimate that based on an increase in enrollment to 13,000 FTE, a minimum of 2,000 spaces will be needed for typical day operations, plus additional spaces for the Early College High School, first week overflow, and large campus events. The first week of school typically experiences higher parking demand as students are attempting to add classes they aren't yet enrolled in, and on this week the campus should anticipate a need for 250-300 overflow parking spaces. A parking management plan is recommended to control the increased demand during this week, as it is also expected to be more congested on campus and around campus if not properly addressed.

In order to accommodate a series of new buildings, much of Lot B, C, D, and E are proposed to be redeveloped. Replacement parking is provided in two new large parking structures located along new access roadways. These new multi-level parking structures are proposed to accommodate the increase in enrollment for both college and early college high school students. A 1,100 space parking garage for the college students is proposed at the northwest corner of the campus with access provided by an extension of Parkside Drive. A 600 space parking garage is proposed to support the early college high school and is located north of Learning Gateway and adjacent to the high school. The remaining surface lots will be redesigned and reconstructed to create a safer and more efficient circulation network for all users.

To address ADA needs, handicapped spaces are proposed in all parking lots as close to the campus core as possible. Additional spaces will be available along the maintenance loop road which provides several additional parking spaces with direct access to buildings.

VEHICULAR CIRCULATION

VEHICULAR CIRCULATION

- Existing Roadway
- New Roadway
- Demolished Roadway
- Parking Lot
- Service/Limited Access Roadway
- Pedestrian Mall
- Parking Lot Access
- Service Area/Loading
- Traffic Light

MORENO VALLEY COLLEGE

Moreno Valley College **Comprehensive Master Plan** 3.45

Exhibit 3.5.2: 2030 Parking Inventory

LOT	COUNT
Lot A	139
Lot B	255
Lot C	340
Lot D	195
Lot E	-
Lot F	-
Lot G	-
Overflow	-
M&O Lot	45
Parkside Drive (Street)	50
ECEC Lot/Drop-off	15
FPA Lot/Drop-off	15
Parking Structure A	1,100
Parking Structure B	600
TOTAL	**2,754**

Transit

Transit is anticipated to be a transportation necessity to future students at Moreno Valley College. It is recommended that the campus continue to work with and support Riverside Transit Authority (RTA) in future endeavors, including making RTA service free for students. Ideal projects to service students would be increased headways throughout the system, more routes and improved first mile connectivity.

Bicycle Circulation

The campus should continue to support Citywide efforts to improve bicycle connectivity. Bike lanes on internal campus roads are proposed on College Drive, Krameria Avenue, Parkside Drive and the new alignment of Lot B Drive. Biking within the internal core will continue to be discouraged. Additional bike racks are proposed throughout campus edges at the Krameria traffic circle, proposed parking structure, and high school along Parkside Drive.

TRANSIT & BIKE CIRCULATION

— Existing Transit Route

⬤ Transit Stop

— Existing Bike Lane

▪▪▪ Proposed Bike Lane

⬤ Proposed Bike Parking

TRANSIT & BICYCLE CIRCULATION

3.6 SUSTAINABILITY, RESILIENCY, AND INFRASTRUCTURE

As stated in the policy adopted in January 2011, the Riverside Community College District recognizes its responsibility to exercise environmental stewardship and to economically manage the use of buildings, land and natural resources. It is the intent of the district to create a set of operating principles and guidelines in the execution of its responsibilities to facilities' design and operation; campus management and teaching and learning, thereby minimizing negative environmental impacts of activities under its control and oversight.

Principles and Guidelines of Sustainable Stewardship:

1. Responsible and thoughtful utilization of land under its control;
2. Strive to make as energy efficient as economically practical, heating, ventilation, air conditioning, lighting systems, and all other mechanical (pumps, etc.) and building systems within the District;
3. Pursuant to Board Resolution 13-09/10, all new facilities of the District will be planned, designed and constructed to meet LEED (Leadership in Energy and Environmental Design) certification standards and, to the greatest extent practical, major renovations are to be designed to also meet LEED standards.
4. Promote initiatives that advance a sustainable environment by partnerships with energy production and other agencies, public and private.
5. Operating practices District-wide that demonstrate the commitment to sustainable management, such as, but not limited to, recycling programs, waste reduction, modified irrigation systems to minimize water usage and/or the use of reclaimed water, xeriscape and the use of native and drought resistant plants in landscaping projects.
6. Encouragement of curriculum in environmental sustainability.

Policy Alignment

With this policy in mind, the comprehensive master plan adheres to the principles and guidelines stated, and sets forth a plan that will continue to support the goals of the district.

1. The development plan of the campus property identifies the highest and best use for the land. This includes a minimum height of two stories allowing for ample open space and future building sites, and places a major of new parking into a parking structure that frees up valuable land for mission-based purposes.
2. A high-level study of campus energy and Mechanical and Electrical infrastructure was completed as part of the Facilities Master Plan Update. This study outlines strategies and recommendations to grow the campus square footage while reducing the overall energy consumption.
3. It is assumed that all new buildings and major renovations included in this plan will be designed to meet or exceed LEED Silver.
4. As the campus is actively pursuing partnerships with solar energy production on the campus, there is available space for that to occur. In addition, the surface parking lots and the top floor of the parking structure are available for additional solar infrastructure in the form of covered parking.
5. Campus Experience Guidelines outline Stormwater strategies that should be implemented as new projects are constructed. A larger stormwater study should be completed to understand in greater detail how the campus can achieve no net run-off.
6. The new school-structure should implement curriculum that utilizes the campus' natural systems and elements as learning and teaching tools creates a unique experience for Moreno Valley College students. Areas such as the Jaeger Desert Institute or the natural stormwater detention areas provide opportunities for students to connect with nature and learn about the natural systems of the campus.

JAEGER DESERT INSTITUTE

ECHS

STORMWATER MANAGEMENT AREA

STORMWATER MANAGEMENT

SAS

STORMWATER MANAGEMENT AREA

LEARNING GATEWAY

ACA

ACA

HM

M2

OM

COLLEGE DRIVE

ACA

EK

CTE

ADMIN

STORMWATER MANAGEMENT

WC

SC

AH

KIN

LASSELLE STREET

WEST CAMPUS ROAD

SCI

STORMWATER & LEARNING LANDSCAPE

ATH

LLRC

STORMWATER MANAGEMENT

STORMWATER MANAGEMENT

FPA

PAC

FPA

STORMWATER MANAGEMENT AREA

CAHUILLA DRIVE

PARKSIDE DRIVE

STORMWATER MANAGEMENT AREA

KRAMERIA STREET

ECEC

CAMPUS SUSTAINABILITY

Solar Opprotunity

Stormwater Catchment/ Management Area

Existing LEED Certified Building

CAMPUS SUSTAINABILITY OPPORTUNITIES

Campus Energy Study

Key Definitions

Key Performance Indicators (KPI)

Gross Square Footage (GSF)
The overall square footage of a building including the exterior envelope and area under attached canopies. GSF is usually higher than the net square footage that is conditioned.

Electricity Consumption (kWh)
1,000 Watt-hours or 1 Kilowatt hours is a unit of energy being transmitted or used at a constant rate over a period of time.

Natural Gas Consumption (Therms)
1 therm or 100,000 British thermal units (Btu) is the unit of heat energy. It is approximately the energy equivalent of burning 100 cubic feet (often referred to as 1 CCF) of natural gas.

Energy Use Intensity (EUI)
Expressed in kBtu's/GSF/Year, EUI is the amount of energy consumed by a building per square foot of gross floor area over a period of one year.

Cost ($)
US Dollars expressed for first costs and utility costs. Future costs are also expressed in today costs and no net present value is accounted for.

Timeline

Present
This timeline represents School Year 2015-18 as that was the most comprehensive data set available during the course of the planning process. It is also referred to as Today.

Future
Based on the years of phasing for the campus development:
- Phase I: 2018-2021
- Phase II: 2022-2024
- Phase III: 2025-2026
- Phase IV: 2027-2030

Energy and Sustainability Definitions

Zero Net Energy (ZNE)
A building, or a group of buildings or a campus achieve Zero Net Energy when the energy produced through renewable energy technologies is equal to or greater than the fossil-fuel based energy consumed over the course of a year.

Site Energy
Site energy is the electricity or fuel consumed within a property boundary.

Carbon Neutrality
Carbon neutrality or having a net zero carbon footprint, refers to achieving net zero carbon emissions by balancing a measured amount of carbon released with an equivalent amount sequestered or offset, or buying enough carbon credits to make up the difference.

Energy Planning Process

The energy planning process included three steps:
- Existing Campus Energy Study
- Benchmarking New Buildings
- Performance Analysis for the campus over the growth timeline.

Existing Campus Energy Study

Collect Utility Data on electricity and gas for the existing Moreno Valley campus: The utility data for both electricity and gas use for the existing buildings on the campus was collected and studied for a period of three years (2010-2018). The utility data was provided by the college in the form of gas and electricity usage for each year.

Analysis of the utility data for existing Moreno Valley campus: The design team was unaware of any submeters serving individual buildings on the campus. For this study, it is considered that the electric and the gas data provided by the college is the overall energy use of all the existing buildings on the campus until year 2018.
- The data from each meter was individually analyzed and then complied together to identify the total energy use and fuel breakdown for the existing campus.
- Graph 1 shows the total energy being consumed for the existing campus over the last eight years.

Moreno Valley Energy Use (Kbtu)
■ Gas   ■ Electric

Total Energy Use Kbtu							
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
11,056,387	12,230,343	11,208,767	11,563,267	12,329,931	12,891,247	14,120,595	14,855,374

Graph 1:Total Energy Use for existing campus for last eight years

- Since the campus does not have individual meters for every building on the campus, the team used this eight-year data to calculate the energy use intensity (EUI) for the campus and then extrapolate this to generate an EUI for individual buildings.
- Graph 2 below shows the Energy Use Intensity and the energy breakdown by fuel source for the last 8 years.

As the campus has grown over the years 2017-2018 energy use data (EUI): 62.5 Kbtu was used to predict the current energy use of individual building on the campus.

Graph 2: Energy Use Intensity for existing campus for last eight years

Benchmarking New Buildings

Benchmarking is a critical process in the planning process for energy. This involved data gathering and setting energy targets over the course of development of the campus.

- AIA DDX- National Average Energy Use Intensity data was used to determine the energy use of the new building types on the campus over the course of the growth timeline. The National Average EUI is based on CBECS 2003 data.

- Design Code Equivalency: As per the analyses by Pacific Northwest National Laboratory, New Buildings Institute, and Architecture 2030, it is considered that the current California Title24 2016 building standards are 53% better than the National Average EUI. This implies if that if the building is designed to Title24 standards, it would be better than the Average building by 53% in terms of the energy use. This is reflected when the existing building EUI were compared with the National Average EUI and the code equivalency % reduction.

- Predicted Design Code Equivalency: For this study, it is assumed that the building codes will keep getting more stringent with every code cycle to meet the Net Zero goal. The assumed percentage reduction for designing the buildings to the Business as Usual: Title 24 standards over the course of campus development phasing has been listed below. This percentage reduction in EUI from National Average, the building type and area of the buildings and the phase of construction were used to determine the predicted energy use of every new development on the campus.

Design Energy Code Equivalents

Design Energy Code	Approximate % Reduction from Average
California Title 24 2008	40%
California Title 24 2010	40%
California Title 24 2013	48%
California Title 24 2016	53%

Reference: https://2030ddx.aia.org/helps/Code%20Equivalent

Before 2020 — Title 24 **53%** better than the Average building

Before 2025 — Title 24 **65%** better than the Average building

Before 2030 — Title 24 **80%** better than the Average building

Table 1 below represents three different buildings from three different phases and the predicted energy use over the growth timeline. It is assumed that beyond 2030, the college would be required to have all new buildings to be net zero energy.

Building	Project Size (GSF)	Phasing years	AIA DDX- National Average EUI	Before 2025 (Title 24 65% better than the Average)	Before 2030 (Title 24 80% better than the Average)
Library Learning Resource Center	104000	2018-2021	120	42	
Kinesiology and Athletics	52500	2022-2024	52	18.2	
Fine and Performing Arts Center	70000	2025-2026	52		10.4
Student Center	40000	2027-2030	120		24

Table 1: Example for EUI benchmarking for buildings in different phase

Performance Analysis for the campus over the growth timeline

Setting energy targets for all the new and existing buildings aligning with the growth of the campus:

CASE 1 – BUSINESS AS USUAL/ CODE COMPLIANT BUILDING DESIGN PATH:

- As discussed above the energy targets for the new buildings were set using the National Average EUI and the predicted percentage reduction in EUI with the growing code stringency, spread over the different phase development of the campus.

- It is assumed that the energy use for the existing buildings and the reconstructed/ remodeled buildings remain the same as of today.

- As the existing buildings get demolished over the different phases, the energy use of these buildings is eliminated from the total site energy calculations.

- The utility cost is accounted using the current electric and gas cost. The escalation in the price of these fuels during the campus growth timeline is not considered for this study.

- Graph 3 below represents the energy use as the growth of the campus increases (Today – 2050)

ANTICIPATED ENERGY USE FOR MORENO VALLEY CAMPUS

Forecasting a roadmap to meet 2050 carbon neutrality goals:

To meet Executive Order B-18-12 and B-30-15, it is crucial that the buildings are designed and constructed better than the just code compliant buildings (Case 1-Business as Usual case). To meet these goals, two paths have been defined:

CASE 2: CUTTING EDGE PATH

- For all new buildings, it is assumed that the buildings would be designed exceeding the Title 24 Standards being used during that phase. For this study, the following percentage reductions were considered for the different phases of campus development. This percentage reduction, along with the building type and area of the buildings and the phase of construction were used to determine the predicted energy use of every new development on campus.

- It is assumed that the energy use for all the existing buildings would remain the same from today till year 2035.

- It is assumed that any building reconstruction/ remodeled during any phase would be required to reduce the energy use of the building by 50%.

- The cutting-edge path will bring the campus close to the goal of meeting the net zero energy. This would help in additional 30% energy savings by 2030 as compared to the code compliant/ business as usual case.

- It is assumed that after year 2035, the additions of renewables will help in defining the path to net zero energy and net zero carbon.

By 2020 — Title 24 **70%** better than the Average building

By 2025 — Title 24 **80%** better than the Average building

By 2030 — Title 24 **90%** better than the Average building

Beyond 2030 — **100%** better than the Average building

CASE 3: EXECUTIVE ORDER B-18-12 & B-30-15 PATH

- Executive Order B-18-12 requires 50% of new and renovated buildings to be net zero and 50% of the existing buildings to be net zero by 2025.

- Executive Order B-18-12 requires 100% of new and renovated buildings to be net zero after 2025. It is assumed that all the new and renovated buildings in the Moreno Valley campus would be required to be Net Zero.

- Energy efficient design strategies, energy efficient engineering solutions and on-building renewables for all the new and renovated buildings will help the campus meet the executive order B-18-12.

- Further, Executive Order B-30-15 requires reduction in Greenhouse gas emissions by 80% below 1990 levels. Additions of renewables and eliminating the fuel cell will help define the path to net zero energy and net zero carbon.

Graph 4 below shows the campus energy over the different phases of growth of the campus using three different paths. The cutting edge path of the executive order path will help in reducing the campus energy with every of the campus growth and the smoothen path to both net zero and carbon neutral campus.

Beyond 2020 — **50%** New and Renovated buildings to be Net Zero. **50%** Existing buildings to be Net Zero.

Beyond 2025 — **100%** New and Renovated buildings to be Net Zero

By 2050 — **80%** Greenhouse gas reduction 1990 Level

Recommendations

Through the process of benchmarking and performance analysis, it is observed that the "Business As usual Path" and "Cutting Edge Path" does not align with the Executive Order B-18-12 and B-30-15 requirement. The campus needs a more stringent path to achieve the Net Zero Energy and Carbon neutral goal. To meet these Executive Orders, the campus should have a defined plan for meeting the net zero energy targets for both new and existing buildings. The design team suggests the need of defining different energy conservation strategies to be adopted as the campus grows over time, to meet any of the paths discussed above to meet the energy targets.

Additionally, as per the Executive order B-30-15, a roadmap for carbon neutral campus by year 2050 needs to be defined. This would require reducing or eliminating the natural gas consumption for the existing buildings and strategize the use of renewables on the campus over the years of development.

A more in-depth energy analysis should be performed to analyze the future growth of the campus in terms of energy to align with the Executive Orders and additionally, plan for future infrastructure growth accordingly.

Graph 4: Site Energy Use over the years using different paths

CONSIDERATIONS FOR DISTRICT WIDE SUSTAINABILITY GOALS AND ITS IMPACT AT A CAMPUS LEVEL ON INFRASTRUCTURE AND ENERGY

Executive Orders B-18-12 and B-30-15 have set stringent energy targets for construction of new buildings as well as for reducing energy consumption of existing buildings. Below are considerations for developing strategies at a District Level to meet these goals in lieu of at a Campus Level.

Renewable Energy Generation Considerations
- In addition to applying state of the art energy efficiency strategies, new construction and existing buildings will require renewable energy generation strategies at larger capacities than typically installed over the roof of buildings.
- Larger capacities of generation (over 2 Mega Watts for instance) will typically require upfront costs for upgrading the utility infrastructure to accommodate the surplus energy from the campus that will feed back into the electricity grid during low energy consumption situations such as on week nights and weekends. Such a strategy will also require separate energy production application process with SCE.
- When all such electricity generation needs are combined as a district, then there are multiple options available for the district to achieve this target without incurring huge infrastructure costs at the campus level. As an example, the District could partner with other Districts or go alone on a no- upfront cost, Power Purchase Agreement with new installation of solar farms offered by a third-party entity or community solar programs offered by SCE.

Fossil Fuel Free Operations Considerations
- To achieve the targets set forth in the Executive Orders, the District should eventually become fossil-fuel free and completely be on electricity for all building operations. Electricity consumed for building operations will need be offset by renewable energy production on-site or off-site, hence becoming carbon neutral as a District.
- Converting existing gas consuming devices requires careful cost-benefit analysis to determine the appropriate opportunity to upgrade not only the equipment but also the associated infrastructure needs.

Other District Wide Sustainability Goals Considerations
- Energy and carbon goals established at a Campus Level should be in correlation with District goals. Other sustainability goals such as zero waste, water conservation, alternative transportation etc., should also be considered at the District level to inform strategies at the Campus Level as they complement the energy and carbon goals.
- Holistic sustainability goals at a District Level also provides incredible learning opportunities for students and the larger communities through enhanced curriculum and community engagement.

CREATE AN ATTRACTIVE RESILIENT COMPREHENSIVE CAMPUS, THAT SERVES AS A VALUED COMMUNITY TREASURE.

Objectives:

✓ Integrate stormwater management within campus open space features; achieve no net run-off.

✓ Contribute to regenerative strategies: place solar shaded structures on surface lots; demonstrate water conservation and reuse; establish permaculture plantings

✓ Achieve a net-zero campus through facility and infrastructure investments.

Mitigate risks for natural hazards.

✓ Serve as a node for emergency services and shelter.

Chilled and Heating Water

Existing Conditions

Central Plants: The campus has two central heating and cooling plants. The first plant identified as Mechanical 1 was built to serve the Library, Student Services, Science and Technology and also serves the Student Academic Services (SAS) building. The second plant identified as Mechanical 2 was built to serve the Humanities building. The new Welcome Center is currently in design, and will be served by…what plant? MVC to share drawings.

Chilled Water: Mechanical Plant 1 has an installed nominal chiller capacity of 420 tons consisting of two - 130 ton and one – 160 ton Air-Cooled Chillers. The existing documentation that was provided indicates that there is an 8" pipe leaving the plant that reduces to 6" pipe. The plant is a constant flow plant which is extremely inefficient and leads to "Low Delta T" syndrome.

Mechanical Plant 2 has an installed nominal chiller capacity of 220 tons consisting of two - 110 tons Air-Cooled Chillers. The existing documentation that was provided indicates that there is a 4" pipe leaving the plant to the Humanities Building. The plant is also a constant flow plant.

Heating Water: Mechanical Plant 1 has an installed boiler capacity of 3,398 MBTUH consisting of 2 – RBI MB-2000 84% efficient boilers with a rated output of 1,699 MBTUH each. The existing documentation that was provided indicates that there is a 4" pipe leaving the plant that reduces to 2". The plant is a constant flow plant which is extremely inefficient and leads to "Low Delta T" syndrome. This condition is compounded by not having condensing boilers that are able to reduce the supply water temperatures sufficiently to meet the load profile of the buildings.

Mechanical Plant 2 has an installed boiler capacity of 3,398 MBTUH consisting of 2 – RBI MB-2000 84% efficient boilers with a rated output of 1,699 MBTUH each. The existing documentation that was provided indicates that there is a 2-1/2" pipe leaving the plant to Humanities. It is unclear how the plant is controlled or the pumping arrangement. The plant is a constant flow plant which is extremely inefficient and leads to "Low Delta T" syndrome. This condition is compounded by not having condensing boilers that are able

to reduce the supply water temperatures sufficiently to meet the load profile of the buildings.

When a cooling or heating system is designed for a specific chilled or hot water temperature differential between supply and return temperatures (e.g., 14˚F for chilled and 40˚F for heating), and the actual differential is something less than design (e.g., 8˚F for chilled and 20˚F for heating) cause significant over pumping and artificial loading of central plant equipment leading to excess energy consumption.

Problems associated with less-than-design hydronic temperature differentials are collectively given the "Low Delta-T" or "Low ΔT" moniker and represent operating conditions associated with excessive hydronic flow rates for a given cooling or heating load. Low ΔT syndrome is caused by a myriad of problems that reduce the heat transfer effectiveness between the hydronic system and airstream that is being conditioned. The result is a need for greater hydronic flow than was intended in the design of the system. Low ΔT syndrome can stem from mistakes or oversight during design or construction, or from degraded system performance over time.

Distribution: The loop pipe for the two plants are not interconnected and therefore provide no redundancy for the system or supplemental nominal capacity of the chiller plants. It appears that the two loops are inadequately sized for the future load of the campus to create a looped distribution system that will meet the needs of the future.

The remaining buildings on campus have cooling and heating systems independent of the centralized campus chilled water system. These facilities are cooled/heated with localized packaged systems, split systems or wall hung units. The majority of these facilities will be demolished in the future as the master plan is implemented.

CHILLED AND HOT WATER INFRASTRUCTURE

Existing

Proposed

Central Plant

Findings

Capacity: The current estimated chilled water capacity required for the campus is estimated to be 473 tons, split between the two existing plants. The current nominal chilled water capacity installed between Mechanical Plant 1 and Mechanical Plant 2 is 640 tons.

The current estimated heating water capacity required for the campus is estimated to be 4,991 MBH, split between the two existing plants. The current nominal hot water capacity installed between Mechanical Plant 1 and Mechanical Plant 2 is 6,796 MBH.

Since the loop pipes for the two plants are not interconnected and are undersized, the excessive overall chiller and boiler capacity and pumping capacity will not support many more additional facilities.

Pumping Capacity: Based on observations by MVC staff of the operation of the plants the current Chilled Water pumping capacity is split between Mechanical Plant 1 (465 GPM required (at 14 Deg Delta T), 1,008 GPM Installed (at current 10 Deg. Delta T)) and Mechanical Plant 2 (346 GPM required (at 14 Deg Delta T), 528 GPM Installed (at current 10 Deg. Delta T)). The current overall pumping capacity is estimated at 1,536 GPM assuming a 10 deg. Delta T.

Moreno Valley Campus personnel were not able to ascertain the pumping capacity. Based on MVC observation of the operation of the plants the current pumping capacity is split between Mechanical Plant 1 (330 GPM required (at assumed 20 Deg Delta T), 340 GPM Installed (at 20 Deg. Delta T)) and Mechanical Plant 2 (170 GPM required (at 20 Deg Delta T), 340 GPM Installed (at 20 Deg. Delta T)). The current overall pumping capacity is estimated at 680 GPM assuming a 20 deg. Delta T.

The current chilled and heating water distribution system is undersized to support additional buildings. For Chilled Water, Mechanical Plant 1 has 8" pipes leaving the plant. An 8" pipe can carry a maximum of 1600 GPM at 4'/100' pressure drop. This pipe reduces to 6" pipe which can carry a maximum of 800 GPM at 4'/100' pressure drop. Mechanical Plant 2 has 4" pipes leaving the plant. A 4" pipe can carry a maximum of 275 GPM at 4'/100'

pressure drop. For Heating Water , Mechanical Plant 1 has 4" pipes leaving the plant. A 4" pipe can carry a maximum of 275 GPM at 4'/100' pressure drop. This pipe reduces to 2" pipe which can carry a maximum of 45 GPM at 4'/100' pressure drop. Mechanical Plant 2 has 2-1/2" pipes leaving the plant. A 2-1/2" pipe can carry a maximum of 75 GPM at 4'/100' pressure drop.

Phase 01 Work

Chilled Water

Based on the proposed additional buildings the estimated required capacity at the end of Phase 01 will be 1,000 tons. This will require upgrades to the chilled water plants and completion of a looped chilled water distribution piping system.

- Demolish Mechanical Plant 2 chilled water plant including two (2) – Air-Cooled Chillers and associated pumps, piping and accessories.
- Install two (2) – 500-ton Evaporative Cooled Air-Cooled Chillers installed in parallel and five (5) – 500 GPM pumps installed in parallel to provide one (1) pump of redundancy.
- Install 12" piping with all necessary accessories and controls for this plant during this phase. This work will need to commence very early on in this phase.

At the end of Phase 01 the total installed nominal chiller capacity will be 1,420 tons and installed pumping capacity of 3,000 GPM.

- The looped underground piping will allow both Mechanical Plant 1 and Mechanical Plant 2 to share the load which will provide system redundancy. The loop will consist of a 12" pipe leaving both plants and 12" piping interconnection between the buildings with a 10" loop around campus.

Heating Water

Based on the proposed additional buildings the estimated required capacity at the end of phase 01 will be 10,181 MBH. This will require upgrades to the heating water plants and completion of a looped hot water distribution piping system.

- Demolish Mechanical Plant 2 hot water plant : Since it is recommended to upgrade Mechanical Plant 2 chilled water first, the hot water plant will also be demolished during this phase including two (2) – RBI MB2000 boilers and associated pumps, piping and accessories.
- Install four (4) – boilers installed in parallel to provide one (1) boiler of redundancy and three (3) – 250 GPM pumps installed in parallel to provide one (1) pump of redundancy.
- Install 8" piping with all necessary accessories and controls for this plant during this phase. This work will need to commence very early on in this phase.

At the end of Phase 01 the total installed boiler capacity will be 14,918 MBH and installed pumping capacity of 920 GPM.

- The looped underground piping will allow both Mechanical Plant 1 and Mechanical Plant 2 to share the load which will provide system redundancy. The loop will consist of a 8" pipe leaving both plants and 8" piping interconnection between the buildings with a 6" loop around campus.

Each building will need a new plate and frame heat exchanger and building pumps so that the campus hydronic loop can be optimized for temperature. The building water temperature will be controlled by a Pressure Independent Control Valve on the campus loop to optimize the loop delta T and eliminate the current low delta T syndrome the campus is experiencing.

Phase 02 Work

The upgrade work done in Phase 01 will have sufficient capacity to support all the work in Phase 02, therefore no additional work will be needed in this phase.

Chilled
Based on the proposed additional buildings the estimated required capacity at the end of Phase 02 will be 1,120 tons.

Heating
Based on the proposed additional buildings the estimated required capacity at the end of phase 02 will be 11453 MBH.

Phase 03 Work

Chilled
Based on the proposed additional buildings the estimated required capacity at the end of phase 03 will be 1,286 tons.

This will require upgrades to the Mechanical Plant 1.

- Mechanical Plant 1 chilled water plant to be demolished including two (2) – 130-ton Air-Cooled Chillers and associated pumps, piping and accessories. The existing nominal 160-ton chiller will remain. Install one (1) – 500-ton Evaporative Cooled Air-Cooled Chiller installed in parallel with the existing chiller and 5 – 500 GPM pumps installed in parallel to provide one (1) pump of redundancy. Install 12" piping with all necessary accessories and controls for this plant during this phase. This work will need to commence very early on in this phase.

At the end of Phase 03 the total installed nominal chiller capacity will be 1,660 tons and installed pumping capacity of 4,000 GPM with two (2) redundant pumps.

Heating
Based on the proposed additional buildings the estimated required capacity at the end of phase 03 will be 13,483 MBH.

- Mechanical Plant 1 heating water plant to be demolished including two (2) – RBI MB2000 boilers and associated pumps, piping and accessories. Install two (2) – boilers installed in parallel to provide one (1) boiler of redundancy and three (3) – 250 GPM pumps installed in parallel to provide two (2) pumps of redundancy. Install 8" piping with all necessary accessories and controls for this plant during this phase. This work will need to commence very early on in this phase.

At the end of Phase 03 the total installed nominal boiler capacity will be 17,280 MBH with one (1) boiler redundancy and installed pumping capacity of 1500 GPM with two (2) redundant pumps.

Future Work

Chilled

Based on the proposed additional buildings the estimated required capacity at the end of all future phases will be 1,578 tons.

Mechanical Plant 1 chilled water plant demolish the one (1) – nominal 160 tons and associated chiller piping and accessories. Install one (1) – 500-ton Evaporative Cooled Air-Cooled Chiller installed in parallel with the existing chillers. The existing pumping system will be adequate for the future phasing. This work will need to be evaluated for when the chiller will need to be added.

At the end of future phases the total installed nominal chiller capacity will be 2,000 tons and installed pumping capacity of 4,000 GPM with two (2) redundant pumps.

Heating

Based on the proposed additional buildings the estimated required capacity at the end of all future phases will be 16,493 MBH.

Mechanical Plant 1 Install two (2) boilers to provide two (2) boiler of redundancy installed in parallel with the existing boilers. The existing pumping system will be adequate for the future phasing. This work will need to be evaluated for when the boilers will need to be added.

At the end of future phase the total installed nominal Boiler capacity will be 23,040 MBH with two (2) boilers for redundancy and installed pumping capacity of 1,500 GPM with two (2) redundant pumps.

Further Analysis Recommended

Chilled

A more in-depth analysis should be performed to analyze various chiller options (Water Cooled, Thermal Storage and geothermal) prior to the campus committing to a final solution.

Heating

A more in-depth analysis should be performed to analyze various hot water options (Chiller heat recovery, Solar Thermal heating, Thermal Storage and geothermal) prior to the campus committing to a final solution.

These options should have a life cycle analysis performed by utilizing energy modeling software and real first cost and maintenance cost information with Utility rate structures.

Electrical Infrastructure

This electrical infrastructure analysis assesses capacity of current Southern California Edison's (SCE) feeder, SCE transformers and MVC's distribution infrastructure to serve future demand while providing for system redundancy and backup.

The campus currently receives secondary power from Southern California Edison and distributes it to MVC-owned central and individual 480V distribution facilities. The existing SCE substructure is in very good condition and is adequately sized for the campus' present needs.

- Two (2) 12KV SCE feeders distribute power to MVC's electrical infrastructure. One (1) 12KV feeder serves the northern portion of the campus via two (2) 750 KVA SCE transformers and the other feeds the southern portion via a 150 KVA SCE transformer.

- SCE's (2) 750 KVA transformer serves (2) 277/480V, 3PH 3000 amp MVC switchboards providing power to most of the buildings on the northern portion of the campus. The 150 KVA SCE transformer provides power to the southern portion via a 277/480V 800 amp MVC switchboard. In addition, the southern SCE line serves individual SCE transformers serving individual buildings.

The current estimated demand for the campus is 1.3 MW and the estimated future demand is 2.8 MW. This value is determined by taking the design value of 12 W/SF and multiplying it by a demand factor of 40% determined by examining existing utility bills.

SCE's two feeders has the capacity to supply future power needs of the campus.

Current SCE's transformer capacity is approximately 2 MW and may require addition transformer capacity to meet the future demand of 2.8 MW.

MVC's (2) 3,000 amp and its 800 switchboards has a total capacity of approximately 4.5MW. **The current capacity is more than adequate to meet the future 2.8 MW demands of the campus but significant changes to the infrastructure are required to service future development phases.**

The assumption of the recommendations is based on the following goals:
- Provide electrical infrastructure capacity for future additions to the campus.
- Provide redundancy to the utility infrastructure.
- Provide backup power to all buildings on campus.

Two options to meet the future power demand of the campus are available:
- Continue the strategy of a mix of multiple central MVC owned 480V distribution with individual 480V service to individual buildings. This option will not address the redundancy of power but can address backup needs
- Replace the current power distribution strategy with an MVC-owned 12KV closed loop power distribution system providing redundancy and backup capabilities.

The current MVC 277/480V radial system does not provide redundancy. To achieve redundancy of the electrical distribution system on campus a 12KV MVC-owned close loop distribution system should be employed. A closed-loop distribution system provides redundancy by providing power to a building or group of building from two directions thereby a failure at one location along the loop does not affect a large number of buildings since power can be fed from either direction. The cost to do this will be substantial in initial electrical infrastructure cost and ongoing maintenance. There will be some cost offset by now receiving power at the medium voltage rate instead of the secondary rate. This cost differential should be further analysis to determine the extent of the offset. In addition, a central strategy utilizing Medium voltage 12KV generators in strategic locations to provide backup to the campus.

ELECTRICAL INFRASTRUCTURE

- ⬛ SCE 12KV feeder
- ⬛ MVC 12KV Loop
- ⬛ Existing MVC 480V feeder
- ⬛ Feed from MVC 12KV switch to 480 or 208V Transformer

ELECTRICAL INFRASTRUCTURE

Gas

The Moreno Valley College Campus is currently served from a single gas meter located on the north-west side of the M1 Central Plant building which serves the M2 central plant, Humanities and Science and Technology buildings. The meter is fed through a 4-inch gas company line deriving its service from a 4-inch high pressure gas main running along Lasselle Street. A majority of the campus underground gas infrastructure was installed in the late 1980's and is in good standing condition. Natural Gas service is derived from Southern California Gas Company's high pressure system.

The distribution system throughout the campus has undergone several modifications over the years to accommodate campus expansions, renovations and additions such as the addition of the M2 Central Plant and the Humanities building. Gas mains are believed to be plastic pipe and range from 3/4-inch to 4-inches in diameter.

Natural Gas downstream of the meters are distributed at medium pressure at approximately 5 psig throughout the campus. The medium-pressure gas is reduced to low-pressure gas at building connections via gas pressure regulators installed either above grade or in underground vaults. The low-pressure gas is then piped to serve hot water boilers that serve for Space Heating and water heaters that serve for domestic hot water needs to plumbing fixtures. Natural gas is used for domestic water heating and industrial hot water.

The total estimated gas load demand for the existing system (Heating and Domestic) is approximately 8,865 MBH (thousand BTU's per hour). At 1,000 BTU per cubic-foot-per-hour (CFH) natural gas conversion factor, the required gas flow demand is 8,865 CFH.

Recommendations

Working with Southern California Gas Company, the College will: 1) replace existing meters to increase capacity, and 2) install a new meter that would serve the proposed future buildings.

A best practice is to sub-meter all building to have a better understanding of the total gas energy being used. This will allow the College to manage their energy use as related to their energy-use goals and manage operating costs more finely. As the district defines it's goals for sustainability, metering will be an essential benchmarking and management tool.

Based on the findings of the 2010 Infrastructure Plan, an evaluation of the facilities planned will likely reveal that the campus will need to add an additional load to the existing metered system.

Further analysis should be done to determine the full extent of the changes and cost required.

Domestic and Fire Water Systems

The existing water distribution system serving the campus buildings operates separate domestic water and fire water distribution systems. The campus also uses a separate reclaimed water system to supply water for landscape irrigation.

The Eastern Municipal Water District (EMWD) provides water to both the domestic and fire water distribution systems. The domestic system is served by one meter and the fire water system is also served by one meter.

- The existing domestic service enters the campus from the south on Krameria Street, approximately 200 feet north of Cahuilla Drive. The 8-inch service originates at from the 24-inch main in Krameria Street. After passing through an 8-inch meter and reduced pressure principle valve backflow preventer, the water is conveyed north to the campus distribution network via an 8-inch PVC pipe loop.

- The existing fire service is located parallel to the 8-inch domestic water line (described above.) This 12-inch service originates off a separate 18-inch main in Krameria Street. After passing through a 12-inch meter and double check backflow preventer, the water is conveyed north to the campus distribution network via a 12-inch PVC pipe.

The campus domestic water distribution network consists of an 8-inch PVC pipe loop, and the campus fire water distribution network consists of a 12-inch PVC pipe loop.

Recommendations

Based on the findings of the 2010 Infrastructure Plan, an evaluation of the existing domestic and fire water systems adequately supports the demand for existing buildings; and existing water pressures throughout the campus satisfy a minimum requirement. A high-level review of the proposed site plan indicates that the existing domestic and fire water systems can adequately support the demand for proposed buildings.

The following improvements should be completed:
- Provide a secondary domestic water connection from the Lasselle Street line to provide redundancy. Pipe sizing will be determined in a follow-up planning study.
- Provide new services to proposed buildings, re-routing water lines that are in conflict with proposed buildings.
- Install new domestic water service loop from the Lasselle Street line to serve the future buildings and provide redundancy. Pipe sizing will be determined in a follow-up planning study.
- Ensure hydrants are present within 300' of all buildings (new and proposed)

Further analysis should be done to determine the full extent of the changes and cost required.

Sanitary Sewers

The existing campus is served by two separate sanitary sewer systems.

The first main system flows to the west and joins the 8-inch sewer main in Lasselle Street at College Drive. An 8-inch mainline extends on Campus in College Drive and into the main campus. This 8-inch main Line extends north and west through the campus and serves approximately 80% of the existing buildings.

The second main system flows to the south to Krameria Street. This system flows to an 8-inch sewer main located at Cahuilla Drive. An 8- inch sewer main connects to the Krameria Street sewer and extends north 200-ft through the main parking lot and onto the Campus. This 8-inch main line then provides laterals east and west through the campus but only serves approximately 20% of the existing buildings.

The existing on-site sanitary sewer system mainline includes 8-inch PVC pipe with building laterals ranging between 4-inches and 6-inches in diameter. The (2) on-site sewer systems are independent and isolated and do not accept off site upstream flows from any other developments.

The sanitary sewer system maximum flow rate (or capacity), average daily flow rate, and peak flow rate for the existing system appears adequate to accommodate future proposed buildings.

Recommendations

- Provide new services to proposed buildings, re-routing sewer lines that are in conflict with proposed buildings, and remove sewer lines laterals associated with buildings that will be demolished
- Ongoing investigation of existing sanitary sewer main lines for consideration and capacity as the campus develops

Further analysis should be done to determine the full extent of the changes and cost required.

Stormwater

The existing campus storm drain mainline system consists of a Riverside County Flood Control District mainline (varies from 36-inch RCP to 54-inch RCP) made of reinforced concrete pipe.

The following is a summary of the on-site storm water collection system:

- Off-site storm water from the east is captured upstream in a 36-inch County maintained main line and flows through the campus to a 54-inch outlet pipe and continues in a pipe into Lasselle Street.
- The campus building roof drains and landscape areas are drained though a system of small (6", 10", 12") pipes and area drains that connect to one of the mainlines - described above.
- A small on-site water quality basin is located along the northwestern edge to provide an opportunity for natural vegetation and to provide a water quality element.
- The existing parking lots sheet flow to catch basins and then into the Lasselle Street storm drain mainline.
- Small and large on-site storm water detention basins are provided upstream.
- Small swale areas between buildings collect roof drainage and storm water runoff. This storm water is then recollected by area drains and discharged into the County main line system.

Recommendations

The existing storm drain mainline systems are adequately sized to address the current design storm conditions. The proposed campus development will impact many of the existing mainline alignments and will require relocations to avoid the planned building footprints. Additional stormwater quality detention basins may be provided at the lower parking areas to address future water quality requirements. Sufficient elevation change across the campus site also allows flexibility and opportunities for future storm drain alignments to avoid any significant design elements.

Low Impact Development Solutions: Currently, there are few low-impact development solutions for stormwater on campus, which in turn causes large volumes of water to run directly into storm drains. The College should conduct a campus-wide stormwater management plan that provides recommendations that embrace landscape infrastructure in addition to improved piping infrastructure should developed to support the stormwater management process for future construction projects. A list of potential stormwater solutions and corresponding descriptions is located in the Campus Experience Guidelines.

3.7 IMPLEMENTATION PLAN AND PROJECTS

The Comprehensive Master Plan recommendations outlined in the previous chapter represent an overall picture of the future developed campus and includes recommendations for renovation, replacement of facilities, and campus-wide site and systems improvements. It is critical to understand that the transformation of the campus will occur in a series of phases over the next decade and beyond. The four phases and the subsequent projects are outlined within this section.

In order to be successful and practical, a master plan must be flexible and responsive to the changing dynamics that are extremely prevalent in higher education today. Shifts in funding availability, program changes, enrollment fluctuations, etc. may cause a plan to occur out of sequence or differently than imagined within this document.

With flexibility and responsiveness underpinning the implementation strategy, the sequence of projects has been developed based on the following parameters:
- Address today's critical spaces needs early in the phasing
- Limit the number of moves and reduce the need for swing space
- Position MVC to maximize opportunities for funding

The plan and its subsequent projects must also support the Planning Principles that were developed as part of the Comprehensive Master Plan through the stakeholder engagement process. As the College implements the projects, these principles should be the mantra for design decisions. With a flexible site plan, these principles are the consistency and framework that will ensure the College fulfills the vision of this plan in the next decade.

PHASE 01

PHASE 02

PHASE 03

PHASE 04

Phase I Plan and Projects

(A) WELCOME CENTER

(B) LIBRARY LEARNING RESOURCE CENTER (LLRC)

(X) DEMO LION'S DEN, BOOKSTORE, SAC MODULARS

(C) REMODEL STUDENT SERVICES BUILDING

(X) DEMO PARKSIDE MODULARS (6, 13, 14, 16, 17, 18, 22, 23, AA)

(D) CONSTRUCT PHYSICAL AND NATURAL SCIENCES BUILDING

(●) CAMPUS FRONT LAWN

(●) STUDENT ACTIVITIES PLAZA

(●) PEDESTRIAN PLAZA

(●) CAMPUS QUAD EXPANSION/LEARNING LANDSCAPE

(R) KRAMERIA DROP-OFF

LEGEND

- Existing Building
- Major Reconstruction
- New Construction
- Demo

Buildings labeled: SAS, ACA, ACA, ACA, HM, WC, LLRC, SCI, NOC

Markers: A, B, C, D, X, X, R1

Welcome Center

Size: 13,634 asf, 17,300 GSF

(A) **Program:** Student Services

Total Project Cost: $14.2M (funded)

Project Description: The Welcome Center is currently in the construction document phase and scheduled to break ground in XX 20XX with construction completed in XX 20XX.

The Welcome Center will serve as the new front door of the College. Focused on matriculation services, the building is designed to welcome students, allow student ambassadors to guide and aid first time students, provide clear and easy wayfinding to service desks and departments, and support the Student services department in its mission of Student Success.

Its programs include:
- Outreach
- Dream Center & First Year Experience
- Admissions and Records / Cashier
- Student Financial Services / Student Employment
- Counseling
- Assessment Center

MVC Welcome Center, Renderings courtesy of HPI Architecture

MVC Welcome Center, Renderings courtesy of HPI Architecture

2

Library Learning Resource Center (LLRC)

B
X
08b
08a
08c
R1

Size: 69,334 asf, 106,000 GSF

Program: Library, Learning Resource Center, Dining, Bookstore, Student Activities

Total Project Cost*: $74.3M

Project Description: As the largest building on the campus, the new Library Learning Resource Center will consolidate and expand Library and Learning Resource Center functions into a series of active, student-focused spaces that promote individual and group studying, as well as academic resources needed to implement the Guided Pathways framework. The first two levels of the building will house expanded dining, retail and student activities functions relocated from modular buildings. The location of the LLRC is purposefully placed at the front of the campus, adjacent to parking and an open space to invite the community into the building. To aid in accessibility, the LLRC will have internal circulation patterns that bridge from the lower parking level to the plaza level.

* Current market condition until mid-point of construction cost

Open Space and Infrastructure: An improved front lawn green space will provide exterior gathering space for campus and community. This should include some large turf areas for informal recreation, but also native plantings and xeriscaped areas to minimize maintenance and water needs. In addition, the pedestrian plaza and Krameria Street drop-off should be completed to provide outdoor gathering space for events and outdoor dining. Once the Lion's Den, Bookstore, and Student Activities Center is demolished, the space should be constructed into a pedestrian plaza that can host various outdoor student activities.

Related Projects:
- Demolish Lion's Den, Bookstore, SAC
- Inactivate existing Library building

C

X

Student Services Reconstruction

Size: 9,000 asf, or 16,200 GSF

Program: Student Services

Total Project Cost*: $5M (funded)

Project Description: With the completion of the Welcome Center and the Library Learning Resource Center, the Student Services Building will be vacated and available for the relocation of student services programs currently located in the temporary structures within the Parkside Complex, such as Human Services, Health Services, Food Bank, and Veterans Resource Center.

Open Space and Infrastructure: n/a

Related Projects:
- Relocate and demolish Modulars (6, 13, 14, 17, 22, 23)

* Current market condition until mid-point of construction cost

EXPANDED CAMPUS QUAD

SCI

LEARNING LANDSCAPE

Biological and Physical Sciences (STEM)

D
X

Size: 30,900 asf, or 47,850 GSF

Program: School of Science, Technology, Engineering, and Math

Total Project Cost: $46.7M

Project Description: As the College grows and adds STEM programs, there is a new for additional space needs to house those programs. This building will hold basic science labs, which is one of the largest space needs on the campus today. It will also house a new Organic Chemistry lab that will allow students to fulfill this course requirement on the campus.

Open Space and Infrastructure: As part of the STEM building, an expanded Campus Quad and Learning Landscape will be constructed to create new outdoor learning spaces for students.

Related Projects:
- Relocate and demolish Modulars (2, 7, 8, 9, 10, and 12)
- Renovate existing Science and Technology Building spaces into academic spaces

* Current market condition until mid-point of construction cost

Phase II Plan and Projects

(E) KINESIOLOGY + ATHLETICS

(X) DEMO 13B

(F) CAMPUS OPERATIONS AND SAFETY

(X) DEMO 1, 13A

(G) EXISTING LIBRARY REPURPOSE

(H) HUMANITIES REPURPOSE

(X) DEMO 3, 4, 11

(J) SCIENCE + TECHNOLOGY REPURPOSE

(●) COMPETITION SOCCER FIELD

(●) MULTI-PURPOSE FIELDS

(R2) PARKSIDE DRIVE EXTENSION

(R3) TEMPORARY PARKING LOT

(R4) O&M PARKING LOT

LEGEND
- Existing Building
- Major Reconstruction
- New Construction
- Completed in Prior Phase
- Demo

Map labels: NOC, SAS, G, ACA, ACA, HM, H, J, ACA, WC, LLRC, SCI, X, R3, R2, R4, OM, F, KIN, E, ATH, R2

MORENO VALLEY COLLEGE

Kinesiology and Athletics

Size: 45,000 asf, or 69,000 GSF

Program: School of Business, Health, and Human Services, Athletics, and Community Fitness

Total Project Cost*: $48.8M

Project Description: With the College bringing on additional programs to become comprehensive, and new Kinesiology and Athletics building will house academic spaces focused around physical education, as well as space for new competitive athletics programs - such as Basketball, Volleyball, and Soccer. This building also provide recreation and wellness space for community use, such as fitness and weight training spaces.

Current market condition until mid-point of construction cost

Open Space and Infrastructure: Part of the project will include a competition sized soccer field with bleachers for spectator viewing. Across Parkside Drive the existing turf space will be enhanced with two multi-purpose fields for academic, athletics, and recreation/community use. In addition, Parkside Drive will be extended to meet the city-street, Grande Vista Drive. This new roadway will provide additional campus access for large campus events and emergency events. On-street parking will be present along the roadway to provide parking for the community to use the facilities. The College and District will work with the City of Moreno Valley and the surrounding community to study the traffic impacts of the roadway.

Related Projects:
- Relocate and demolish Modular 13b

F
X
R4

Campus Safety and Operations

Size: 13,000 asf, or 20,000 GSF

Program: Maintenance and Operations, Campus Safety/Campus Police

Total Project Cost*: $25.9M

Project Description: A new larger Campus Safety and Operations building will house programs relocated from the Parkside Complex. This building will house consolidated maintenance shops, offices and meeting spaces, shipping and receiving, and all campus police operations including fleet space. The location along the new Parkside Drive extension roadway places these auxiliary programs outside of the campus core, but allows for quick access into the core via the loop roadway.

Open Space and Infrastructure: An adjacent surface parking lot will be sized to accommodate campus police fleet space, loading dock for shipping and receiving, golf cart parking and charging, and maintenance and operations fleet space, as well as staff parking.

Related Projects:
- Relocate and demolish Modulars (1, 13b)

PARKING AND FLEET SPACE

O&M

LOADING

← - - - - LIMITED ACCESS ROADWAY

* Current market condition until mid-point of construction cost

Existing Library Reconstruction

G

Size: 15,920 asf, or 24,370 GSF

Program: School of Humanities, Education, and Social and Behavioral Sciences

Total Project Cost*:$15.7M

Project Description: With the completion of the LLRC, the existing Library building will be reconstructed into Academic spaces for the school of will house programs for the School of Humanities, Education, and Social and Behavioral Sciences

Open Space and Infrastructure: n/a

Related Projects:
- Library Learning Resource Center

Humanities Reconstruction

H

X

R3

Size: 32,270 asf, or 53,190 GSF

Program: School of Communications, English, and World Languages

Total Project Cost*: $35.5M

Project Description: As programs are relocating out of Humanities into new buildings, the opportunity to renovate the existing Humanities Building into the academic hub for the School of Communications, English, and World Languages programs. These will be primarily academic and academic support spaces. The music programs in the Parkside Complex (3, 4, 11) will temporarily be relocated to the Humanities building until the Fine and Performing Arts Complex is complete in Phase 3.

Open Space and Infrastructure: n/a

Related Projects:
- Relocate and demolish Modulars (3, 4, 11, 16, and 18)

Science and Technology Reconstruction

J

X

Size: 11,270 asf, or 14,890 GSF

Program: General Academic Space, Maker Space

Total Project Cost*: $16.3M

Project Description: With the STEM building completed, the existing Science and Technology Building will be renovated into academic space located in the core of the campus. This building will also continue to house the existing maker space on the first floor.

Open Space and Infrastructure: n/a

Related Projects:
- Relocate and demolish Modulars (15, 20, 21)

* Current market condition until mid-point of construction cost

Phase III Plan and Projects

(K) FINE AND PERFORMING ARTS COMPLEX

(L) LINER BUILDING

(M) SAS PARTIAL REPURPOSE

(P5) PEDESTRIAN PLAZA/DROP-OFF

(O8b) OUTDOOR AMPHITHEATER

(R5) PARKING STRUCTURE A

LEGEND

- Existing Building
- Major Reconstruction
- New Construction
- New Parking Structure
- Completed in Prior Phase
- Demo

PHASE III

Moreno Valley College **Comprehensive Master Plan 3.89**

Visual and Performing Arts Complex

Size: 25,000 asf, or 38,500 GSF (Academic Building); Plus 500-seat theater (250/300 seat?)

Program: School of Visual and Performing Arts. plus a 500-seat Performing Arts Theater

Total Project Cost*: $36.5M

Project Description: A new complex for Visual and Performing Arts programs will add to the comprehensive program offerings the College is planning for. This complex includes an academic building with instructional and studio spaces for Fine and Applied Arts, Music, Studio Arts, Art history, Dance, Film Studies, Photography, Theater Arts, programs. In addition a 500-seat theater for both campus and community use will hold large events and performances, as well as a art gallery and meeting space/lobby atrium.

Open Space and Infrastructure: As part of the Fine and Performing Arts Complex, a new pedestrian plaza and drop-off area with accessible parking will be constructed. This space should be designed for primarily pedestrian use, and can hold large events associated with the arts or athletics programs.

Related Projects:
  · Relocate and demolish Modular AA

* Current market condition until mid-point of construction cost

Parking Structure with Liner Building

(L) (X) (R5)

Size: Liner Building - 43,200 asf, or 72,000 GSF; 1,100 Stalls (5-levels)

Program: Parking, Administration Space

Total Project Cost*: $77.5M

Project Description: Because of the reduction in surface parking spaces to make way for new buildings, a critical part of phase two is a new parking structure, approximately 1,100 spaces. The structure will have an adjacent Liner Building that includes space for administrative units. The liner building creates an aesthetic backdrop for the athletics field and shields the view of the parking structure from the campus. The structure will be built into the side of the large hill, therefore a large retaining wall will be required adjacent to the structure.

Open Space and Infrastructure: New access roadways from Parkside Drive will allow three access points into and out of the garage. The roadway beyond the parking structure will become limited access and only accessible to service and emergency vehicles.

Related Projects: n/a

Current market condition until mid-point of construction cost

Student Academic Services Partial Renovation

M

Size: 9,31 asf

Program: School of Humanities, Education, and Social and Behavioral Sciences

Total Project Cost*: $7.8M

Project Description: As programs are relocating out of SAS into new buildings, the opportunity to renovate spaces withing the existing SAS Building into the academic hub for Humanities and Social Sciences programs. These will be primarily academic and academic support spaces.

Phase IV Plan and Projects

(N) CTE/ALLIED HEALTH BUILDING

(X) DEMO DENTAL EDUCATION CENTER

(P) EARLY CHILDHOOD EDUCATION CENTER

(X) DEMO EXISTING EARLY CHILDHOOD EDUCATION CENTER

(Q) EARLY COLLEGE HIGH SCHOOL

(R) STUDENT CENTER

(●) PEDESTRIAN PLAZA/DROP-OFF

(R6) PARKING STRUCTURE B

LEGEND

- ■ Existing Building
- ■ Major Reconstruction
- ■ New Construction
- ■ New Parking Structure
- ■ Completed in Prior Phase
- ⬚ Demo

Building labels visible on map: Q, ECHS, R6, SAS, ACA, ACA, HM, ACA, R, WC, SC, CTE, N, AH, ADMIN/OTHER, OM, KIN, ATH, SCI, LLRC, X, X, FPA, PAC, FPA, ECEC, P

Streets: LASSELLE STREET, COLLEGE DRIVE, CAHUILLA DRIVE, KRAMERIA STREET

CTE/Allied Health Complex

Size: 55,400 asf, or 70,000 GSF

N

X

Program: School of Business, Health, and Human Services

Total Project Cost*: $45.2M

Project Description: As a new complex for existing CTE and Allied Health programs to expand as well as new Allied Health programs to be added to the College's course offerings, such as Business Administration, Medical Assisting, Dental Health Education, Human Services, and Healthcare Technician. With a location adjacent to the Kinesiology building, the synergy between these health and wellness focused programs will create opportunities for interdisciplinary learning. The complex is also adjacent to the large parking structure for convenient parking for clinics and patients. To aid in accessibility, the building will have internal circulation patterns that bridge over the terrace levels.

Open Space and Infrastructure: n/a

Related Projects:
- Demolish the Dental Education Center
- Relocate existing CTE programs into the new complex from the existing Science and Technology

* Current market condition until mid-point of construction cost

PLAYGROUND

ECEC

PEDESTRIAN PLAZA/ DROP-OFF

Early Childhood Education Center

Size: 6,400 asf, or 10,000 GSF

Program: Early Childhood Education Center

Total Project Cost*: $8.4M

P

X

Project Description: As the campus develops over time, there are programs that should relocate out of the core of the campus to better serve their users. Because of the high volume of traffic during drop-off/pick-up times for parents, relocating this program out of the core will create more convenient access into and out of the campus for parents. This new location also creates the opportunity for the ECEC to use the large open space directly adjacent. The existing ECEC building will be demolished and replaced with surface parking.

Open Space and Infrastructure: As part of the new ECEC, a new pedestrian plaza and drop-off area with accessible and staff parking will be constructed. This space should be designed for primarily pedestrian use, and can hold large events associated with the center.

Related Projects:
- Relocate and demolish existing ECEC

* Current market condition until mid-point of construction cost

Q
R6

Early College High School with Parking Structure

Size: 48,750 asf, or 75,000 GSF (note - not included in MVC space inventory); Parking Structure - 800 space (4-levels)

Program: Early College High School (partnership)

Total Project Cost*: $115.6M

Project Description: As a partnership project, the new Early College High School (ECHS) will house 450 high school students in grades 9-12. This new schools will create partnership programs with the College. In addition, a new parking structure should be built as part of this project to accommodate parking needs for both the high school and the College. The High School and Parking Structure will be built on City of Moreno Valley land directly adjacent to the College. It is important to note that the land sits approximately XX feet below the level of the campus, because of this both the building and parking lot should be designed and built to be accessed at both the fire-station level (lower) and the campus level (higher).

Open Space and Infrastructure: As part of the project, an open space should be constructed directly adjacent to the High School for informal learning and recreation.

Related Projects:
- Relocate Middle College High School program from existing library into ECHS.

* Current market condition until mid-point of construction cost

16

STUDENT
ACTIVITIES
PLAZA

WELCOME
CENTER

STUDENT
CENTER

LLRC

STEM

PLAZA

Student Center

Size: 26,580 asf, or 44,000 GSF

Program: Student-Focused Spaces

Total Project Cost*: $24.9M

Project Description: As the College continues to grow, additional space for students will be critical for the success and experience of the students. This new structure will be the central hub for student activity on the campus, and will hold programs such as dining, space for clubs and organizations, meeting spaces, study and collaboration spaces, and office for student life staff. If funded sooner than phase 4, this project can be completed after the construction of the LLRC and the demolition of the three modulars that sit in its site (Lion's Den, Bookstore, and SAB).

Open Space and Infrastructure: An adjacent outdoor seating and courtyard space will be completed as part of the project.

Related Projects:
- LLRC
- Demolition of Lion's Den, Bookstore, and SAB
- Relocate and consolidate all student-focused spaces into the Student Center.

* Current market condition until mid-point of construction cost

Moreno Valley College **Comprehensive Master Plan** 3.99

Demolitions

As previously discussed, 36% of the existing space inventory is currently in portable or temporary buildings, and most of that space is and/or student service space. **Based on the analysis of existing conditions and discussions regarding the effectiveness of space all temporary and modular buildings have been identified to be removed from the campus.** A high priority for the College is to replace all portable and modular buildings with larger, permanent, and flexible buildings so all students, disciplines, and programs have an equitable experience.

The graphic on the facing page highlights the buildings on the campus that are planned to be demolished. It is important to note that the removal of the buildings will occur over an extended period of time in order to limit disruption and minimize the need for swing space.

The table at right identifies each of the buildings to be demolished, the programs within, and the planned relocation for those programs. It also indicates the phase in which the building is planned to be demolished.

Exhibit 3.7.1: Percentage of Building Inventory located in temporary and/or modular buildings over FMP phases

2018	Phase 01	Phase 02	Phase 03	Phase 04
36%	16%	11%	9%	0%

Exhibit 3.7.2: Proposed Demotions and Relocations

Building #	Existing Program	asf	GSF	Program relocated to:	Phase
1	Police	611	960	New O&M Building or Parking Structure	2
2	Classrooms	615	960	New PNBS Building	1
3	Music	900	960	Temp Space; New VPAC	2
4	Music	900	960	Temp Space; New VPAC	2
5	Restrooms			N/A	
6	Health Services	800	960	Existing Library/SS Remodel	1
7	Classrooms	900	960	SAS, Humanities, PNSB, Kin	1
8	Classrooms	900	960	SAS, Humanities, PNSB, Kin	1
9	Classrooms	900	960	SAS, Humanities, PNSB, Kin	1
10	Classrooms	900	960	SAS, Humanities, PNSB, Kin	1
11	Music	1,698	1,920	Temp Space; New VPAC	2
12	Classrooms	900	960	New PNBS Building	1
13	VRC	900	960	Existing Library/SS Remodel	1
13a	Shops	3,559	4,500	New O&M Building or Parking Structure	2
13b	Multipurpose	2,824		New Kinesiology Building	2
14	Human Services	900	960	Existing Library/SS Remodel	1
15	Dean CTE	796	960	Existing S+T Building	2
16	Cyber Lab	1,835	1,920	Existing Humanities Building	2
17	Food Bank	900	960	Existing Library/SS Remodel	1
18	Cybersecurity	900	960	Existing Humanities Building	2
19	Restrooms			N/A	
20	Medical Assisting	900	960	Existing S+T Building	2
21	CTE Faculty	900	960	Existing S+T Building	2
22	Human Services	900	960	Existing Library/SS Remodel	1
23	Human Services	900	960	Existing Library/SS Remodel	1
	Admin. Annex	1,300	3,200	Welcome Center	1
	Bookstore	3,177	3,600	New LRC	1
	Lions Den	3,300	4,320	New LRC	1
	SAB	2,088	2,880	New LRC	1
	Head Start			-	4
	ECE	4,914	8,235	New ECEC	4
	Dental Education Center	15,433	31,916	New CTE/Allied Health	4

DEMOLITIONS

Building to be demolished

MORENO VALLEY COLLEGE

DEMOLITIONS

Moreno Valley College **Comprehensive Master Plan 3.101**

PROJECT SEQUENCING

Phase 1

Construct Student Center Welcome Center

Relocate Student Service Functions from SS to WC

Construct Library Learning Resource Center (LLRC) → Enhance Campus Front Lawn (OS1)

Relocate Library, On-campus dining, bookstore and Student Activities into LLRC

Demo Modulars
(Lion's Den, Bookstore, SAC) → Construct new Student Activities Plaza (OS2)

Remodel Student Services and Library Buildings

Relocate Modulars (6, 13, 14, 16, 17, 18, 22, 23, Admin. Annex) into Library/SS Buildings

Relocate Cybersecurity program into Humanities

Demo Modulars
(6, 13, 14, 17, 22, 23)

Phase 1, continued

Construct Physical and Natural Sciences Building → Campus Quad Expansion (OS3)

Demo Modulars
(2, 7, 8, 9, 10, 12)

Construct new Krameria drop-off with Pedestrian Plaza (R1/OS4)

Phase II

Construct Athletics and Kinesiology Building ● - - - -> Construct soccer stadium and practice fields (OS5/OS6)

Relocate Modulars in Kin Building (13b)

Demo Modulars (13b)

Parkside Drive Extension (R2)

Construct Operations + Maintenance Building ● - - - -> O&M Surface Parking Lot (R3)

Relocate Modulars into new O&M Building (1 and 13a)

Demo Modulars (1, 13a)

Remodel Existing Library

Remodel Humanities Building

Demo Modulars (3, 4, 11, 16, 18)

Phase II, continued

Remodel 2nd floor of Science and Technology Building - - - -> Construct Temporary Surface Lot (R4)

Relocate Modulars (15, 20, 21) into Science + Tech. Building

Demo Modulars (15, 20, 21)

- ● Potential State Funding
- ● Local Bond
- ● Partnership Funded

- Demolition
- Relocation
- New Construction

- Renovation
- Site Improvements
- Infrastructure Project

PROJECT SEQUENCING, CON'T.

Phase III

| Construct Parking Structure with Liner Building (K) | ----> | Parking Structure A (R5) |

| Construct Fine and Performing Arts Complex (L) | ----> | Construct new drop-off with Pedestrian Plaza (OS7) |

| Relocate Music Modulars, Art Rooms (Lib) and HM 107 in FPAC | | Construct outdoor amphitheater (OS8) |

| Remodel SAS Building (M) |

Phase IV

Construct CTE and Allied Health Complex (N)

Relocate MCHS from existing Library building

Demo Dental Education Center

Construct new Early Childhood Education Center (P) - - - -> Construct new drop-off with Pedestrian Plaza (OS9)

Relocate ECEC into new building

Demo ECEC and Head Start Buildings

Construct Early College High School (City property) (Q) - - - -> Parking Structure B (R6)

Relocate MCHS from existing Library building

Construct Student Center (R)

Potential State Funding | Demolition | Renovation
Local Bond | Relocation | Site Improvements
Partnership Funded | New Construction | Infrastructure Project

04 BEN CLARK TRAINING CENTER EDUCATION MASTER PLAN

4.1 INTERNAL SCAN: BEN CLARK TRAINING CENTER STUDENTS AND EMPLOYEES

Historical Enrollment Data (Fall, Spring, Winter, Summer, and Annualized Headcount, and FTES)

Exhibit 4.1.1 outlines the historic and projected FTES and enrollment numbers for the Ben Clark Training Center. Headcount has experienced an overall increase since the 2014-2015 academic year. During this rise in headcount, the Ben Clark Training Center saw a decrease in FTES, indicating that although the number of students enrolled increased, the average credit load of students was less than it was during the 2014-2015 academic school year. Despite the decrease in FTES from 2014 to 2018, the Ben Clark Training Center has maintained over 500 FTES since the 2013-2014 academic year. 500 FTES is the minimum threshold required by the California Community College Chancellor's Office to transition from an off-site location under the control of Moreno Valley College to an official education center.

Using a methodology informed by the CCCCO's WSCH Forecast for Riverside Community College District and approved by the Department of Finance, it is expected that Enrollment and FTES at the Ben Clark Training Center will increase year-over-year through the 2029-2030 academic year.

Exhibit 4.1.1: Unduplicated and FTE Students 2013 - 2019

Source: EMD (March 4, 2021) and MIS Referential Files
Note. Section location = BCTC and/or School of Public Safety Education and Training = ADJ, EMS, FIT, HLS. Excludes PSET sections offered at HM, LIB, or STU buildings. Includes Non-PSET sections offered at BCTC.

Exhibit 4.1.2 presents Ben Clark Training Center students who reside in the service area by age group. The data shows that students who attend Ben Clark Training Center are disproportionately younger in comparison to the age breakdown of the total service area population (see Exhibit 3.2.5). In Fall 2017, 639 (64.74%) students were under the age of 30.

Exhibit 4.1.2: Students Residing in Service Area by Age Group (Fall 2017)

Source: Moreno Valley College Office of Institutional Effectiveness

Exhibit 4.1.3 presents the race/ethnicity of Ben Clark Training Center students who reside within the service area. In Fall 2017, 52.68% of students self identified as Hispanic/Latinx, followed by 35.06% as White, and 6.38% as Black/African American. The proportion of students that self identify as Hispanic/Latinx and White directly reflects the racial breakdown of residents within the service area (see Exhibit 3.2.6). Additionally, Asian residents in the service area make up 7.42% of the population, while 2.63% of students self-identified as Asian. 1.72% of students self-identified as Two or More Races, 1.11% self-identified as Other, and 0.41% as Native American.

Exhibit 4.1.4 outlines the gender breakdown of Ben Clark Training Center students during the Fall semester of 2017. The majority of Fall 2017 students residing in the service area identified as Male (58.87%) compared to Female (39.82%). Additionally, 13 Ben Clark Training Center students (1.32%) identified as Other. The proportion of male students enrolled at the Ben Clark Training Center was higher than the proportion of male residents within the service area (see Exhibit 3.2.7).

Exhibit 4.1.3: Students Residing in Service Area by Race (Fall 2017)

Source: Moreno Valley College Office of Institutional Effectiveness

Exhibit 4.1.4: Students Residing in Service Area by Gender (Fall 2017)

Source: Moreno Valley College Office of Institutional Effectiveness

Projections (Fall, Winter, Spring, Summer, and Annualized Headcount, FTES, and WSCH per Headcount)

During the period between the 2013-2014 and 2018-2019 academic year, Ben Clark Training Center experienced an average annual participation rate of 2.77 students at its site per 1,000 adult persons within the service area population (see Exhibit 4.1.5). Over the course of the 2013-14 school year, the participation rate was 2.64 students per 1,000 service area residents. Historically, the participation rate hits its peak after the 2017-18 academic year at 3.06 students per 1,000 service area residents. The participation rate is expected to dip slightly to 2.96 after the 2018-19 school year.

Five-year FTES and enrollment projections suggest that Ben Clark Training Center will generate 1,045 FTES and serve 2,674 students by the 2023-2024 academic year (see Exhibit 3.1.6). Ten-year FTES and enrollment projections estimate that Ben Clark Training Center will generate approximately 1,302 FTES and serve 3,123 students by the 2029-2030 academic year (see Exhibit 4.1.6).

Exhibit 4.1.5: Participation Rate - Service Area Residents at Ben Clark Training Center

PARTICIPATION RATES			
Term	Headcount Enrollment	Service Area Adult Population	Estimated Participation Rate
Annual 2013-2014	1,923	728,277	2.64
Annual 2014-2015	1,656	739,367	2.24
Annual 2015-2016	2,024	739,862	2.7
Annual 2016-2017	2,285	757,210	3.02
Annual 2017-2018	2,350	768,751	3.06
Annual 2018-2019 (projected)	2,307	780,539	2.96
Average Participation Rate	**2.77**		

Source: Moreno Valley College Office of Institutional Effectiveness; ACS Community Survey 5-year Adult Population (18-65) Estimates 2013-2017

Term/Academic Year	Headcount Enrollment	FTES	FTES/Headcount	Estimated Participation Rate
(Actual) Summer 2018	217	166	0.77	0.28
(Actual) Fall 2018	992	278	0.28	1.29
(Actual) Winter 2019	200	43	0.21	0.26
(Actual) Spring 2019	898	359	0.4	1.15
(Actual) 2018-2019 Academic Year	2,307	854	0.37	2.96
Summer 2019	222	171	0.77	0.28
Fall 2019	1,021	286	0.28	1.31
Winter 2020	209	44	0.21	0.26
Spring 2020	924	370	0.4	1.17
2019-2020 Academic Year	2,379	880	0.37	3
Summer 2020	228	178	0.78	0.29
Fall 2020	1,051	298	0.28	1.33
Winter 2021	215	46	0.21	0.27
Spring 2021	951	386	0.41	1.18
2020-2021 Academic Year	2,449	919	0.38	3.04
Summer 2021	235	186	0.79	0.29
Fall 2021	1,082	311	0.29	1.34
Winter 2022	221	48	0.22	0.27
Spring 2022	980	403	0.41	1.2
2021-2022 Academic Year	2,522	959	0.38	3.08
Summer 2022	242	194	0.8	0.3
Fall 2022	1,114	325	0.29	1.36
Winter 2023	228	50	0.22	0.27
Spring 2023	1,009	421	0.42	1.22
2022-2023 Academic Year	2,597	1,001	0.39	3.13

Term/Academic Year	Headcount Enrollment	FTES	FTES/Headcount	Estimated Participation Rate
Summer 2023	249	203	0.81	0.3
Fall 2023	1,147	339	0.3	1.38
Winter 2024	235	52	0.22	0.28
Spring 2024	1,039	439	0.42	1.23
2023-2024 Academic Year	**2,674**	**1,045**	**0.39**	**3.17**
Summer 2024	256	211	0.82	0.3
Fall 2024	1,181	354	0.3	1.4
Winter 2025	242	54	0.22	0.28
Spring 2025	1,070	458	0.43	1.25
2024-2025 Academic Year	**2,754**	**1,091**	**0.4**	**3.21**
Summer 2025	263	220	0.84	0.31
Fall 2025	1,211	368	0.3	1.14
Winter 2026	248	57	0.23	0.28
Spring 2026	1,097	477	0.43	1.26
2025-2026 Academic Year	**2,824**	**1,135**	**0.4**	**3.24**
Summer 2026	270	228	0.84	0.31
Fall 2026	1,242	381	0.31	1.43
Winter 2027	254	59	0.23	0.29
Spring 2027	1,125	493	0.44	1.27
2026-2027 Academic Year	**2,896**	**1,174**	**0.41**	**3.27**
Summer 2027	277	236	0.85	0.31
Fall 2027	1,274	395	0.31	1.44
Winter 2028	261	61	0.23	0.29
Spring 2028	1,154	511	0.44	1.28
2027-2028 Academic Year	**2,970**	**1,216**	**0.41**	**3.3**

Term/Academic Year	Headcount Enrollment	FTES	FTES/Headcount	Estimated Participation Rate
Summer 2028	284	244	0.86	0.32
Fall 2028	1,306	408	0.31	1.45
Winter 2029	268	63	0.23	0.29
Spring 2029	1,183	528	0.45	1.3
2028-2029 Academic Year	**3,046**	**1,258**	**0.41**	**3.33**
Summer 2024	291	252	0.87	0.32
Fall 2024	1,339	422	0.32	1.47
Winter 2025	274	65	0.24	0.3
Spring 2025	1,213	547	0.45	1.31
2029-2030 Academic Year	**3,123**	**1,302**	**0.42**	**3.36**

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Academic & Occupational Organization

Organizational Chart

The Ben Clark Training Center is administered by a Dean of Instruction of Public Safety Education and Training. The Dean of Instruction has direct supervisory responsibility over most of the faculty and staff located at the Ben Clark Training Center. The Dean of Instruction directly supervises the Instructional Department Specialist, the Customer Service, Outcomes and Assessment Specialist, Administrative Assistants, 5 full-time faculty members, and roughly 250 adjunct faculty member. Operational control of the Counselors, Counselor Clerk, 2 full-time student service technicians, and any additional student support services needed is overseen by the Dean of Instruction at Ben Clark Training Center. As enrollment increases per the projections noted in Exhibit 4.1.1, student support services, the Ben Clark Training Center will make adjustments in its instructional and support services staffing accordingly.

The Fall 2018 academic and occupational organization at the Ben Clark Training Center is noted in Exhibit 4.1.8 and Exhibit 4.1.9. The Full Time Equivalent (FTE) staffing plan comprises full-time and part-time certified and classified staff. The total certificated FTE staff is 11.23, and the total classified FTE staff is 9.05, for a grand total of 20.28 FTE staff members at the Ben Clark Training Center.


```
                Dean of Instruction
              Public Safety Education
                   and Training

Instructional                    Administrative Assistant
Department Specialist            III

Customer Service Clerk           Customer Service Clerk
                                 (Part-Time)

Outcomes and                     Full Time Faculty
Assessment Specialist            (6 Full Time)

Counselor                        Adjunct Faculty
                                 (Approx. 250)

Counselor Clerk                  Student Service
                                 Technician (2 Full Time)

                      College Support Service at Main
                      Campus delivered to BCTC Students
                      as needed
                      (Disabled Student Services, Veterans
                      Services, Financial Aid, etc.
```

——— Direct supervisory responsibility

- - - - Operational control

Source: Moreno Valley College Office of Institutional Effectiveness

Exhibit 4.1.8: Ben Clark Training Center FTE Staffing Plan (Fall 2018) - Certified Staff

Certified Staff	FTE
Dean of Instruction, PSET	1
Counselors	
FT Counselors	1
Subtotal Certificated Staff before Instructional FTEF	2
Instructional (FTEF) - Teaching Assignments	
FT Faculty (Contract and Overload)	5.63
PT Faculty	3.6
Subtotal of Instructional Faculty in the Classroom	9.23
Total Certificated FTE Staff	**11.23**

Source: Moreno Valley College Office of Institutional Effectiveness

Exhibit 4.1.9: Ben Clark Training Center FTE Staffing Plan (Fall 2018) - Classified Staff

Certified Staff	FTE
Network Systems Technician	**0.25**
Administrative Assistant III	1
Customer Service Clerk	1.4
Ops & Logistic Coordinator	1
Student Services Technician - A&R	2
Veterans Services Specialist/DSS	1
Enrollment Services Assistant	1
Outreach Specialist	0.4
Outcomes Assessment Specialist	1
Total Certificated FTE Staff	**9.05**

Total FTE Certified and Classified Staff	**20.28**

4.2 PLANNING ENVIRONMENT: BEN CLARK TRAINING CENTER EXTERNAL ANALYSIS

Ben Clark Training Center's service area covers approximately 613 square miles in North Western Riverside County and aligns with the service area of RCCD. A map illustrating each service area zip code is provided in Exhibit 4.2.1. Service area ZIP codes and cities are provided in Exhibit 4.2.2.

The service area of the Ben Clark Training Center is larger than the service area of Moreno Valley College as the Center is the only one of its kind that provides public safety training and instruction within the Riverside Community College District. Therefore, the service area boundaries mirror that of the Riverside Community College District as a whole and cover the service areas of Moreno Valley College, Riverside City College, and Norco College. The following exhibits in this section will outline the demographic makeup of the Ben Clark Training Center service area.

Ben Clark Training Center's service area encompasses those cities and ZIP codes in which students who attend the Ben Clark Training Center reside. The service area includes ZIP codes within the cities of March ARB CDP, Mead Valley CDP, Moreno Valley, Perris, Corona, Coronita CDP, Eastvale, El Cerrito CDP, El Sobrante CDP, Home Gardens CDP, Norco, Temescal Valley CDP, Highgrove CDP, Jurupa Valley, Lake Mathews CDP, Riverside city, and Woodcrest CDP (see Exhibit 4.2.2).

Exhibit 4.2.3 (following page) provides a table of the Ben Clark Training Center service area population density by zip code. ZIP codes within the primary service for the Ben Clark Training Center encompass 612.77 square miles with a total population in 2017 of 1,197,936 persons. In 2017, the population density of the Ben Clark Training Center service area was 1,954 persons/square mile. More rural outlying areas within the service area have a low population density; however, ZIP codes in immediate proximity to the Center have a high population density (see Exhibit 4.2.4). ZIP codes with the highest population density encompass the cities of Moreno Valley, Riverside, Highgrove, and Corona. The centralized location of the Ben Clark Training

Exhibit 4.2.1: Primary Service Area Cities and ZIP Codes

Source: ArchGIS; ALMA Strategies

Center in high-density areas allows the Center to serve as many potential residents as possible. There is a gap in the service area within the 92507 ZIP code that encompasses the University of California, Riverside campus site.

Exhibit 4.2.2: Service Area Cities & ZIP Codes by Region

City	Zip
Jurupa Valley/Eastvale/Mira Loma	91752
Highgrove	92324
Highgrove/Riverside	92501
Riverside	92503
Riverside/Woodcrest	92504
Riverside/Jurupa Valley	92505
Riverside	92506
Riverside/Highgrove	92507
Riverside/Moreno Valley	92508
Jurupa Valley/Riverside	92509
March ARB	92518
Moreno Valley/March ARB	92551
Moreno Valley/March ARB	92553
Moreno Valley	92555
Moreno Valley	92557
Perris/Mead Valley/Lake Mathews	92570
Perris/ Moreno Valley	92571
Perris	92585
Perris	92586
Perris	92587
Norco/Riverside	92860
Corona/Home Gardens/El Cerrito	92879
Corona/Eastvale	92880
Corona	92881
Corona	92882
Corona/Temescal Valley	92883

Source: ALMA Strategies

Exhibit 4.2.4: Service Area Region Population Density Map

Source: ArchGIS; ALMA Strategies

Exhibit 4.2.3: Service Area Cities & ZIP Codes by Region

City	Zip	Land Sq. Mile	Population 2017	Pop. Density/Sq. Mi.
Jurupa Valley/Eastvale/Mira Loma	91752	15.6	30,176	1,968.47
Highgrove	92324	9.58	58,650	6,120.61
Highgrove/Riverside	92501	5.86	21,707	3,702.63
Riverside	92503	33.62	94,523	2,811.53
Riverside/Woodcrest	92504	22.96	57,955	2,524.26
Riverside/Jurupa Valley	92505	11.74	50,110	4,269.15
Riverside	92506	17.14	45,831	2,673.53
Riverside/Highgrove	92507	17.83	58,017	3,253.26
Riverside/Moreno Valley	92508	12.49	39,121	3,132.97
Jurupa Valley/Riverside	92509	30.99	81,093	2,617.15
March ARB	92518	10.82	1,065	98.39
Moreno Valley/March ARB	92551	6.09	33,980	5,582.01
Moreno Valley/March ARB	92553	10.2	74,918	7,343.08
Moreno Valley	92555	67.44	43,436	644.05
Moreno Valley	92557	20.87	51,789	2,481.90
Perris/Mead Valley/Lake Mathews	92570	102.32	60,349	589.8
Perris/ Moreno Valley	92571	37.85	55,814	1,474.62
Perris	92585	16.54	21,077	1,273.97
Perris	92586	6.07	20,186	3,324.40
Perris	92587	9.47	17,095	1,805.16
Norco/Riverside	92860	13.79	26,613	1,929.20
Corona/Home Gardens/El Cerrito	92879	9.62	45,767	4,758.34
Corona/Eastvale	92880	25.13	68,915	2,742.88
Corona	92881	16.24	34,039	2,096.09
Corona	92882	24.89	71,188	2,859.70
Corona/Temescal Valley	92883	57.6	33,982	589.93
TOTAL		**612.77**	**1,197,936**	**1,954.96**

Source: U.S. Census – American Fact Finder; ArcGIS/ALMA Strategies

Exhibit 4.2.5 presents the breakdown of Ben Clark Training Center service area residents by age group. Approximately 46% of service area residents were under 30 years old, 27% were aged 30 to 49, and 26.76% were aged 50 or over.

Exhibit 4.2.6 depicts the Ben Clark Training Center service area adult population breakdown by race in 2017. The adult population (age 18 to 64) in the service area was 757,210 people, with a majority of adults self-identifying as Hispanic/Latinx (53.94%). Adults who self identified as White were the second largest group in the service area with 28.15%. All adults who followed by White (28.15%), and Black/African American (7.6%). Smaller percentage of the service area adult population self-identified as Asian (7.42%), Two or More Races (2.16%), American Indian (0.27%), Native Hawaiian or Pacific Islander (0.27%), and Some Other Race (0.20%).

In 2017, the majority of the adult population in the service area identified as Female (50.03%), while 49.67% self-identified as Male (Exhibit 4.2.7).

Source: American Community Survey 5-Year Population by Race Estimates

Exhibit 4.2.5: Service Area Population by Age Group (2017)

Source: American Community Survey 5-Year Population by Age Estimates

Exhibit 4.2.7 Service Area Population by Gender (2017)

Source: American Community Survey 5-Year Population by Gender Estimates

Socioeconomic Profile of Service Area

Educational attainment is defined as the highest level of education an individual completed and may be associated with socioeconomic outcomes, for example, an area with higher than average poverty rates having a lower percentage of the population with Bachelor's degrees. Exhibit 4.2.8 presents the educational attainment of the service area population for adults aged over 25 years. In the service area, the vast majority of the population has not earned a college degree (72%). Of the segment of service area resident without a college degree, 21.42% do not have a high school degree, 26.57% are high school graduates, and 24.10% have attended some college, but have not received a degree. 27.92% of service area residents do have some sort of college degree. Within this segment, 7.95% have an Associates degree, 12.75% have a Bachelor's degree, and 7.22% have a graduate or professional degree. The Ben Clark Training Center provides local opportunities to help individuals obtain a higher level of education, such as earning a college degree, transferring to a four-year institution, or completing workforce training.

Exhibit 4.2.9 presents six-year (2012-2017) annual income level estimates for households in the service area. In 2017, 17.10% of households earned less than $24,999.00, 21.43% of households earned between $25,000.00 and $49,999.00, 32.67% of households earned between $50,000.00 and $99,999.00, and 28.80% earned more than $100,000.00.

In 2017, the average household size within Riverside County was 3.28, 3.31 in San Bernardino County, and 2.96 state-wide (see Exhibit 4.2.10), while the average household size in the service area was 3.49 persons. Both the 2017 median household and per income within Riverside County and neighboring San Bernardino County were below the State-wide average. The average per capita income of the service area is below the State-wide average, and was on par with the per capita income of Riverside County. The average median household income of the service area was above that of Riverside County, San Bernardino County, and California. In 2017, approximately 12% of families in Riverside County were below the poverty level, compared to 14.50% of families in San Bernardino County and 11.10% families in California. The average percentage of families below the poverty level within the service area is approximately 10.69%.

Exhibit 4.2.8: Educational Attainment for Population 25+ within Service Area (2017)

Source: 2013-2017 American Community Survey (2017)

Exhibit 4.2.9: Income Level within Service Area (2007-2011, 5-Year Estimates)

Annual Income Level	2012	2013	2014	2015	2016	2017
Less than $24,999	60,084	61,108	62,137	62,452	61,237	56,130
$25,000 to $49,999	71,806	72,627	72,159	73,502	73,124	70,350
$50,000 to $99,999	103,767	104,736	105,147	106,475	107,486	107,245
$100,000 or greater	79,766	79,748	79,469	81,468	86,800	94,540
Total Households	315,423	318,219	318,912	323,897	328,647	328,265

Source: 2012-2017 American Community Survey 5-Year Household Income Estimates

Exhibit 4.2.10: Household Size, Income and Poverty Rate (2013-2017, 5-Year Estimates)

Area	Avg. Household Size	Median Household Income	Per Capita Income	Families Below Poverty (%)
Riverside County	3.28	60,807	25,700	12.00%
San Bernardino County	3.31	57,156	22,867	14.50%
California	2.96	67169	33128	0.111

Source: U.S. Census 2017, ACS 5-Year Estimates

Preferences and Needs of Service Area

Located in the to the south west corner of Moreno Valley Unified School District and in the north west corner of the Val Verde Unified School District, the Ben Clark Training Center will benefit both Moreno Valley College and its community by providing comprehensive public safety instruction and training closer to students and residents in the region. The Moreno Valley Unified School District, one of Moreno Valley College's largest feeder high school districts, maintains seven public high schools. The Val Verde Unified School District, with five public high schools, also falls within the Ben Clark Training Center's service area. The Ben Clark Training Center will serve as an anchor and entryway for high schools students interested in Public Safety training for Moreno Valley College and the Riverside Community College District as it continues to strengthen its relationship with high schools and adult schools within these districts.

In 2017-18, 3,539 students graduated from the College's feeder high school districts, which include Moreno Valley Unified and Val Verde Unified districts. Of these graduates, 33.68% (1,192 students) enrolled as first-time high school students (FTHS) at Moreno Valley College in 2018-2019 (see Exhibit 4.2.11).

Exhibit 4.2.12 shows actual high school graduates from 2013-14 through 2017-18 along with projections for 2018-19 through 2025-26. These numbers represent high school graduates for the entire Riverside County and projections are based on current K-12 enrollments. Riverside County high school graduates are projected to remain relatively constant through 2027-28. The physical site location of the Ben Clark Training Center, and it's accessibility to local high schools in the Riverside Community College District service area will allow the District to strengthen relationships with prospective students within the community.

Exhibit 4.2.11: Riverside County Feeder H.S. Graduates and Moreno Valley College Enrollments

Sources: California Department of Education (CDE): HS Graduates (http://dq.cde.ca.gov/dataquest/); Moreno Valley College Office of Institutional Effectiveness.

Exhibit 4.2.12: Riverside County Feeder H.S. Graduate Projections

Source: http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/

4.3 BEN CLARK TRAINING CENTER LABOR MARKET INFORMATION

Exhibit 4.3.1 provides California Employment Development Department estimates of Riverside County, San Bernardino County, and the state of California. In March 2018, the Riverside County unemployment rate was 4.4%, the San Bernardino unemployment rate was 4.0%, and the California unemployment rate was 4.10%.

Exhibit 4.3.2 shows the correlation between the Riverside County unemployment rate and Ben Clark Training Center enrollment from 2013 to 2018. From 2013 to 2014, Ben Clark Training Center saw a slight decrease in enrollment. However, from 2014 to 2017, enrollment increased from 1656 to 2,350. Enrollment then decreased slightly in 2018 to 2307 students. While enrollment has fluctuated over the years, annual student enrollment has remained relatively constant. Enrollment at Ben Clark Training Center is not linked to the county unemployment rate. As enrollment fluctuated, the unemployment rate in Riverside County steadily declined year over year from 9.90% in 2013 to 4.38% in 2018. This is due to public safety related occupational demands being typically insulated from larger-scale economic fluctuations in a given community.

The top 19 industry groups in the Inland Empire (consisting of Riverside and San Bernardino Counties) are noted in Exhibit 4.3.3. The table shows 10-year job growth (2016-2026) by industry within the Inland Empire. The largest increases in the number of jobs are expected in Healthcare and Social Assistance (47,000 jobs); Transportation and Warehousing (44,200 jobs); Construction (27,600 jobs); Accommodation and Food Services (26,900 jobs); and Government (23,100 jobs). The Government sector is where most of the occupations that students train for at Ben Clark Training Center will be added.

As a result of opening the Ben Clark Training Center at the March Air Reserve Base in 1997, the site moved to a more centralized location in the most populous part of Riverside County, increasing access to comprehensive public safety training services to residents in the service area. The closest public safety training program outside of the Ben Clark Training Center is housed at San Bernardino Valley College in San Bernardino. With the support of the public safety training program at San Bernardino Valley College, the Ben Clark Training Center can provide workforce preparation for public safety related occupations at a convenient location in Riverside County.

The anticipated growth of the Health Care and Social Assistance and Government sectors in the Inland Empire indicates that the regional demand for jobs in these sectors is growing. Emergency Medical Technicians, Police Officers, Fire Fighters, Paramedics, and Highway Patrol are all occupations which are encompassed within these sectors. Public safety training courses offered at the Ben Clark Training Center will provide students with the qualifications and the proper certifications to fill these positions in the near future as demand and the regional population increases.

Exhibit 4.3.1: Labor Force Data (March 2018)

Area	Labor Force Data			
	Labor Force	Employment	Unemployment	Unemployment Rate
Riverside County	1,092,400	1,044,600	47,800	4.40%
San Bernardino County	961,000	922,300	38,800	4.00%
California	37274700	35720640	1552710	0.041

Source: California Employment Development Department, LMI

Exhibit 4.3.2: Riverside County Unemployment and Ben Clark Training Center Enrollment

NAICS Code	Industry Title	Base Year Employment Estimate 2016	Projected Year Employment Estimate 2026	Numeric Change 2016-2026	Percentage Change 2016-2026
62	Health Care and Social Assistance	195,700	242,900	47,200	24.1%
48-49	Transportation and Warehousing	102,000	146,200	44,200	43.3%
23	Construction	92,000	119,600	27,600	30.0%
72	Accommodation and Food Services	140,900	167,800	26,900	19.1%
-	Government	242,300	265,400	23,100	9.5%
56	Administrative and Support and Waste Management and Remediation Services	96,900	115,200	18,300	18.9%
44-45	Retail Trade	178,000	191,000	13,000	7.3%
54	Professional, Scientific, and Technical Services	39,000	46,000	7,000	17.9%
81	Other Services (excludes 814-Private Household Workers)	44,600	51,400	6,800	15.2%
42	Wholesale Trade	62,800	67,000	4,200	6.7%
61	Educational Services (Private)	18,600	21,500	2,900	15.6%
31-33	Manufacturing	98,600	101,100	2,500	2.5%
71	Arts, Entertainment, and Recreation	19,200	21,500	2,300	12.0%
53	Real Estate and Rental and Leasing	17,900	19,200	1,300	7.3%
52	Finance and Insurance	26,700	27,700	1,000	3.7%
55	Management of Companies and Enterprises	9,100	9,500	400	4.4%
22	Utilities	5,200	5,300	100	1.9%
1133,21	Mining and Logging	900	700	-200	-22.2%
51	Information	11,500	11,100	-400	-3.5%

Source: CA Employment Development Department 10-Year Industry Projections for Riverside-San Bernardino-Ontario MSA

4.4 BEN CLARK TRAINING CENTER INTERNAL & EXTERNAL SCAN COMPARISON

The Ben Clark training Center has been and will continue to generate most of its enrollment from the communities directly surrounding it. The primary service area for the Ben Clark Training Center includes the cities of March ARB CDP, Mead Valley CDP, Moreno Valley, Perris, Corona, Coronita CDP, Eastvale, El Cerrito CDP, El Sobrante CDP, Home Gardens CDP, Norco, Temescal Valley CDP, Highgrove CDP, Jurupa Valley, Lake Mathews CDP, Riverside city, and Woodcrest CDP

The total annual enrollment in 2018-2919 for the Ben Clark Training Center was 2,307 students and 854 annual FTES. California Department of Finance approved enrollment projections suggest that enrollment will increase to 3,123 (1,302 FTES) students by the 2029-30 academic year. From 2018 to 2030, the service area adult population (ages 18 to 64) is projected to increase from 768,751 persons to 928,274 persons, which is just under a million potential student enrollments.

In 2017, 195,734 persons ages 18 to 29 lived in the service area, while 430 adults in this age group were enrolled in courses at the Ben Clark Training Center in Fall 2017. Only 0.2% of the target group (18 to 29) residing in the service area attended courses at the Ben Clark Training Center. The low capture rate of this target age group in the service area illustrates that the Ben Clark Training Center has room to expand its outreach and therefore enrollment of potential students.

Educational attainment refers to the highest level of education an individual has completed. In the service area the vast majority of residents have not attained at least an Associate Degree (72.08%) while 7.95% have attained an Associate Degree, 12.75% have attained a Bachelor's degree, and 7.22% have attained a graduate degree as of 2017. Establishing the Ben Clark Training Center as an education center may help increase opportunities for service area residents to begin or return to higher education to pursue an Associate Degree, career training, and/or certification in a public safety-related field.

The top feeder high school districts for Moreno Valley College and the Ben Clark Training Center are the Moreno Valley Unified School District (MVUSD) and the Val Verde Unified School District (VVUSD). MVUSD has 5 public high schools, one community day school, and one online academy, and VVUSD has 4 public high schools and one academy. During the 2017- 2018 academic year, approximately 3.5% of high school graduates with the District's service area matriculated directly to the Ben Clark Training Center after graduation (35 students). Notably, the Ben Clark Training Center serves as a regional public safety training center and as such it attracts students from beyond the traditional college catchment area. Attending community college with the goal of receiving occupational certification or obtaining an Associate Degree is often a preferred option for service area residents, and the Ben Clark Training Center will provide a closer comprehensive public safety training and certification option for the service area residents.

The top 19 industries for employment in the Inland Empire are listed in Exhibit 4.3.3. The majority of these industries are projected to have increases in jobs by 2026, with the largest increases in the number of jobs expected in Health Care and Social Assistance (47,200 jobs), Transportation and Warehousing (44,200 jobs), Construction (27,600 jobs), Accommodation and Food Services (26,900 jobs), and Government (23,100 jobs). Across the 19 top industries, the number of jobs in the Inland Empire is projected to grow 16.28% from 1,401,900 jobs to 1,630,100 jobs in 2026, over a 10-year span starting from 2016. Regional occupations anticipated to have the most job openings that require at least a postsecondary award/certificate or associates degree include police officers, fire fighters, and emergency services technicians. The Ben Clark Training Center equips students with the proper training and certification for occupations within the Health Care and Social Assistance and Government fields, which are two of the industries that are expected to experience the largest increases in number of jobs by 2026.

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4.5 BEN CLARK TRAINING CENTER PROGRAMS AND SERVICES

SCHOOL OF PUBLIC SAFETY

Moreno Valley College School of Public Safety offers one of the largest public safety training centers in Southern California. Within the school, students can take courses that lead to certificates and degrees in public safety and emergency medical services. The School of Public Safety prepares hundreds of students to work as law enforcement officers, firefighters, paramedics, emergency medical technicians, correctional officers, dispatchers, probation officers, and juvenile correctional counselors.

Departments & Disciplines

Department of Public Safety: Administration of Justice, Emergency Medical Services, Fire Technology, Emergency Management/Homeland Security

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	1396	1525	2291	9%	50%
Number of Sections	58	56	81	-3%	45%
Average Enrollment per Section at Census	24.06897	27.23214	28.28395	13%	4%

Source: MIS Referential Files

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	69.00%	76.00%	101.00%	10%	33%
FTES	263.85	369.62	257.18	40%	-30%
WSCH	8446.98	11832.67	8232.95	40%	-30%
FTEF	32.58	35.86	39.19	10%	9%
FTES/FTEF	8.1	10.31	6.56	27%	-36%
WSCH/FTEF	259.25	329.96	210.05	27%	-36%

Source: Enrollment Management Dashboard 2.3B

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	1019	1110	1689	9%	52%
By Ethnicity					
Black/African American	67	90	96	34%	7%
American Indian/Alaskan Native	4	3	2	-25%	-33%
Asian	9	20	20	122%	0%
Filipino	11	7	11	-36%	57%
Hispanic	541	602	765	11%	27%
Multi-Ethnicity	16	19	27	19%	42%
Pacific Islander	2	6	4	200%	-33%
White Non-Hispanic	359	358	419	0%	17%
Unknown	10	5	345	-50%	6800%
By Age					
19 or less	184	185	330	1%	78%
20 to 24	283	309	405	9%	31%
25 to 29	188	220	292	17%	33%
30 to 34	114	137	200	20%	46%
35 to 39	101	106	174	5%	64%
40 to 49	98	111	205	13%	85%
50+	51	42	83	-18%	98%
Unknown					
By Gender					
Female	395	407	600	3%	47%
Male	614	693	1071	13%	55%
Non-Binary	0	0	0	-	-
Unknown	10	10	18	0%	80%

Source: ???

COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	81.80%	83.70%	83.20%	0.019	-0.005
By Ethnicity					
Black/African American	74.40%	72.30%	67.50%	-2%	-5%
American Indian/Alaskan Native	100.00%	100.00%	100.00%	0%	0%
Asian	81.80%	80.80%	70.80%	-1%	-10%
Filipino	92.30%	91.70%	100.00%	-1%	8%
Hispanic	76.20%	82.30%	78.80%	6%	-3%
Multi-Ethnicity	80.00%	93.10%	78.40%	13%	-15%
Pacific Islander	100.00%	75.00%	83.30%	-25%	8%
White Non-Hispanic	91.00%	88.20%	91.20%	-3%	3%
Unknown	81.80%	100.00%	88.20%	18%	-12%
By Age					
19 or less	62.50%	67.40%	62.30%	5%	-5%
20 to 24	75.50%	79.00%	79.30%	4%	0%
25 to 29	89.20%	90.30%	88.30%	1%	-2%
30 to 34	95.20%	94.80%	91.30%	0%	-3%
35 to 39	94.00%	96.90%	93.80%	3%	-3%
40 to 49	96.50%	92.00%	96.60%	-4%	5%
50+	96.40%	88.60%	96.50%	-8%	8%
Unknown					
By Gender					
Female	80.70%	82.30%	79.80%	2%	-2%
Male	82.20%	84.30%	84.90%	2%	1%
Non-Binary	-	-	-	-	-
Unknown	100.00%	100.00%	87.50%	0%	-13%

Source: MIS Referential Files

DEGREES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of degrees	39	51	66	31%	29%
Number of students receiving a degree	24	20	29	-17%	45%
Median time to complete a degree	3	3	4.75	0%	58%
Average number of units - degree	84.09	71.2	90.66	-15%	27%

CERTIFICATES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Number of certificates	415	297	478	-28%	61%
Number of chancellor approved certificates	118	207	295	75%	43%
Number of students receiving a certificate	388	220	443	-43%	101%
Number of students receiving a chancellor approved certificate	91	130	261	43%	101%
Median time to complete a certificate	3.25	1	0.5	-69%	-50%
Median time to complete a chancellor approved certificate	2.75	1.5	0.75	-45%	-50%
Average number of units - certificate	24.96	38.6	37.22	55%	-4%
Average number of unites- chancellor approved	49.11	52.45	54.92	7%	5%

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Administration of Justice (ADJ)

Description

Administration of Justice examines the structure, function, laws, procedures, and decision-making processes of the police, courts, and correctional agencies that constitute the criminal justice system. The courses in this discipline provide academic background for transfer to four-year institutions as well as a basic academy, modular academy, correctional academy and dispatch academy.

As an academic discipline, the curriculum consists of 18 three-unit courses in Administration of Justice. 2 of those courses are for a program currently under development, called Crime Analysis. There are 6 three-unit courses for Homeland Security. Currently, there are 2 more 3-unit courses in the curriculum process to complete the core classes for Crime Analysis. At this time, there is 1 three-unit course in the curriculum process that will be the new prerequisite course for the planned rebranding for Homeland Security as Emergency Management/Homeland Security program. ADJ currently has an ADT in Administration of Justice, an AS degree for the Basic Academy, an AS degree for the Modular Academy, an AS degree for Corrections and a modification for the AS degree (18 units instead of 27 units) is in the curriculum process. There are currently the following certificates offered in ADJ:

1. Certificate for Basic Academy
2. Certificate for the Modular Academy
3. Certificate for the Corrections Academy
4. Certificate for ADJ (18 units instead of 27 is in the curriculum process).

The basic peace officer training academy and the Modular Academy combines theory and practical experience to prepare students to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operation and maintenance, report preparation and other routine law enforcement responsibilities. The curriculum in the basic peace officer training academy is designed to meet the requirements of various law enforcement agencies at the local, state, and federal levels. This course is offered 2-3 times a year, 40 hours a week, for approximately 5 months. (40 units)

The Correctional academy combines theory and practical experience to prepare students to perform the duties of a correctional officer, including booking, classification, housing security, transportation of inmates, court processes and other routine correctional duties. This course is offered 3-4 times a year, 40 hours a week for approximately 10 weeks. (15 units --update from 14 units is in curriculum process).

The Dispatch academy combines theory and practical experience to prepare students to perform the duties of emergency dispatchers (fire and law enforcement), including answering 911 calls, dispatching units to specific locations, tracking officer safety and other routine dispatch duties. This course is offered 2 times a year, 40 hours a week, for approximately 3 weeks. (6 units) Additionally, with the partnership with Riverside County Sheriff's Department, there are 43 Basic or Advanced Officer courses presented. These courses vary in length from 8 hours to 40 hours.

Program projected growth:

Faster than the college (4%)

LINK TO SUCCESS
AND EQUITY TABLES

ENROLLMENT					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Enrollment (Duplicated)	677	717	1164	5.9%	62.3%
Number of Sections	29	28	43	-3.4%	53.6%
Average Enrollment per Section at census	23.3	25.6	27.1	9.7%	5.7%

PRODUCTIVITY					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Fill Rate at Census	65.0%	67.0%	75.0%	2.0%	8.0%
FTES	133.4	216.6	118.1	62.4%	-45.5%
WSCH	4269.1	6933.2	3779.8	62.4%	-45.5%
FTEF	16.5	20.5	21.0	24.3%	2.6%
FTES/FTEF	8.1	10.6	5.6	30.6%	-46.8%
WSCH/FTEF	259.5	339.0	180.1	30.7%	-46.9%

STUDENT ACCESS, EQUITY, AND SUCCESS					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Unduplicated Headcount (Overall)	603	648	1010	7.5%	55.9%

Strategies for growth:

Course offerings have been increased over the last 3 years. Previously, the program was offering five (5) academic sections per year. Currently, the program offers thirty-two (32) sections combining the fall, winter, spring, and summer sessions. An example of this growth was seen during 2018-2019 where five (5) ADJ degrees were awarded with a later increase to forth-five (45) ADJ degrees in the following 2019-2020 sessions.

The sheriff's department partnership with Basic and Advanced Courses have increased gradually over the years. There is current sponsorship/partnership of twelve (12) ongoing courses, with the expectation of offering all forty-three (43) courses over the next 2 years.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Over the past two years, ADJ programs have approached the race/ethnicity and gender issues by hiring diverse staff. The success rate was above the college goal and our completion/retention rates were high. Traditionally, law enforcement is a program/occupation that struggles with attracting African Americans and Asians and it is the goal of ADJ to encourage and recruit all students and provide them with support and resources to be successful. The ADJ discipline also has an outreach specialist directed at local high schools.

Future directions, opportunities, and careers for the program:

Currently, as a district, ADJ has 3 internship programs available for our students.
- Riverside County Sheriff Department (4 weeks with patrol, coroner's office and forensics)
- District Attorney's Office
- Probation Department- this is a paid internship

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Emergency Medical Services (Emergency Medical Technician/Paramedic) (EMS)

Description

Emergency Medical Services is a system that provides emergency medical care to the sick and injured who access 911. The focus of EMS is emergency medical care of the patient(s). EMS is a system of coordinated response and emergency medical care, involving a comprehensive system to perform as a seamless plan for emergency medical care. An EMS system comprises many components and is integrated with other services and systems intended to maintain and enhance the community's health and safety. EMS works at the crossroads between health care, public health, and public safety.

The educational pathway for EMS begins with Emergency Medical Responder to Emergency Medical Technician (EMT) and ends with Paramedic. These courses reinforce the key elements of the EMS system and are instructed routinely throughout college sessions.

Program projected growth:

Typically, the projected growth is the same as the College (3%), however, this rate can vary based on system supply and demand. This can be directly attributed to recruitment, retention, career development and retirement within the industry.

Strategies for growth:

The stats for the program show a drop in enrollment and completion, but this also combines the EMT and paramedic program together. The EMT has had a decrease in enrollment and completion, but the paramedic program is unchanged. Therefore, the program should be listed as same for the college. EMT outcomes may see improvement by using the EMR curriculum as a prerequisite to improve EMT success and lower course incompletion rates.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The data only shows Black/African American and Hispanic/Latinx students. There is a drop in both these areas, however, the data is incomplete since it doesn't show all our students. Our certificates and degrees have risen over the last few years.

Future directions, opportunities, and careers for the program:

The field of EMS continues to grow and the paramedics that complete the program are offered employment prior to completing the class. Many students completing EMS programs at the School of Public Safety have gone on to serve as industry leaders, instructors, and additional career opportunities in the health care system.

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	354	422	401	19.2%	-5.0%
Number of Sections	11	11	11	0.0%	0.0%
Average Enrollment per Section at census	32.2	38.4	36.5	19.2%	-5.0%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	82.0%	101.0%	97.0%	19.0%	-4.0%
FTES	76.7	88.9	86.3	15.9%	-2.9%
WSCH	2454.4	2845.3	2763.7	15.9%	-2.9%
FTEF	7.6	8.0	9.1	5.0%	13.0%
FTES/FTEF	10.0	11.1	9.5	10.5%	-14.0%
WSCH/FTEF	321.1	354.8	305.0	10.5%	-14.0%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	167	206	194	23.4%	-5.8%

Fire Technology (FIT)

Description

The Fire Technology Program conducts a full-time (12 week) Basic Firefighter Academy during the Spring and Fall semester of each year. Upon completion, students earn 19 college units and receive a total of 19 certifications from the California State Fire Marshal's Office, California State Fire Training Institute, the National Wildland Coordinating Group, CALFIRE and FEMA. Providing successful students with many potential career opportunities.

Program projected growth:
Faster than the college (4%)

Strategies for growth:

Labor market surveys show that job opportunities are and will be significantly greater based on fire service employee retirement and population growth requiring more firefighting and rescue personnel.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

Historically, female and Black/African American demographics are underrepresented in this program based on interest and demographics in the local community. We are introducing a new degree pathway in the area of Fire Prevention and administration that will provide a broader opportunity for different demographics. This will hopefully create opportunities for those not interested or well-suited for suppression activities based on physical limitations.

Future directions, opportunities, and careers for the program:

The major opportunity available to the Fire Technology program are expansion of advanced fire fighter training courses through Instructional Service Agreements with primary training partners and establishing consortium training model with Inland Empire Community Colleges. Examples include curriculum support for the advanced CALFire Firefighter Academy held at the Ben Clark Training Center and expansion of FIT 15 - Firefighter Refresher courses with CALFire within the RCCD Service area. These programs hold the potential to significantly increase FIT enrollment, WSCH, and FTES generation.

LINK TO SUCCESS AND EQUITY TABLES

ENROLLMENT

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Enrollment (Duplicated)	355	386	670	8.7%	73.6%
Number of Sections	17	17	25	0.0%	47.1%
Average Enrollment per Section at census	20.9	22.7	26.8	8.7%	18.0%

PRODUCTIVITY

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Fill Rate at Census	71.0%	76.0%	319.0%	5.0%	243.0%
FTES	52.8	64.2	47.2	21.6%	-26.5%
WSCH	1689.5	2054.2	1510.0	21.6%	-26.5%
FTEF	8.3	7.4	8.8	-10.7%	18.4%
FTES/FTEF	6.4	8.7	5.4	36.3%	-37.9%
WSCH/FTEF	204.0	277.9	172.7	36.2%	-37.9%

STUDENT ACCESS, EQUITY, AND SUCCESS

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Unduplicated Headcount (Overall)	259	287	461	10.8%	60.6%

Homeland Security (HLS)

Description

Homeland Security is a career technical education program that prepares students to provide support in preparing for, responding to and recovering from a critical incident. This program is a multi-disciplinary, all-hazards approach to homeland security. The College's curriculum in homeland security consists of six three-unit courses. All of the courses transfer to CSU.

Program projected growth:

Same as the College (3%)

Strategies for growth:

The HLS program is newly developed and will have a slower growth than what is projected for the college rate. A full-time faculty member has been added to build and improve the growth and development rate. At this time, there is 1 (3-unit) course in the curriculum process that will be the new prerequisite course for the planned rebranding for Homeland Security as Emergency Management/Homeland Security program. There are currently, 6 (3-unit) courses for Homeland Security.

Identified equity success and gaps that exist for the program and strategies to close the gaps:

The average enrollment was too low to identify trends in equity successes or gaps.

Future directions, opportunities, and careers for the program:

The program's goal is to build a transfer and certificate pathway for students. These goals may be further developed through the creation of an Emergency Service Management degree and certificate pathway.

LINK TO SUCCESS AND EQUITY TABLES

NEW PROGRAM - NO DATA AVAILABLE

4.6 BEN CLARK TRAINING CENTER INSTITUTIONAL STRATEGIC DIRECTION & PRIORITIES

Ben Clark Training Center Institutional Strategic Direction & Priorities:

- Develop the Ben Clark Training Center into the Primary Regional Public Safety Training Location for the Inland Empire
  - Establish the Site as an Official Moreno Valley College Educational Center Approved by the California Community College's Board of Governors
  - Work with Riverside County Sheriff's Department, CALFire-Riverside County Fire, and Emergency Medical Service agencies to realize the Ben Clark Training Center Master Plan
  - Develop a Regional Training Consortium Model to Support Public Safety Agencies Across the Inland Empire
- Complete Moreno Valley College Phase I and Phase II Ben Clark Training Center Buildings to Support Programs and Services
- Integrate Guided Pathways Framework Implementation Throughout New Facilities to Support Student Recruitment and Completion
- Expand General Education Programs in Support of Both Public Safety Students and Students Residing Near the Center

LINK TO RIVERSIDE COUNTY BCTC MASTER PLAN

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05 BEN CLARK TRAINING CENTER

FACILITIES MASTER PLAN

5.1 BEN CLARK TRAINING CENTER TODAY

The department of Public Safety Education and Training is located at the Ben Clark Training Center (BCTC). BCTC is off site of Moreno Valley College, located on the former March Airforce Base and works with the County of Riverside and CalFire. BCTC provides training and certifications in Emergency Medical Services, Fire Technology, and Law Enforcement. **The Ben Clark Training Center became designated as an "Approved" Educational Center by the Community College Board of Governors in March 2021.**

MVC GROUND LEASE

MVC GROUND LEASE

5.2 BEN CLARK TRAINING CENTER MASTER PLAN

In 2012, a ground lease was executed by the Riverside County Board of Supervisors, but was not processed by RCCD due to an ongoing moratorium of the state on creating new Education Centers. Since the moratorium has lifted, there have been plans to construct two new capital outlay projects at the Center within the next five years. The projects are:

- A Scenario Training Platform is currently in the design development stage and is design to construct a correctional facility platform for Administration of Justice program use. The project will include two-stories of a correctional training space and will meet the facility and space needs identified as part of this Comprehensive Master Plan. The new facility includes a control center, three cells, a shower area, and open dorm/recreation a area, a day room, a safety cell with padded walls, an intake chamber, and ERT room, a sobering room and a holding cell, as well as a catwalk that looks down upon the first floor to support as part of the correctional scenario training facility.
- The BCTC Phase 01 building is currently in the programming phase. MVC is expected to acquire the land for the project in the 2019-2020 fiscal year. The project is considered the first phase of a new permanent facility at the Ben Clark Training Center to support the Administration of Justice, EMT, Fire Technology, and Homeland Security programs in new classroom, lab, office, and other student and faculty support spaces.

In the future, a Phase 02 building will expand the programs in the Phase 01 building. This new larger structure will be approximately 70,000 GSF.

In terms of site planning, locating MVC facilities within the campus core, adjacent to the County's instructional and student service facilities, supports the creation of a hub for student life. Outdoor spaces and pedestrian walkways should physically and visually connect the MVC buildings to the BCTC multipurpose/cafe building. Two small parking lots are planned for the east and west ends of the develop met, however it is important to note that the campus will rely on a shared parking model to accommodate all its students, faculty, and staff.

Ⓢ Scenario Training Platform

Size: 3,624 asf

Program: Public Safety

Total Project Cost*: $2.2M

Ⓣ Ben Clark Education Center Building Phase 01

Size: 17,500 GSF

Program: Public Safety

Total Project Cost*: $13M

Open Space and Infrastructure: An adjacent surface parking lot should be constructed as part of the Phase 01 project, as well as an outdoor plaza area.

Ⓤ Ben Clark Education Center Building Phase 02

Size: 70,000 GSF

Program: Public Safety

Total Project Cost*: $47.9M

Open Space and Infrastructure: An adjacent surface parking lot should be constructed as part of the Phase 02 project, as well as an outdoor plaza area.

* Current market condition until mid-point of construction cost

Scenario
Training
Building

S

Pool

Lot 01

Phase 01
Building

Plaza

Phase 02
Building

Plaza

Lot 2

R7

T

U

R8

Admin/
Classroom
Building

Sheriff
Courtyard

Cafe/Multipurpose

Fire
Courtyard

Dorms

Live Fire Training Center
and Fire Drill Area

Dorms

MORENO
VALLEY
COLLEGE

5.3 BEN CLARK TRAINING CENTER IMPLEMENTATION

Phase 01

| Construct Scenario Training Platform |

| Construct Phase 01 Building | ----> | Construct Surface Parking Lot 01 |

| Construct outdoor plaza |

Phase 02

| Construct Phase 02 Building | ----> | Construct Surface Parking Lot 02 |

| Construct outdoor plaza |

New Construction
Site Improvements
Infrastructure Project

Riverside County Ben Clark Training Center

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PAGE 5.05 DIAGRAM EXTENTS

Air Force Village West

IMAGE COURTESY OF HOLT ARCHITECTURE

MORENO VALLEY COLLEGE

RIVERSIDE COUNTY
BEN CLARK TRAINING CENTER

06 APPENDIX

6.1 ACKNOWLEDGMENTS

EXECUTIVE LEADERSHIP

- **Robin Steinback,** Ph.D., President
- **Carlos Lopez,** Vice President, Academic Affairs
- **Christopher Sweeten,** Vice President, Student Services
- **Majd Askar,** Interim Vice President, Business Services

ACADEMIC SENATE

- **Jennifer Floerke,** Senate President
- **Jeff Rhyne,** Senate Vice President
- **Edd Williams,** Secretary
- **Nina Acosta**
- **Sean Drake**
- **Bob Fontaine**
- **Felipe Galicia**
- **Lisa Hausladen**
- **Lauren Johnson**
- **Gabriella Maerean**
- **Michael McQueed**
- **Deanna Murrell**
- **Emma Pacheco**
- **Angela Thomas**
- **Adviye Tolunay-Ryan**
- **Silvia Trejo**
- **Mario Vega Sanchez**

STRATEGIC PLANNING COUNCIL

- **Abel Sanchez,** Faculty Co-Chair
- **Evelyn Gonzalez,** Classified Professional Co-Chair
- **Carlos Lopez,** Administrator Facilitator
- **AnnaMarie Amezquita**
- **Majd Askar**
- **Daniel Clark**
- **Jennifer Cruz**
- **Jacob Kevari**
- **Sandra Maciel**
- **Shara Marshall**
- **Deanna Murrell**
- **Tracy Pinkard**
- **Jennifer Reynoso**
- **Tom Vitzelio**
- **Joel Webb**

6.2 ASSESSMENT AND EVALUATION PLAN

ASSESSMENT AND EVALUATION PLAN WORKSHEET

①

Accomplishments:	**Areas to improve:**	**Priorities/goals and actions for next cycle to ensure we meet our goals by 2030:**
• *What have we been able to complete our goals?*	• *What are our strengths?* • *What are our weaknesses?* • *What are our opportunities?*	• *How might we scale the work completed and accomplishments?* • *How might we match our opportunities with our strengths?*
Accomplishments:	Areas to improve:	Priorities/Goals and Actions:

②

Prioritize

Identify the most important priorities/goals by putting a star next to them in the above exercise. *Put a * by three priorities/goals.*

Questions to consider:
• *What priorities/goals need to be accomplished first to enable completion of other priorities goals?*
• *Are there any obstacles that might prevent completion of these goals? If needed, develop a plan to try to overcome these obstacles?*

③ **Action Plan:**
In the columns below, fill in key steps to complete the goals.

Priorities/Goal 1:	Priorities/Goal 2:	Priorities/Goal 3:

6.3 ADDITONAL EDUCATION MASTER PLAN DATA

DISCIPLINE	GROWTH RATE	ESTIMATES											
	Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Accounting (ACC)	Duplicated (Enrollment)	0.03	243	250	258	266	273	282	290	299	308	317	327	336
	Unduplicated (Headcount)	0.03	243	250	258	266	273	282	290	299	308	317	327	336
	Number of Sections	0.03	6	6	6	7	7	7	7	7	8	8	8	8
	FTES	0.03	25.91	27	27	28	29	30	31	32	33	34	35	36
	WSCH	0.03	829.6	854	880	907	934	962	991	1020	1051	1082	1115	1148
	FTEF	0.03	1.2	1	1	1	1	1	1	1	2	2	2	2
Administration of Justice (ADJ)	Duplicated (Enrollment)	0.03	1164	1199	1235	1272	1310	1349	1390	1432	1475	1519	1564	1611
	Unduplicated (Headcount)	0.03	1010	1040	1072	1104	1137	1171	1206	1242	1279	1318	1357	1398
	Number of Sections	0.03	43	44	46	47	48	50	51	53	54	56	58	60
	FTES	0.03	118.1	122	125	129	133	137	141	145	150	154	159	163
	WSCH	0.03	3779.8	3893	4010	4130	4254	4382	4513	4649	4788	4932	5080	5232
	FTEF	0.03	21.0	22	22	23	24	24	25	26	27	27	28	29
Applied Digital Media (ADM)	Duplicated (Enrollment)	0.03	30	31	32	33	34	35	36	37	38	39	40	42
	Unduplicated (Headcount)	0.03	30	31	32	33	34	35	36	37	38	39	40	42
	Number of Sections	0.03	1	1	1	1	1	1	1	1	1	1	1	1
	FTES	0.03	4.03	4	4	4	5	5	5	5	5	5	5	6
	WSCH	0.03	129	133	137	141	145	150	154	159	163	168	173	179
	FTEF	0.03	0.33	0	0	0	0	0	0	0	0	0	0	0
American Sign Language (ASL)	Duplicated (Enrollment)	0.03	72	74	76	79	81	83	86	89	91	94	97	100
	Unduplicated (Headcount)	0.03	72	74	76	79	81	83	86	89	91	94	97	100
	Number of Sections	0.03	4	4	4	4	5	5	5	5	5	5	5	6
	FTES	0.03	12.42	13	13	14	14	14	15	15	16	16	17	17
	WSCH	0.03	397.6	410	422	434	448	461	475	489	504	519	534	550
	FTEF	0.03	1.3	1	1	1	1	1	2	2	2	2	2	2
Anthropology (ANT)	Duplicated (Enrollment)	0.03	582	599	617	636	655	675	695	716	737	759	782	806
	Unduplicated (Headcount)	0.03	574	591	609	627	646	665	685	706	727	749	771	795
	Number of Sections	0.03	13	13	14	14	15	15	16	16	16	17	17	18
	FTES	0.03	59.38	61	63	65	67	69	71	73	75	77	80	82
	WSCH	0.03	1901.0	1958	2017	2077	2140	2204	2270	2338	2408	2480	2555	2631
	FTEF	0.03	2.6	3	3	3	3	3	3	3	3	3	3	4

DISCIPLINE	GROWTH RATE		ESTIMATES											
		Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Art (ART)	Duplicated (Enrollment)	0.03	921	949	977	1006	1037	1068	1100	1133	1167	1202	1238	1275
	Unduplicated (Headcount)	0.03	861	887	913	941	969	998	1028	1059	1091	1123	1157	1192
	Number of Sections	0.03	40	41	42	44	45	46	48	49	51	52	54	55
	FTES	0.03	125.07	129	133	137	141	145	149	154	158	163	168	173
	WSCH	0.03	4002.3	4122	4246	4373	4505	4640	4779	4922	5070	5222	5379	5540
	FTEF	0.03	8.2	8	9	9	9	10	10	10	10	11	11	11
Astronomy (AST)	Duplicated (Enrollment)	0.03	45	46	48	49	51	52	54	55	57	59	60	62
	Unduplicated (Headcount)	0.03	45	46	48	49	51	52	54	55	57	59	60	62
	Number of Sections	0.03	1	1	1	1	1	1	1	1	1	1	1	1
	FTES	0.03	4.78	5	5	5	5	6	6	6	6	6	6	7
	WSCH	0.03	153.0	158	162	167	172	177	183	188	194	200	206	212
	FTEF	0.03	0.2	0	0	0	0	0	0	0	0	0	0	0
Biology (BIO)	Duplicated (Enrollment)	0.04	894	930	967	1006	1046	1088	1131	1176	1224	1272	1323	1376
	Unduplicated (Headcount)	0.04	865	900	936	973	1012	1052	1095	1138	1184	1231	1280	1332
	Number of Sections	0.04	30	31	32	34	35	36	38	39	41	43	44	46
	FTES	0.04	188.81	196	204	212	221	230	239	248	258	269	279	291
	WSCH	0.04	6043.6	6285	6537	6798	7070	7353	7647	7953	8271	8602	8946	9304
	FTEF	0.04	10.9	11	12	12	13	13	14	14	15	16	16	17
Business Administration (BUS)	Duplicated (Enrollment)	0.04	420	437	454	472	491	511	531	553	575	598	622	647
	Unduplicated (Headcount)	0.04	381	396	412	429	446	464	482	501	521	542	564	587
	Number of Sections	0.04	13	14	14	15	15	16	16	17	18	19	19	20
	FTES	0.04	40.53	42	44	46	47	49	51	53	55	58	60	62
	WSCH	0.04	1297.5	1349	1403	1460	1518	1579	1642	1707	1776	1847	1921	1997
	FTEF	0.04	2.6	3	3	3	3	3	3	3	4	4	4	4
Computer Applications and Office Technology (CAT)	Duplicated (Enrollment)	0.01	52	53	53	54	54	55	55	56	56	57	57	58
	Unduplicated (Headcount)	0.01	44	44	45	45	46	46	47	47	48	48	49	49
	Number of Sections	0.01	2	2	2	2	2	2	2	2	2	2	2	2
	FTES	0.01	6.49	7	7	7	7	7	7	7	7	7	7	7
	WSCH	0.01	208.0	210	212	214	216	219	221	223	225	227	230	232
	FTEF	0.01	0.5	1	1	1	1	1	1	1	1	1	1	1

DISCIPLINE	GROWTH RATE		ESTIMATES											
		Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Chemistry (CHE)	Duplicated (Enrollment)	0.01	260	263	265	268	271	273	276	279	282	284	287	290
	Unduplicated (Headcount)	0.01	260	263	265	268	271	273	276	279	282	284	287	290
	Number of Sections	0.01	9	9	9	9	9	9	10	10	10	10	10	10
	FTES	0.01	60.41	61	62	62	63	63	64	65	65	66	67	67
	WSCH	0.01	1934.6	1954	1973	1993	2013	2033	2054	2074	2095	2116	2137	2158
	FTEF	0.01	3.6	4	4	4	4	4	4	4	4	4	4	4
Computer Information Systems (CIS)	Duplicated (Enrollment)	0.01	598	604	610	616	622	629	635	641	648	654	661	667
	Unduplicated (Headcount)	0.01	505	510	515	520	526	531	536	541	547	552	558	563
	Number of Sections	0.01	25	25	26	26	26	26	27	27	27	27	28	28
	FTES	0.01	83.86	85	86	86	87	88	89	90	91	92	93	94
	WSCH	0.01	2684.4	2711	2738	2766	2793	2821	2850	2878	2907	2936	2965	2995
	FTEF	0.01	5.6	6	6	6	6	6	6	6	6	6	6	6
Community Interpretation (CMI)	Duplicated (Enrollment)	0.03	23	24	24	25	26	27	27	28	29	30	31	32
	Unduplicated (Headcount)	0.03	16	16	17	17	18	19	19	20	20	21	22	22
	Number of Sections	0.03	2	2	2	2	2	2	2	2	3	3	3	3
	FTES	0.03	3.33	3	4	4	4	4	4	4	4	4	4	5
	WSCH	0.03	106.5	110	113	116	120	124	127	131	135	139	143	147
	FTEF	0.03	0.7	1	1	1	1	1	1	1	1	1	1	1
Communication Studies (COM)	Duplicated (Enrollment)	0.03	803	827	852	877	904	931	959	988	1017	1048	1079	1112
	Unduplicated (Headcount)	0.03	792	816	840	865	891	918	946	974	1003	1033	1064	1096
	Number of Sections	0.03	27	28	29	30	30	31	32	33	34	35	36	37
	FTES	0.03	83.75	86	89	92	94	97	100	103	106	109	113	116
	WSCH	0.03	2681.2	2762	2844	2930	3018	3108	3201	3298	3396	3498	3603	3711
	FTEF	0.03	4.9	5	5	5	6	6	6	6	6	6	7	7
Dance (DAN)	Duplicated (Enrollment)	0.03	92	95	98	101	104	107	110	113	117	120	124	127
	Unduplicated (Headcount)	0.03	87	90	92	95	98	101	104	107	110	114	117	120
	Number of Sections	0.03	4	4	4	4	5	5	5	5	5	5	5	6
	FTES	0.03	9.77	10	10	11	11	11	12	12	12	13	13	14
	WSCH	0.03	312.8	322	332	342	352	363	373	385	396	408	420	433
	FTEF	0.03	0.7	1	1	1	1	1	1	1	1	1	1	1

DISCIPLINE	GROWTH RATE	ESTIMATES											
		Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Dental Assistant (DEA)	Duplicated (Enrollment)	0.00	142	142	142	142	142	142	142	142	142	142	142	142
	Unduplicated (Headcount)	0.00	24	24	24	24	24	24	24	24	24	24	24	24
	Number of Sections	0.00	7	7	7	7	7	7	7	7	7	7	7	7
	FTES	0.00	21.09	21	21	21	21	21	21	21	21	21	21	21
	WSCH	0.00	675.6	676	676	676	676	676	676	676	676	676	676	676
	FTEF	0.00	3.3	3	3	3	3	3	3	3	3	3	3	3
Dental Hygiene (DEH)	Duplicated (Enrollment)	0.00	316	316	316	316	316	316	316	316	316	316	316	316
	Unduplicated (Headcount)	0.00	37	37	37	37	37	37	37	37	37	37	37	37
	Number of Sections	0.00	18	18	18	18	18	18	18	18	18	18	18	18
	FTES	0.00	30.93	31	31	31	31	31	31	31	31	31	31	31
	WSCH	0.00	989.8	990	990	990	990	990	990	990	990	990	990	990
	FTEF	0.00	6.0	6	6	6	6	6	6	6	6	6	6	6
Early Childhood Education (EAR)	Duplicated (Enrollment)	0.03	554	571	588	605	624	642	662	681	702	723	745	767
	Unduplicated (Headcount)	0.03	442	455	469	483	497	512	528	544	560	577	594	612
	Number of Sections	0.03	17	18	18	19	19	20	20	21	22	22	23	24
	FTES	0.03	56.13	58	60	61	63	65	67	69	71	73	75	78
	WSCH	0.03	1797.0	1851	1906	1964	2023	2083	2146	2210	2276	2345	2415	2487
	FTEF	0.03	3.4	4	4	4	4	4	4	4	4	4	5	5
Economics (ECO)	Duplicated (Enrollment)	0.04	355	369	384	399	415	432	449	467	486	505	525	547
	Unduplicated (Headcount)	0.04	338	352	366	380	395	411	428	445	463	481	500	520
	Number of Sections	0.04	9	9	10	10	11	11	11	12	12	13	13	14
	FTES	0.04	37.04	39	40	42	43	45	47	49	51	53	55	57
	WSCH	0.04	1185.8	1233	1283	1334	1387	1443	1500	1560	1623	1688	1755	1825
	FTEF	0.04	1.8	2	2	2	2	2	2	2	2	3	3	3
Emergency Medical Services (EMS)	Duplicated (Enrollment)	0.03	401	413	425	438	451	465	479	493	508	523	539	555
	Unduplicated (Headcount)	0.03	194	200	206	212	218	225	232	239	246	253	261	269
	Number of Sections	0.03	11	11	12	12	12	13	13	14	14	14	15	15
	FTES	0.03	86.32	89	92	94	97	100	103	106	109	113	116	119
	WSCH	0.03	2763.7	2847	2932	3020	3111	3204	3300	3399	3501	3606	3714	3826
	FTEF	0.03	9.1	9	10	10	10	11	11	11	11	12	12	13

DISCIPLINE	GROWTH RATE		ESTIMATES												
		Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
English (ENG)	Duplicated (Enrollment)	0.03	3106	3199	3295	3394	3496	3601	3709	3820	3935	4053	4174	4299
	Unduplicated (Headcount)	0.03	2711	2792	2876	2962	3051	3143	3237	3334	3434	3537	3643	3753
	Number of Sections	0.03	116	119	123	127	131	134	139	143	147	151	156	161
	FTES	0.03	460.00	474	488	503	518	533	549	566	583	600	618	637
	WSCH	0.03	14727.8	15170	15625	16093	16576	17074	17586	18113	18657	19216	19793	20387
	FTEF	0.03	31.2	32	33	34	35	36	37	38	39	41	42	43
English as a Second Language (ESL)	Duplicated (Enrollment)	0.01	128	129	131	132	133	135	136	137	139	140	141	143
	Unduplicated (Headcount)	0.01	96	97	98	99	100	101	102	103	104	105	106	107
	Number of Sections	0.01	6	6	6	6	6	6	6	6	6	7	7	7
	FTES	0.01	19.28	19	20	20	20	20	20	21	21	21	21	22
	WSCH	0.01	617.2	623	630	636	642	649	655	662	668	675	682	689
	FTEF	0.01	1.8	2	2	2	2	2	2	2	2	2	2	2
Fire Technology (FIT)	Duplicated (Enrollment)	0.03	670	690	711	732	754	777	800	824	849	874	900	927
	Unduplicated (Headcount)	0.03	461	475	489	504	519	534	550	567	584	602	620	638
	Number of Sections	0.03	25	26	27	27	28	29	30	31	32	33	34	35
	FTES	0.03	47.17	49	50	52	53	55	56	58	60	62	63	65
	WSCH	0.03	1510.0	1555	1602	1650	1700	1751	1803	1857	1913	1970	2029	2090
	FTEF	0.03	8.8	9	9	10	10	10	10	11	11	11	12	12
Homeland Security (HLS)	Duplicated (Enrollment)	0.03	56	58	59	61	63	65	67	69	71	73	75	78
	Unduplicated (Headcount)	0.03	56	58	59	61	63	65	67	69	71	73	75	78
	Number of Sections	0.03	2	2	2	2	2	2	2	2	3	3	3	3
	FTES	0.03	5.60	6	6	6	6	6	7	7	7	7	8	8
	WSCH	0.03	179.5	185	190	196	202	208	214	221	227	234	241	248
	FTEF	0.03	0.4	0	0	0	0	0	0	0	1	1	1	1
Geography (GEG)	Duplicated (Enrollment)	0.04	517	538	559	582	605	629	654	680	708	736	765	796
	Unduplicated (Headcount)	0.04	424	441	459	477	496	516	536	558	580	603	628	653
	Number of Sections	0.04	14	15	15	16	16	17	18	18	19	20	21	22
	FTES	0.04	52.43	55	57	59	61	64	66	69	72	75	78	81
	WSCH	0.04	1679.0	1746	1816	1889	1964	2043	2124	2209	2298	2390	2485	2585
	FTEF	0.04	2.8	3	3	3	3	3	4	4	4	4	4	4

DISCIPLINE	GROWTH RATE			ESTIMATES										
		Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Guidance (GUI)	Duplicated (Enrollment)	0.01	995	1005	1015	1025	1035	1046	1056	1067	1077	1088	1099	1110
	Unduplicated (Headcount)	0.01	987	997	1007	1017	1027	1037	1048	1058	1069	1079	1090	1101
	Number of Sections	0.01	33	33	34	34	34	35	35	35	36	36	36	37
	FTES	0.01	79.23	80	81	82	82	83	84	85	86	87	88	88
	WSCH	0.01	2536.9	2562	2588	2614	2640	2666	2693	2720	2747	2775	2802	2830
	FTEF	0.01	5.3	5	5	5	5	6	6	6	6	6	6	6
Health Science (HES)	Duplicated (Enrollment)	0.03	449	462	476	491	505	521	536	552	569	586	603	622
	Unduplicated (Headcount)	0.03	449	462	476	491	505	521	536	552	569	586	603	622
	Number of Sections	0.03	11	11	12	12	12	13	13	14	14	14	15	15
	FTES	0.03	47.70	49	51	52	54	55	57	59	60	62	64	66
	WSCH	0.03	1526.6	1572	1620	1668	1718	1770	1823	1878	1934	1992	2052	2113
	FTEF	0.03	2.2	2	2	2	2	3	3	3	3	3	3	3
History (HIS)	Duplicated (Enrollment)	0.03	1283	1321	1361	1402	1444	1487	1532	1578	1625	1674	1724	1776
	Unduplicated (Headcount)	0.03	1245	1282	1321	1360	1401	1443	1487	1531	1577	1624	1673	1723
	Number of Sections	0.03	31	32	33	34	35	36	37	38	39	40	42	43
	FTES	0.03	123.68	127	131	135	139	143	148	152	157	161	166	171
	WSCH	0.03	3958.8	4078	4200	4326	4456	4589	4727	4869	5015	5165	5320	5480
	FTEF	0.03	5.7	6	6	6	6	7	7	7	7	7	8	8
Social Work, Human Services, and Counseling Practices (HMS)	Duplicated (Enrollment)	0.03	283	291	300	309	319	328	338	348	358	369	380	392
	Unduplicated (Headcount)	0.03	198	204	210	216	223	230	236	244	251	258	266	274
	Number of Sections	0.03	10	10	11	11	11	12	12	12	13	13	13	14
	FTES	0.03	28.41	29	30	31	32	33	34	35	36	37	38	39
	WSCH	0.03	909.4	937	965	994	1024	1054	1086	1118	1152	1187	1222	1259
	FTEF	0.03	2.0	2	2	2	2	2	2	2	3	3	3	3
Humanities (HUM)	Duplicated (Enrollment)	0.03	337	347	358	368	379	391	402	414	427	440	453	466
	Unduplicated (Headcount)	0.03	336	346	356	367	378	390	401	413	426	438	452	465
	Number of Sections	0.03	10	10	11	11	11	12	12	12	13	13	13	14
	FTES	0.03	34.46	35	37	38	39	40	41	42	44	45	46	48
	WSCH	0.03	1103.4	1137	1171	1206	1242	1279	1318	1357	1398	1440	1483	1527
	FTEF	0.03	1.8	2	2	2	2	2	2	2	2	2	2	2

DISCIPLINE	GROWTH RATE			ESTIMATES										
		Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Interdisciplinary Studies (ILA)	Duplicated (Enrollment)	0.03	5	5	5	5	6	6	6	6	6	7	7	7
	Unduplicated (Headcount)	0.03	5	5	5	5	6	6	6	6	6	7	7	7
	Number of Sections	0.03	1	1	1	1	1	1	1	1	1	1	1	1
	FTES	0.03	0.17	0	0	0	0	0	0	0	0	0	0	0
	WSCH	0.03	5.6	6	6	6	6	6	7	7	7	7	7	8
	FTEF	0.03	0.1	0	0	0	0	0	0	0	0	0	0	0
Journalism (JOU)	Duplicated (Enrollment)	0.04	28	29	30	31	33	34	35	37	38	40	41	43
	Unduplicated (Headcount)	0.04	26	27	28	29	30	32	33	34	36	37	38	40
	Number of Sections	0.04	3	3	3	3	4	4	4	4	4	4	4	5
	FTES	0.04	2.53	3	3	3	3	3	3	3	3	4	4	4
	WSCH	0.04	81.2	84	88	91	95	99	103	107	111	116	120	125
	FTEF	0.04	0.5	1	1	1	1	1	1	1	1	1	1	1
Kinesiology (KIN)	Duplicated (Enrollment)	0.03	633	652	672	692	712	734	756	779	802	826	851	876
	Unduplicated (Headcount)	0.03	587	605	623	641	661	680	701	722	744	766	789	813
	Number of Sections	0.03	33	34	35	36	37	38	39	41	42	43	44	46
	FTES	0.03	68.17	70	72	74	77	79	81	84	86	89	92	94
	WSCH	0.03	2181.9	2247	2315	2384	2456	2529	2605	2683	2764	2847	2932	3020
	FTEF	0.03	3.8	4	4	4	4	4	5	5	5	5	5	5
Library (LIB)	Duplicated (Enrollment)	0.03	22	23	23	24	25	26	26	27	28	29	30	30
	Unduplicated (Headcount)	0.03	22	23	23	24	25	26	26	27	28	29	30	30
	Number of Sections	0.03	1	1	1	1	1	1	1	1	1	1	1	1
	FTES	0.03	0.81	1	1	1	1	1	1	1	1	1	1	1
	WSCH	0.03	26.0	27	28	28	29	30	31	32	33	34	35	36
	FTEF	0.03	0.1	0	0	0	0	0	0	0	0	0	0	0
Management (MAG)	Duplicated (Enrollment)	0.03	30	31	32	33	34	35	36	37	38	39	40	42
	Unduplicated (Headcount)	0.03	30	31	32	33	34	35	36	37	38	39	40	42
	Number of Sections	0.03	1	1	1	1	1	1	1	1	1	1	1	1
	FTES	0.03	3.09	3	3	3	3	4	4	4	4	4	4	4
	WSCH	0.03	99.0	102	105	108	111	115	118	122	125	129	133	137
	FTEF	0.03	0.2	0	0	0	0	0	0	0	0	0	0	0

DISCIPLINE	GROWTH RATE		ESTIMATES											
		Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Math (MAT)	Duplicated (Enrollment)	0.03	2792	2876	2962	3051	3142	3237	3334	3434	3537	3643	3752	3865
	Unduplicated (Headcount)	0.03	2408	2480	2555	2631	2710	2792	2875	2962	3050	3142	3236	3333
	Number of Sections	0.03	80	82	85	87	90	93	96	98	101	104	108	111
	FTES	0.03	394.50	406	419	431	444	457	471	485	500	515	530	546
	WSCH	0.03	12629.7	13009	13399	13801	14215	14641	15081	15533	15999	16479	16973	17482
	FTEF	0.03	20.7	21	22	23	23	24	25	25	26	27	28	29
Medical Assisting (MDA)	Duplicated (Enrollment)	0.03	237	244	251	259	267	275	283	291	300	309	319	328
	Unduplicated (Headcount)	0.03	155	160	164	169	174	180	185	191	196	202	208	215
	Number of Sections	0.03	9	9	10	10	10	10	11	11	11	12	12	12
	FTES	0.03	25.43	26	27	28	29	29	30	31	32	33	34	35
	WSCH	0.03	813.9	838	863	889	916	944	972	1001	1031	1062	1094	1127
	FTEF	0.03	2.0	2	2	2	2	2	2	2	3	3	3	3
Marketing	Duplicated (Enrollment)	0.03	56	58	59	61	63	65	67	69	71	73	75	78
	Unduplicated (Headcount)	0.03	50	52	53	55	56	58	60	61	63	65	67	69
	Number of Sections	0.03	2	2	2	2	2	2	2	2	3	3	3	3
	FTES	0.03	5.24	5	6	6	6	6	6	6	7	7	7	7
	WSCH	0.03	168.0	173	178	184	189	195	201	207	213	219	226	233
	FTEF	0.03	0.4	0	0	0	0	0	0	0	1	1	1	1
Music (MUS)	Duplicated (Enrollment)	0.03	459	473	487	502	517	532	548	565	581	599	617	635
	Unduplicated (Headcount)	0.03	399	411	423	436	449	463	476	491	505	521	536	552
	Number of Sections	0.03	29	30	31	32	33	34	35	36	37	38	39	40
	FTES	0.03	50.06	52	53	55	56	58	60	62	63	65	67	69
	WSCH	0.03	1602.7	1651	1700	1751	1804	1858	1914	1971	2030	2091	2154	2219
	FTEF	0.03	4.6	5	5	5	5	5	6	6	6	6	6	6
Philosophy (PHI)	Duplicated (Enrollment)	0.03	298	307	316	326	335	345	356	367	377	389	400	413
	Unduplicated (Headcount)	0.03	296	305	314	323	333	343	353	364	375	386	398	410
	Number of Sections	0.03	9	9	10	10	10	10	11	11	11	12	12	12
	FTES	0.03	31.63	33	34	35	36	37	38	39	40	41	43	44
	WSCH	0.03	1012.6	1043	1074	1107	1140	1174	1209	1245	1283	1321	1361	1402
	FTEF	0.03	1.8	2	2	2	2	2	2	2	2	2	2	2

DISCIPLINE	GROWTH RATE		ESTIMATES											
		Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Photography (PHO)	Duplicated (Enrollment)	0.03	30	31	32	33	34	35	36	37	38	39	40	42
	Unduplicated (Headcount)	0.03	30	31	32	33	34	35	36	37	38	39	40	42
	Number of Sections	0.03	1	1	1	1	1	1	1	1	1	1	1	1
	FTES	0.03	5.28	5	6	6	6	6	6	6	7	7	7	7
	WSCH	0.03	168.9	174	179	185	190	196	202	208	214	220	227	234
	FTEF	0.03	0.3	0	0	0	0	0	0	0	0	0	0	0
Physics & Astronomy (PHY)	Duplicated (Enrollment)	0.01	194	196	198	200	202	204	206	208	210	212	214	216
	Unduplicated (Headcount)	0.01	180	182	184	185	187	189	191	193	195	197	199	201
	Number of Sections	0.01	8	8	8	8	8	8	8	9	9	9	9	9
	FTES	0.01	34.96	35	36	36	36	37	37	37	38	38	39	39
	WSCH	0.01	1119.5	1131	1142	1153	1165	1177	1188	1200	1212	1224	1237	1249
	FTEF	0.01	2.2	2	2	2	2	2	2	2	2	2	2	2
Political Science (POL)	Duplicated (Enrollment)	0.04	552	574	597	621	646	672	698	726	755	786	817	850
	Unduplicated (Headcount)	0.04	548	570	593	616	641	667	693	721	750	780	811	844
	Number of Sections	0.04	11	11	12	12	13	13	14	14	15	16	16	17
	FTES	0.04	52.34	54	57	59	61	64	66	69	72	74	77	81
	WSCH	0.04	1675.7	1743	1812	1885	1960	2039	2120	2205	2293	2385	2480	2580
	FTEF	0.04	2.2	2	2	2	3	3	3	3	3	3	3	3
Psychology (PSY)	Duplicated (Enrollment)	0.04	1385	1440	1498	1558	1620	1685	1752	1823	1895	1971	2050	2132
	Unduplicated (Headcount)	0.04	1283	1334	1388	1443	1501	1561	1623	1688	1756	1826	1899	1975
	Number of Sections	0.04	33	34	36	37	39	40	42	43	45	47	49	51
	FTES	0.04	147.17	153	159	166	172	179	186	194	201	209	218	227
	WSCH	0.04	4711.3	4900	5096	5300	5512	5732	5961	6200	6448	6706	6974	7253
	FTEF	0.04	6.9	7	7	8	8	8	9	9	9	10	10	11
Real Estate (RLE)	Duplicated (Enrollment)	0.04	80	83	87	90	94	97	101	105	109	114	118	123
	Unduplicated (Headcount)	0.04	68	71	74	76	80	83	86	89	93	97	101	105
	Number of Sections	0.04	3	3	3	3	4	4	4	4	4	4	4	5
	FTES	0.04	8.05	8	9	9	9	10	10	11	11	11	12	12
	WSCH	0.04	257.3	268	278	289	301	313	326	339	352	366	381	396
	FTEF	0.04	0.6	1	1	1	1	1	1	1	1	1	1	1

DISCIPLINE	GROWTH RATE		ESTIMATES											
		Growth Rate	Baseline (Fall 2019)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Sociology (SOC)	Duplicated (Enrollment)	0.04	725	754	784	816	848	882	917	954	992	1032	1073	1116
	Unduplicated (Headcount)	0.04	693	721	750	780	811	843	877	912	948	986	1026	1067
	Number of Sections	0.04	16	17	17	18	19	19	20	21	22	23	24	25
	FTES	0.04	75.22	78	81	85	88	92	95	99	103	107	111	116
	WSCH	0.04	2407.8	2504	2604	2708	2817	2929	3047	3168	3295	3427	3564	3707
	FTEF	0.04	3.4	4	4	4	4	4	4	4	5	5	5	5
Spanish (SPA)	Duplicated (Enrollment)	0.04	428	445	463	481	501	521	542	563	586	609	634	659
	Unduplicated (Headcount)	0.04	427	444	462	480	500	520	540	562	584	608	632	657
	Number of Sections	0.04	15	16	16	17	18	18	19	20	21	21	22	23
	FTES	0.04	86.80	90	94	98	102	106	110	114	119	124	128	134
	WSCH	0.04	2778.4	2890	3005	3125	3250	3380	3516	3656	3802	3955	4113	4277
	FTEF	0.04	15.1	16	16	17	18	18	19	20	21	21	22	23
Theater (THE)	Duplicated (Enrollment)	0.03	81	83	86	89	91	94	97	100	103	106	109	112
	Unduplicated (Headcount)	0.03	80	82	85	87	90	93	96	98	101	104	108	111
	Number of Sections	0.03	3	3	3	3	3	3	4	4	4	4	4	4
	FTES	0.03	9.17	9	10	10	10	11	11	11	12	12	12	13
	WSCH	0.03	293.6	302	311	321	330	340	351	361	372	383	395	406
	FTEF	0.03	0.7	1	1	1	1	1	1	1	1	1	1	1
Work Experience (WKX)	Duplicated (Enrollment)	0.01	50	51	51	52	52	53	53	54	54	55	55	56
	Unduplicated (Headcount)	0.01	50	51	51	52	52	53	53	54	54	55	55	56
	Number of Sections	0.01	1	1	1	1	1	1	1	1	1	1	1	1
	FTES	0.01	4.78	5	5	5	5	5	5	5	5	5	5	5
	WSCH	0.01	153.0	155	156	158	159	161	162	164	166	167	169	171
	FTEF	0.01	0.2	0	0	0	0	0	0	0	0	0	0	0

ACCOUNTING COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	64.10%	68.60%	71.60%	4.5%	3.0%
By Ethnicity					
Black/African American	48.00%	57.14%	62.50%	9.14%	5.36%
American Indian/Alaskan Native	-	*	-	-	-
Asian	*	72.73%	*	-	-
Filipino	*	*	*	-	-
Hispanic	71.60%	71.23%	72.39%	-0.37%	1.16%
Multi-Ethnicity	*	*	*	-	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	43.50%	74.19%	77.78%	30.7%	3.6%
Unknown	-	*	*	-	-
By Age					
19 or less	42.86%	43.48%	62.75%	0.6%	19.3%
20 to 24	69.51%	70.11%	70.18%	0.6%	0.1%
25 to 29	66.67%	74.42%	77.50%	7.8%	3.1%
30 to 34	64.29%	84.21%	93.75%	19.9%	9.5%
35 to 39	*	*	63.64%	-	-
40 to 49	73.33%	78.57%	*	5.2%	-
50+	*	*	*	-	-
Unknown	-	*	-	-	-
By Gender					
Female	67.65%	72.22%	72.81%	4.6%	0.6%
Male	60.00%	64.04%	69.84%	4.0%	5.8%
Non-Binary	*	*	*	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
Note. * Groups with < 10 students are masked

BUSINESS ADMINISTRATION COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	56.8%	51.8%	61.0%	-5.0%	9.1%
By Ethnicity					
Black/African American	50.8%	30.9%	58.9%	-20.0%	28.0%
American Indian/Alaskan Native	*	*	*	-	-
Asian	*	*	80.0%	-	-
Filipino	*	*	*	-	-
Hispanic	56.2%	58.6%	59.2%	2.4%	0.6%
Multi-Ethnicity	53.8%	21.4%	*	-32.4%	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	63.8%	58.3%	73.5%	-5.5%	15.1%
Unknown	*	*	63.6%	-	-
By Age					
19 or less	54.8%	46.7%	66.7%	-8.1%	20.0%
20 to 24	55.3%	50.0%	57.7%	-5.3%	7.7%
25 to 29	57.1%	51.2%	52.9%	-6.0%	1.7%
30 to 34	55.3%	60.9%	65.9%	5.6%	5.0%
35 to 39	68.4%	55.0%	54.2%	-13.4%	-0.8%
40 to 49	70.0%	53.6%	71.9%	-16.4%	18.3%
50+	53.8%	52.6%	72.7%	-1.2%	20.1%
Unknown	*	*	-	-	-
By Gender					
Female	56.9%	48.0%	63.9%	-8.9%	15.9%
Male	58.6%	56.7%	56.4%	-1.9%	-0.3%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

COMPUTER APPLICATIONS AND OFFICE TECHNOLOGY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	49.1%	55.7%	50.0%	6.6%	-5.7%
By Ethnicity					
Black/African American	31.3%	36.4%	50.0%	5.1%	13.6%
American Indian/Alaskan Native	-	-	-	-	-
Asian	-	-	*	-	-
Filipino	*	-	-	-	-
Hispanic	46.4%	57.5%	56.8%	11.1%	-0.7%
Multi-Ethnicity	*	*	-	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	*	*	*	-	-
Unknown	*	*	*	-	-
By Age					
19 or less	*	36.4%	*	-	-
20 to 24	57.9%	60.9%	54.5%	3.0%	-6.3%
25 to 29	41.7%	90.0%	*	48.3%	-
30 to 34	*	*	40.0%	-	-
35 to 39	*	*	*	-	-
40 to 49	*	*	*	-	-
50+	*	*	*	-	-
Unknown	-	-	-	-	-
By Gender					
Female	55.0%	54.2%	55.8%	-0.8%	1.6%
Male	35.3%	58.3%	22.2%	23.0%	-36.1%
Non-Binary	-	-	-	-	-
Unknown	-	*	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

COMPUTER INFORMATION SYSTEMS COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	67.5%	67.2%	72.7%	-0.3%	5.5%
By Ethnicity					
Black/African American	54.5%	47.6%	64.9%	-6.9%	17.3%
American Indian/Alaskan Native	50.0%	75.0%	100.0%	25.0%	25.0%
Asian	*	*	*	-	-
Filipino	94.1%	83.3%	81.8%	-10.8%	-1.5%
Hispanic	65.7%	70.1%	74.5%	4.4%	4.4%
Multi-Ethnicity	43.8%	41.7%	57.1%	-2.1%	15.5%
Pacific Islander	*	*	*	-	-
White Non-Hispanic	83.0%	74.2%	75.0%	-8.8%	0.8%
Unknown	*	*	64.9%	-	-
By Age					
19 or less	66.0%	58.5%	71.2%	-7.5%	12.7%
20 to 24	70.1%	70.8%	76.6%	0.7%	5.7%
25 to 29	69.0%	68.8%	69.6%	-0.2%	0.9%
30 to 34	55.6%	73.3%	76.2%	17.8%	2.9%
35 to 39	72.2%	70.4%	72.2%	-1.9%	1.9%
40 to 49	57.1%	64.0%	70.6%	6.9%	6.6%
50+	75.0%	69.2%	*	-5.8%	-
Unknown	*	*	-	-	-
By Gender					
Female	72.7%	68.1%	74.1%	-4.6%	6.0%
Male	65.0%	66.5%	72.3%	1.6%	5.8%
Non-Binary	-	-	-	-	-
Unknown	63.6%	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

CYBERSECURITY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change 17 to 18	% Change 18 to 19	% Change 19 to 20
Overall Rate	90.0%	66.7%	85.7%	84.3%	-23%	19%	-1%
By Ethnicity							
Black/African American	100.0%	50.0%	50.0%	60.0%	-50%	0%	10%
American Indian/Alaskan Native	-	-	-	-	-	-	-
Asian	100.0%	-	-	100.0%	-	-	-
Filipino	-	-	-	-	-	-	-
Hispanic	80.0%	100.0%	100.0%	89.4%	20%	0%	-11%
Multi-Ethnicity	-	-	-	100.0%	-	-	-
Pacific Islander	-	-	-	-	-	-	-
White Non-Hispanic	100.0%	0.0%	100.0%	70.0%	-100.0%	100.0%	-30.0%
Unknown	-	-	-	-	-	-	-
By Age							
19 or less	100.0%	-	100.0%	75.0%	-	-	-25.0%
20 to 24	100.0%	-	66.7%	81.0%	-	-	14.3%
25 to 29	100.0%	-	-	100.0%	-	-	-
30 to 34	-	-	-	85.7%	-	-	-
35 to 39	-	-	-	76.9%	-	-	-
40 to 49	100.0%	-	100.0%	83.3%	-	-	-16.7%
50+	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-
By Gender							
Female	100.0%	-	-	75.8%	-	-	-
Male	85.7%	-	85.7%	88.5%	-	-	2.7%
Non-Binary	-	-	-	-	-	-	-
Unknown	-	-	-	100.0%	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

DENTAL ASSISTANT COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	97.3%	96.3%	93.7%	-1.0%	-2.7%
By Ethnicity					
Black/African American	*	*	81.8%	-	-
American Indian/Alaskan Native	-	-	-	-	-
Asian	*	*	-	-	-
Filipino	-	*	100.0%	-	-
Hispanic	95.7%	96.2%	94.8%	0.6%	-1.4%
Multi-Ethnicity	*	-	-	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	100.0%	100.0%	100.0%	0.0%	0.0%
Unknown	-	-	-	-	-
By Age					
19 or less	100.0%	100.0%	100.0%	0	0
20 to 24	94.1%	98.3%	91.7%	4.2%	-6.7%
25 to 29	100.0%	88.2%	100.0%	-11.8%	11.8%
30 to 34	-	100.0%	*	-	-
35 to 39	*	-	100.0%	-	-
40 to 49	-	-	*	-	-
50+	-	*	-	-	-
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%
By Gender					
Female	100.0%	96.0%	92.4%	-4.0%	-3.6%
Male	*	100.0%	100.0%	-	0.0%
Non-Binary	-	-	-	-	-
Unknown	-	-	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

DENTAL HYGIENE COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	97.8%	97.2%	94.6%	-0.5%	-2.6%
By Ethnicity					
Black/African American	-	-	-	-	-
American Indian/Alaskan Native	*	*	-	-	-
Asian	100.0%	100.0%	100.0%	0.0%	0.0%
Filipino	100.0%	100.0%	-	0.0%	-
Hispanic	95.9%	94.7%	95.1%	-1.2%	0.4%
Multi-Ethnicity	*	*	-	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	100.0%	100.0%	92.5%	0.0%	-7.5%
Unknown	-	*	-	-	-
By Age					
19 or less	-	-	-	-	-
20 to 24	100.0%	100.0%	100.0%	0.0%	0.0%
25 to 29	100.0%	100.0%	87.6%	0.0%	-12.4%
30 to 34	85.7%	100.0%	100.0%	14.3%	0.0%
35 to 39	100.0%	100.0%	100.0%	0.0%	0.0%
40 to 49	*	47.1%	-	-	-
50+	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	-	-	-	-	-
By Gender					
Female	97.4%	96.7%	100.0%	-0.8%	3.3%
Male	100.0%	100.0%	59.5%	0.0%	-40.5%
Non-Binary	-	-	-	-	-
Unknown	-	*	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

REAL ESTATE COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	78.9%	60.0%	58.8%	-18.9%	-1.3%
By Ethnicity					
Black/African American	*	61.5%	42.3%	-	-19.2%
American Indian/Alaskan Native	-	-	*	-	-
Asian	*	-	*	-	-
Filipino	-	-	-	-	-
Hispanic	80.8%	55.6%	58.3%	-25.2%	2.8%
Multi-Ethnicity	-	*	-	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	*	*	90.0%	-	-
Unknown	*	-	*	-	-
By Age					
19 or less	*	*	50.0%	-	-
20 to 24	80.0%	56.3%	55.6%	-23.8%	-0.7%
25 to 29	*	54.5%	60.0%	-	5.5%
30 to 34	*	*	53.3%	-	-
35 to 39	*	*	60.0%	-	-
40 to 49	-	*	*	-	-
50+	*	*	80.0%	-	-
Unknown	-	-	-	-	-
By Gender					
Female	90.0%	65.0%	58.0%	-25.0%	-7.0%
Male	64.7%	60.9%	60.7%	-3.8%	-0.2%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

KINESIOLOGY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	77.6%	80.2%	82.9%	2.7%	2.7%
By Ethnicity					
Black/African American	70.0%	67.7%	68.3%	-2.3%	0.6%
American Indian/Alaskan Native	*	*	*	-	-
Asian	95.0%	83.3%	100.0%	-11.7%	16.7%
Filipino	100.0%	*	100.0%	-	-
Hispanic	79.3%	82.4%	85.6%	3.1%	3.2%
Multi-Ethnicity	53.3%	91.7%	61.5%	38.3%	-30.1%
Pacific Islander	*	*	*	-	-
White Non-Hispanic	73.8%	77.5%	83.3%	3.7%	5.9%
Unknown	*	93.8%	78.3%	-	-15.5%
By Age					
19 or less	81.4%	81.4%	85.6%	0.0%	4.1%
20 to 24	73.4%	79.4%	79.5%	6.0%	0.1%
25 to 29	75.0%	83.8%	86.3%	8.8%	2.5%
30 to 34	74.2%	65.7%	80.0%	-8.5%	14.3%
35 to 39	93.8%	78.9%	75.0%	-14.8%	-3.9%
40 to 49	94.1%	76.2%	93.8%	-17.9%	17.6%
50+	78.9%	90.0%	73.3%	11.1%	-16.7%
Unknown	-	92.9%	-	-	-
By Gender					
Female	74.1%	81.7%	82.2%	7.6%	0.5%
Male	82.2%	78.1%	84.1%	-4.0%	6.0%
Non-Binary	-	-	-	-	-
Unknown	*	77.8%	*	-	-

Source: MIS Referential Files
Note. * Groups with < 10 students are masked

HUMAN SERVICES COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	83.3%	78.0%	84.8%	-5.3%	6.8%
By Ethnicity					
Black/African American	-	-	*	-	-
American Indian/Alaskan Native	-	*	*	-	-
Asian	-	*	*	-	-
Filipino	88.2%	68.2%	89.6%	-20.1%	21.4%
Hispanic	*	90.9%	*	-	-
Multi-Ethnicity	*	-	*	-	-
Pacific Islander	84.6%	94.1%	83.3%	9.5%	-10.8%
White Non-Hispanic	-	-	88.2%	-	-
Unknown	*	93.8%	78.3%	-	-15.5%
By Age					
19 or less	62.5%	60.0%	79.6%	-2.5%	19.6%
20 to 24	88.9%	78.9%	84.4%	-9.9%	5.4%
25 to 29	88.9%	75.9%	81.0%	-13.0%	5.1%
30 to 34	*	77.8%	91.3%	-	13.5%
35 to 39	*	52.9%	87.5%	-	34.6%
40 to 49	70.0%	88.5%	81.8%	18.5%	-6.6%
50+	90.0%	94.1%	94.6%	4.1%	0.5%
Unknown	-	-	-	-	-
By Gender					
Female	81.4%	79.2%	85.8%	-2.2%	6.6%
Male	89.3%	71.4%	79.5%	-17.9%	8.1%
Non-Binary	-	-	-	-	-
Unknown	-	-	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

MEDICAL ASSISTING COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	58.6%	53.3%	56.5%	-5.3%	3.2%
By Ethnicity					
Black/African American	52.2%	63.6%	63.3%	11.5%	-0.3%
American Indian/Alaskan Native	-	*	-	-	-
Asian	76.5%	*	50.0%	-	-
Filipino	*	*	*	-	-
Hispanic	51.7%	47.1%	49.4%	-4.6%	2.2%
Multi-Ethnicity	*	*	*	-	-
Pacific Islander	*	-	-	-	-
White Non-Hispanic	75.0%	56.5%	84.2%	-18.5%	27.7%
Unknown	-	-	69.2%	-	-
By Age					
19 or less	24.1%	15.8%	26.7%	-8.3%	10.9%
20 to 24	60.4%	53.8%	58.5%	-6.6%	4.8%
25 to 29	64.9%	59.4%	50.0%	-5.5%	-9.4%
30 to 34	88.9%	66.7%	79.2%	-22.2%	12.5%
35 to 39	-	*	87.5%	-	-
40 to 49	-	70.0%	70.6%	-	0.6%
50+	-	*	*	-	-
Unknown	-	-	-	-	-
By Gender					
Female	60.4%	51.6%	57.9%	-8.8%	6.4%
Male	51.3%	58.3%	48.6%	7.1%	-9.8%
Non-Binary	-	-	-	-	-
Unknown	-	-	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

WORK EXPERIENCE COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	87.5%	68.8%	88.0%	-18.8%	19.3%
By Ethnicity					
Black/African American	*	72.7%	95.0%	-	22.3%
American Indian/Alaskan Native	-	-	-	-	-
Asian	*	-	*	-	-
Filipino	-	-	-	-	-
Hispanic	86.4%	75.0%	80.0%	-11.4%	5.0%
Multi-Ethnicity	*	*	*	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	*	*	*	-	-
Unknown	-	-	*	-	-
By Age					
19 or less	*	*	*	-	-
20 to 24	75.0%	*	75.0%	-	-
25 to 29	*	*	*	-	-
30 to 34	*	*	*	-	-
35 to 39	*	*	*	-	-
40 to 49	*	*	*	-	-
50+	*	*	100.0%	-	-
Unknown	-	-	-	-	-
By Gender					
Female	90.9%	75.0%	92.7%	-15.9%	17.7%
Male	80.0%	*	*	-	-
Non-Binary	-	-	-	-	-
Unknown	-	-	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

COMMUNICATION STUDIES COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	75.0%	76.9%	77.0%	2.0%	0.0%
By Ethnicity					
Black/African American	67.0%	73.1%	74.6%	6.1%	1.5%
American Indian/Alaskan Native	*	*	*	-	-
Asian	68.8%	81.0%	95.2%	12.2%	14.3%
Filipino	88.9%	81.3%	*	-7.6%	-
Hispanic	77.1%	77.2%	76.4%	0.2%	-0.9%
Multi-Ethnicity	72.2%	69.2%	*	-3.0%	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	76.1%	81.3%	83.3%	5.2%	2.0%
Unknown	*	*	56.5%	-	-
By Age					
19 or less	77.2%	80.0%	75.9%	2.8%	-4.1%
20 to 24	73.3%	71.4%	74.1%	-1.8%	2.7%
25 to 29	62.8%	74.4%	82.2%	11.6%	7.8%
30 to 34	82.8%	82.1%	78.8%	-0.7%	-3.3%
35 to 39	73.9%	83.3%	94.4%	9.4%	11.1%
40 to 49	90.0%	93.3%	84.2%	3.3%	-9.1%
50+	*	*	*	-	-
Unknown	*	*	-	-	-
By Gender					
Female	74.8%	77.4%	77.4%	2.6%	0.0%
Male	75.1%	76.4%	75.8%	1.3%	-0.6%
Non-Binary	-	-	-	-	-
Unknown	*	70.0%	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

COMMUNITY INTERPRETATIONS COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	93.5%	100.0%	78.3%	6.5%	-21.7%
By Ethnicity					
Black/African American	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-
Asian	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic	93.2%	100.0%	78.3%	6.8%	-21.7%
Multi-Ethnicity	-	-	-	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	*	-	-	-	-
Unknown	-	-	-	-	-
By Age					
19 or less	*	*	*	-	-
20 to 24	100.0%	100.0%	*	0.0%	-
25 to 29	95.2%	*	-	-	-
30 to 34	*	*	*	-	-
35 to 39	*	*	-	-	-
40 to 49	*	*	*	-	-
50+	*	*	*	-	-
Unknown	-	-	-	-	-
By Gender					
Female	92.5%	100.0%	73.7%	7.5%	-26.3%
Male	*	*	*	-	-
Non-Binary	-	-	-	-	-
Unknown	-	-	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

ENGLISH COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	67.5%	67.6%	69.4%	0.2%	1.8%
By Ethnicity					
Black/African American	60.8%	64.7%	59.6%	3.9%	-5.1%
American Indian/Alaskan Native	*	52.9%	38.5%	-	-14.5%
Asian	79.2%	84.2%	85.7%	5.0%	1.5%
Filipino	71.4%	84.1%	76.5%	12.7%	-7.6%
Hispanic	68.2%	66.6%	69.5%	-1.6%	2.9%
Multi-Ethnicity	62.7%	70.5%	57.1%	7.7%	-13.3%
Pacific Islander	84.6%	71.4%	64.3%	-13.2%	-7.1%
White Non-Hispanic	67.5%	71.9%	77.1%	4.4%	5.2%
Unknown	64.3%	73.5%	71.2%	9.2%	-2.4%
By Age					
19 or less	66.4%	66.2%	68.8%	-0.2%	2.6%
20 to 24	66.9%	63.8%	67.1%	-3.0%	3.3%
25 to 29	67.9%	78.3%	73.7%	10.4%	-4.6%
30 to 34	70.7%	67.4%	73.5%	-3.3%	6.1%
35 to 39	81.7%	78.6%	75.9%	-3.1%	-2.6%
40 to 49	71.7%	77.3%	74.3%	5.6%	-2.9%
50+	67.6%	78.9%	76.3%	11.3%	-2.6%
Unknown	*	86.2%	-	-	-
By Gender					
Female	68.5%	69.0%	72.4%	0.6%	3.4%
Male	66.0%	65.0%	64.7%	-1.1%	-0.3%
Non-Binary	-	-	*	-	-
Unknown	62.5%	80.9%	65.5%	18.4%	-15.3%

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

ENGLISH AS A SECOND LANGUAGE COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	75.0%	84.1%	82.8%	9.1%	-1.3%
By Ethnicity					
Black/African American	90.9%	*	*	-	-
American Indian/Alaskan Native	-	-	-	-	-
Asian	86.7%	81.0%	84.2%	-5.7%	3.3%
Filipino	*	*	-	-	-
Hispanic	72.1%	86.1%	81.7%	14.0%	-4.4%
Multi-Ethnicity	*	*	-	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	70.0%	75.0%	*	5.0%	-
Unknown	*	-	84.2%	-	-
By Age					
19 or less	65.2%	*	89.5%	-	-
20 to 24	78.8%	82.9%	78.3%	4.1%	-4.7%
25 to 29	90.5%	91.7%	87.5%	1.2%	-4.2%
30 to 34	78.4%	81.0%	78.9%	2.6%	-2.0%
35 to 39	86.7%	88.2%	90.9%	1.6%	2.7%
40 to 49	71.1%	80.0%	73.9%	8.9%	-6.1%
50+	46.7%	100.0%	88.2%	53.3%	-11.8%
Unknown	*	-	-	-	-
By Gender					
Female	76.4%	83.6%	84.9%	7.3%	1.3%
Male	68.3%	85.1%	76.0%	16.8%	-9.1%
Non-Binary	-	-	-	-	-
Unknown	*	-	80.0%	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

LIBRARY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	75.0%	51.7%	36.4%	-23.3%	-15.4%
By Ethnicity					
Black/African American	*	*	*	-	-
American Indian/Alaskan Native	-	-	*	-	-
Asian	*	-	-	-	-
Filipino	*	*	-	-	-
Hispanic	83.3%	64.3%	42.9%	-19.0%	-21.4%
Multi-Ethnicity	-	*	*	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	*	*	*	-	-
Unknown	-	*	*	-	-
By Age					
19 or less	*	*	28.6%	-	-
20 to 24	*	*	*	-	-
25 to 29	*	*	*	-	-
30 to 34	*	*	-	-	-
35 to 39	-	*	-	-	-
40 to 49	*	*	-	-	-
50+	*	*	-	-	-
Unknown	-	-	-	-	-
By Gender					
Female	70.6%	50.0%	38.5%	-20.6%	-11.5%
Male	*	*	*	-	-
Non-Binary	-	-	-	-	-
Unknown	*	-	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

SPANISH COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	74.0%	78.5%	82.0%	4.5%	3.5%
By Ethnicity					
Black/African American	54.8%	69.2%	65.5%	14.5%	-3.7%
American Indian/Alaskan Native	*	*	*	-	-
Asian	*	83.3%	91.7%	-	8.3%
Filipino	*	*	100.0%	-	-
Hispanic	79.3%	80.9%	87.9%	1.6%	6.9%
Multi-Ethnicity	*	*	60.0%	-	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	56.4%	72.1%	75.6%	15.7%	3.5%
Unknown	*	*	75.0%	-	-
By Age					
19 or less	76.8%	81.4%	83.6%	4.6%	2.3%
20 to 24	69.5%	80.0%	85.3%	10.5%	5.3%
25 to 29	83.3%	75.4%	79.7%	-7.9%	4.2%
30 to 34	66.7%	82.1%	81.8%	15.5%	-0.3%
35 to 39	81.8%	61.1%	64.3%	-20.7%	3.2%
40 to 49	66.7%	65.0%	80.0%	-1.7%	15.0%
50+	*	*	*	-	-
Unknown	*	*	-	-	-
By Gender					
Female	78.8%	78.5%	83.9%	-0.3%	5.4%
Male	65.8%	77.3%	79.1%	11.5%	1.9%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

JOURNALISM COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	51.2%	66.7%	85.7%	15.5%	19.0%
By Ethnicity					
Black/African American	*	*	*	-	-
American Indian/Alaskan Native	*	-	-	-	-
Asian	*	*	-	-	-
Filipino	-	-	-	-	-
Hispanic	44.8%	61.5%	89.5%	16.7%	27.9%
Multi-Ethnicity	-	*	*	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	*	-	*	-	-
Unknown	-	-	-	-	-
By Age					
19 or less	43.5%	*	*	-	-
20 to 24	58.3%	81.8%	81.3%	23.5%	-0.6%
25 to 29	*	*	*	-	-
30 to 34	*	-	*	-	-
35 to 39	-	-	*	-	-
40 to 49	-	-	-	-	-
50+	-	-	*	-	-
Unknown	-	-	-	-	-
By Gender					
Female	50.0%	63.6%	86.7%	13.6%	23.0%
Male	50.0%	70.0%	83.3%	20.0%	13.3%
Non-Binary	-	-	-	-	-
Unknown	*	-	*	-	-

Source: MIS Referential Files
Note. * Groups with < 10 students are masked

GEOGRAPHY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	68.1%	63.5%	70.0%	-4.6%	6.5%
By Ethnicity					
Black/African American	68.9%	54.7%	77.8%	-14.2%	23.1%
American Indian/Alaskan Native	-	*	*	-	-
Asian	54.5%	72.2%	84.6%	17.7%	12.4%
Filipino	*	75.0%	*	-	-
Hispanic	65.4%	63.4%	67.2%	-2.1%	3.8%
Multi-Ethnicity	*	50.0%	*	-	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	76.5%	72.1%	77.8%	-4.4%	5.7%
Unknown	-	*	*	-	-
By Age					
19 or less	56.5%	68.3%	72.3%	11.9%	4.0%
20 to 24	69.0%	60.0%	66.5%	-9.0%	6.5%
25 to 29	65.6%	70.0%	69.4%	4.4%	-0.6%
30 to 34	74.2%	63.9%	72.4%	-10.3%	8.5%
35 to 39	75.0%	68.2%	80.8%	-6.8%	12.6%
40 to 49	76.9%	52.9%	80.0%	-24.0%	27.1%
50+	*	50.0%	*	-	-
Unknown	-	-	-	-	-
By Gender					
Female	68.9%	66.0%	72.3%	-3.0%	6.4%
Male	67.5%	60.0%	65.5%	-7.5%	5.5%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

HISTORY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	68.1%	68.4%	67.4%	0.4%	-1.0%
By Ethnicity					
Black/African American	57.4%	50.0%	55.1%	-7.4%	5.1%
American Indian/Alaskan Native	*	*	*	-	-
Asian	71.4%	80.8%	86.2%	9.3%	5.4%
Filipino	56.3%	76.2%	81.5%	19.9%	5.3%
Hispanic	68.6%	69.3%	66.7%	0.6%	-2.6%
Multi-Ethnicity	79.2%	66.7%	81.8%	-12.5%	15.2%
Pacific Islander	*	*	*	-	-
White Non-Hispanic	76.5%	78.6%	81.0%	2.0%	2.5%
Unknown	*	81.3%	62.1%	-	-19.2%
By Age					
19 or less	66.5%	66.4%	64.9%	0.0%	-1.5%
20 to 24	67.3%	66.1%	67.3%	-1.2%	1.2%
25 to 29	69.6%	71.7%	73.5%	2.2%	1.8%
30 to 34	73.6%	73.3%	70.9%	-0.3%	-2.4%
35 to 39	69.6%	83.3%	75.7%	13.8%	-7.7%
40 to 49	81.0%	82.4%	73.7%	1.4%	-8.7%
50+	75.0%	76.9%	83.3%	1.9%	6.4%
Unknown	*	90.0%	-	-	-
By Gender					
Female	64.2%	68.6%	68.3%	4.4%	-0.3%
Male	73.1%	67.7%	65.6%	-5.4%	-2.1%
Non-Binary	-	-	-	-	-
Unknown	81.8%	86.7%	92.3%	4.8%	5.6%

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

HUMANITIES COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	57.3%	58.4%	57.6%	1.1%	-0.8%
By Ethnicity					
Black/African American	47.2%	52.4%	37.9%	5.2%	-14.4%
American Indian/Alaskan Native	-	*	*	-	-
Asian	*	100.0%	87.5%	-	-12.5%
Filipino	*	*	*	-	-
Hispanic	54.9%	54.9%	55.3%	0.0%	0.5%
Multi-Ethnicity	*	*	*	-	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	62.2%	65.7%	59.6%	3.5%	-6.1%
Unknown	*	*	56.7%	-	-
By Age					
19 or less	56.2%	57.4%	57.9%	1.3%	0.5%
20 to 24	54.6%	56.4%	54.6%	1.8%	-1.7%
25 to 29	60.6%	54.2%	52.4%	-6.4%	-1.8%
30 to 34	60.0%	72.0%	63.3%	12.0%	-8.7%
35 to 39	57.1%	40.0%	63.2%	-17.1%	23.2%
40 to 49	72.7%	78.6%	53.8%	5.8%	-24.7%
50+	*	*	80.0%	-	-
Unknown	-	*	-	-	-
By Gender					
Female	55.2%	56.9%	56.8%	1.7%	-0.1%
Male	61.2%	61.0%	59.1%	-0.2%	-1.9%
Non-Binary	-	-	-	-	-
Unknown	*	*	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

PHILOSOPHY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	62.9%	63.9%	61.1%	1.1%	-2.8%
By Ethnicity					
Black/African American	51.9%	60.9%	53.8%	9.0%	-7.0%
American Indian/Alaskan Native	*	*	*	-	-
Asian	*	*	*	-	-
Filipino	*	*	*	-	-
Hispanic	59.9%	62.0%	61.6%	2.1%	-0.4%
Multi-Ethnicity	100.0%	66.7%	100.0%	-33.3%	33.3%
Pacific Islander	*	*	*	-	-
White Non-Hispanic	82.1%	70.0%	78.3%	-12.1%	8.3%
Unknown	*	-	40.7%	-	-
By Age					
19 or less	61.0%	61.4%	55.8%	0.4%	-5.7%
20 to 24	61.3%	62.0%	63.2%	0.8%	1.2%
25 to 29	64.7%	69.6%	54.5%	4.9%	-15.0%
30 to 34	72.7%	*	88.9%	-	-
35 to 39	*	*	*	-	-
40 to 49	*	*	*	-	-
50+	*	*	*	-	-
Unknown	-	-	-	-	-
By Gender					
Female	63.3%	66.4%	61.8%	3.1%	-4.6%
Male	63.6%	60.2%	60.3%	-3.4%	0.1%
Non-Binary	-	-	-	-	-
Unknown	*	*	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

POLITICAL SCIENCE COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	53.6%	61.0%	63.6%	7.4%	2.6%
By Ethnicity					
Black/African American	43.1%	52.1%	56.5%	8.9%	4.4%
American Indian/Alaskan Native	*	-	*	-	-
Asian	84.2%	70.0%	78.6%	-14.2%	8.6%
Filipino	45.5%	*	57.1%	-	-
Hispanic	53.4%	61.0%	64.0%	7.6%	3.0%
Multi-Ethnicity	*	*	*	-	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	62.5%	66.7%	72.2%	4.2%	5.6%
Unknown	*	*	38.5%	-	-
By Age					
19 or less	59.8%	61.9%	60.8%	2.1%	-1.1%
20 to 24	48.9%	60.3%	65.2%	11.4%	4.9%
25 to 29	50.8%	56.7%	61.4%	5.8%	4.7%
30 to 34	42.9%	68.8%	61.1%	25.9%	-7.6%
35 to 39	57.1%	50.0%	75.0%	-7.1%	25.0%
40 to 49	66.7%	81.8%	90.0%	15.2%	8.2%
50+	*	*	*	-	-
Unknown	-	*	-	-	-
By Gender					
Female	51.6%	59.7%	64.4%	8.1%	4.7%
Male	55.7%	62.3%	62.7%	6.6%	0.4%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

PSYCHOLOGY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	67.9%	61.1%	67.0%	-6.8%	5.9%
By Ethnicity					
Black/African American	63.0%	53.9%	61.0%	-9.1%	7.0%
American Indian/Alaskan Native	*	*	*	-	-
Asian	77.5%	76.0%	83.3%	-1.5%	7.3%
Filipino	83.3%	77.8%	87.5%	-5.6%	9.7%
Hispanic	67.3%	60.5%	65.6%	-6.8%	5.1%
Multi-Ethnicity	70.4%	43.8%	70.6%	-26.6%	26.8%
Pacific Islander	*	69.2%	41.7%	-	-27.6%
White Non-Hispanic	*	65.9%	79.2%	-	13.3%
Unknown	100.0%	80.0%	64.3%	-20.0%	-15.7%
By Age					
19 or less	65.6%	58.1%	63.8%	-7.5%	5.7%
20 to 24	67.4%	58.9%	65.9%	-8.5%	7.0%
25 to 29	67.9%	64.3%	70.3%	-3.6%	6.0%
30 to 34	76.1%	80.3%	80.0%	4.2%	-0.3%
35 to 39	81.1%	67.7%	82.9%	-13.3%	15.1%
40 to 49	67.7%	75.6%	75.6%	7.9%	0.0%
50+	73.3%	47.1%	76.9%	-26.3%	29.9%
Unknown	*	*	-	-	-
By Gender					
Female	67.8%	61.0%	67.1%	-6.8%	6.1%
Male	67.6%	60.6%	66.7%	-7.0%	6.1%
Non-Binary	-	-	-	-	-
Unknown	90.0%	83.3%	69.2%	-6.7%	-14.1%

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

EARLY CHILDHOOD EDUCATION COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	56.0%	57.6%	63.7%	1.6%	6.1%
By Ethnicity					
Black/African American	43.0%	42.3%	47.2%	-0.7%	5.0%
American Indian/Alaskan Native	*	-	-	-	-
Asian	*	*	92.3%	-	-
Filipino	*	*	*	-	-
Hispanic	58.2%	60.7%	67.9%	2.5%	7.1%
Multi-Ethnicity	75.0%	50.0%	*	-25.0%	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	*	*	51.3%	-	-
Unknown	33.3%	100.0%	64.0%	66.7%	-36.0%
By Age					
19 or less	49.4%	55.0%	57.4%	5.6%	2.4%
20 to 24	51.4%	53.0%	65.9%	1.6%	12.8%
25 to 29	60.6%	56.5%	67.4%	-4.2%	10.9%
30 to 34	57.7%	61.3%	60.0%	3.6%	-1.3%
35 to 39	58.1%	68.3%	67.7%	10.2%	-0.6%
40 to 49	64.9%	68.8%	66.7%	3.9%	-2.1%
50+	65.8%	80.0%	69.6%	14.2%	-10.4%
Unknown	-	-	-	-	-
By Gender					
Female	56.1%	58.0%	64.0%	1.9%	6.0%
Male	53.7%	52.7%	59.2%	-0.9%	6.5%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

ECONOMICS COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	76.7%	71.2%	66.5%	-5.6%	-4.7%
By Ethnicity					
Black/African American	71.4%	56.5%	47.1%	-14.9%	-9.5%
American Indian/Alaskan Native	*	-	*	-	-
Asian	78.6%	82.8%	90.5%	4.2%	7.7%
Filipino	*	*	*	-	-
Hispanic	74.9%	67.6%	67.2%	-7.3%	-0.4%
Multi-Ethnicity	*	*	-	-	-
Pacific Islander	*	-	*	-	-
White Non-Hispanic	*	*	79.4%	-	-
Unknown	100.0%	100.0%	29.4%	0.0%	-70.6%
By Age					
19 or less	76.5%	68.4%	65.3%	-8.2%	-3.1%
20 to 24	71.7%	74.4%	64.5%	2.8%	-9.9%
25 to 29	77.3%	62.7%	60.0%	-14.6%	-2.7%
30 to 34	100.0%	78.9%	91.7%	-21.1%	12.7%
35 to 39	*	80.0%	50.0%	-	-30.0%
40 to 49	*	90.0%	90.0%	-	0.0%
50+	*	*	*	-	-
Unknown	*	-	-	-	-
By Gender					
Female	78.0%	74.2%	72.6%	-3.8%	-1.6%
Male	75.7%	68.7%	60.9%	-7.0%	-7.8%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

SOCIOLOGY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	68.5%	70.7%	66.8%	2.3%	-4.0%
By Ethnicity					
Black/African American	64.9%	63.6%	53.9%	-1.3%	-9.7%
American Indian/Alaskan Native	*	*	*	-	-
Asian	76.5%	100.0%	91.3%	23.5%	-8.7%
Filipino	66.7%	90.9%	*	24.2%	-
Hispanic	69.0%	69.5%	67.9%	0.5%	-1.6%
Multi-Ethnicity	58.8%	66.7%	70.0%	7.8%	3.3%
Pacific Islander	*	*	*	-	-
White Non-Hispanic	72.2%	79.6%	72.7%	7.4%	-6.9%
Unknown	*	*	66.7%	-	-
By Age					
19 or less	71.0%	68.4%	61.2%	-2.6%	-7.3%
20 to 24	65.2%	73.7%	74.4%	8.5%	0.7%
25 to 29	58.8%	73.8%	66.7%	15.0%	-7.1%
30 to 34	80.4%	56.7%	68.3%	-23.8%	11.6%
35 to 39	70.0%	90.0%	77.3%	20.0%	-12.7%
40 to 49	76.5%	56.5%	69.2%	-19.9%	12.7%
50+	92.9%	63.6%	80.0%	-29.2%	16.4%
Unknown	*	*	-	-	-
By Gender					
Female	68.5%	69.4%	68.7%	0.9%	-0.7%
Male	68.2%	73.1%	63.6%	5.0%	-9.5%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

BIOLOGY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	65.3%	64.0%	63.6%	-1.3%	-0.3%
By Ethnicity					
Black/African American	58.1%	61.4%	58.3%	3.4%	-3.1%
American Indian/Alaskan Native	-	*	*	-	-
Asian	93.8%	80.9%	78.1%	-12.9%	-2.7%
Filipino	*	82.4%	66.7%	-	-15.7%
Hispanic	62.5%	60.2%	62.6%	-2.3%	2.4%
Multi-Ethnicity	*	68.8%	*	-	-
Pacific Islander	-	*	*	-	-
White Non-Hispanic	75.9%	71.7%	68.5%	-4.2%	-3.2%
Unknown	-	*	56.3%	-	-
By Age					
19 or less	53.1%	64.3%	57.7%	11.2%	-6.7%
20 to 24	69.8%	60.5%	57.3%	-9.3%	-3.2%
25 to 29	68.3%	62.8%	71.9%	-5.5%	9.0%
30 to 34	68.2%	68.7%	75.0%	0.5%	6.3%
35 to 39	83.3%	71.7%	77.8%	-11.6%	6.1%
40 to 49	71.4%	75.8%	80.6%	4.3%	4.9%
50+	*	*	100.0%	-	-
Unknown	-	*	-	-	-
By Gender					
Female	63.8%	62.7%	64.8%	-1.1%	2.0%
Male	67.9%	66.4%	61.2%	-1.5%	-5.2%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

CHEMISTRY COURSE SUCCESS RATE					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Overall Rate	63.0%	66.8%	70.0%	3.8%	3.2%
By Ethnicity					
Black/African American	37.5%	53.8%	50.0%	16.3%	-3.8%
American Indian/Alaskan Native	*	-	-	-	-
Asian	*	90.9%	80.0%	-	-10.9%
Filipino	*	*	*	-	-
Hispanic	62.8%	64.0%	67.7%	1.2%	3.7%
Multi-Ethnicity	*	*	*	-	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	*	*	*	-	-
Unknown	*	*	*	-	-
By Age					
19 or less	55.2%	72.7%	71.2%	17.6%	-1.5%
20 to 24	62.3%	66.7%	68.4%	4.4%	1.8%
25 to 29	69.6%	66.7%	68.8%	-2.9%	2.1%
30 to 34	*	52.6%	68.2%	-	15.6%
35 to 39	*	66.7%	78.6%	-	11.9%
40 to 49	*	*	*	-	-
50+	-	*	*	-	-
Unknown	*	*	-	-	-
By Gender					
Female	61.9%	70.1%	71.9%	8.2%	1.9%
Male	65.2%	64.3%	67.0%	-0.9%	2.8%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

MATHEMATICS COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	42.03%	41.98%	38.57%	-0.1%	-3.4%
By Ethnicity					
Black/African American	37.8%	35.6%	35.1%	-2.2%	-0.5%
American Indian/Alaskan Native	*	29.4%	*	-	-
Asian	65.5%	60.0%	54.8%	-5.5%	-5.2%
Filipino	57.1%	52.5%	57.6%	-4.6%	5.1%
Hispanic	40.2%	40.0%	36.6%	-0.3%	-3.4%
Multi-Ethnicity	41.3%	49.2%	47.4%	7.9%	-1.8%
Pacific Islander	*	33.3%	0.0%	-	-33.3%
White Non-Hispanic	49.7%	51.5%	46.4%	1.8%	-5.1%
Unknown	50.0%	63.2%	42.6%	13.2%	-20.6%
By Age					
19 or less	34.2%	35.9%	33.0%	1.7%	-2.9%
20 to 24	45.1%	43.0%	39.0%	-2.1%	-3.9%
25 to 29	49.1%	45.2%	44.4%	-3.9%	-0.8%
30 to 34	50.0%	55.5%	51.9%	5.5%	-3.5%
35 to 39	62.4%	67.7%	48.2%	5.4%	-19.5%
40 to 49	57.7%	42.7%	60.8%	-15.0%	18.0%
50+	45.9%	51.2%	37.5%	5.3%	-13.7%
Unknown	*	67.9%	-	-	-
By Gender					
Female	42.3%	42.0%	39.4%	-0.3%	-2.6%
Male	41.9%	41.5%	37.3%	-0.4%	-4.2%
Non-Binary	-	-	*	-	-
Unknown	29.6%	56.1%	41.9%	26.5%	-14.2%

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

PHYSICS AND ASTRONOMY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	72.2%	62.4%	69.6%	-9.8%	7.2%
By Ethnicity					
Black/African American	91.7%	*	50.0%	-	-
American Indian/Alaskan Native	-	-	-	-	-
Asian	86.4%	77.8%	66.7%	-8.6%	-11.1%
Filipino	*	*	*	-	-
Hispanic	66.1%	54.7%	70.4%	-11.4%	15.7%
Multi-Ethnicity	*	54.5%	*	-	-
Pacific Islander	-	-	-	-	-
White Non-Hispanic	73.9%	75.0%	73.5%	1.1%	-1.5%
Unknown	*	*	*	-	-
By Age					
19 or less	68.4%	76.2%	70.3%	7.8%	-5.9%
20 to 24	76.0%	57.5%	72.2%	-18.4%	14.6%
25 to 29	69.0%	58.1%	57.1%	-10.9%	-0.9%
30 to 34	70.0%	*	*	-	-
35 to 39	*	*	*	-	-
40 to 49	*	*	*	-	-
50+	*	*	*	-	-
Unknown	-	*	-	-	-
By Gender					
Female	64.1%	62.0%	72.4%	-2.1%	10.4%
Male	76.4%	62.1%	68.4%	-14.3%	6.2%
Non-Binary	-	-	-	-	-
Unknown	-	*	-	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

ART COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	76.5%	74.8%	69.1%	-1.6%	-5.8%
By Ethnicity					
Black/African American	73.2%	69.6%	62.7%	-3.7%	-6.8%
American Indian/Alaskan Native	*	*	*	-	-
Asian	94.4%	81.3%	71.4%	-13.2%	-9.8%
Filipino	*	100.0%	70.0%	-	-30.0%
Hispanic	76.3%	74.1%	69.8%	-2.2%	-4.3%
Multi-Ethnicity	64.7%	*	66.7%	-	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	80.0%	80.4%	78.9%	0.4%	-1.5%
Unknown	*	*	54.1%	-	-
By Age					
19 or less	74.9%	70.7%	69.5%	-4.2%	-1.2%
20 to 24	79.2%	76.5%	69.1%	-2.7%	-7.4%
25 to 29	71.4%	78.1%	68.8%	6.7%	-9.3%
30 to 34	81.0%	92.0%	67.3%	11.0%	-24.7%
35 to 39	61.5%	60.0%	50.0%	-1.5%	-10.0%
40 to 49	90.0%	*	81.3%	-	-
50+	*	90.0%	*	-	-
Unknown	-	*	-	-	-
By Gender					
Female	77.1%	75.0%	70.7%	-2.1%	-4.3%
Male	75.8%	73.9%	66.1%	-1.9%	-7.8%
Non-Binary	-	-	-	-	-
Unknown	72.7%	91.7%	91.7%	18.9%	0.0%

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

DANCE COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	72.3%	72.0%	71.7%	-0.3%	-0.3%
By Ethnicity					
Black/African American	56.5%	55.6%	40.0%	-1.0%	-15.6%
American Indian/Alaskan Native	-	-	*	-	-
Asian	*	*	*	-	-
Filipino	*	*	*	-	-
Hispanic	75.4%	76.1%	81.5%	0.7%	5.4%
Multi-Ethnicity	*	*	-	-	-
Pacific Islander	-	-	*	-	-
White Non-Hispanic	*	72.7%	*	-	-
Unknown	-	0.0%	*	-	-
By Age					
19 or less	62.0%	65.5%	77.4%	3.5%	11.9%
20 to 24	88.5%	80.0%	66.7%	-8.5%	-13.3%
25 to 29	70.0%	*	*	-	-
30 to 34	*	-	*	-	-
35 to 39	*	*	*	-	-
40 to 49	*	*	*	-	-
50+	*	*	*	-	-
Unknown	-	-	-	-	-
By Gender					
Female	75.3%	76.2%	74.0%	0.9%	-2.2%
Male	53.8%	46.7%	69.2%	-7.2%	22.6%
Non-Binary	-	-	-	-	-
Unknown	-	*	*	-	-

Source: MIS Referential Files
Note. * Groups with < 10 students are masked

MUSIC COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	66.7%	77.2%	73.6%	10.5%	-3.5%
By Ethnicity					
Black/African American	54.4%	70.0%	61.5%	15.6%	-8.5%
American Indian/Alaskan Native	*	*	*	-	-
Asian	81.8%	*	91.7%	-	-
Filipino	81.8%	84.6%	*	2.8%	-
Hispanic	65.7%	78.3%	74.2%	12.6%	-4.1%
Multi-Ethnicity	*	*	*	-	-
Pacific Islander	*	*	*	-	-
White Non-Hispanic	86.3%	78.3%	83.3%	-8.0%	5.1%
Unknown	*	*	57.9%	-	-
By Age					
19 or less	66.2%	73.7%	71.7%	7.5%	-2.0%
20 to 24	66.7%	79.1%	76.1%	12.4%	-3.0%
25 to 29	67.9%	71.1%	74.5%	3.1%	3.4%
30 to 34	62.5%	80.0%	76.9%	17.5%	-3.1%
35 to 39	76.9%	*	*	-	-
40 to 49	*	*	69.2%	-	-
50+	68.2%	94.4%	90.9%	26.3%	-3.5%
Unknown	*	-	-	-	-
By Gender					
Female	67.8%	76.4%	75.2%	8.7%	-1.2%
Male	65.6%	77.7%	72.4%	12.1%	-5.4%
Non-Binary	-	-	-	-	-
Unknown	*	*	72.7%	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

THEATER ARTS COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	47.8%	83.3%	60.5%	35.5%	-22.8%
By Ethnicity					
Black/African American	*	*	*	-	-
American Indian/Alaskan Native	-	-	-	-	-
Asian	-	*	-	-	-
Filipino	-	-	*	-	-
Hispanic	53.8%	*	60.0%	-	-
Multi-Ethnicity	*	-	*	-	-
Pacific Islander	-	-	*	-	-
White Non-Hispanic	*	*	54.5%	-	-
Unknown	-	*	*	-	-
By Age					
19 or less	*	*	59.6%	-	-
20 to 24	*	*	61.9%	-	-
25 to 29	*	-	*	-	-
30 to 34	*	*	*	-	-
35 to 39	-	*	-	-	-
40 to 49	*	-	*	-	-
50+	-	*	-	-	-
Unknown	-	*	-	-	-
By Gender					
Female	50.0%	*	65.3%	-	-
Male	*	*	51.6%	-	-
Non-Binary	-	-	-	-	-
Unknown	-	*	*	-	-

Source: MIS Referential Files
Note. * Groups with < 10 students are masked

ADMINISTRATIVE JUSTICE COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	87.9%	90.1%	88.1%	2.2%	-2.0%
By Ethnicity					
Black/African American	82.0%	71.4%	75.0%	-10.6%	3.6%
American Indian/Alaskan Native	*	*	*	-	-
Asian	*	100.0%	70.0%	-	-30.0%
Filipino	*	*	*	-	-
Hispanic	84.8%	90.4%	86.5%	5.6%	-3.9%
Multi-Ethnicity	81.8%	88.9%	80.0%	7.1%	-8.9%
Pacific Islander	*	*	*	-	-
White Non-Hispanic	95.6%	95.3%	93.3%	-0.2%	-2.0%
Unknown	*	*	92.5%	-	-
By Age					
19 or less	76.2%	83.5%	74.7%	7.3%	-8.8%
20 to 24	82.9%	85.9%	86.8%	2.9%	0.9%
25 to 29	89.0%	92.4%	91.9%	3.4%	-0.5%
30 to 34	97.3%	96.8%	91.0%	-0.5%	-5.9%
35 to 39	96.6%	98.6%	98.1%	2.0%	-0.5%
40 to 49	95.9%	89.0%	95.3%	-6.9%	6.2%
50+	95.2%	90.0%	94.7%	-5.2%	4.7%
Unknown	-	-	-	-	-
By Gender					
Female	86.8%	86.7%	85.9%	-0.1%	-0.8%
Male	88.7%	93.4%	90.2%	4.6%	-3.2%
Non-Binary	-	-	-	-	-
Unknown	*	*	100.00%	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

EMERGENCY MEDICAL SERVICES COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	65.0%	70.4%	62.3%	5.4%	-8.0%
By Ethnicity					
Black/African American	42.9%	63.0%	30.8%	20.1%	-32.2%
American Indian/Alaskan Native	-	-	-	-	-
Asian	*	58.3%	*	-	-
Filipino	*	*	*	-	-
Hispanic	55.1%	68.5%	56.5%	13.5%	-12.1%
Multi-Ethnicity	*	*	*	-	-
Pacific Islander	*	*	-	-	-
White Non-Hispanic	*	*	*	-	-
Unknown	0.0%	0.0%	73.5%	0.0%	73.5%
By Age					
19 or less	39.8%	50.9%	39.6%	11.2%	-11.3%
20 to 24	66.9%	72.6%	67.1%	5.8%	-5.5%
25 to 29	85.9%	86.6%	77.5%	0.7%	-9.1%
30 to 34	*	76.2%	80.0%	-	3.8%
35 to 39	*	85.7%	52.9%	-	-32.8%
40 to 49	-	*	*	-	-
50+	*	*	-	-	-
Unknown	-	-	-	-	-
By Gender					
Female	53.3%	64.9%	53.5%	11.6%	-11.4%
Male	69.1%	72.0%	64.6%	2.9%	-7.3%
Non-Binary	-	-	-	-	-
Unknown	-	-	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

FIRE TECHNOLOGY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate	86.8%	86.5%	90.3%	-0.2%	3.8%
By Ethnicity					
Black/African American	77.8%	86.4%	80.0%	8.6%	-6.4%
American Indian/Alaskan Native	*	-	*	-	-
Asian	*	-	*	-	-
Filipino	*	*	-	-	-
Hispanic	81.0%	81.9%	83.5%	0.9%	1.6%
Multi-Ethnicity	*	*	100.0%	-	-
Pacific Islander	-	*	*	-	-
White Non-Hispanic	93.2%	91.2%	95.4%	-2.0%	4.2%
Unknown	*	*	91.1%	-	-
By Age					
19 or less	68.9%	67.7%	65.9%	-1.1%	-1.9%
20 to 24	76.0%	77.9%	78.0%	1.9%	0.1%
25 to 29	93.9%	91.2%	93.3%	-2.7%	2.1%
30 to 34	95.1%	98.3%	94.3%	3.2%	-4.0%
35 to 39	96.2%	97.7%	97.4%	1.5%	-0.3%
40 to 49	97.4%	100.0%	99.2%	2.6%	-0.8%
50+	100.0%	*	100.0%	-	-
Unknown	-	-	-	-	-
By Gender					
Female	86.7%	83.7%	85.7%	-3.0%	2.0%
Male	86.7%	86.8%	90.9%	0.1%	4.0%
Non-Binary	-	-	-	-	-
Unknown	*	*	*	-	-

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

HOMELAND SECURITY COURSE SUCCESS RATE

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Overall Rate					
By Ethnicity					
Black/African American					
American Indian/Alaskan Native					
Asian					
Filipino					
Hispanic					
Multi-Ethnicity					
Pacific Islander					
White Non-Hispanic					
Unknown					
By Age					
19 or less					
20 to 24					
25 to 29					
30 to 34					
35 to 39					
40 to 49					
50+					
Unknown					
By Gender					
Female					
Male					
Non-Binary					
Unknown					

Source: MIS Referential Files
*Note. * Groups with < 10 students are masked*

STUDENTS RECEIVING ACADEMIC PROBATION SUPPORT SERVICES

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Headcount	186	158	118	-15.1%	-25.3%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	4	5	4	25.0%	-20.0%
Black/African American	35	20	22	-42.9%	10.0%
Hispanic/Latino	126	122	80	-3.2%	-34.4%
American Indian/ Alaska Native	1	0	0	-100.0%	-
Native Hawaiian/ pac islander	1	3	0	200.0%	-100.0%
Two or More Races	7	2	1	-71.4%	-50.0%
White	16	11	14	-31.3%	27.3%
Unknown	0	0	1	-	-
Course Rates					
Course Success Rate	64.8%	63.2%	65.6%	-1.6%	2.4%
Course Retention Rate	83.5%	81.0%	83.3%	-2.5%	2.4%
Success Rates					
Degrees Awarded	3	3	106	66.7%	3433.3%
Number of students awarded a degree	1	2	55	100.0%	2650.0%
Certificates (All) Awarded	3	3	17	-66.7%	466.7%
Number of students awarded a certificate (All)	3	1	15	-66.7%	1400.0%
Certificates Awarded (CO Approved)	2	0	3	-100.0%	-
Number of students awarded a Certificate (CO Approved)	2	0	3	-100.0%	-
Certificates Awarded (NOT CO Approved)	1	2	14	0.0%	600.0%
Number of students awarded a certificate (NOT CO Approved)	1	1	12	0.0%	1100.0%
Transfers	44	25	*	-43.2%	-

STUDENTS RECEIVING ACADEMIC PROBATION SUPPORT SERVICES, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Education Goals by Type					
Assoc & Transfer 4 yr	641	613	667	-4.4%	8.8%
4 yr No Assoc	72	75	58	4.2%	-22.7%
Assoc No 4 yr	202	178	149	-11.9%	-16.3%
Career cert no 4 yr	47	41	29	-12.8%	-29.3%
Discover career interest	7	11	5	57.1%	-54.5%
Prepare for new career	25	12	7	-52.0%	-41.7%
Advance current job	90	10	30	-88.9%	200.0%
Maintain cert/license	9	2	7	-77.8%	250.0%
Ed Development	10	5	4	-50.0%	-20.0%
Improve Basic Skills	15	4	5	-73.3%	25.0%
Credits for HS or GED	1	3	1	200.0%	-66.7%
Undecided	51	34	41	-33.3%	20.6%
Noncredit to credit move					
4yr student taking req courses	42	56	38	33.3%	-32.1%
Unknown	**11**	**75**	**0**	**-90.9%**	**-100.0%**
Total	**1223**	**613**	**667**	**-4.4%**	**8.8%**
Percent of first-time students completing orientation services	19.0%	15.4%	4.9%	-3.6%	-10.5%
Percent of first-time students receiving counseling services	43.9%	44.2%	38.2%	0.3%	-6.0%
Percent of first-time students receiving education plan	36.5%	32.3%	23.9%	-4.2%	-8.4%

STUDENTS RECEIVING ACADEMIC PROBATION SUPPORT SERVICES, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Guided Pathways					
Completed English 1st Year	100.0%	-	-	-	-
Completed math 1st Year	100.0%	-	-	-	-
Completed Both English & math 1st Year	100.0%	-	-	-	-
Fall to Spring Persistence	100.0%	-	-	-	-
Successfully earned 12+ units first term	100.0%	-	-	-	-
Successfully earned 30+ units first year	100.0%	-	-	-	-

*Note. *19-20 transfer data not available.*
Success = A,B,C,P.

STUDENTS WITH EDUCATIONAL PLAN					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Headcount	2208	2207	2220	0.0%	0.6%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	73	85	101	16.4%	18.8%
Black/African American	351	325	315	-7.4%	-3.1%
Hispanic/Latino	1505	1548	1578	2.9%	1.9%
American Indian/ Alaska Native	9	10	6	11.1%	-40.0%
Native Hawaiian/ pac islander	9	15	11	66.7%	-26.7%
Two or More Races	39	32	36	-17.9%	12.5%
White	206	188	163	-8.7%	-13.3%
Unknown	16	4	10	-75.0%	150.0%
Course Rates					
Course Success Rate	65.4%	66.1%	67.2%	0.6%	1.1%
Course Retention Rate	84.5%	83.2%	84.7%	-1.3%	1.5%
Success Rates					
Degrees Awarded	1303	1263	1353	-3.1%	7.1%
Number of students awarded a degree	702	710	681	1.1%	-4.1%
Certificates (All) Awarded	422	302	318	-28.4%	5.3%
Number of students awarded a certificate (All)	348	279	291	-19.8%	4.3%
Certificates Awarded (CO Approved)	264	203	168	-23.1%	-17.2%
Number of students awarded a Certificate (CO Approved)	246	196	166	-20.3%	-15.3%
Certificates Awarded (NOT CO Approved)	158	99	150	-37.3%	51.5%
Number of students awarded a certificate (NOT CO Approved)	144	93	125	-35.4%	34.4%
Transfers	735	408	*	-44.5%	-

STUDENTS WITH EDUCATIONAL PLAN, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Education Goals by Type					
Assoc & Transfer 4 yr	641	613	667	-4.4%	8.8%
4 yr No Assoc	72	75	58	4.2%	-22.7%
Assoc No 4 yr	202	178	149	-11.9%	-16.3%
Career cert no 4 yr	47	41	29	-12.8%	-29.3%
Discover career interest	7	11	5	57.1%	-54.5%
Prepare for new career	25	12	7	-52.0%	-41.7%
Advance current job	90	10	30	-88.9%	200.0%
Maintain cert/license	9	2	7	-77.8%	250.0%
Ed Development	10	5	4	-50.0%	-20.0%
Improve Basic Skills	15	4	5	-73.3%	25.0%
Credits for HS or GED	1	3	1	200.0%	-66.7%
Undecided	51	34	41	-33.3%	20.6%
Noncredit to credit move	42	56	38	33.3%	-32.1%
4yr student taking req courses	11	75	0	-90.9%	-100.0%
Total	**1223**	**1045**	**1041**	**-14.6%**	**-0.4%**
Percent of first-time students completing orientation services	19.0%	15.4%	4.9%	-3.6%	-10.5%
Percent of first-time students receiving counseling services	43.9%	44.2%	38.2%	0.3%	-6.0%
Percent of first-time students receiving education plan	36.5%	32.3%	23.9%	-4.2%	-8.4%

STUDENTS WITH EDUCATIONAL PLAN, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Guided Pathways					
Completed English 1st Year	53.1%	40.2%	49.0%	-12.9%	8.8%
Completed math 1st Year	9.4%	9.8%	18.9%	0.4%	9.1%
Completed Both English & math 1st Year	8.7%	8.6%	16.5%	-0.1%	7.9%
Fall to Spring Persistence	13.3%	10.2%	7.3%	-3.1%	-2.9%
Successfully earned 12+ units first term	3.2%	2.4%	2.4%	-0.7%	0.0%
Successfully earned 30+ units first year	1.5%	1.0%	13.3%	-0.5%	12.3%

*Note. *19-20 transfer data not available.*
Success = A,B,C,P.

STUDENTS PARTICIPATING IN ORIENTATION

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Headcount	997	2757	2100	176.5%	-23.8%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	25	94	77	276.0%	-18.1%
Black/African American	154	296	261	92.2%	-11.8%
Hispanic/Latino	680	2117	1568	211.3%	-25.9%
American Indian/ Alaska Native	11	11	3	0.0%	-72.7%
Native Hawaiian/ pac islander	5	22	13	340.0%	-40.9%
Two or More Races	7	9	67	28.6%	644.4%
White	100	200	103	100.0%	-48.5%
Unknown	15	8	8	-46.7%	0.0%
Course Rates					
Course Success Rate	65.9%	66.4%	67.2%	0.6%	0.8%
Course Retention Rate	84.4%	83.3%	84.7%	-1.1%	1.4%
Success Rates					
Degrees Awarded	471	617	825	31.0%	33.7%
Number of students awarded a degree	232	312	392	34.5%	25.6%
Certificates (All) Awarded	138	112	136	-18.8%	21.4%
Number of students awarded a certificate (All)	117	104	121	-11.1%	16.3%
Certificates Awarded (CO Approved)	53	59	28	11.3%	-52.5%
Number of students awarded a Certificate (CO Approved)	50	57	27	14.0%	-52.6%
Certificates Awarded (NOT CO Approved)	85	53	108	-37.6%	103.8%
Number of students awarded a certificate (NOT CO Approved)	78	49	94	-37.2%	91.8%
Transfers	323	291	*	-9.9%	-

STUDENTS PARTICIPATING IN ORIENTATION, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Education Goals by Type					
Assoc & Transfer 4 yr	641	613	667	-4.4%	8.8%
4 yr No Assoc	72	75	58	4.2%	-22.7%
Assoc No 4 yr	202	178	149	-11.9%	-16.3%
Career cert no 4 yr	47	41	29	-12.8%	-29.3%
Discover career interest	7	11	5	57.1%	-54.5%
Prepare for new career	25	12	7	-52.0%	-41.7%
Advance current job	90	10	30	-88.9%	200.0%
Maintain cert/license	9	2	7	-77.8%	250.0%
Ed Development	10	5	4	-50.0%	-20.0%
Improve Basic Skills	15	4	5	-73.3%	25.0%
Credits for HS or GED	1	3	1	200.0%	-66.7%
Undecided	51	34	41	-33.3%	20.6%
Noncredit to credit move					
4yr student taking req courses	42	56	38	33.3%	-32.1%
Unknown	**11**	**75**	**0**	**-90.9%**	**-100.0%**
Total	**1223**	**1045**	**1041**	**-14.6%**	**-0.4%**
Percent of first-time students completing orientation services	19.0%	15.4%	4.9%	-3.6%	-10.5%
Percent of first-time students receiving counseling services	43.9%	44.2%	38.2%	0.3%	-6.0%
Percent of first-time students receiving education plan	36.5%	32.3%	23.9%	-4.2%	-8.4%

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
STUDENTS PARTICIPATING IN ORIENTATION, CONTINUED					
Guided Pathways					
Completed English 1st Year	27.3%	28.0%	21.6%	0.7%	-6.4%
Completed math 1st Year	3.9%	6.8%	13.7%	3.0%	6.9%
Completed Both English & math 1st Year	3.0%	5.6%	3.9%	-0.9%	3.8%

Note. *19-20 transfer data not available.
Success = A,B,C,P.

ACES STUDENT SUPPORT SERVICES PROGRAM (TRIO)

U.S. Department of Education
Office of Postsecondary Education
Student Service–Federal TRIO Programs

**2018-19 FINAL ANNUAL PERFORMANCE REPORT
IN PDF FORMAT**

Summary of Data
and
Prior Experience Points, or Results of Standard Assessments

P042A150594
Riverside Community College District/ Moreno Valley College
Student Support Services Project

1

Important! Read!
You **must** submit a signed copy of Section I of your annual performance report (APR) that certifies that the information submitted electronically is accurate, complete, and readily verifiable. Section I of the completed APR form includes signature lines for the project director and certifying official for the grantee institution or agency. Once you have secured the required signatures, please scan the signed Section I and then log back into the APR Web site to upload the document using the functionality on the APR site.

Section I, Part 1 - Project Identification/Characteristics/Certification/Warnings

1. **PR/Award Number:** P042A150594
2. **Type of Institution:** Public 2 - Year
3. **Project Type:** Regular
4. **Report Period:** 9/1/2018 - 8/31/2019
5. **GPA Scale:** 4 Point Scale
6. **Name of Grantee Institution:** Riverside Community College District/ Moreno Valley College
7. **Address:** **Campus:** 16130 Lasselle Street
    Street:
    City: Moreno Valley **State:** CA **Zip:** 92551 - 2045

8. **Project Director Information**
    8a. Name of Project Director: Micki Clowney
    8b. Telephone Number: 951-233-3719
    8c. Fax Number:
    8d. Email Address: micki.clowney@mvc.edu
9. **Data Entry Person Information**
    9a. Name of Data Entry Person: Micki Clowney
    9b. Telephone Number: 951-233-3719
    9c. Email Address: micki.clowney@mvc.edu
10. **Project Characteristics**
    10a. Has a Summer Bridge Program: No
    10b. If yes in field #10a, number of summer bridge participants served:
    10c. Used Federal grant funds to provide Grant Aid? No
    10d. Required to provide matching funds for Grant Aid? No
    10f. Received institutional or other non-federal funds? No

Certification: We certify that the performance report information reported and submitted electronically on 12/4/2019 3:56:19 PM is readily verifiable. The information reported is accurate and complete to the best of our knowledge.

_____
Name of Project Director (Print)

_____
Name of Certifying Official (Print)

_____
Signature and Date

_____
Signature and Date

Warning:
Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097. Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.591 and 75.720).

2

Required Services	Number of participants receiving service that was provided by project	Number of participants referred to another service provide
Academic Tutoring	102	155
Advice and assistance in postsecondary course selection	141	155
Education/counseling to improve financial and economic literacy	122	155
Information in applying for Federal Student Aid	155	155
Assistance in completing and applying for Federal Student Aid	128	155
Assisting in applying for admission to 4-Year Institution and obtaining Federal student aid (not applicable to 4-year institutions)	36	155

3

In the 2015 Student Support Services grant competition, applicants were given the option to earn additional points by proposing strategies to influence the development of students' non-cognitive skills (Competitive Preference Priorities 1a and1b) and provide greater individualized counseling to students (Competitive Preference Priorities 2a and 2b). Please answer the following related questions:

1. If your project earned points for competitive preference priority #1, please enter the number of students who received the intervention during the 2018-19 academic year: 123

1a. Please describe what activities your project enacted during the 2018-19 academic year in order to develop non-cognitive skills.

In order to facilitate the development of scholars' noncognitive skills related to academic behaviors, academic mindsets, and approaches to learning, MVC's SSS Program incorporated a multi-tiered approach. First, so that we could be intentional developing individualized success plans, prior to the start of each term and at the beginning of the academic year, we hosted a series of On the Right Track workshops. The purpose of the sessions was to provide scholars with information about academic success strategies, including time management, academic resources, note-taking, and learning styles. During the workshops, we had scholars complete a variety of comprehensive non-cognitive assessments, including Sedlacek's NonCognitive Questionnaire, Learning & Study Strategies Inventory, and Holmes-Rahe Stress Inventory. Next, recognizing the importance of how students' self-perception, self-efficacy, and sense of connectedness influences students' performance and engagement in school, we had students complete the Myers Briggs and Strong's Inventories. Counselors met with scholars individually to review the results and helped make connections to major and career pathways. Finally, we hosted ongoing opportunities for scholars to participate in small group discussions with mentors, faculty, and TRIO alum who have graduated from 4-year colleges. We connected the conversations to strategies that alum identified helped them be successful. During the year, we hosted three large seminars – Hire Learning Symposium, the Launch Success Seminar, and the Empowering You, Empowering Me workshop. For students who were unable to attend the workshops, counselors met with students individually to discuss the strategies and information. Information was also made available electronically and shared via e-mail and through Blackboard platforms. Throughout the semesters, we did check-in calls or text messages to ask how students were doing, to answer questions, or to refer students connected to resources.

2. If your project earned points for competitive preference priority #2, please enter the number of students who received the intervention during the 2018-19 academic year: 141

2b. Please describe what new, additional, or modified activities your project enacted during the 2018-19 academic year to provide individualized counseling.

In keeping with the strategies suggested by Stephens et. al (2014), MVC's SSS program, to expand the opportunities for ACES scholars to engage in individualized counseling and increased connections with counselors and faculty mentors, hosted a Success Strategies extended orientation program. We offered one during the summer term, one at the beginning of fall, and one during the winter. During the sessions, we had scholars sign up to schedule at least two appointments with the counselors. Additionally, throughout the semester, counselors did phone bank days to touch base with students. Staff sent text messages to students. We even utilized intrusive strategies and would go to designated student spots where several of our students hang out to have "informal" meetings. We hosted TRIO connection days in the office to encourage students to drop by. By utilizing a combination of formal meetings and informal meetings, it helped demystify the processes related to having to go to the office and strengthen connections. During large meetings, the counselors also took laptops to be able to do appointments or schedule something with students. When referring students to other services, rather than sending students to another office, we personally took them to do personally connect them.

4

Number Funded to Serve and Standard Objectives for 2018-19 Project Year

The following information reflects the approved funded number of participants to be served and the project objectives for grant award cycle 2015-20.

Number Funded to Serve:

In 2018-19, this project is funded to serve 144 participants.

Sector of Grantee Institution:

Public 2 - Year

Standard Objective(s):

A. 2018-19 Persistence Rate: **40%** all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate/receive a certificate and/or transfer from a 2-year to a 4-year institution during the academic year.

B. 2018-19 Good Academic Standing Rate: **75%** of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

C. Graduation and Transfer Rates (2-year institutions only):

C1. **15%** of 2015-16 new participants served will graduate with an associate's degree or certificate within four (4) years

C2. **15%** of 2015-16 new participants served will transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years.

Note: A new participant is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(b) of the SSS program regulations.

Participant Status Summary Report

Participant Status Code	Total number of Participant
1= New participant	58
2 = Continuing participant	97
3 = Prior-year participant (enrolled but not receiving SSS services)	0
4 = Prior-year participant (no longer enrolled at grantee institution)	40
8 = New Summer participant—Earned College Credits (2019 summer session only; part of 2019-20 cohort)	0
9 = New Summer participant— Did not Earn College Credits (2019 summer session only; part of 2019-20 cohort)	0
Total:	**195**

5

6

Comparison of Participants in Your 2018-19 APR Data File Submission vs. the 2017-18 File by Cohort Year		
Cohort Year	Number of Participants in Your 2018-19 APR Data File	Number of Participants in Cohort Year According to SSS System of Records
17 = 2015-16	43	43
18 = 2016-17	26	26
19 = 2017-18	64	64
TOTAL	133	133

Additional Information Regarding Your 2017-18 APR Data File

Number of New Participants (this is your 2018-19 cohort) = 58

Number of New Summer Participants (These students will be assigned to your 2019-20 cohort) = 0

Number Participants where cohort year is "Not Applicable" (field 21, option 99) = 4

2018-19 Funded Rate and Eligibility Table

The table below provides information on (a) the number and percentage of participants funded to serve and served; (b) the number and percentage of participants served who were (i) college students who were both low-income and first-generation and/or (ii) individuals with disabilities (including students with disabilities who were also low-income); and, if applicable, (c) the number and percentage of all students with disabilities who were also low-income. As noted below, the one-third eligibility requirement only applies if the project served at least one student with a disability.

The information provided in the section "**Number of Participants Funded to Serve & Served**" makes clear whether the project served at least as many participants as the project was funded to serve.

The information provided in the section "**2/3 Eligibility Requirement: First-generation and low-income, and/or students w/disabilities including students with disabilities who are also low-income**" shows whether at least 66% of the project's participants were low-income individuals who were first-generation college students, or individuals with disabilities. To determine whether your project met this requirement, the numeral in the column "Number of first-generation and low-income, and/or disabled including disabled who are also low-income" was divided by the numeral in the column "Number of Current Participants Served."

The information provided in the section "**1/3 Eligibility Requirement: Students w/disabilities who are low-income***" shows whether at least 33% of students with disabilities served were also low-income individuals. This requirement applies only to projects that served students with disabilities. If a project served any such students, at least one-third must also be low-income. To determine whether your project met this requirement, the numeral in the column "Number of students w/disabilities who are also low-income" was divided by the numeral in the column "All students with disabilities."

Please review the information contained in the table below. If your project did not meet the requirements mentioned above, please verify that the participant and eligibility status codes for each current participant for whom you provided information are correct. Your "current participants", are coded in field 22 as a 1, 2, 8, or 9.

*The requirement only applies if at least one disabled student was served. If no disabled students were served, then the requirement does not apply

Funded Rate and Eligibility Status Table							
Number of Participants Funded to Serve & Served			2/3 Eligibility Requirement: First-generation and low-income, and/or students w/ disabilities including students with disabilities who are also low-income			1/3 Eligibility Requirement: Students w/disabilities who are low-income*	
Number Funded to Serve	Number of Current Participants Served	Percent Served	Number of first-generation and low-income, and/or disabled including disabled who are also low-income	2/3 Eligibility Percent	All students with disabilities	Number of students w/disabilities who are also low-income	1/3 Eligibility Percent
144	155	107%	119	77%	1	1	100%

2018-19 Current Participants and Eligibility Status Report

The report below provides a list of your new, continuing, and new (summer only) participants (1, 2, 8, or 9) along with the participant's eligibility status and student's cohort year.

- Your current participants are derived from field #22, Participant Status, and are coded as follows:
  1 = New participant (for this reporting period; part of the 2018-19 cohort)
  2 = Continuing participant
  8 = New Summer participant—Earned College Credits (2018 summer session only; part of 2018-19 cohort)
  9 = New Summer participant—**Did not Earn College Credits** (2018 summer session only, part of 2018-19 cohort)

- The eligibility status codes are derived from field #15 and are:
  1 = Low-Income and First-Generation,
  2 = Low Income Only,
  3 = First-Generation Only,
  4 = Disabled, and
  5 = Disabled and Low Income.

- The student's cohort year codes are derived from field #21 and are:
  15 = 2013-14
  16 = 2014-15
  17 = 2015-16
  18 = 2016-17
  19 = 2017-18
  20 = 2018-19
  21 = 2019-20
  99 = Not applicable, (not part of any cohorts listed above)

Review the information carefully and:

- verify the participant and eligibility status codes are correct.
- verify that all students reported as current participants (1, 2, 8, or 9) were actually served during this reporting period.
- verify that you correctly updated the participant status field for all participants served in a previous reporting period.
- provide an explanation if you did not meet the number of participants funded to serve.

Current Participants and Eligibility Status Report for 2018-19 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
ADRIAN ACEVEDO	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
ASIYA YOUNG	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
MIRIAM GOMEZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
ILEEN GODOY	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
SHAUNA GARRETT	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18
JASMINE GARIBALDI	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
LILIANA GARDUNO	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
ERIC GARCIA-SANCHEZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
BELEN GARCIA COTA	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
ESTEFANY GUTIERREZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
TIFFANY FUENTES GAMBOA	2 = Continuing participant	3 = First-Generation Only	18 = 2016-17
MADISON FRANCIS	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
DEMAJAY FRANCIS	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
SHAIKIA FISHER	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
MICHELLE FISHER	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
VICTOR ENRIQUEZ	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17

Current Participants and Eligibility Status Report for 2018-19 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
DESIRAE ENGEL	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
VANESSA ENCINAS	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
JAYLENE FUENTES	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
RICARDO ELIAS	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
YESSICA GUTIERREZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
ABNER LEON	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
MARIBEL LEMUS	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18
KENNY LEMUS	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18
CHARLES LEE	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
PALOMA LECHUGA	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
DANIELLE KHALIL	1 = New participant (2018-19 cohort)	2 = Low Income Only	20 = 2018-19
TALIA KEMP	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18
JENNIFER JOSWICK	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
ANAIYA JENKINS	1 = New participant (2018-19 cohort)	3 = First-Generation Only	20 = 2018-19
DESTINY GUZMAN	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
MELISSA JAQUAY	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
AMIR JACKSON	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
CATHERINE LOUISE IGNACIO	1 = New participant (2018-19 cohort)	2 = Low Income Only	20 = 2018-19
ELIZABETH HUTCHINSON	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
PATRICIA HILARIO	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
NIKKI HIGGINS	2 = Continuing participant	2 = Low Income Only	19 = 2017-18
ROSSLYN HERRADOR	1 = New participant (2018-19 cohort)	3 = First-Generation Only	20 = 2018-19
SARAI HERNANDEZ	2 = Continuing participant	2 = Low Income Only	19 = 2017-18
ANGEL HERNANDEZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
ABRIL HERNANDEZ	2 = Continuing participant	3 = First-Generation Only	18 = 2016-17
MADALYNN JALOMA	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
CHRISTOPHER EDWARDS	2 = Continuing participant	3 = First-Generation Only	17 = 2015-16
SHAMEKA DRYE	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
ALFREDO DOMINGUEZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
VANESSA BERMUDEZ	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
ALYSSA BERCERRA	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18
FRANCISCO BENTACOURT	1 = New participant (2018-19 cohort)	3 = First-Generation Only	20 = 2018-19
ALICIA BECERRA ROMERO	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16

Participant's Name	Participant Status	Eligibility Status	Cohort Year
FRANCES BAILEY	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
DAIJANAYEA BAHRAMI	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
CINDY BLANCO	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
ANDALEEB AWWAD	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
JESSE ARROYO JIMENEZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
MELISSA ANGULO	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
PHILLIP ANDREWS	2 = Continuing participant	3 = First-Generation Only	18 = 2016-17
MERARI ALVAREZ-LIMON	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
SIDAL ALUJAILI	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
MIKAYLA ALLEY	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
AILEEN ALBA	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
JUSTIN AGUINALDO	2 = Continuing participant	3 = First-Generation Only	18 = 2016-17
MARK ARTEAGA JIMENEZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
STEPHANIE BLANCO	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
BRITNEY BOWEN	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
YOLANDA BROWN	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18
ERIC DIXON	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
BRANDY DESSO WERTHEIMER	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
DESTINY DELGADILLO	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
KENNETH DE LA CRUZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
KARLA CONTRERAS APODACA	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
KENIA CHAVEZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
JAZMIN CHAVEZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
CARLOS CATALAN	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
MICHELLE CASIAS	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
CAROLYN CARRILLO	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
ROXANNE CARR-SUTTON	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
DOLORES CAMPANA	1 = New participant (2018-19 cohort)	3 = First-Generation Only	20 = 2018-19
JACQUELINE CAMACHO	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
MELISSA CALDERAS	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
BRIAN CABRERA	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
KENNETH BURTON	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
KAOMI BUFORD	2 = Continuing participant	2 = Low Income Only	19 = 2017-18

Participant's Name	Participant Status	Eligibility Status	Cohort Year
ALEJANDRO LEYVA	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
NORMA ZEPEDA	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
ANDREA SANTILLAN	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
BREANNA SANDOVAL	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
ISABEL SANCHEZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
ESMERALDA SANCHEZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
VIDAL RUIZ MUNOZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
EVELYN RUIZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
MARICELA RODRIGUEZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
CHRISTIAN RODRIGUEZ	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18
SAMANTHA ROBLEDO	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
ALEXANDER RIVERA	2 = Continuing participant	2 = Low Income Only	19 = 2017-18
KAMRYN RIESGO	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
ANGELA REYES	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
MAYRA ROMERO	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
KIMBERLY SMITH	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
JONATHAN SOLANO	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
CHRISTIAN SOLARES	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
JABARI WINZER	1 = New participant (2018-19 cohort)	2 = Low Income Only	20 = 2018-19
JESSICA WILLIAMS	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
MIA WHARTON	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
BRYON WALKER	2 = Continuing participant	3 = First-Generation Only	17 = 2015-16
JOSHUA VIZCARRA	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
VIVIANA VERA	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
NESTOR VARGAS	1 = New participant (2018-19 cohort)	3 = First-Generation Only	20 = 2018-19
MELISSA VALENZUELA	1 = New participant (2018-19 cohort)	3 = First-Generation Only	20 = 2018-19
NANCY VALDOVINOS	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
ASHLEY VALDOVINO	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
JESUS TORRES	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
MARIA JANEL TORIO	1 = New participant (2018-19 cohort)	3 = First-Generation Only	20 = 2018-19
DENNISE TEJEDA	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
DEANNA STECKMAN	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
MAURICIO SOLIZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18

Current Participants and Eligibility Status Report for 2018-19 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
JOVANNA RETANA	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
MARIBEL AGUILAR	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
DOMINIQUE RESPRESS	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
RAFFI NAHABEDIAN	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
RODRIGO MORAN	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
VANESSA MONTOYA	1 = New participant (2018-19 cohort)	3 = First-Generation Only	20 = 2018-19
PETER MOLINA	2 = Continuing participant	2 = Low Income Only	19 = 2017-18
RAJONAE MILLAGE	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
ROSA MENDOZA	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
BRANDON MEJIA	2 = Continuing participant	3 = First-Generation Only	17 = 2015-16
NATHALIE NEGRETE	2 = Continuing participant	3 = First-Generation Only	18 = 2016-17
VALERY MEDINA	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
DOMONIQUE MCKISSICK	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
KEVEN MARTINEZ	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
NEDAYA MARIN	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
ELIAS MARIN	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
MINDY MANRIQUEZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
YAMILET MAGANA	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
ANGELA MADDIES	2 = Continuing participant	5 = Disabled & Low Income	18 = 2016-17
ASHLY MACIAS	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
DANIEL MEDINA	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16
NESTOR NIEVES	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
EMILIANO RAMOS	2 = Continuing participant	2 = Low Income Only	19 = 2017-18
JOSEPH RAMIREZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
MYESHA RAGSDALE	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
MARIA QUESADA	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
JUDITH PEREZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
STEPHANIE PADILLA	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
HUNG OUDOMSIVILAY	1 = New participant (2018-19 cohort)	3 = First-Generation Only	20 = 2018-19
SARAH OUBEID	2 = Continuing participant	2 = Low Income Only	19 = 2017-18
VICTOR ORTIZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
CHRISTINA ORTIZ	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
ABEL ORELLANA, JR.	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19

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Current Participants and Eligibility Status Report for 2018-19 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
ALEX ORELLANA	1 = New participant (2018-19 cohort)	1 = Low-Income and First-Generation	20 = 2018-19
JOSE OCHOA-GOMEZ	2 = Continuing participant	1 = Low-Income and First-Generation	18 = 2016-17
MARVELLA OCHOA	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
ANGELES OCHOA	2 = Continuing participant	3 = First-Generation Only	17 = 2015-16
DAVID NOVELO	2 = Continuing participant	1 = Low-Income and First-Generation	19 = 2017-18
DAISY RENDON	1 = New participant (2018-19 cohort)	2 = Low Income Only	20 = 2018-19
ANGELA AGUILAR	2 = Continuing participant	1 = Low-Income and First-Generation	17 = 2015-16

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Critical Fields Verification Report

The Department has identified the following six (6) fields as critical in calculating project and program outcomes and wants to ensure a minimal number of "No Response/Unknown" entries in each field. In most cases, "No Response/Unknown" is a valid response; however, high percentages of these responses are not in the project's best interests. The table below lists the critical fields and the number and percentage of participants with a "No Response/Unknown" entry in that field. If you have critical fields with a high percentage of "No response/Unknown", we recommend correcting the data offline and uploading the corrected file.

Field No.	Field Name	Number with No Response/Unknown	Percent
7.	DOB	0	0%
23.	Enrollment Status (at end of the 2018-19 academic year)	0	0%
24.	Academic Standing	0	0%
31.	Degree/Certificate Completed	0	0%
32.	Date of Undergraduate Degree/Certificate	0	0%
34.	Persistance status (at the beginning of 2019-20 academic year)	0	0%

PR/Award Number: P042A150594
Grantee: Riverside Community College District/ Moreno Valley College
State: CA
Sector: Public 2 - Year
First Funded in FY 2015: No

Introduction

The Prior Experience (PE) points earned for the 2018-19 assessment year were awarded on the basis of serving the approved number of students and meeting or exceeding the project's approved objectives. The Department calculated the PE points using student-level data as reported in the project's 2018-19 annual performance report (APR). For a summary of policies and procedures for assessing a project's prior experience and the formulae for calculating PE points, please see the Appendix which is located on the TRIO web site.

The Department will not accept any changes to the project's 2018-19 APR data after the APR is submitted.

A project that served less than 90 percent of the number of students the project was funded to serve in 2018-19 (refer to Funded Number in table below) is not eligible to earn points for any of the PE criteria in this assessment year (see 34 CFR 646.22(b)).

To be eligible to earn PE points for the attainment (degree) criterion, a project must have submitted an APR for the year in which the cohort was established.

2018-19 Summary Results for the Standard Objectives (P042A150594)				
Criteria	Maximum Score Allowed	Approved Rate	Actual Attained Rate	Standard Objectives Scores
Persistence	4	40%	99%	4
Good Academic Standing	4	75%	99%	4
Associate's Degree or Certificate	2	15%	49%	2
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	15%	23%	2
Funded Number	3	Number of Participants Funded to Serve	Number of Participants Served	Percent Served	3
		144	155	107%	

A project that served less than 90 percent of the number of students the project was funded to serve in 2018-19 is not eligible to earn points for any of the PE criteria in this assessment year.

Total Scores	15			15

PR/Award Number: P042A150594
Grantee: Riverside Community College District/ Moreno Valley College
State: CA
Sector: Public 2 - Year
First Funded in FY 2015: No

Funded Number

The Funded Number Criterion is based on the project having served the approved funded number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under *How is the Funded Number Criterion Calculated?*

2018-19 Results for the Funded Number Criterion

Number of Participants Funded to Serve	Number of Participants Served	Percent Served	PE Points Earned
144	155	107%	3

Persistence

The Persistence Rate for a 4-year institution is defined as the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year.

The Persistence Rate for a 2-year institutions is the percentage of all participants served in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. For a detailed description on how the rate was calculated, please see the Appendix, under *How is the Persistence Rate Calculated?*

Note: The Actual Persistence Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served.

2018-19 Results for the Persistence Objective

Number of Participants Funded to Serve	Number of Participants Served	Number Persisted	Approved Persistence Objective	Actual Persistence Rate	PE Points Earned
144	155	154	40%	99%	4

Good Academic Standing (GAS)

Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing at the grantee institution. For a detailed description on how the rate was calculated, please see the Appendix, under *How is the Good Academic Standing Rate Calculated?*

Note: The Good Academic Standing Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served minus any new summer participants served by the project that did not earn college credit. If applicable to your project, the Numbers of Participants Funded to Serve and the Number of Participants Served shown in the table below do not include the new summer participants that did not earn college credit.

2018-19 Results for the Good Academic Standing (GAS) Objective

Number of Participants Funded to Serve	Number of Participants Served	Number in GAS	Approved GAS Objective	Actual GAS Rate	PE Points Earned
144	155	153	75%	99%	4

PR/Award Number: P042A150594
Grantee: Riverside Community College District/ Moreno Valley College
State: CA
Sector: Public 2 - Year
First Funded in FY 2015: No

Associate's Degree or Certificate Attainment (2-year institutions)

Associate's Degree or Certificate Attainment is defined as the percentage of new participants served in the Cohort Year, who graduate with an associate's degree or received a certificate within four reporting years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under *How are the Associate's Degree or Certificate Attainment/Transfer Rate Calculated?*

2018-19 Results for the Associate's Degree or Certificate Attainment Objective

Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate	Approved Associate's Degree/Certificate Objective	Actual Associate's Degree/Certificate Attainment Rate	PE Points Earned
2015-16	43	21	15%	49%	2

Associate's Degree or Certificate Attainment and Transfer (2-year institutions)

Associate's Degree or Certificate Attainment and Transfer is defined as the percentage of new participants served in the Cohort Year who transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under *How are the Associate's Degree or Certificate Attainment/Transfer Rates Calculated?*

2018-19 Results for the Associate's Degree or Certificate Attainment and Transfer from 2-year to 4-Year Institution Objective

Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate and Transferring from a 2-year to a 4-year Institution	Approved Associate's Degree/Certificate and Transfer Objective	Actual Associate's Degree/Certificate and Transfer Attainment Rate	PE Points Earned
2015-16	43	10	15%	23%	2

ASSESSMENT CENTER

A look at the history and future of assessment and onboarding services

Over the last four years between multiple measures (MMAP) and AB705, assessment has undergone drastic changes to the way day-to-day workflow operates. With such changes, there comes a necessity to continually evolve and reshape the way assessment serves the student population and supports the other teams within student services.

Initially, creativity and collaboration among district assessment leadership lends itself to the creation to walk in services and promoting extended night hours. With transition to surveys under MMAP, the lack of an assessment placement tool freed up time and allowed the assessment team to switch focus to other aspects of onboarding like orientation. As ab705 became a standard, automating most placements to the application, a necessary shift to other aspects of matriculation - in this case orientation and counseling -became a top priority. Taking what was already known from in-person services that assessment fine-tuned in 2017 and 2018, in spring of 2019 in person orientation block sessions were launched. These sessions addressed everything that a student would need; orientation, assessment if scores were missing, and counseling / first semester educational plans. With A guided pathway's mindset, the assessment team took initiative to create a flexible and functional onboarding process for in-person students and experiences. In fall of 2019, using a walk-in model previously employed by assessment, the team merged both the counseling aspects from block scheduling with previous walk-in experience to create assessment registration support for fall 2019 registration.

Both the block scheduling and registration support methods from the assessment center were developed with minimal staff in mind. This foresight would allow staffing to scale, at the same time allowing a deficiency in staffing to still function with ease while still providing quality services to students. Collaborating with a single staff member from admissions and records allowed for registration support to become a streamlined and easy process for students and would precursor the launch of the 2020 Student Services Live in Spring. When COVID-19 moved everything online, the groundwork was already laid for a structured registration support. With a cross collaboration effort between assessment, admissions and records, and financial aid, Student Services Live launched to provide students with access to all their matriculation, onboarding, and account services needs in one place. A few months later counselors became an integral part of the process, not only bolstering access and removing barriers to students needing matriculation - and helping our returning student population- but it gave a format for counseling online to launch Fall 2020. That brings us to today

The initial creation of the block format was intended for implementation of other presentations - from student success programs, to career exploration and onboarding, even financial aid -and was strictly developed knowing where guided pathways was headed in terms of school structure and the role student support programs play.

So, when we look at where assessment, orientation, and onboarding services transitions in the future it's envisioned to be a trailhead. Everything ranging from what's already being done in orientation, assessment, and counseling to new things like transfer and returning students, to focuses on dual enrollment / concurrent enrollment groups and more – not only will we see onboarding and matriculation services to the students but assessment can become the trailhead and recruitment center that guides students into the pathways that are their college and on the pathways that lead to their student success programs. Much of this is done; enhancing and expanding come next. The dream is to do this through orientations tailored to groups of students related to their onboarding, needs, and program requirements/eligibility. When students experience either the online or in-person orientations, they would have every access to things like program fliers, eligibility requirements, and direct contact with the leaders and liaisons of each program. With the right staffing and training, assessment teams that are being first contact through in-person orientations can identify students' needs and connect them to programs based on things like placement and student status. Students identified for student success programs like Umoja, Puente, first year experience, will have every resource at their fingertips, online and in person, during their orientation process. With multiple flexible models for onboarding already tested through assessment, it allows for flexibility when it comes to the needs of our student population. If a program or course is looking at low enrollment, we have already found that cross-promotion during orientation and registration support helps. We find ways to implement naturally these lines of communication not only amongst staff and faculty, but directly to the students so they have everything they need right as they finish their matriculation.

Through coordination with institutional research and admissions and records enrollment management naturally is a part of assessment and onboarding. In the perfect world consistent / live data in terms of enrollment statuses for programs and overall enrollment numbers can be used daily to mold and create recruitment through "flavored" orientations in fluid and interactive ways for the student population. So not only does assessment continue tackling matriculation and enhancing the student experience, it tries to do so in a way that benefits and supports the institution and their support programs. The wonderful thing is while this is always been a goal, it's always been a goal that's been moved towards. Even as it stands currently, some of these steps are already in progress. As a guided pathway finalizes language, website and flyer / outreach information, more of this will already be ready to launch in tandem. Assessment will continue to drive forward with creative innovation and collaboration to enhance the student experience.

U.S. Department of Education
Office of Postsecondary Education
Student Service—Federal TRIO Programs

2018-19 FINAL ANNUAL PERFORMANCE REPORT

IN PDF FORMAT

Summary of Data
and
Prior Experience Points, or Results of Standard Assessments

P044A160254

Riverside Community College District/ Moreno Valley College

Talent Search Project

i

Important! Read!

Within five business days of final submission of your online APR, you must upload only the signed Section I of your annual performance report (APR) that certifies that the information submitted electronically is accurate, complete, and readily verifiable. Section I of the completed APR form includes signature lines for the project director and certifying official for the grantee institution or agency. Once you have secured the required signatures, please scan the signed Section I and then log back into the APR Web site to upload the document using the functionality on the APR site.

Section I - Project Identification (P044A160254)

1.	PR/Award Number:	P044A160254
2.	Name of Grantee:	Riverside Community College District/ Moreno Valley College
3.	Address:	**Street:** 16130 Lasselle Street
		City: Moreno Valley **State:** CA **Zip:** 92551 - 2045
4.	Name of Project Director:	Micki Grayson
5.	Telephone Number:	951-571-6382
	Fax Number:	
	E-mail Address:	micki.clowney@mvc.edu
6.	Report Period:	9/1/2018 - 8/31/2019
7.	Name of Data Entry Person:	Micki Clowney
	Telephone Number:	951-233-3719
	E-mail Address:	micki.clowney@mvc.edu

Certification: We certify that the performance report information reported and submitted electronically on 12/7/2019 4:26:25 AM is readily verifiable. The information reported is accurate and complete to the best of our knowledge.

Name of Project Director (Print)   Name of Certifying Official (Print)

Signature and Date   Signature and Date

Warning:

Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097.

Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.591 and 75.720).

Authority: Public Law 102-325, as amended.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 18 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education General Administrative Regulations, 34 CFR 75.591 and 75.720; program regulations, 34 CFR Part 643 and Title IV, Section 402A and 402B of Higher Education Act of 1965, as amended (Public Law 102-325). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to regulations.gov during the public comment period for this collection of information. If you have specific questions about the form, instrument or survey, please contact the U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4536.

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PARTICIPANTS FUNDED TO SERVE: 500

A. TYPES OF PARTICIPANTS ASSISTED	NUMBER
1. New participants	109
2. Continuing participants	392
3. Total participants	501

B. PARTICIPANT DISTRIBUTION BY ELIGIBILITY	NUMBER
1. Low-income and potential first-generation college students	365
2. Low-income only	31
3. Potential first-generation college students only	84
4. Other	21
5. Total (must equal A3)	501

C. PARTICIPANT DISTRIBUTION BY RACE AND ETHNICITY	NUMBER
1. Hispanic/Latino of any race	302
2. American Indian or Alaska Native, non-Hispanic/Latino	1
3. Asian, non-Hispanic/Latino	24
4. Black or African American, non-Hispanic/Latino	125
5. White, non-Hispanic/Latino	23
6. Native Hawaiian or Other Pacific Islander, non-Hispanic/Latino	6
7. Two or more races, non-Hispanic/Latino	16
8. Race or Ethnicity Unknown	4
9. Total (must equal A3)	501

D. PARTICIPANT DISTRIBUTION BY GENDER	NUMBER
1. Male	228
2. Female	273
3. Total (must equal A3)	501

E. PARTICIPANT DISTRIBUTION BY AGE (age of participant at time of first service in budget period)	NUMBER
1. 10-13	13
2. 14-18	472
3. 19-27	16
4. 28 and above	0
5. Unknown	0
6. Total (must equal A3)	501

F. VETERANS SERVED	0

G. PARTICIPANTS WITH LIMITED ENGLISH PROFICIENCY	0

H. PARTICIPANTS IN DUAL ENROLLMENT PROGRAMS	20

I. PARTICIPANTS ENROLLED IN RIGOROUS COURSES THAT ARE NOT OFFERED AT TARGET SCHOOLS	NUMBER
1. Participants whose costs of rigorous courses are paid for with TS grant funds (see 34 CFR 643.30(h))	0
2. Participants who attend schools in school districts that provide rigorous courses at no cost to the TS project	501
3. Participants in target schools whose partner institutions provide rigorous courses at no cost to the TS project	0
4. Participants who receive third party tuition waivers	0
5. Other	0

J. TS PARTICIPANTS ALSO SERVED DURING REPORTING YEAR BY ANOTHER FEDERALLY FUNDED PROGRAM (see 34 CFR 643.32(c)(5))	NUMBER
1. Upward Bound (UB)	0
2. Upward Bound Math-Science (UBMS)	0
3. Veterans Upward Bound (VUB)	0
4. GEAR UP	0
5. Other	0
6. Served by more than one other federally funded program	0

K. FAFSA COMPLETION (see instructions)	NUMBER
1. Seniors who completed the FAFSA but did not enroll in postsecondary education	30
2. Seniors who completed the FAFSA and also enrolled in postsecondary education	96
3. Seniors who did not complete the FAFSA and/ or whose FAFSA completion could not be confirmed	2
4. Total (must equal Section III, A5 and A8)	128

L. COMPETITIVE PREFERENCE PRIORITIES (see instructions)	NUMBER
1. Participants who received CPP tutoring services only	0
2. Participants who received CPP mentoring services only	81
3. Participants who received both CPP tutoring and CPP mentoring services	412
4. Participants who received neither tutoring nor mentoring services under CPP	8

M. TARGET SCHOOLS

Number of participants served who did not attend a target school — 0

NCESID	Target School	City	State	Zip	Number Served	Had dual enrollment program	Students in dual enrollment
062580009404	VALLEY VIEW HIGH SCHOOL	MORENO VALLEY	CA	92555	199	Yes	6
062580009405	MOUNTAIN VIEW MIDDLE SCHOOL	MORENO VALLEY	CA	92555	15	No	9999
062580009583	BADGER SPRINGS MIDDLE SCHOOL	MORENO VALLEY	CA	92553	10	No	9999
062580010277	LANDMARK MIDDLE SCHOOL	MORENO VALLEY	CA	92555	10	No	9999

NCESID	Target School	City	State	Zip	Number Served	Had dual enrollment program	Students in dual enrollment
062580010583	VISTA DEL LAGO HIGH SCHOOL	MORENO VALLEY	CA	92551	236	Yes	12
069102612986	RIVERSIDE COUNTY EDUCATION ACADEMY	MORENO VALLEY	CA	92557	31	Yes	2
				Total Number:	501		20

Section III - Educational Status of Talent Search Participants (at Time of First Service in the Reporting Year)

A. EDUCATIONAL STATUS OF TALENT SEARCH PARTICIPANTS (at time of first service in reporting period)	NUMBER
1. Middle school (6th-8th grade)	35
2. Freshman in high school or in alternative education organized by grade (Grade 9 only)	43
3. Sophomore in high school or in alternative education organized by grade (Grade 10 only)	178
4. Junior in high school or in alternative education organized by grade (Grade 11 only)	117
5. Senior in high school or in alternative education organized by grade (Grade 12 only)	128
6. Student in high school equivalency program, or in alternative education not organized by grade (see instructions)	0
7. Students in 4th year of high school in a five-year dual enrollment program	0
8. Students in 5th year of high school in a five-year dual enrollment program	0
9. Secondary school dropout	0
10. Other participants (see instructions and provide explanation below if larger than 10 percent of total participants)	0
11. Unknown	0
12. Total (should equal Section II, A3)	501

Explanation:

5

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In this section, all the standard objectives are listed for your Talent Search project. The percentage for each of these standard objectives has been pre-populated. The pre-populated numbers are based on the information provided on the Program Profile sheet submitted with your approved fiscal year FY 2016 application. No changes may be made to these percentages on this form. However, if the pre-populated number appears to reflect a data entry error, you must contact your assigned program specialist to resolve the problem. To allow the Department to report aggregated data gathered in a uniform manner, all TS grantees must report outcomes based on the standard objectives identified in the FY 2016 application.

To better facilitate data collection, please enter a positive numeric value in each field. For fields not applicable to your project, please enter zero (0). If more than one response is possible for a given participant, choose the most recent status. Also, please refer to the "Definitions that Apply" section in the APR Instructions for additional information on terms used in this APR (e.g., rigorous program of study, regular high school diploma, graduation within standard number of years).

A. OBJECTIVE: SECONDARY SCHOOL PERSISTENCE

75% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.

EDUCATIONAL STATUS OF MIDDLE AND NON-SENIOR HIGH SCHOOL PARTICIPANTS	NUMBER
A1. Persisted in school for next academic year at next grade level or graduated high school	373
A2. Persisted in school for next academic year at same grade level	0
A3. Dropped out of school	0
A4. Deceased	0
A5. Other	0
A6. Unknown	0
A7. Total (must equal sum of Section III, A1, A2, A3, A4 and A7)	373

Calculation Rules for the Secondary School Persistence Objective:

- The **denominator** is the number of participants, at time of first service in the reporting period, who were middle school students or non-senior high school students (including fourth-year students in a five-year dual enrollment program) (sum of Section III, A1, A2, A3, A4 and A7) minus participants who are deceased (Section IV, A4).
- The **numerator** is the number of participants in the denominator who persisted in school for the next academic year at the next grade level, or who graduated high school (Section IV, A1).

B. OBJECTIVE: SECONDARY SCHOOL GRADUATION

i. SECONDARY SCHOOL GRADUATION (regular secondary school diploma)

75% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.

ii. SECONDARY SCHOOL GRADUATION (rigorous program of study)

39% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

EDUCATIONAL STATUS OF HIGH SCHOOL SENIORS Include below only those participants that were high school seniors (or in grade 12 in an alternative education program) or were students in fifth year of high school in a dual enrollment program at the time of first service in the reporting year (Section III, A5 and A8).	NUMBER
B1. Received regular secondary school diploma within standard number of years but did not complete a rigorous program of study	41
B2. Received regular secondary school diploma within standard number of years and completed a rigorous program of study	87
B3. Received a regular secondary school diploma but not within the standard number of years	0

B4. Received an alternative credential (e.g., certificate of attendance or a high school equivalency certificate)	0
B5. Neither graduated high school nor received an alternative award	0
B6. Deceased	0
B7. Other	0
B8. Unknown	0
B9. Total (must equal sum of Section III, A5 + A8)	**128**
B10. Secondary school dropouts (III.A9) and relevant "Other" participants (III.A10) who completed secondary education	0

Calculation Rules for the Secondary School Graduation (Regular Diploma) Objective:

- The **denominator** is the number of participants, at time of first service in the reporting period, who were seniors (Section III, A5) or students in the fifth year of high school in a dual enrollment program (Section III, A8), minus participants who are deceased (Section IV, B6).
- The **numerator** is the sum of number of participants who graduated high school with regular secondary school diploma within standard number of years; plus those that received a regular secondary school diploma and completed a rigorous program of study within the standard number of years (Section IV, B1 and B2). Note: The "standard number of years" includes five years of high school if the student is enrolled in a dual enrollment program that entails a fifth year of high school.

Calculation Rules for the Secondary School Graduation (Rigorous Program of Study) Objective:

- The **denominator** is the number of participants, at time of first service in the reporting period, who were seniors (Section III, A5) or students in the fifth year of high school in a dual enrollment program (Section III, A8), minus participants who are deceased (Section IV, B6).
- The **numerator** is the number of participants who graduated high school with regular secondary school diploma and completed rigorous program of study within standard number of years (Section IV, B2).

C. OBJECTIVE: POSTSECONDARY EDUCATION ENROLLMENT

45% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term (e.g., spring term).

In line 1, please indicate, by type of high school credential, the number of participants who enrolled in postsecondary education by the fall term immediately following high school graduation or by the next academic term if the institution deferred the participant's enrollment. Also indicate in line 2 the number of participants who, within the same timeframe, did not enroll (or did not receive notification of deferred enrollment) in PSE, and the number of participants with an unknown status. Listed below the table are the types of credentials to which the columns refer; these mirror certain categories in IV.B.

(a) Enrollment Status	(b) IV.C1	(c) IV.C2	(d) ST of IV.C1 + C2	(e) IV.C3	(f) IV.C4	(g) IV.C5	(h) ST of IV.C3, C4, and C5	(i) TL of cols. (d) + (h)
1. Enrolled in PSE or Notified of deferred enrollment	21	76	97	0	0	0	0	97
2. No evidence of enrollment or deferred enrollment; or unknown status	20	11	31	0	0	0	0	31
Totals	41	87	128	0	0	0	0	128

Postsecondary status of participants who had:

IV.C1: Received regular diploma within standard number of years, and did not complete a rigorous program of study

IV.C2: Received regular diploma within standard number of years, and completed a rigorous program of study

IV.C3: Received a regular diploma but not within the standard number of years

IV.C4: Received an alternative award (e.g., certificate of attendance or high school equivalency certificate)

IV.C5: Neither graduated high school nor received an alternative award; or was included in IV.B7, "Other."

Calculation Rules for the Postsecondary Enrollment Objective:

- The **denominator** is the number of participants that graduated high school with a regular secondary school diploma within the standard number of years (includes both those who completed, and those who did not complete, a rigorous program of study [Section IV, B1 and B2]).
- The **numerator** is those enrolled in cell 1(d).

D. POSTSECONDARY PLACEMENTS

Please indicate the number of participants enrolled in a program of postsecondary education as reported in Section IV.C, cell 1(i), by type and control of the postsecondary institution and by the type of high school credential received. **The types of credentials referred to in the columns are found in Section IV.C.** The total number of participants enrolled in all types of postsecondary institutions should equal the sum of those listed as enrolled in Section IV.C, cell 1(i).

(a) Type of Institution	(b) IV.C1	(c) IV.C2	(d) ST of IV.C1 + C2	(e) IV.C3	(f) IV.C4	(g) IV.C5	(h) ST of IV.C3,C4, and C5	(i) TL of cols. (d) + (h)
1. Public, 2-yr Institution	19	37	56	0	0	0	0	56
2. Private, 2-yr Institution	0	0	0	0	0	0	0	0
3. Public, 4-yr Institution	0	34	34	0	0	0	0	34
4. Private, 4-yr Institution	1	5	6	0	0	0	0	6
5. Vocational/trade Institution	1	0	1	0	0	0	0	1
6. Proprietary School	0	0	0	0	0	0	0	0
7. Unknown Institution	0	0	0	0	0	0	0	0
8. Totals	21	76	97	0	0	0	0	97

E. OBJECTIVE: POSTSECONDARY ATTAINMENT

Subsection 1: Establishing Cohorts of Participants for the Denominator of the Postsecondary Attainment Calculation

25% of participants served during the project year who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred enrollment will complete a program of postsecondary education within six years.

Please note that the option selected in the 2017-18 APR for the postsecondary attainment objective will be pre-populated. **As noted in the APR instructions for the 2017-18 APR, the interpretation selected cannot be changed for the remainder of the current grant cycle to maintain consistent PE calculations across all PE assessment years.**

☐ The target population, or denominator, of this objective would include postsecondary enrollees that 1) received regular high school diplomas without completing a rigorous program of study, 2) received regular high school diplomas and completed a rigorous program of study, and 3) received a regular secondary diploma but not within standard number of years (the sum of the number of students in Section IV.C, cells 1(d)+1(e)), OR

☑ The target population, or denominator, of this objective would include postsecondary enrollees that 1) received regular high school diplomas without completing a rigorous program of study, 2) received regular high school diplomas and completed a rigorous program of study, 3) received a regular secondary school diploma but not within standard number of years, AND 4) received an alternative award (e.g., certificate of attendance or high school equivalency certificate). This second interpretation uses the sum of the number of students in Section IV.C, cells 1(d)+1(e)+1(f).

To help projects keep track of the students' progression to postsecondary attainment, projects are required to report the first and last names of the students who enrolled in postsecondary education by the fall term immediately following high school graduation in the 2017-18 project year, or by the next academic term (e.g., spring term 2020) as a result of acceptance but deferred enrollment.

Projects may choose to track all students listed or a randomly selected group using the method stated in the appendix of the instructions. The participants that the project identifies as having graduated, and as either having enrolled or having been deferred by the institution in this timeframe, will constitute the project's 2018-19 **postsecondary enrollment cohort**.

So that projects need not manually enter the names of each postsecondary enrollee, the online Web application is designed to allow a project to upload an Excel file with the list of postsecondary enrollees. The Excel file must include the first and last name of each enrollee; the spreadsheet must also include a column providing information on the random sample option. Additional requirements for the Excel file are found under "Section IV Upload" in the online APR web application.

Please note that the tracking method you selected in the 2017-18 APR for the postsecondary attainment objective will be pre-populated. **As noted in the APR instructions for the 2017-18 APR, the method you selected cannot be changed for the remainder of the current grant cycle to maintain consistent tracking methodology.**

☑ **My project will be tracking the postsecondary attainment status of ALL postsecondary enrollees for the entirety of the grant cycle.**

☐ **My project will be tracking the postsecondary attainment status of a random sample of postsecondary enrollees using the methodology stated in the APR instructions for the entirety of the grant cycle.**

Subsection 2: Calculating Postsecondary Attainment for the 2012-13 Postsecondary Enrollment Cohort

The point of measurement for the postsecondary attainment objective is six years; thus, for the 2012-13 postsecondary enrollment cohort, attainment is being calculated in 2018-19. When completing the 2018-19 APR, in this section TS projects funded in the previous grant cycle will report on the participants in the 2012-13 cohort who did or did not attain at least one postsecondary credential within six years following graduation from high school. Please see the APR instructions under "Calculating Postsecondary Attainment" for a full explanation of this objective.

In summer 2019, the Department provided grantees with data in PDF form on participants in the 2012-13 cohort. **For your convenience, the Department is again making this data available, this time in Excel; the file can be downloaded via the link provided below.** Your postsecondary attainment data for the participants in the 2012-13 cohort file will also appear in the PDF that grantees will be able to download when you submit your 2018-19 APR. (Note: So as to help grantees prepare for the **2019-20** APR, the Department is also providing Excel data for the **2013-14** postsecondary enrollment cohort on the submission page of the 2018-19 APR web application.)

Number of participants in the 2012-13 postsecondary enrollment cohort	0

Number of participants by type of postsecondary credential earned by 8/31/2019:

1.	Certificate(s) only	0
2.	Associate degree(s) only	0
3.	Bachelor's degree(s) only	0
4.	Both an associate degree and bachelor's degree	0
5.	More than one credential (other combinations)	0
6.	All participants who earned a credential (subtotal of lines 1-5)	0
7.	Number of participants in cohort who did not earn a postsecondary credential by 8/31/2019, or whose postsecondary attainment status is unknown	0
8.	Number of participants who are deceased	0
9.	Total (sum of lines 6,7 and 8; must equal the number of participants in cohort)	0

Calculation Rules for the Postsecondary Attainment Objective:

- The **denominator** is the number of participants in cohort (Section IV.E9), minus participants who are deceased (Section IV.E8).
- The **numerator** is the number of participants in the denominator who earned a postsecondary credential by August 31, 2019 (Section IV.E6).

SECTION IV Participant Data

Students served during the reporting year who enrolled in postsecondary education by the fall term immediately following high school graduation (e.g., fall term 2019) and those who received notification from the institution that enrollment had been deferred until the next academic term (e.g., spring term 2020).

No.	LastNM	FirstNM	MI	ID	Sample
1	Alcaraz	David			NA
2	Alexander	Jovaun			NA
3	Alexander	Kionna			NA
4	Alvarez	Leah			NA
5	Arias	Hector			NA
6	Arroyo	Roberto			NA
7	Auberry	Kamya			NA
8	Azad	Ahmad			NA
9	Banos	Jazmin			NA
10	Barrera	Luis			NA
11	Bazua-Munoz	Jayleen			NA
12	Bentley	Anthony			NA
13	Bolasky	Erin			NA
14	Bowles	Michael			NA
15	Carlos	Christina			NA
16	Castro	Jordan			NA
17	Chaney	Alexander			NA
18	Cheema	Reeba			NA
19	Chulpema	Princilla			NA
20	Cotant	Kaitlyn			NA
21	Covarrubias	Jessica			NA
22	Cuevas	Daniela			NA
23	Cunamay	Leslie			NA
24	Cuz	Diego			NA
25	De Alba	Anna			NA
26	DeVoe	Brianna			NA
27	Diaz	Ricardo			NA
28	Dickerson	Jordan			NA
29	Dorantes	Roxana			NA

No.	LastNM	FirstNM	MI	ID	Sample
30	Dowds	Caiou			NA
31	Ezeala	LaTanya			NA
32	Flores	Candi			NA
33	Ford	Yvonne			NA
34	Gamboa	Daniel			NA
35	Garcia	Isabel			NA
36	Garcia	Kate			NA
37	Garcia	Miguel			NA
38	Gibson	Makaila			NA
39	Gilliam	Amorie			NA
40	Gonzalez-Berazueta	Carla			NA
41	Hamilton	Cheyenne			NA
42	Harriel	Taylor			NA
43	Hernandez	Dayana			NA
44	Juarez	Eduardo			NA
45	Kaur	Arshpreet			NA
46	King	Kimberly			NA
47	Kinniebrew	Kahnah			NA
48	Lam	Sebastian			NA
49	Lien	Elizabeth			NA
50	Linares-Sanchez	Natalie			NA
51	Lucatero	Otoniel			NA
52	Lyles	Zarah			NA
53	Marquez	Alan			NA
54	Martinez	Angelique			NA
55	Martinez	Destiny			NA
56	Martinez	Elias			NA
57	Martinez Yunis	Nazar			NA
58	McGlory	Jaden			NA
59	Mejia	Jeah			NA
60	Mendoza	Maribel			NA
61	Meza	Jeanette			NA
62	Mikutski	Logan			NA
63	Miller	Jaydon			NA

No.	LastNM	FirstNM	MI	ID	Sample
64	Miranda-Sosa	Abigail			NA
65	Moloy	Samantha			NA
66	Morales	Ingrid			NA
67	Moran	Chantal			NA
68	Moreno	Jade			NA
69	Munoz	Gabriel			NA
70	Nguyen	Mai			NA
71	Nogueira	Natalya			NA
72	Nunez	Juan			NA
73	Palacios	Victor			NA
74	Pena	Valery			NA
75	Peralta	Julio			NA
76	Peraza	Jonathan			NA
77	Perez	Jazmin			NA
78	Pichardo	Noel			NA
79	Pittman	Jorden			NA
80	Porter	Jordan			NA
81	Ramirez	Kate			NA
82	Ramirez	Leah			NA
83	Reyna	Alexis			NA
84	Robles	Matthew			NA
85	Rosas	Alok			NA
86	Ross	Noah			NA
87	Rubenstein	Kristen			NA
88	Ruiz	Leslie			NA
89	Sanchez	Kenneth			NA
90	Santacruz	Felix			NA
91	Saucedo	Lindsey			NA
92	Thomas	Courtney			NA
93	Trejo	Brandy			NA
94	Valdez	Mark			NA
95	Verma	Priyanka			NA
96	Weaver	Khalia			NA
97	Zayas	Diana			NA

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U.S Department of Education
Office of Postsecondary Education/Federal TRIO Programs
Talent Search (TS) Program
Prior Experience (PE) Points Report
2018-19 Reporting (Assessment) Year

PR/Award Number: P044A160254
Grantee: Riverside Community College District/ Moreno Valley College
State: CA

Introduction

The Prior Experience (PE) points earned for the 2018-19 assessment year were awarded on the basis of the approved number of participants and meeting or exceeding the project's approved objectives. The Department calculated PE points using data from the project's 2018-19 annual performance report (APR). For a summary of policies and procedures for assessing a project's prior experience and the formulae for calculating PE points, please see the document "Policies and Procedures for Prior Experience Assessment: 2016-2021 Grant Cycle," available by clicking "TS Instructions" at the top of the web application pages.

The Department will not accept any changes to the project's 2018-19 APR data (and will not recalculate its PE points) after final submission of the APR. **A project that served less than 90 percent of the number of students the project was funded to serve in 2018-19 (refer to Funded Number in the table below) is not eligible to earn points for any of the PE criteria in this assessment year.**

The point of measurement for the Postsecondary Attainment objective is six years after a participant has enrolled in an institution of higher education. Thus, for the 2012-13 postsecondary enrollment cohort, attainment will be calculated six years later (2018-19). When completing the 2018-19 APR, in the attainment section TS projects funded in the previous grant cycle will report on the participants in the 2012-13 cohort who did or did not attain at least one postsecondary credential within six years following graduation from high school. Please see the APR instructions under "Calculating Postsecondary Attainment" for a full explanation of this objective.

Summary of PE Scores for 2018-19 Assessment Year (P044A160254)

PE Criteria	Maximum Points	Approved Rate	Attained Rate	PE Points Earned
Secondary School Persistence	3	75%	100%	3
Secondary School Graduation (regular diploma in standard # of yrs.)	3	75%	100%	3
Secondary School Graduation (regular diploma in standard # of yrs. & completed rigorous program)	1.5	39%	68%	1.5
Postsecondary Education Enrollment	3	45%	76%	3
Postsecondary Attainment	N/A	N/A	N/A	N/A
Funded Number	3	# of Participants Funded to Serve	# of Participants Served	Percent Served	3
		500	501	100%	
Total Points	13.5				13.5

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Funded Number Criterion

The Funded Number Criterion is based on the project having served the approved number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description of the calculation procedures, please see the Prior Experience (PE) Assessment document, under "How is the Funded Number Criterion Calculated?"

Funded Number Criterion for the 2018-19 Assessment Year Maximum Points: 3			
Number of Participants Funded to Serve	Number of Participants Served	Met Requirement	PE Points Earned
500	501	Yes	3

Note: A project that served less than 90 percent of the number of participants the project was funded to serve in 2018-19 is not eligible to earn points for any of the PE objectives in 2018-19.

Secondary School Persistence

Secondary school persistence is defined as the percentage of students in grades six through eleven who completed the current academic year and continued in school for the next academic year, at the next grade level. For a detailed description of how the rate was calculated, please see the Prior Experience (PE) Assessment document, under "How is the Secondary School Persistence Rate Calculated?"

Secondary School Persistence for 2018-19 Assessment Year Maximum Points: 3				
Number of Students in grades 6 - 11*	Number of Students Persisting to next Grade Level	Approved Persistence Objective	Actual Persistence Rate	PE Points Earned
373	373	75%	100%	3

*Number of students does not include those students in grades 6 - 11 who died during the reporting year.

Secondary School Graduation (Regular Diploma in Standard Number of Years)

Secondary school graduation with a regular diploma in the standard number of years is defined as the percentage of seniors served during the reporting year who graduated with regular secondary school diploma within the standard number of years, with or without completing a rigorous secondary school program of study. For a detailed description of how the rate was calculated, please see the Prior Experience (PE) Assessment document, under "How is the Secondary School Graduation (Regular Diploma) Rate Calculated?"

Secondary School Graduation Regular Diploma in Standard Number of Years for 2018-19 Assessment Year Maximum Points: 3				
Number of Seniors*	Number of Seniors who Received Regular HS Diploma	Approved Graduation Objective	Actual Graduation Rate	PE Points Earned
128	128	75%	100%	3

*Number of seniors does not include seniors who died during the reporting year.

Secondary School Graduation (Rigorous Secondary School Program of Study)

Secondary school graduation and completing a rigorous program of study is defined as the percentage of high school seniors served during the reporting year who received a regular secondary school diploma within the standard number of years and completed a rigorous secondary school program of study. For a detailed description of how the rate was calculated, please see the Prior Experience (PE) Assessment document, under "How is the Secondary School Graduation (Rigorous Program of Study) Rate Calculated?"

Secondary School Graduation Regular Diploma in Standard Number of Years and Completed Rigorous Program of Study for 2018-19 Assessment Year Maximum Points: 1.5				
Number of Seniors Served*	Number of Seniors who Received Regular HS Diploma & Completed Rigorous Program	Approved Graduation Objective	Actual Graduation Rate	PE Points Earned
128	87	39%	68%	1.5

*Number of seniors does not include seniors who died during the reporting year.

Postsecondary Education Enrollment

Postsecondary education enrollment is defined as the percentage of participants who graduated during the project year with a regular secondary school diploma within the standard number of years and enrolled in an institution of higher education by the fall term immediately following high school graduation, or received notification from an institution of higher education by the fall term of acceptance but deferred enrollment until the next academic term (e.g., spring term). This includes both those who completed, and those who did not complete, a rigorous program of study. For a detailed description of how the rate was calculated, please see the Prior Experience (PE) Assessment document, under "How is the Postsecondary Education Enrollment Rate Calculated?"

Postsecondary Education Enrollment for 2018-19 Assessment Year Maximum Points: 3				
Number of Participants Graduating with Regular HS Diploma	Number of HS Graduates Enrolled in Postsecondary	Approved Enrollment Objective	Actual Enrollment Rate	PE Points Earned
128	97	45%	76%	3

Postsecondary Attainment Objective

Postsecondary attainment is defined as the percentage of prior participants in the postsecondary enrollment cohort established six years prior to the current project year who attained at least one postsecondary credential by August 31 of the project year. Deceased individuals are not included in the calculations. For a detailed description of how the rate was calculated, please see the Prior Experience (PE) Assessment document, under "How is the Postsecondary Attainment Rate Calculated?"

Postsecondary Attainment for 2018-19 Assessment Year Maximum Points: 1.5				
Number of Participants in Postsecondary Enrollment Cohort 2012-13	Cohort members completing PSE credential by 8/31/2019	Approved PSE Attainment Objective	Actual PSE Attainment Rate	PE Points Earned
N/A	N/A	N/A	N/A	N/A

FIRST-YEAR EXPERIENCE PROGRAM

MVC Promise Initiative
Success Data - 01/15/20

Student Success Data	# of students enrolled in Summer Bridge	# of students enrolled in Fall FYE	# enrolled in Winter FYE	# enrolled in Spring FYE	% enrolled from fall to spring	% Persisted Beyond 1st Year	% completed transfer level English in 1st year	% completed transfer level Math in 1st year	Ave. number of units attempted this year	Ave. number of units earned this year	% receive state promise grant	% receive pell grant	number of students have earned an ADT	number of students have earned an AA/AS Degree	number of students have earned a Certificate	number of students have transferred to a CSU	number of students have transferred to a UC	Major Fields Study
2016-17	81	77	49	70	90%	91%	72%	15%	25	16	88% (BOGs)	44%	4	14	2	TBD	TBD	Science & Kinesiology - 37% Humanities & Social Sciences - 29% Health, Human, & Public Serv - 14%
Female (54)	54	51	34	45	88%	88%	74%	22%			84%	43%						Science & Kinesiology-37% Health, Human, & Public Serv-18% Humanities & Social Sciences-27% Business & CIS-12% Undecided-6%
Male (27)	27	26	15	25	96%	96%	63%	31%			96%	46%						Humanities & Social Sciences-31% Science & Kinesiology-27% Undecided-24% Public Safety Ed & Training-15% Health, Human, & Public Serv-1% Business & CIS-1% Applied Technology-1%
Hispanic/Latino	71	67	42	60	89%	78%	73%	21%			88%	45%						
White	6	6	4	6	100%	67%	67%	50%			83%	33%						
American/Alaska Nat	1	1	1	1	100%	0%	100%	0%			100%	0%						
Black/African American	3	3	2	3	100%	100%	100%	67%			100%	67%						

Student Success Data	# of students enrolled in Summer Bridge	# of students enrolled in Fall FYE	# enrolled in Winter FYE	# enrolled in Spring FYE	% enrolled from fall to spring	% Persisted Beyond 1st Year	% completed transfer level English in 1st year	% completed transfer level Math in 1st year	Ave. number of units attempted this year	Ave. number of units earned this year	% receive state promise grant	% receive pell grant	number of students have earned an ADT	number of students have earned an AA/AS Degree	number of students have earned a Certificate	number of students have transferred to a CSU	number of students have transferred to a UC	Major Fields Study
2017-18	294	506	398	373	78%	59%	62%	13%	29	17	80%	58%	15	34	1	TBD	TBD	Math & Science-32% Social & Behavioral Studies-16% Business Administration-9% Admin of Justice-6% Comm, Media & Languages-4%
Female	154	282	220	216	77%	62%	64%	17%			80%	56%						Math & Science-30% Social & Behavioral Studies-22% Business Administration-8% Admin of Justice-7% Psychology-5%
Male	131	213	174	155	73%	55%	60%	11%			78%	63%						Math & Science-35% Business Administration-11% Social & Behavioral Studies-10% Admin of Justice-6% Comm, Media & Languages-4%
Decline	9	11	4	2	2%	2%	5%	0%			91%	2%						English-89% Medical Assisting-11%
Hispanic/Latino	196	314	245	227	72%	61%	65%	15%			79%	56%						
Caucasian	40	80	66	68	85%	56%	64%	16%			82%	61%						
African American	37	73	57	53	73%	56%	48%	1%			83%	67%						
Asian	12	23	16	13	56%	52%	65%	13%			78%	43%						
America Indian/Alaska Native	7	12	10	10	83%	67%	67%	1%			83%	83%						
Pacific Islander/Hawaiian	2	4	4	2	50%	50%	75%	0%			50%	50%						

Student Success Data	# of students enrolled in Summer Bridge	# of students enrolled in Fall FYE	# enrolled in Winter FYE	# enrolled in Spring FYE	% enrolled from fall to spring	% Persisted Beyond 1st Year	% completed transfer level English in 1st year	% completed transfer level Math in 1st year	Ave. number of units attempted this year	Ave. number of units earned this year	% receive state promise grant	% receive pell grant	number of students have earned an ADT	number of students have earned an AA/AS Degree	number of students have earned a Certificate	number of students have transferred to a CSU	number of students have transferred to a UC	Major Fields Study
2018-19	582	585	473	486	83%	65%	65%	21%	32	24	76%	50%	N/A	N/A	N/A	N/A	N/A	Math & Science-23% Business Admin-12% Medical Assisting-10% Social & Behavioral Studies-7% Administration of Justice-7%
Female	358	360	311	313	87%	69%	67%	22%			75%	51%						Math & Science-25% Medical Assisting-14% Early Childhood Education-10% Social & Behavioral Studies-9% Business Admin-8%
Male	218	219	160	171	78%	59%	62%	18%			75%	48%						Math & Science-21% Business Admin-20% CIS Programming-15% Administration of Justice-8% Humanities, Philosophy, & Arts-6%
Decline	6	6	2	2	33%	33%	2%	0%			67%	17%						Math & Science-17% Social & Behavioral Studies-17%
Hispanic/Latino	353	352	296	298	85%	67%	68%	21%			81%	51%						
African American	91	96	73	74	77%	56%	54%	14%			59%	41%						
Caucasian	88	87	68	73	84%	62%	65%	22%			71%	52%						
America Indian/Alaska Native	26	27	21	25	92%	81%	59%	33%			70%	63%						
Asian	19	18	11	12	67%	67%	67%	22%			58%	33%						
Pacific Islander/Hawaiian	5	5	4	4	80%	60%	60%	0%			80%	60%						
Student Success Data	# of students enrolled in Summer Bridge	# of students enrolled in Fall FYE	# enrolled in Winter FYE	# enrolled in Spring FYE	% enrolled from fall to spring	% Persisted Beyond 1st Year	% completed transfer level English in 1st year	% completed transfer level Math in 1st year	Ave. number of units attempted this year	Ave. number of units earned this year	% receive state promise grant	% receive pell grant	number of students have earned an ADT	number of students have earned an AA/AS Degree	number of students have earned a Certificate	number of students have transferred to a CSU	number of students have transferred to a UC	Major Fields Study
2019-20	557	592	426	466	79%	56%	60%	17%	30	19	84%	48%						
Female	291																	
Male	254																	
Decline	12																	
Hispanic/Latino																		
African American																		
Caucasian																		
America Indian/Alaska Native																		
Asian																		
Pacific Islander/Hawaiian																		

OUTREACH

Outreach Services Events Academic Year 19-20
July 1, 2019 - June 30, 2020

Contacts and Services

SUM20 - MVC Applications
FALL20-MVC Applications

Winter mini T2S	(1) Total Contacts 51
Campus Tours	(13) Total Contacts 513
Classroom Presentations	(29) Total Contacts 2396
Counselor Conference	(1) Total Contacts 60
College & Career Fairs	(18) Total Contacts 616

Marketing for Scholarship
Breakfasts

MLK	(3 days) Unsure of number of contacts
Cesar Chavez	(1 day) Unsure of number of contacts
MCHS Recruitment	(8) Unsure of number of contacts
Middle School College Day **Boys**	(4) Total Contacts 410
Senior Days	(4) Total Contacts 711
Senior Follow Up	(2) Total Contacts 80
Registration Support Center	(12) days of registration support , total contacts 289
Community Events	(9) Total Contacts 288
School Counselor Leadership Network	(1) Unsure of number of contacts
High School Lunch Tabling	(1) Total Contacts 32
Outreach Office Visits	Total Contacts

STUDENT EMPLOYMENT SERVICES

Questions:

Our program is aware of the funding models changing for the college and the possible links to job market as a success indicator for students. Further, other colleges have done studies linking student retention and success to students with jobs on campus. Would it be possible to do a college-wide study to see what our retention rate for students with campus jobs?

STUDENT FINANCIAL SERVICES

MORENO VALLEY COLLEGE

ONLINE SERVICES

FINANCIAL AID APPLICATIONS

RESOURCES, WORKSHOPS AND MORE

STUDENT FINANCIAL SERVICES

NEWSLETTER
FALL 2020
Volume 3, Issue 1

All applications for financial assistance programs (i.e. student loans, work compensation, grants, scholarships, special funds, subsidies, prizes, etc.) will be considered by the Riverside Community College District without regard to race, color, national origin, sex, disability, or age. The following person has been designated to handle inquiries regarding the non-discrimination policies or practices: District Compliance Officer, 3801 Market Street, Riverside, CA 92501, or (951) 222-8039.

ONLINE SERVICES

STAY CONNECTED

STUDENT SERVICES LIVE!

Our Student Services support center is available online, through Zoom. Student Services Live offers a one-stop resource center where you can receive help from Admissions and Records, Financial Aid, and Assessment. To connect with a representative you'll need access to an internet connected device. Visit Student Services Live, submit an entry form and receive a Zoom link to connect you with an available representative. Financial aid services include:

➢ FAFSA and Dream Act application assistance
➢ Financial aid status and file completion
➢ Satisfactory Academic Progress and appeal status
➢ Disbursement inquiries
➢ Answers to general questions and more

MOBILE FINANCIAL AID

Moreno Valley College (MVC) offers a mobile, personalized process that makes everything about navigating financial aid easier. At Verify My FAFSA, you can complete pending financial aid tasks online, with secure document upload from any device, and e-sign capabilities. After submitting your FAFSA, refer to your RCCD student email for more details.

FINANCIAL AID CHATBOT

Moe the Mountain Lion is easy to use and available to answer questions 24/7. Visit the MVC Student Financial Services (SFS) webpage and click on the yellow chat icon at the bottom right of the screen to start interacting with Moe.

May I help you?

Hi there! I'm a chatbot here to answer your questions in English and en Español. What would you like to know?

GRADGURU

With GradGuru you can stay on top of deadlines, see a comprehensive list of campus events and workshops, add events to your calendar, receive deadline reminders for FAFSA, financial aid forms, scholarships, and much more. GradGuru is available for free on both the App Store and Google Play. Download the app, select college, and register with your college ID number to get started.

FAFSA

MVC SCHOOL CODE:
041735

SUBMIT THE FAFSA

The FAFSA is the gateway to financial aid and one of the most important steps students and their families can take to pay for college. FAFSA stands for Free Application for Federal Student Aid and it determines a student's eligibility for need-based financial aid, which may include grants, scholarships, work-study and loans.

If you are or plan to attend MVC during the 2020-21 academic year (summer 2020 through spring 2021), submit the 2020-21 FAFSA and include the MVC school code 041735.

THE 2021-22 FAFSA OPENS OCTOBER 1

The sooner students submit a FAFSA, the better. Some financial aid is awarded on a first-come, first-served basis, or from programs with limited funds. The earlier an application is submitted, the better the chance to be considered for multiple opportunites. Many students are eligible for some form of financial aid so, complete the application as soon as possible, even if you think you won't qualify. To be considered for a 2021-22 Cal Grant award, the application deadline is March 2, 2021.

Do you have questions about creating an FSA ID, what documents you'll need, your dependency status, or whose information to include on the FAFSA? For answers to these questions and helpful tips, visit Fill Out the FAFSA.

COMPLETE YOUR FINANCIAL AID FILE

Completing your financial aid file at MVC has never been easier! FAFSA applicant's can access a student portal to check file status, track their progress and securely upload documents from any device, any time. When your completed FAFSA is received, SFS will send a notification to your RCCD student email account. The email will contain a link and instructions to access the financial aid portal; using your RCCD student email and password, follow the instructions to create an account and view your status.

HELPFUL REMINDERS

➢ Check your student email often for opportunites, requests, and updates to your financial aid
➢ Ensure your social security number is on file with Admissions and Records
➢ Ensure you have an active program of study in MyPortal (not undecided)
➢ Ensure your educational goal in MyPortal is approved for financial aid
➢ Award notifications are emailed to students based on their file processing deadline date

DISBURSEMENTS

For file deadline and disbursement dates, please review the 2020-21 MVC Financial Aid Disbursement Schedule.

MVC disburses financial aid to eligible students via **BankMobile Disbursements**. For information about BankMobile and your options, visit Bank Mobile Refund Choices.

BankMobile Disbursements

CADAA

MVC SCHOOL CODE:
04173500

SUBMIT THE CADAA

The California Dream Act allows undocumented and non-resident students who qualify for a non-resident exemption under Assembly Bill 540 (AB 540) to receive certain types of financial aid such as: state administered financial aid, community college fee waivers, Chafee Grant and Cal Grants.

If you plan to attend classes during the 2020-21 academic year, submit the 2020-21 California Dream Act Application (CADAA) and include the MVC school code 04173500.

THE 2021-22 CADAA OPENS OCTOBER 1

To be considered for a 2021-22 Cal Grant award, the application deadline is March 2, 2021.

COMPLETE YOUR FINANCIAL AID FILE

SFS processes applications and will contact students via their RCCD student email with one of the following notifications:

AB 540 (CA Residency) – If you have not been identified as AB 540 eligible, you must update your California residency status (not citizenship) with Admissions and Records before your financial aid can be processed.

Rejected or Incomplete Application – If your application is rejected or incomplete, you will be notified explaining the correction process. You must correct and resubmit your application before your financial aid can be processed.

Financial Aid Award Letter – If you are deemed eligible, you will be awarded the California College Promise Grant (CCPG), receive a financial aid award email, and your award letter will be posted on MyPortal. If you are awarded an additional grant during the academic year, you will receive a *revised* financial aid award email, or a notification requesting additional required documents. Check your student email regularly for updates.

CADAA AND UNDOCUMENTED STUDENT RESOURCES

California Student Aid Commission: Resources for the California Dream Act Application

Dream Act Application FAQ's: Information for students and parents

Scholarships.com: Scholarships for undocumented students

California Community Colleges: Undocumented Student Resource Center

Immigrants Rising: Transforming Lives Through Education

Immigrants Rising: Tangible support for undocumented communities during COVID-19

Moreno Valley College **Comprehensive Master Plan** 6.87

CHAFEE GRANT

CHAFEE GRANT FOR FOSTER YOUTH

Moreno Valley College offers multiple resources for current or former foster youth students. If you are or were in foster care for at least a day, between the ages of 16 and 18 as a dependent or ward of the court, and have financial need, you may qualify for up to $5,000 a year. Follow the steps below to get started.

STEP 1: Submit the FAFSA or CADAA

→ Submit the FAFSA online for the appropriate academic year; or
→ If you do not have a social security number, submit the CADAA

STEP 2: Chafee Grant Application

Submit the California Chafee Grant Application online (for first time applicants only).

You do not need to reapply for a Chafee Grant each year; however, you must submit a FAFSA or CADAA. If you are AB 540 eligible and submit a CADAA, you will need your Dream Act ID to submit the Chafee Grant Application.

For more information on Chafee eligibility, the application and awarding process, and what to expect after you apply, visit the Chafee Grant Website.

STEP 3: MVC Financial Aid File

Once your FAFSA is received by MVC, you'll receive an email from Student Financial Services with the next steps to complete your financial aid file at Verify My FAFSA.

Log in with your student email and password.

Complete each task and submit all documents (if required).

CADAA students will receive an RCCD student email notification with more information.

STEP 4: Activate Your WebGrants Account

Check the status of your Chafee Grant application at WebGrants for Students.

Click on **Create an Account** to manage your Chafee account online. You can update your email and mailing address, telephone number, or school of attendance.

If you have not selected Moreno Valley College as your school of attendance, submit a school change in your WebGrants account as soon as possible.

"Be responsible with your money– know where it is and where it is going."

Making Money Moves: Budgeting Basics

What is a Budget?

A budget is one of the most important ways of demonstrating you are a financially responsible person. It is a plan of action to help itemize all your sources of income and your expenses, or costs of living, over a specific period of time. The purpose of a budget is to understand what money you have, where it is going, and eliminating wasteful spending, leaving you with more money for more important goals.

Creating a Budget in Five Steps

Start by making goals that are achievable such as paying down debt, increasing your savings, or saving for a vacation or retirement.

1. Review past spending – 6 months to 1 year
2. List your spending into categories: bills, food, school, etc.
3. List expenses that occur every month and those that occur once or twice a year – i.e. car registration
4. Write down all of your income by category: employment, financial aid, parent support, etc.
5. Do the math! Income minus expenses

When creating a budget, it's best to be honest about your spending habits to get the most out of your money and see where wasteful spending may occur.

Stick to the Plan!

Staying on top of your budget plan is a big deal. It gives you a roadmap to financial success, reduces stress and balances your school, work and family life. It helps eliminate wasteful spending and most importantly builds confidence and creates those "feel good" opportunities.

Adjusting Your Budget

There will be times where your money situation will change and you may need to adjust your budget.

If you have an increase in income, you may want to consider moving more money into a savings or open an account if you do not have one. This would also be a good time to pay more towards credit card debt or any debt you may have.

If you have a decrease in income, you can adjust your budget without entirely cutting your spending categories.

SCHOLARSHIPS

RCCD Foundation Scholarships

The Riverside Community College District (RCCD) Foundation offers scholarships for continuing and transferring students. Qualifications vary, such as financial need, academic performance, your selected major or academic program, career goal, club and community involvement, etc. To be considered for a scholarship you must complete the scholarship application and go through the eligibility and selection process. Access the RCCD Foundation Scholarship site to apply.

Think you wouldn't qualify? Think again!
Complete just one application and be matched to possibly multiple opportunities. While some scholarships are very general and have several applicants, there are others that have a narrower criteria, and you might be the perfect fit.

Who Can Apply?

✓ An admitted MVC student who has a student email address.
✓ Registered students—RCCD offers scholarships for continuing and transferring students.
✓ Unregistered students—If you have applied for admission to MVC, but have not enrolled in classes, visit the RCCD Foundation Scholarships MVC page for more information.

Prepare to Apply

✓ Activate and use your MVC student email address.
✓ Think of at least one person who will complete a scholarship recommendation for you.
✓ Get a copy of your unofficial transcript from MyPortal and scan it into an electronic copy, in case it is required.
✓ Attend an SFS Scholarship workshop via Zoom for assistance.

Additional Opportunities

For general and other MVC scholarship opportunities, visit the MVC Sholarship Information page.

FALL 2020
SCHOLARSHIP WORKSHOP SCHEDULE

Workshop Topics

• How to apply for scholarships at RCCD
• How to request a recommendation
• Help with completing the scholarship application.

Dates and Time

12:30 - 1:30 pm
Tuesday, October 20
Thursday, October 29
Monday, November 9
Friday, November 20
Wednesday, December 2
Thursday, January 7

Visit the **Scholarship Workshop Calendar** for Zoom links.

2021-22 RCCD FOUNDATION SCHOLARSHIPS

Application Period:
October 12, 2020 - January 15, 2021

SATISFACTORY ACADEMIC PROGRESS (SAP)

Once you receive financial aid, you must maintain your eligibility. Your grades and academic progress matter! Watch the following Financial Aid TV (FATV) videos to learn a few SAP basics and how these standards affect your financial aid.

The Importance of Understanding SAP   Quantitative Standard

Qualitative Standard   Maximum Time Frame

In our next newsletter, we'll review the SAP statuses of warning, ineligible and probation, and available resources to ensure student success.

STUDENT FINANCIAL SERVICES

The Student Financial Services Office is dedicated to assisting students achieve their educational goals and academic success by providing current and accurate information to all students, parents, and the community about federal, state and institutional aid opportunities.

WORKSHOPS
View the Financial Aid Workshop Schedule.

CONTACT US:
SFS Voicemail:
(951) 571-6139
Email:
studentfinancialservices@mvc.edu

SFS COUNSELOR

Staff is available to provide support so you can stay on your pathway to success. If you:

✓ Are considering withdrawing from a course or are in danger of not passing a course
✓ Have received a financial aid warning email
✓ Have received a financial aid ineligibility email
✓ Need to create/update your Student Educational Plan

Students are strongly recommended to meet with the Student Financial Services and ACES Counselor, Deanna Murrell, as soon as possible.

Schedule a Counseling Zoom Appointment or send an email to Deanna.Murell@mvc.edu.

STUDENT EMPLOYMENT

The Student Employment Program helps students earn money to pay for their educational expenses by working part time (up to 20 hours per week) while learning transferable job skills.

You can benefit from a flexible work schedule, resume experience, and earning money while gaining work experience.
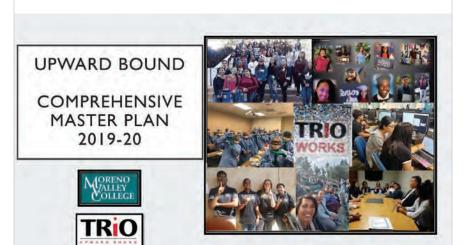
To review programs, eligibility requirements, and how to apply, go to the MVC Student Information Page.
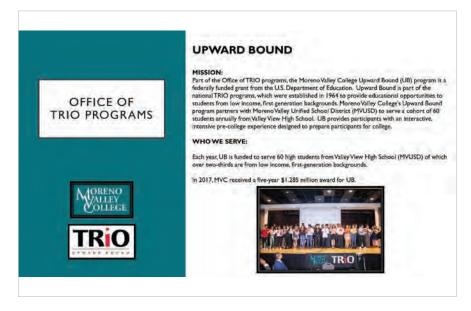
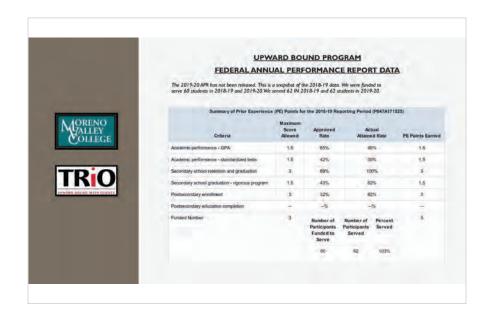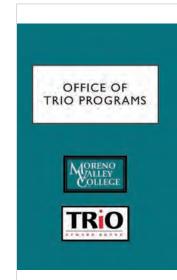Leave a voicemail at (951) 571-6252 or send an Email.

UPWARD BOUND (TRIO)

UPWARD BOUND

COMPREHENSIVE
MASTER PLAN
2019-20

OFFICE OF
TRIO PROGRAMS

UPWARD BOUND

MISSION:
Part of the Office of TRIO programs, the Moreno Valley College Upward Bound (UB) program is a federally funded grant from the U.S. Department of Education. Upward Bound is part of the national TRIO programs, which were established in 1964 to provide educational opportunities to students from low income, first generation backgrounds. Moreno Valley College's Upward Bound program partners with Moreno Valley Unified School District (MVUSD) to serve a cohort of 60 students annually from Valley View High School. UB provides participants with an interactive, intensive pre-college experience designed to prepare participants for college.

WHO WE SERVE:
Each year, UB is funded to serve 60 high students from Valley View High School (MVUSD) of which over two-thirds are from low income, first-generation backgrounds.

In 2017, MVC received a five-year $1.285 million award for UB.

UPWARD BOUND PROGRAM
FEDERAL ANNUAL PERFORMANCE REPORT DATA

The 2019-20 APR has not been released. This is a snapshot of the 2018-19 data. We were funded to serve 60 students in 2018-19 and 2019-20. We served 62 IN 2018-19 and 62 students in 2019-20.

Summary of Prior Experience (PE) Points for the 2018-19 Reporting Period (P047A171525)

Criteria	Maximum Score Allowed	Approved Rate	Actual Attained Rate	PE Points Earned
Academic performance - GPA	1.5	65%	90%	1.5
Academic performance - standardized tests	1.5	42%	50%	1.5
Secondary school retention and graduation	3	89%	100%	3
Secondary school graduation - rigorous program	1.5	43%	82%	1.5
Postsecondary enrollment	3	32%	82%	3
Postsecondary education completion	—	—%	—%	—
Funded Number	3			3

	Number of Participants Funded to Serve	Number of Participants Served	Percent Served
	60	62	103%

UPWARD BOUND PROGRAM
2019-20 COHORT DEMOGRAPHICS

OFFICE OF
TRIO
PROGRAMS

FUNDED TO SERVE: 60

COHORT: 62 students (103%)

ELIGIBILITY:
(45) 73% low income and potential first generation
(7) 11% first generation
(10) 16% low-income

GENDER:
(47) 76% female – 23 Latinx; 12 Black; 5 White; 5 Asian; 2 Pacific Islander)
(15) 24% male – 11 Latinx; 3 Black; 1 Asian)

ETHNICITY/RACE:
(44) 71% Latinx
(15) 24 Black/African-American
(5) 8% White
(6) 10% Asian
(2) 3% Pacific Islander

Slide 1

OFFICE OF
TRIO PROGRAMS

TRiO
UPWARD BOUND MATH-SCIENCE

UPWARD BOUND PROGRAM

1. COLLEGE GOING AND CAPTURE RATES

- Upward Bound's 2019-20 high school graduation class had 20 scholars. Of that, 18 matriculated to postsecondary education by fall 2020, which is 90%, which exceeds the targeted rate of 32%.
- UB contributed to the District's efforts to 1) improve the low college going and completion rates in its service area and 2) increase its capture rate from its feeder high schools.
- Of the 2020 UB cohort matriculating to one of the colleges in the District, 25% were Black, 50% were Latinx and 25% were Pacific Islander.
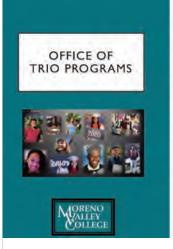
MVC UB TRIO College Going Rates - 2020

	RCCD							
	MVC	RCC	UC	CSU	PRIV	OOS	Military	Other
UB	2	2	3	8	1	2	0	2	20
	20%	15%	40%	5%	10%	0%	10%	

18/20 represents 90% college going rate for the 2020 UB high school graduation cohort.

Slide 2

OFFICE OF
TRIO PROGRAMS

MORENO VALLEY COLLEGE

TRiO
UPWARD BOUND

UPWARD BOUND PROGRAM

2. ALIGNMENT TO INCREASE CONCURRENT ENROLLMENT RATES THROUGH PRE-COLLEGE GUIDED PATHWAYS

- 2018-19 - 15 in Spring 2019 and in 3 in summer 2019

- 2019-20 – while COVID-19 impacted our being able to concurrently enroll any UB students during the Spring, 20 UB students were concurrently enrolled in the summer, which is 5.26% increase from the previous year and a 533% increase from the previous summer year. Of the 20 students enrolled, 40% were Black, 30% were Latinx, 20% were White, and 10% were Asian. 100% of the UB scholars completed.

Slide 3

OFFICE OF
TRIO PROGRAMS

MORENO VALLEY COLLEGE

UPWARD BOUND PROGRAM
Annual Performance Data 2019-2020

3. **Academic Performance-Grade Point Average (GPA):**
   - 90% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year
   - 15% of UB 2020 cohort graduated with a 4.0 or higher
   - A UB Scholar was salutatorian

4. **Academic Performance on Standardized Test:**
   - No tests were administered due COVID-19
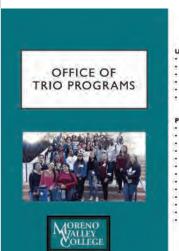
5. **Secondary School Retention and Graduation:**
   - 100% of project participants served during the project year continued in school for the next academic year at the next grade level, or graduated from secondary school with a regular secondary school diploma.

6. **Secondary School Graduation (Rigorous Secondary School Program of Study):**
   - 75% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.

7. **Postsecondary Enrollment:**
   - 93% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma enrolled in a program of postsecondary education by the fall term immediately following high school graduation, or received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester)

Slide 4

OFFICE OF
TRIO PROGRAMS

MORENO VALLEY COLLEGE

UPWARD BOUND PROGRAM UPDATES

UPWARD BOUND PROGRAM
- UB/UBMS Summer Academy – June 22, 2020 – July 30, 2020
- 4 Scholars completed - ASTERISK Internship
- 3 Scholars - Miss CEO Leadership Academy
- 1 Scholar - UCR Medical Leaders of Tomorrow
- 20 Scholars - Concurrently enrolled in MVC courses during summer and completed
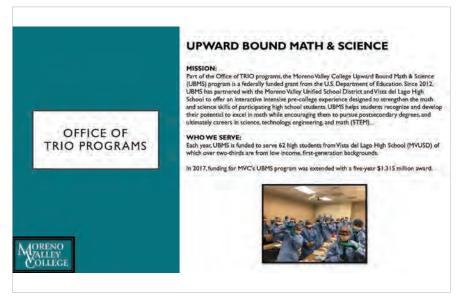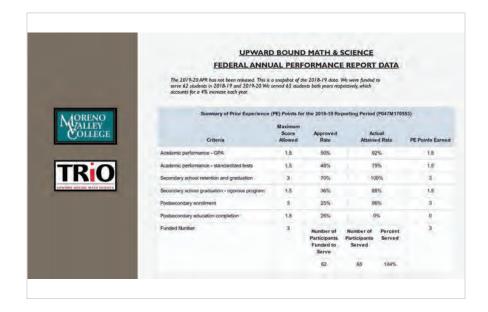- MEDI-GOAL with Riverside University Health System

PROGRAM HIGHLIGHTS
- Careers in Medicine and Health Fair
- National TRIO Day TRIO Community Health and Wellness Fair
- TRIO Career Connections Featured Anthony Mayes from Google and James Bailey from UPS
- Faculty in Residence Lecture Series
- Cyber Security Competition – Advanced to Regionals
- 2nd Place – Regional African American History Bowl – UC Riverside
- Noche de Ciencias
- Alum Chats
- Scholar Ballers expanded
- TRIO Connection Sessions
- Virtual College Signing Day
- TRIO Virtual Graduation Celebration
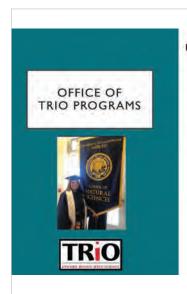- Received $42,000 in additional funding and in-kind support
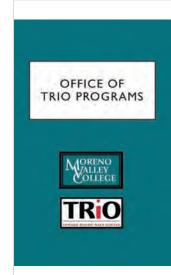
UPWARD BOUND MATH AND SCIENCE (TRIO)

VETERANS RESOURCE CENTER DATA

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Headcount	408	465	518	14.0%	11.4%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	16	28	18	75.0%	-35.7%
Black/African American	73	80	97	9.6%	21.3%
Hispanic/Latino	194	212	252	9.3%	18.9%
American Indian/ Alaska Native	1	2	2	100.0%	0.0%
Native Hawaiian/ pac islander	1	2	2	100.0%	0.0%
Two or More Races	13	12	18	-7.7%	50.0%
White	108	129	126	19.4%	-2.3%
Unknown	2	0	3	-100.0%	-
Course Rates					
Overall Course Success Rate (All Students)	65.4%	66.1%	67.2%	0.70%	1.10%
Course Success Rate (Veterans)	70.8%	71.8%	74.1%	1.00%	2.30%
Course Retention Rate (Veterans)	87.7%	86.6%	89.0%	-1.10%	2.40%
Success Rates					
Degrees Awarded	69	88	103	35.8%	17.0%
Number of students awarded a degree	42	52	57	28.6%	9.6%
Certificates Awarded (All Certificates)	77	75	72	-2.9%	-4.0%
Number of students awarded a certificate	68	73	71	7.6%	-2.7%
Certificates Awarded (CO Approved)	43	48	45	13.2%	-6.3%
Number of students awarded a Certificate (CO Approved)	42	48	45	16.7%	-6.3%
Certificates Awarded (NOT CO Approved)	34	27	27	-23.3%	0.0%
Number of students awarded a Certificate (NOT CO Approved)	34	27	26	-23.3%	-3.7%
Transfers	100	39	*	-61.0%	-

VETERANS RESOURCE CENTER DATA, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Education Goals by Type					
Assoc & Transfer 4 yr	5	10	18	100.0%	80.0%
4 yr No Assoc	1	2	2	100.0%	0.0%
Assoc No 4 yr	1	3	6	200.0%	100.0%
Career cert no 4 yr	1	1	1	0.0%	0.0%
Discover career interest	-	1	-	-	-100.0%
Prepare for new career	2	2	1	0.0%	-50.0%
Advance current job	8	-	4	-100.0%	-
Maintain cert/license	3	-	-	-100.0%	-
Ed Development	1	1	-	0.0%	-100.0%
Improve Basic Skills	1	-	-	-100.0%	-
Credits for HS or GED	-	-	-	-	-
Undecided	1	-	2	-100.0%	-
Noncredit to credit move	-	-	-	-	-
4yr student taking req courses	-	-	1	-	-
Total	**24**	**20**	**35**	**-16.7%**	**75.0%**
Percent of first-time students completing orientation services (All Stu.)	19.0%	15.4%	4.9%	-3.6%	-10.5%
Percent of first-time students completing orientation services (Veterans)	8.3%	10.0%	2.9%	1.7%	-7.1%
Percent of first-time students receiving counseling services (All Students)	43.9%	44.2%	38.2%	0.3%	-6.0%
Percent of first-time students receiving counseling services (Veterans)	25.0%	45.0%	37.1%	20.0%	-7.9%
Percent of first-time students receiving education plan (All Students)	36.5%	36.2%	23.9%	-0.3%	-12.3%
Percent of first-time students receiving education plan (Veterans)	12.5%	35.0%	20.0%	22.5%	-15.0%

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
VETERANS RESOURCE CENTER DATA, CONTINUED					
Guided Pathways					
Completed English 1st Year (All Students)	31.3%	41.0%	40.3%	9.6%	-0.6%
Completed English 1st Year (Veterans)	4.2%	20.0%	51.4%	15.8%	31.40%
Completed Math 1st Year (All Students)	7.9%	9.8%	15.0%	1.8%	5.2%
Completed Math 1st Year (Veterans)	0.0%	5.0%	22.9%	5.0%	17.9%
Completed Both English & math 1st Year (All Students)	6.6%	8.1%	12.5%	1.5%	4.4%
Completed Both English & math 1st Year (Veterans)	0.0%	0.0%	20.0%	0.0%	20.0%
Fall to Spring Persistence (All Students)	49.1%	56.7%	46.0%	7.6%	-10.7%
Fall to Spring Persistence (Veterans)	0.0%	50.0%	48.6%	50.0%	-1.4%
Successfully earned 12+ units first term (All Students)	11.9%	14.0%	15.7%	2.0%	1.7%
Successfully earned 12+ units first term (Veterans)	4.2%	10.0%	22.9%	5.8%	12.9%
Successfully earned 30+ units first year (All Students)	5.4%	6.5%	8.7%	1.1%	2.2%
Successfully earned 30+ units first year (Veterans)	0.0%	5.0%	14.3%	5.0%	9.3%

MILITARY DEPENDENT DATA

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Headcount	33	47	42	42.4%	-10.6%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	4	6	3	50.0%	-50.0%
Black/African American	15	14	13	-6.7%	-7.1%
Hispanic/Latino	10	19	21	90.0%	10.5%
American Indian/ Alaska Native	0	1	0	-	-100%
Native Hawaiian/ pac islander	0	2	2	-	0.0%
Two or More Races	2	1	1	-50.0%	0.0%
White	2	4	2	100%	-50.0%
Unknown	0	0	0	-	-
Course Rates					
Course Success Rate	57.0%	70.0%	62.4%	13.0%	-7.6%
Course Retention Rate	83.2%	85.7%	91.0%	2.5%	5.3%
Success Rates					
Degrees Awarded	17	8	15	-52.9%	87.5%
Number of students awarded a degree	11	7	9	-36.4%	28.6%
Certificates (All) Awarded	6	3	1	-50.0%	-66.7%
Number of students awarded a certificate (All)	6	3	1	-50.0%	-66.7%
Certificates Awarded (CO Approved)	4	2	1	-50.0%	-50.0%
Number of students awarded a Certificate (CO Approved)	4	2	1	-50.0%	-50.0%
Certificates Awarded (NOT CO Approved)	2	1	0	-50.0%	-100.0%
Transfers	17	8	*	-52.9%	-

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Education Goals by Type					
Assoc & Transfer 4 yr	2	3	1	50.0%	-66.7%
4 yr No Assoc					
Assoc No 4 yr	1	2	-	100%	-
Career cert no 4 yr					
Discover career interest					
Prepare for new career					
Advance current job					
Maintain cert/license					
Ed Development					
Improve Basic Skills					
Credits for HS or GED					
Undecided					
Noncredit to credit move					
4yr student taking req courses					
Total	**3**	**5**	**2**	**66.7%**	**-60.0%**
Percent of first-time students completing orientation services	0%	0%	0%	0.0%	0.0%
Percent of first-time students receiving counseling services	33.3%	40%	100%	6.7%	60.0%
Percent of first-time students receiving education plan	66.7%	100%	100%	33.3%	0.0%

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Guided Pathways					
Completed English 1st Year	33.3%	20.0%	0.0%	-13.3%	-20.0%
Completed math 1st Year	0.0%	20.0%	0.0%	20.0%	-20.0%
Completed Both English & math 1st Year	0.0%	20.0%	0.0%	20.0%	-20.0%
Fall to Spring Persistence	66.7%	100.0%	50.0%	33.3%	-50.0%
Successfully earned 12+ units first term	33.3%	20.0%	0.0%	-13.3%	-20.0%
Successfully earned 30+ units first year	33.3%	0.0%	0.0%	-33.3%	0.0%

*Note. *19-20 transfer data not available.*
Success = A,B,C,P.

CAREER AND TRANSFER CENTER

Number of students using the Career/Transfer Center for 2019-2021 based on SARS

195 Students attended Transfer Workshops presented by University Reps and the Transfer Counselor

76   Students met with University Reps

270 Students met with the Transfer Counselor

Fall Transfer Fair attendance based on sign-in

200 Students attended the Fall 2020 Transfer Fair

COUNSELING DATA

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Headcount	3678	4169	4049	13.3%	-2.9%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	147	165	184	12.2%	11.5%
Black/African American	551	608	563	10.3%	-7.4%
Hispanic/Latino	2446	2803	2832	14.6%	1.0%
American Indian/ Alaska Native	15	14	9	-6.7%	-35.7%
Native Hawaiian/ pac islander	13	26	24	100.0%	-7.7%
Two or More Races	73	73	77	0.0%	5.5%
White	393	468	338	19.1%	-27.8%
Unknown	40	12	22	-70.0%	83.3%
Course Rates					
Course Success Rate	57.0%	55.3%	63.2%	1.7%	7.9%
Course Retention Rate	86.4%	81.1%	88.9%	-5.3%	7.8%
Success Rates					
Degrees Awarded	1458	1484	1597	1.8%	7.6%
Number of students awarded a degree	782	829	802	6.0%	-3.3%
Certificates (All) Awarded	590	607	497	2.9%	-18.1%
Number of students awarded a certificate (All)	504	576	465	14.3%	-19.3%
Certificates Awarded (CO Approved)	314	345	244	9.9%	-29.3%
Number of students awarded a Certificate (CO Approved)	294	336	241	14.3%	-28.3%
Certificates Awarded (NOT CO Approved)	276	262	253	-5.1%	-3.4%
Number of students awarded a certificate (NOT CO Approved)	260	254	224	-2.3%	-11.8%
Transfers	947	585	*	-38.2%	-

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Education Goals by Type					
Assoc & Transfer 4 yr	641	613	667	-4.4%	8.8%
4 yr No Assoc	72	75	58	4.2%	-22.7%
Assoc No 4 yr	202	178	149	-11.9%	-16.3%
Career cert no 4 yr	47	41	29	-12.8%	-29.3%
Discover career interest	7	11	5	57.1%	-54.5%
Prepare for new career	25	12	7	-52.0%	-41.7%
Advance current job	90	10	30	-88.9%	200.0%
Maintain cert/license	9	2	7	-77.8%	250.0%
Ed Development	10	5	4	-50.0%	-20.0%
Improve Basic Skills	15	4	5	-73.3%	25.0%
Credits for HS or GED	1	3	1	200.0%	-66.7%
Undecided	51	34	41	-33.3%	20.6%
Noncredit to credit move	42	56	38	33.3%	-32.1%
4yr student taking req courses	11	75	0	-90.9%	-100.0%
Total	**1223**	**1045**	**1041**	**-14.6%**	**-0.4%**
Percent of first-time students completing orientation services	19.0%	15.4%	4.9%	-3.6%	-10.5%
Percent of first-time students receiving counseling services	43.9%	44.2%	38.2%	0.3%	-6.0%
Percent of first-time students receiving education plan	36.5%	32.3%	23.9%	-4.2%	-8.4%

COUNSELING, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Guided Pathways					
Completed English 1st Year	27.3%	42.0%	45.5%	14.7%	3.5%
Completed math 1st Year	8.6%	10.4%	15.8%	1.8%	5.4%
Completed Both English & math 1st Year	7.4%	8.2%	13.6%	0.8%	5.4%
Fall to Spring Persistence	8.4%	7.1%	5.7%	-1.4%	-1.3%
Successfully earned 12+ units first term	2.3%	1.7%	1.9%	-0.6%	0.1%
Successfully earned 30+ units first year	0.9%	0.6%	10.8%	-0.3%	10.2%

*Note. *19-20 transfer data not available.*
Success = A,B,C,P.

GUARDIAN SCHOLARS (FOSTER YOUTH) DATA

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Headcount	217	205	202	-5.5%	-1.5%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	2	1	2	-50.0%	100%
Black/African American	51	48	50	-5.9%	4.2%
Hispanic/Latino	107	108	101	0.9%	-6.5%
American Indian/ Alaska Native	4	5	4	25.0%	-20.0%
Native Hawaiian/ pac islander	3	5	1	66.7%	-80.0%
Two or More Races	9	6	9	-33.3%	50.0%
White	41	31	35	-24.4%	12.9%
Unknown	0	1	0	-	-100%
Course Rates					
Course Success Rate	44.1%	48.7%	51.5%	4.6%	2.8%
Course Retention Rate	75.1%	71.5%	76.5%	-3.6%	5.0%
Success Rates					
Degrees Awarded	25	26	32	4.0%	23.1%
Number of students awarded a degree	17	19	15	11.8%	-21.1%
Certificates (All) Awarded	10	13	8	30.0%	-38.5%
Number of students awarded a certificate (All)	8	13	8	62.5%	-38.5%
Certificates Awarded (CO Approved)	3	7	1	133.3%	-85.7%
Number of students awarded a Certificate (CO Approved)	3	7	1	133.3%	-85.7%
Certificates Awarded (NOT CO Approved)	7	6	7	-14.3%	16.7%
Number of students awarded a certificate (NOT CO Approved)	7	6	7	-14.3%	16.7%
Transfers	14	13	*	-7.1%	-

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
GUARDIAN SCHOLARS (FOSTER YOUTH) DATA, CONTINUED					
Education Goals by Type					
Assoc & Transfer 4 yr	31	31	15	0.0%	-51.6%
4 yr No Assoc	3	3	3	0.0%	0.0%
Assoc No 4 yr	10	3	6	-70.0%	100%
Career cert no 4 yr	3	2	4	-33.3%	100%
Discover career interest	-	-	-	-	-
Prepare for new career	-	-	-	-	-
Advance current job	-	-	-	-	-
Maintain cert/license	-	-	1	-	-
Ed Development	-	-	-	-	-
Improve Basic Skills	-	-	-	-	-
Credits for HS or GED	1	1	-	0.0%	-
Undecided	1	-	-	-	-
Noncredit to credit move	-	-	-	-	-
4yr student taking req courses	-	1	-	-	-
Total	**49**	**41**	**29**	**-16.3%**	**-29.3%**
Percent of first-time students completing orientation services	26.5%	19.5%	3.4%	-7.0%	-16.1%
Percent of first-time students receiving counseling services	51%	51.2%	51.7%	0.2%	0.5%
Percent of first-time students receiving education plan	49%	43.9%	37.9%	-5.1%	-6.0%

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
GUARDIAN SCHOLARS (FOSTER YOUTH) DATA, CONTINUE					
Guided Pathways					
Completed English 1st Year	22.4%	14.6%	37.9%	-7.8%	23.3%
Completed math 1st Year	4.1%	0.0%	6.9%	-4.1%	6.9%
Completed Both English & math 1st Year	4.1%	0.0%	6.9%	-4.1%	6.9%
Fall to Spring Persistence	49.0%	46.3%	51.7%	-2.6%	5.4%
Successfully earned 12+ units first term	6.1%	4.9%	10.3%	-1.2%	5.5%
Successfully earned 30+ units first year	2.0%	0.0%	3.4%	-2.0%	3.4%

Note. *19-20 transfer data not available.
Success = A,B,C,P.

PUENTE PROGRAM DATA

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Headcount	90	80	88	-11.1%	10.0%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	1	1	0	0.0%	-100%
Black/African American	0	1	0	-	-100%
Hispanic/Latino	85	75	86	-11.8%	14.7%
American Indian/ Alaska Native	0	0	0	-	-
Native Hawaiian/ pac islander	1	0	0	-100%	-
Two or More Races	0	0	0	-	-
White	3	3	2	0.0%	-33.3%
Unknown	0	0	0	-	-
Course Rates					
Course Success Rate	56.9%	72.1%	68.0%	15.2%	-4.0%
Course Retention Rate	81.2%	87.9%	80.4%	6.8%	-7.5%
Success Rates					
Degrees Awarded	41	41	51	0.0%	24.4%
Number of students awarded a degree	19	27	23	42.1%	-14.8%
Certificates (All) Awarded	7	3	0	-57.1%	-100.0%
Number of students awarded a certificate (All)	5	3	0	-40.0%	-100.0%
Certificates Awarded (CO Approved)	2	2	0	0.0%	-100.0%
Number of students awarded a Certificate (CO Approved)	2	2	0	0.0%	-100.0%
Certificates Awarded (NOT CO Approved)	5	1	0	-80.0%	-100.0%
Number of students awarded a certificate (NOT CO Approved)	4	1	0	-75.0%	-100.0%
Transfers	14	16	*	14.3%	-

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Education Goals by Type					
Assoc & Transfer 4 yr	7	3	3	-57.1%	0.0%
4 yr No Assoc	3	-	2	-	-
Assoc No 4 yr	-	-	-	-	-
Career cert no 4 yr	-	-	-	-	-
Discover career interest	-	-	-	-	-
Prepare for new career	-	-	-	-	-
Advance current job	-	-	-	-	-
Maintain cert/license	-	-	-	-	-
Ed Development	-	-	-	-	-
Improve Basic Skills	-	-	-	-	-
Credits for HS or GED	-	-	-	-	-
Undecided	-	-	-	-	-
Noncredit to credit move	-	-	-	-	-
4yr student taking req courses	1	-	-	-	-
Total	**11**	**3**	**5**	**-72.7%**	**66.7%**
Percent of first-time students completing orientation services	0%	0%	0%	0.0%	0.0%
Percent of first-time students receiving counseling services	100%	100%	100%	0.0%	0.0%
Percent of first-time students receiving education plan	54.5%	100%	100%	45.5%	0.0%

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
PUENTE PROGRAM DATA, CONTINUED					
Guided Pathways					
Completed English 1st Year	72.7%	100.0%	100.0%	27.3%	0.0%
Completed math 1st Year	27.3%	0.0%	20.0%	-27.3%	20.0%
Completed Both English & math 1st Year	27.3%	0.0%	20.0%	-27.3%	20.0%
Fall to Spring Persistence	90.9%	100.0%	100.0%	9.1%	0.0%
Successfully earned 12+ units first term	36.4%	33.3%	60.0%	-3.0%	26.7%
Successfully earned 30+ units first year	27.3%	33.3%	20.0%	6.1%	-13.3%

Note. *19-20 transfer data not available.
Success = A,B,C,P.

UMOJA PROGRAM DATA

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Headcount	0	246	391	-	58.9%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	0	3	8	-	166.7%
Black/African American	0	150	200	-	33.3%
Hispanic/Latino	0	63	134	-	112.7%
American Indian/ Alaska Native	0	4	5	-	25.0%
Native Hawaiian/ pac islander	0	2	5	-	150.0%
Two or More Races	0	13	18	-	38.5%
White	0	10	19	-	90.0%
Unknown	0	1	2	-	100%
Course Rates					
Course Success Rate	-	61.9%	58.2%	61.9%	-3.7%
Course Retention Rate	-	85.0%	80.6%	85.0%	-4.3%
Success Rates					
Degrees Awarded	72	93	128	29.2%	37.6%
Number of students awarded a degree	41	47	63	14.6%	34.0%
Certificates (All) Awarded	11	9	16	-18.2%	77.8%
Number of students awarded a certificate (All)	9	9	15	0.0%	66.7%
Certificates Awarded (CO Approved)	4	7	3	75.0%	-57.1%
Number of students awarded a Certificate (CO Approved)	4	7	3	75.0%	-57.1%
Certificates Awarded (NOT CO Approved)	7	2	13	-71.4%	550.0%
Number of students awarded a certificate (NOT CO Approved)	6	2	12	-66.7%	500.0%
Transfers	68	25	*	-63.2%	-

UMOJA PROGRAM DATA, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Education Goals by Type					
Assoc & Transfer 4 yr	-	15	24	-	60.0%
4 yr No Assoc	-	2	3	-	50.0%
Assoc No 4 yr	-	5	4	-	-20.0%
Career cert no 4 yr	-	1	-	-	-
Discover career interest	-	-	1	-	-
Prepare for new career	-	1	-	-	-
Advance current job	-	-	-	-	-
Maintain cert/license	-	-	-	-	-
Ed Development	-	-	-	-	-
Improve Basic Skills	-	-	-	-	-
Credits for HS or GED	-	1	-	-	-
Undecided	-	-	-	-	-
Noncredit to credit move	-	-	-	-	-
4yr student taking req courses	-	2	-	-	-
Unknown	-	-	-	-	-
Total	**0**	**28**	**32**	**-**	**14.3%**
Percent of first-time students completing orientation services	-	7.1%	6.3%	7.1%	-0.8%
Percent of first-time students receiving counseling services	-	75%	65.6%	75%	-9.4%
Percent of first-time students receiving education plan	-	21.4%	56.3%	21.4%	34.9%

UMOJA PROGRAM DATA, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Guided Pathways					
Completed English 1st Year	-	28.6%	21.9%	-	-6.7%
Completed math 1st Year	-	7.1%	9.4%	-	2.3%
Completed Both English & math 1st Year	-	3.6%	6.3%	-	2.7%
Fall to Spring Persistence	-	60.7%	56.3%	-	-4.5%
Successfully earned 12+ units first term	-	7.1%	9.4%	-	2.2%
Successfully earned 30+ units first year	-	7.1%	3.1%	-	-4.0%

*Note. *19-20 transfer data not available.*
Success = A,B,C,P.

CALWORKS PROGRAM DATA

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Headcount	138	144	91	4.3%	-36.8%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	2	2	3	0.0%	50.0%
Black/African American	53	48	31	-9.4%	-35.4%
Hispanic/Latino	59	74	48	25.4%	-35.1%
American Indian/ Alaska Native	0	0	0	-	-
Native Hawaiian/ pac islander	1	1	1	0.0%	0.0%
Two or More Races	6	7	2	16.7%	-71.4%
White	15	11	5	-26.7%	-54.5%
Unknown	2	1	1	-50.0%	0.0%
Course Rates					
Course Success Rate	56.8%	55.5%	69.4%	-1.4%	13.9%
Course Retention Rate	80.3%	79.1%	86.1%	-1.2%	7.1%
Success Rates					
Degrees Awarded	59	62	32	5.1%	-48.4%
Number of students awarded a degree	35	36	21	2.9%	-41.7%
Certificates (All) Awarded	18	14	7	-22.2%	-50.0%
Number of students awarded a certificate (All)	15	13	7	-13.3%	-46.2%
Certificates Awarded (CO Approved)	8	7	1	-12.5%	-85.7%
Number of students awarded a Certificate (CO Approved)	8	7	1	-12.5%	-85.7%
Certificates Awarded (NOT CO Approved)	10	7	6	-30.0%	-14.3%
Number of students awarded a certificate (NOT CO Approved)	8	6	6	-25.0%	0.0%
Transfers	38	18	*	-52.6%	-

CALWORKS PROGRAM DATA, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Education Goals by Type					
Assoc & Transfer 4 yr	10	9	2	-10.0%	-77.8%
4 yr No Assoc	1	-	-	-	-
Assoc No 4 yr	3	2	2	-33.3%	0.0%
Career cert no 4 yr	-	-	-	-	-
Discover career interest	-	-	-	-	-
Prepare for new career	-	-	-	-	-
Advance current job	-	-	-	-	-
Maintain cert/license	-	-	-	-	-
Ed Development	-	-	-	-	-
Improve Basic Skills	-	-	-	-	-
Credits for HS or GED	-	-	-	-	-
Undecided	-	-	-	-	-
Noncredit to credit move	-	-	-	-	-
4yr student taking req courses	-	-	-	-	-
Total	**14**	**11**	**4**	**-21%**	**-64%**
Percent of first-time students completing orientation services	35.7%	54.5%	0%	18.8%	-54.5%
Percent of first-time students receiving counseling services	85.7%	100%	100%	14.3%	0.0%
Percent of first-time students receiving education plan	78.6%	90.9%	50%	12.3%	-40.9%

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Guided Pathways					
Completed English 1st Year	28.6%	36.4%	0.0%	7.8%	-36.4%
Completed math 1st Year	0.0%	0.0%	0.0%	0.0%	0.0%
Completed Both English & math 1st Year	0.0%	0.0%	0.0%	0.0%	0.0%
Fall to Spring Persistence	50.0%	72.7%	75.0%	22.7%	2.3%
Successfully earned 12+ units first term	28.6%	27.3%	25.0%	-1.3%	-2.3%
Successfully earned 30+ units first year	21.4%	9.1%	0.0%	-12.3%	-9.1%

CALWORKS PROGRAM DATA, CONTINUED

Note. *19-20 transfer data not available.
Success = A,B,C,P.

EARLY CHILDHOOD EDUCATION CENTER DATA					
CHILDREN SERVED	**Fall 2018**	**Fall 2019**	**Fall 2020**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Headcount	83	78	48	6.211%	-47.619%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	3	3	2	0%	-40.0%
Black/African American	22	20	9	10%	-55%
Hispanic/Latino	26	26	22	0%	-15.384%
American Indian/ Alaska Native	0	0	0	-	-
Native Hawaiian/ pac islander	0	0	0	-	0.0%
Two or More Races	15	6	1	-60%	83.333%
White	15	19	14	26.7%	-26.31%
Unknown	2	4	0	-100%	-100%

DISABILITY SERVICES PROGRAM DATA					
	Fall 2017	**Fall 2018**	**Fall 2019**	**% Change 2017 to 2018**	**% Change 2018 to 2019**
Headcount	313	364	346	16.3%	-4.9%
Student Access, Equity, and Success by program					
Headcount by demographics					
Asian	10	11	7	10.0%	-36.4%
Black/African American	60	78	52	30.0%	-33.3%
Hispanic/Latino	189	206	215	9.0%	4.4%
American Indian/ Alaska Native	2	3	0	50.0%	-100%
Native Hawaiian/ pac islander	0	2	1	-	-50.0%
Two or More Races	6	7	13	16.7%	85.7%
White	42	52	52	23.8%	0.0%
Unknown	4	5	6	25.0%	20.0%
Persistence					
Fall to Spring Persistence	69.0%	74.2%	68.5%	5.2%	-5.7%

DISABILITY SERVICES PROGRAM DATA, CONTINUED			Fall	Fall
	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Course Success Rate					
Overall	59.7%	63.1%	65.0%	3.4%	1.9%
Asian	65.6%	62.5%	60.0%	-3.1%	-2.5%
Black/African American	52.4%	58.8%	59.4%	6.4%	0.7%
Hispanic/Latino	60.8%	61.5%	66.6%	0.7%	5.0%
American Indian/ Alaska Native	60.0%	88.9%	0.0%	28.9%	-
Native Hawaiian/ pac islander	0.0%	100.0%	100.0%	-	0.0%
Two or More Races	52.9%	75.0%	70.6%	22.1%	-4.4%
White	64.0%	69.5%	60.7%	5.5%	-8.8%
Unknown	70.0%	84.6%	78.9%	14.6%	-5.7%
Course Retention Rate					
Overall	80.9%	82.4%	85.7%	1.5%	3.3%
Asian	75.0%	71.9%	93.3%	-3.1%	21.5%
Black/African American	78.0%	78.9%	92.3%	1.0%	13.4%
Hispanic/Latino	82.0%	82.8%	85.8%	0.8%	3.0%
American Indian/ Alaska Native	100.%	88.9%	-	-11.1%	-
Native Hawaiian/ pac islander	0.0%	100.0%	100.0%	-	0.0%
Two or More Races	64.7%	90.0%	85.3%	25.3%	-4.7%
White	82.0%	84.7%	78.0%	2.8%	-6.7%
Unknown	100%	100.0%	84.2%	0.0%	-15.8%

DISABILITY SERVICES PROGRAM DATA, CONTINUED				Spring	Spring
	Spring 2017	Spring 2018	Spring 2019	% Change 2017 to 2018	% Change 2018 to 2019
Course Success Rate					
Overall	50.0%	55.5%	53.3%	5.5%	-2.1%
Asian	100.0%	100.0%	57.1%	0.0%	-42.9%
Black/African American	18.2%	47.1%	63.6%	28.9%	16.6%
Hispanic/Latino	62.9%	53.9%	45.1%	-9.0%	-8.8%
American Indian/ Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian/ pac islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	50.0%	50.0%	50.0%	0.0%
White	48.0%	67.2%	73.3%	19.2%	6.1%
Unknown	100.0%	50.0%	0.0%	-50.0%	-50.0%
Course Retention Rate					
Overall	75.0%	80.2%	68.9%	5.2%	-11.3%
Asian	100.0%	100.0%	57.1%	0.0%	-42.9%
Black/African American	50.0%	75.0%	81.8%	25.0%	6.8%
Hispanic/Latino	85.5%	79.1%	62.7%	-6.4%	-16.3%
American Indian/ Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian/ pac islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	66.7%	91.7%	66.7%	25.0%	-25.0%
White	72.0%	85.2%	86.7%	13.2%	1.4%
Unknown	100.0%	100.0%	0.0%	0.0%	-100.0%

DISABILITY SERVICES PROGRAM DATA, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Success Rates					
Degrees Awarded	97	136	122	40.2%	-10.3%
Number of students awarded a degree	52	70	62	34.6%	-11.4%
Certificates (All) Awarded	25	20	15	-20.0%	-25.0%
Number of students awarded a certificate (All)	22	19	11	-13.6%	-42.1%
Certificates Awarded (CO Approved)	12	10	5	-16.7%	-50.0%
Number of students awarded a Certificate (CO Approved)	11	10	5	-9.1%	-50.0%
Certificates Awarded (NOT CO Approved)	13	10	10	-23.1%	0.0%
Number of students awarded a certificate (NOT CO Approved)	12	9	7	-25.0%	-22.2%
Transfers	67	40	*	-40.3%	-
Education Goals by Type					
Assoc & Transfer 4 yr	19	32	24	68.4%	-25.0%
4 yr No Assoc	5	-	1	-	-
Assoc No 4 yr	-	10	10	-	0.0%
Career cert no 4 yr	3	2	1	-33.3%	-50.0%
Discover career interest	1	-	-	-	-
Prepare for new career	1	-	-	-	-
Advance current job	-	-	-	-	-
Maintain cert/license		-	-	-	-
Ed Development	-	-	-	-	-
Improve Basic Skills	-	1	-	-	-
Credits for HS or GED		-	-	-	-
Undecided	1	4	4	300%	0.0%
Noncredit to credit move	-	-	-	-	-
4yr student taking req courses	1	2	1	100%	-50.0%
Total	**42**	**51**	**41**	**21.4%**	**-19.6%**

DISABILITY SERVICES PROGRAM DATA, CONTINUED

	Fall 2017	Fall 2018	Fall 2019	% Change 2017 to 2018	% Change 2018 to 2019
Percent of first-time students completing orientation services	26.2%	17.6%	7.3%	-8.6%	-10.3%
Percent of first-time students receiving counseling services	78.6%	74.5%	70.7%	-4.1%	-3.8%
Percent of first-time students receiving education plan	52.4%	47.1%	43.9%	-5.3%	-3.2%
Guided Pathways					
Completed English 1st Year	14.3%	39.2%	43.9%	24.9%	4.7%
Completed math 1st Year	0.0%	2.0%	14.6%	2.0%	12.6%
Completed Both English & math 1st Year	0.0%	0.0%	14.6%	0.0%	14.6%
Fall to Spring Persistence	54.8%	62.7%	58.5%	8.0%	-4.2%
Successfully earned 12+ units first term	7.1%	9.8%	9.8%	2.7%	0.0%
Successfully earned 30+ units first year	2.4%	2.0%	4.9%	-0.4%	2.9%

*Note. *19-20 transfer data not available.*
Success = A,B,C,P.

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6.4 CAMPUS EXPERIENCE GUIDELINES

PROJECT SITE BOUNDARY

Science/Research — 85'

Academic — 75'

Admin — 65'

The campus experience guidelines provide standards and direction for future development on the campuses. The guidelines are determined by the necessity to conform to the principles established by the approved Master Plan. The over-arching factor for their inclusion is to safeguard the framework of the campus plans by providing a coherent approach to the physical plan including access, circulation and open space. Specific criteria are designed for flexibility, allowing a range of creative solutions to be applied for each proposed project.

ARCHITECTURE & PLANNING GUIDELINES

Project Site Boundary

A project site boundary includes the building site as well as its associated open spaces and circulation requirements as defined by this document. In the project descriptions, these are outlined and should be implemented as a single project whenever possible.

Building Massing

The massing of the building will align the pedagogical or functional needs of the program/use while relating to both the campus context and immediate context by utilizing appropriate forms, heights and proportions. Typical building footprint modules were used to form the site plans. New buildings should be planned to similar modules:

> Academic Buildings - 75' - 80'
> Science/Research Buildings: Approx. 85'
> Administrative Buildings - 65 - 75'

Building Siting, Orientation, and Entry

Siting and orientation of buildings should strengthen the definition of the adjacent open space, with particular emphasis given to the relationship to maintaining and creating intuitive pedestrian pathways. The building orientation influences the character, perception, and activity of the campus.

The main entry should connect interior public spaces, such as an atrium or lobby or exterior public spaces such as a major a plaza, street or pedestrian-oriented corridor. The main entry point to buildings should be clearly defined, accessible to all. Additional entries will align with secondary opens spaces and pathways as necessary.
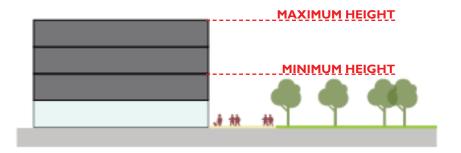
Maximum Building Height

The Maximum Building Height is defined by the maximum building stories. In the 2030 campus development plan, there are no buildings over four stories. To maintain the highest and best use of the land, no new building should be one-story - the exception is the Maintenance and Operations building,

Active Use

How a building engages the pedestrian is a critical piece of an activated public realm. Buildings, as much as possible, should orient active uses toward major pedestrian-oriented corridors and plazas, specifically on the ground floor. Fenestration defines the amount of windows, doors, or transparency on a building's facade. Minimum target fenestrations for new buildings fronting public spaces should be 60% at the ground level along major pedestrian-oriented corridors and plazas in order to provide a level of permeability between the inside and outside space.

Service Area

Service and mechanical screening should be integrated into the building design. If it is not possible to incorporate the screening into the building, service and mechanical spaces shall be screened with built enclosures, softscape, or fencing, such as a louvered metal fence system. Screening should keep service areas out of sight, while providing proper ventilation for the equipment.

Example Major Pedestrian Walkways

Example Quad

SITE DESIGN GUIDELINES

Open space is intended to be a 'positive' room rather than a 'negative' void or simple leftover' space. As the campus develops, open spaces will be defined and developed into specific uses including connections, linkages, large and small gathering areas, educational and recreational spaces. Consistency and continuity are keys to establishing a pleasing landscape. Materials and planting should reflect the larger campus aesthetic. Repetition in planting and hardscape materials and their application can provide a sense of orderliness. Campus plantings should be native or adaptive species that will succeed in the Moreno Valley ecoregions.

Providing development guidelines for outdoor spaces is essential to creating the look and feel for the Moreno Valley College Campus. A unified appearance can be attained by following the general guidelines which include the following:

- Promenade
- Quad & Open Lawn
- Outdoor Gathering Space
- Outdoor Learning Space
- Enhanced Pedestrian Crossing
- Multi-Use Trails
- Planting Aesthetics
- Site Furnishings / Way-finding / Signage

Major Pedestrian Walkways

Pedestrian walkways provide a intuitive, safe, and enjoyable pedestrian experiences throughout the campus. Decorative pavement along these major pathways, along with integrated seating areas, and shading (trees or temporary structures). Pedestrian lighting establishes a safe experience, while unique planting design creates a welcoming feeling. The major walkways should be kept clear of all vehicular traffic unless an emergency situation.

Campus Quad/Lawn Space

Quads and green spaces are important features in a campus setting, and add to the campus experience. Campus quads are generally large,formal expanses of green lawn and landscape plantings surrounded by buildings. Quads provide a unique campus identity to the College. Open green lawns are more flexible and can be of large or small space. These areas provide students an space for reading, gathering, or light recreational use. They can also function as great locations for events such as graduation, performances, and festivals. Maintaining the lawn is essential for a successful quad space to encourage use. Large over-story trees provide a great shade canopy and create a 'room' feeling. Additional plantings should be kept to a minimum.

Outdoor Gathering Spaces

Outdoor gathering spaces are areas where students, faculty, or the community can socialize whether in large or small groups. These spaces should be located outside frequented campus buildings, such as the Student Center and LLRC. Various types of flexible seating are essential for a successful gathering node, refer to site furnishings for recommendations. Seating areas must be flexible and accommodate various size groups. Over-story trees should be included to provide shade in addition to ornamental flowering trees for aesthetic interest. Additional low-height grasses and perennials are used to enhance visual interest throughout the year.

Learning Landscapes

Flexible learning spaces are important to the campus setting to provide a different learning atmosphere for all students. Natural elements, materials, and landscaping all enhance the experience of learning outdoors. Learning spaces are to be strategically placed on campus adjacent to academic building with classrooms or labs. Typically, they're located adjacent to corridors or quads, but should not be adjacent to loud gathering spaces.

Spaces should be flexible in nature and designed with work areas and seating to accommodate small groups or a full size class. Seating can either be movable tables/chairs or large permanent features with ample space. Large over-story trees can provide shade, while creating a "room" feeling. Surrounding the learning space with medium-height plants creates an enclosed feeling, but views should be kept open to surrounding walkways for safety.

In addition, using the campus' natural systems and elements as learning and teaching tools creates a unique experience for Moreno Valley College students. Areas such as the Jaeger Desert Institute or the natural stormwater detention areas provide opportunities for students to connect with nature and learn about the natural systems of the campus. It is important to note that these spaces need to be accessible in order to be formally be used as education spaces. The Jaeger Desert Institute is not currently accessible to students with physical disabilities.

Example: Outdoor Gathering Space

Example: Learning Landscape

Example: Planting Aesthetics

Example: Planting Aesthetics

Example: Multi-Use Trail

Landscape Aesthetics

This section provides guidelines on landscape aesthetics; however, all current local and state law requirements must be followed and take precedent.

As a next step in their planning, Moreno Valley College should develop a Landscape Master Plan for the entire campus to follow, including a comprehensive planting palette. The planting palette throughout campus should be simple, uniform, and connecting to all campus spaces. A cohesive and similar aesthetic is to be maintained throughout the entire campus. As the surrounding landscape faces environmental challenges, native low-maintenance plants should be used to the fullest extent. All plant materials used should have a proven good record of survivability, low-water requirements, and no fire risk. Plantings in decomposed granite / gravel material should be kept to back-of-house locations, while plantings in mulch and turf should be located in more prominent locations on campus.

Incorporating innovative design for stormwater management is essential for a healthy, maintainable campus plan. Numerous stormwater management designs are feasible. The College should work with a Civil Engineer and Landscape Architect to maximize function and aesthetic effectiveness of current and future stormwater management practices. These practices should be considered for each new building/project implemented on campus. A comprehensive stormwater analysis and study is recommended for the campus to show the existing drainage system, stormwater collection opportunities, and proposed calculations for Best Management Practices.

Site Furnishings, Wayfinding & Signage

An important component of creating a unique campus feeling is a complimentary family of site furnishings, along with wayfinding and signage. These elements strategically located throughout the campus will create a higher quality experience for both students and visitors, as it will compliment the look and feel of the Moreno Valley College campus experience. Having a consistent appearance is important, as it does not lead to confusion or appear as visual clutter. The style and design should be timeless and match the surrounding architecture, along with being low-maintenance.

Moreno Valley College must develop a standard of site furnishings family to include but not limited to the following items: Security Bollards

- Fixed Tables & Chairs
- Flexible Tables & Chairs
- Benches
- Bike Racks
- Litter & Recycling Receptacles

- Light Bollards
- Pedestrian Light Poles
- Planters
- Umbrellas

Example: Site Furnishings Family

Outdoor Seating
Both fixed and flexible seating options should be included based on location and type of use. Picnic style tables are recommended to encourage socialization, in lieu of round style tables. Tables with minimal holes for drainage are acceptable, with a flat surface to inspire students to study on the outdoor furniture. Benches can be traditional or a more flexible, uncommon shape to promote socialization.

Bike Racks
Strategically located bike racks on campus can help promote the sustainable practice of biking to school.

Waste Receptacles
Separate litter and recycling receptacles will also encourage sustainable practices.

Example: Site Furnishings Family

Example: Way-finding Family

Wayfinding and Signage

To help students and visitors navigate the campus while both in a vehicle or as a pedestrian, various types of signs are needed throughout campus which include the following types. As a next step, Moreno Valley College should also develop a standard of signage elements along with a Signage Location Diagram.

- Monument Signage
- Vehicular Way-finding
- Pedestrian Way-finding
- Building Sign
- Information Kiosk
- Banners

Monument Signage is to be located at major vehicle entrances into campus, including at Lasselle Street and College Drive, Cahuilla Drive and Krameria Avenue, as well as the new Parkside Drive extension.

Vehicular wayfinding signage is to be located along primary vehicular roads leading campus users and visitors to the appropriate location on campus such as drop-off drives, parking garages, or main buildings. Lettering on the sign must be legible while driving in a vehicle.

Pedestrian wayfinding signage is located upon immediately entering the site as a pedestrian, next to major parking lots and parking structures, and at major pedestrian crosswalks. The signs should listed between three to six different buildings or major outdoor spaces. A major pedestrian decision points, a full campus map on an interactive screen will help pedestrians navigate the campus.

Building signs are to be located at major entrances to each building. Signs will clearly state the building's name along with the building services.

Banners are located on light poles along major roads into campus. Signage on banners can highly various events or news for the College.

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6.5 CAMPUS ENGAGEMENT OVERVIEW

WORKSHOP 01: IDENTIFYING CAMPUS STRENGTHS , WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) + SETTING A VISION (HEADLINES)

Through interactive activities, participants provided feedback on existing strengths, weaknesses, and opportunities in four categories –Buildings and Facilities, Open Space, Sustainability, Pedestrian Circulation, and Vehicular Circulation. Campus users placed dots on an existing campus map to indicate strengths (green), campus weaknesses (red), opportunity areas (yellow), and partnerships (blue).
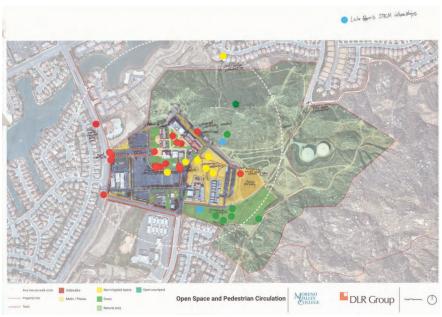
The stakeholders completed an exercise to envision a future of the College using a newspaper headline to identify a celebratory event in the year 2030. The headlines included items such as the celebration of a being a state leader in literary skills, record breaking transfer and job placement statistics, high academic achievement from all students, and the discovery of a new species.
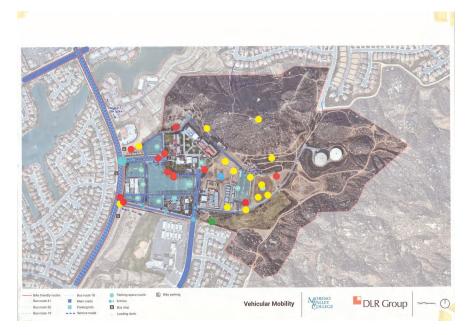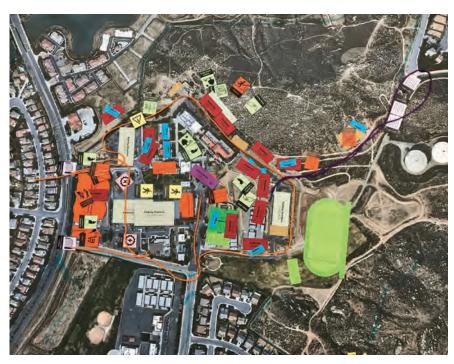
Context

Natural areas · Schools
Roads · Institutes
City boundaries · Health center

Riverside

Riverside University Health System Medical Center

Moreno Valley

March Air Reserve Base

Ben Clark Public Safety Training Center

Building Use

Classrooms / education · Support / storage
Office · Student life
Library

Open Space and Pedestrian Circulation

Five minute walk circle · Sidewalks · Non-irrigated space · Open courtyard
Property line · Malls / Plazas · Grass
Trails · Natural area

Lake Perris STEM internships

Vehicular Mobility

Bike friendly routes · Bus route 18 · Parking space count · Bike parking
Bus route 41 · Main roads · Entries
Bus route 20 · Parking lots · Bus stop
Bus route 19 · Service roads · Loading dock

WORKSHOP 02: BIG IDEAS

During Workshop 02 the planning team worked with the President's Cabinet and Strategic Planning Council to create and visualize their "big ideas" for their future campus. By placing markers that represented green space, new buildings, restaurants and retail, new pedestrian paths, among many more, two groups created plans for big and bright future for the Moreno Valley Campus. These ideas informed the campus concepts.
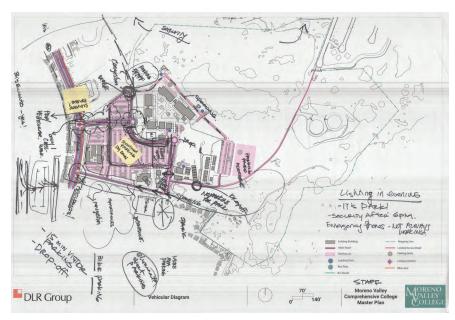
Strategic Planning Council

Presidents Cabinet

WORKSHOP 02: OPEN HOUSE
CAMPUS ANALYSIS

Multiple open houses also took place during Workshop 02, which allowed students, staff, faculty, and members of the community to give input on the future of Moreno Valley Campus.

Participants were asked multiple questions on a "Wish Wall," covering topics such as student services and support, general education programs, pedestrian and vehicular circulation, and campus / community facilities.
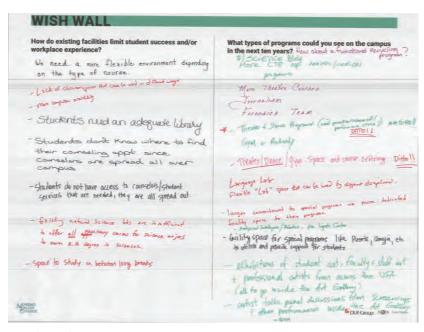
In addition to the "Wish Wall,"participants were asked to vote on precedent images that they believed best represented what the community and region needed.
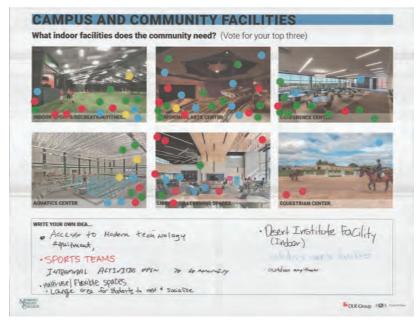
Staff expressing the needs for the future of the college

A Wish Wall from the faculty open house

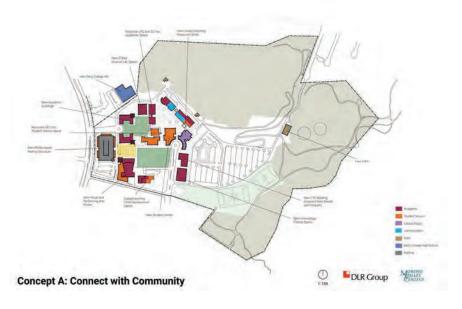*Students noting what they wish for the future of vehicular transit at Moreno Valley*

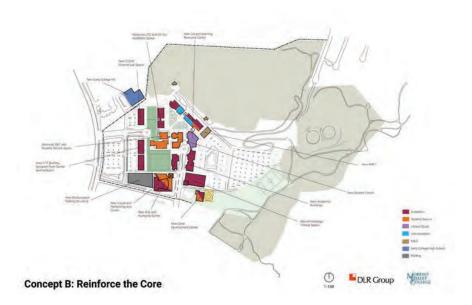*The community open house voting on community centers they think Moreno Valley can benefit from the most*

WORKSHOP 03: OPEN HOUSE REVIEWING CONCEPTS

After compiling all the input from the open houses, Big Ideas workshop, and SWOT maps, three concepts were created that aligns with the enrollment projections and corresponding needs for space and parking.

Concept A: Connect with Community

Concept A focused on connecting with the Moreno Valley community, adds development to the existing surface parking lots including a new Performing Arts Center along Lasselle Street that is shared by both the campus and the community.

Concept B: Reinforce the Core

1:150 DLR Group MORENO VALLEY COLLEGE

Concept C: Embrace the Hills

1:150 DLR Group MORENO VALLEY COLLEGE

Concept B focused on strengthening the core of campus, adding square footage around the existing center of campus, including a student-focused hub and large quad space for students to gather, socialize, grab a bite to eat, or study in between classes.

Concept C turns the campus outward, embracing the mountains, and creating nature-filled, scenic views and a large tiered open space for the campus users to enjoy.

WORKSHOP 04: OPEN HOUSE
REVIEWING THE DRAFT SITE PLAN

A combined version of all three concepts and feedback, the draft plan opens the campus to the mountains, while providing a central hub for students and staff and providing a vast amount of open space on campus.

Open Space and Pedestrian Circulation

Scale 1:150

Proposed Site Plan

Scale 1:150

Vehicular Circulation + Parking

Scale 1:150