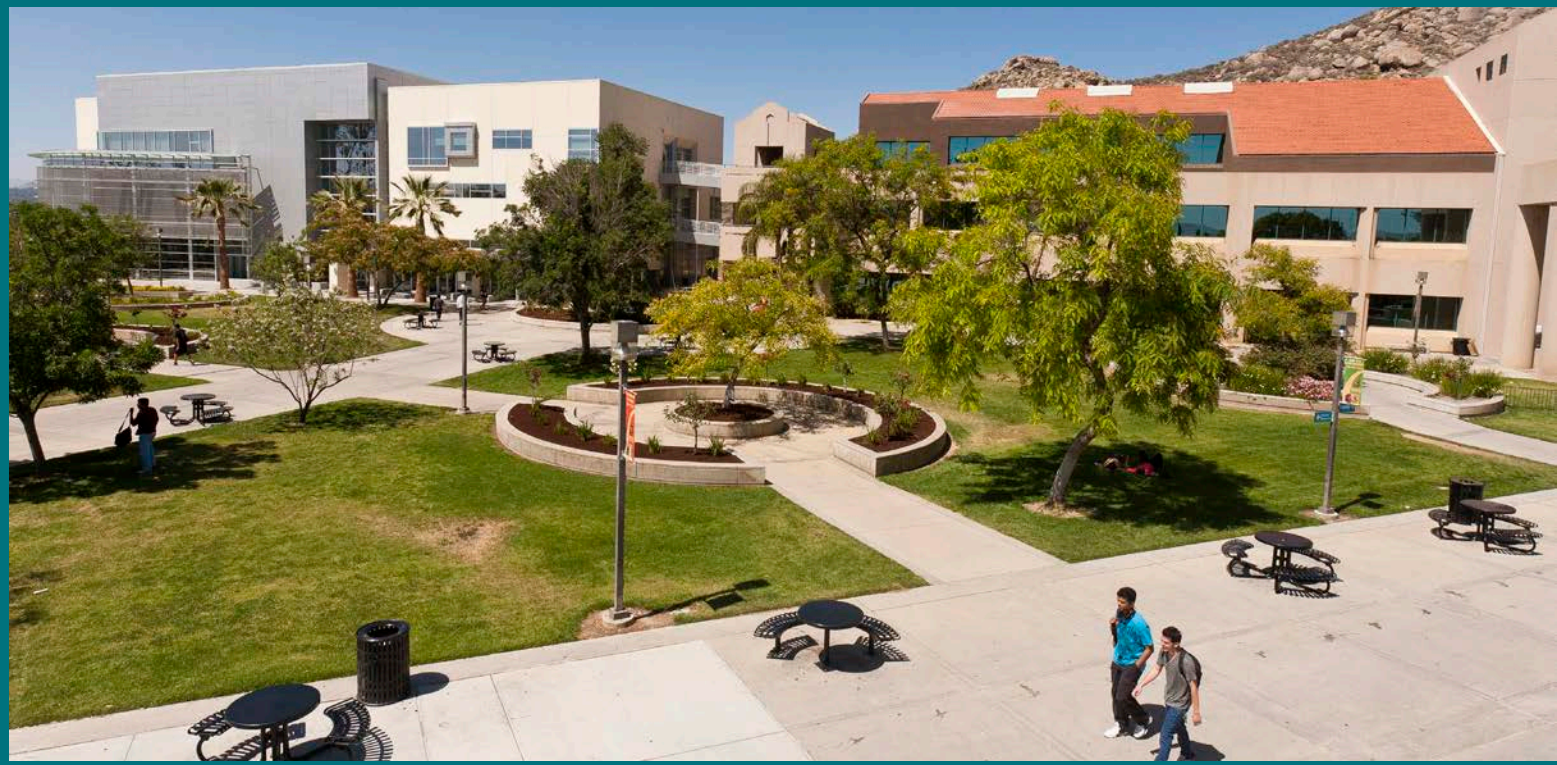
2015 COMPREHENSIVE MASTER PLAN



MORENO VALLEY COLLEGE

RIVERSIDE COMMUNITY COLLEGE DISTRICT

MAY 19, 2015

MORENO VALLEY COLLEGE
2010
BEACON ON THE HILL

MORENO VALLEY COLLEGE

RIVERSIDE
COMMUNITY COLLEGE DISTRICT

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2015 COMPREHENSIVE MASTER PLAN

Moreno Valley College
MVC-Main Campus
16130 Lasselle Street
Moreno Valley, CA 92551

MVC-Ben Clark Training Center
Law Enforcement: 16791 Davis Avenue
EMS/Fire Technology: 16888 Bundy Avenue
Riverside CA 92518

ORGANIZATION

EDUCATIONAL PLAN

FACILITIES PLAN

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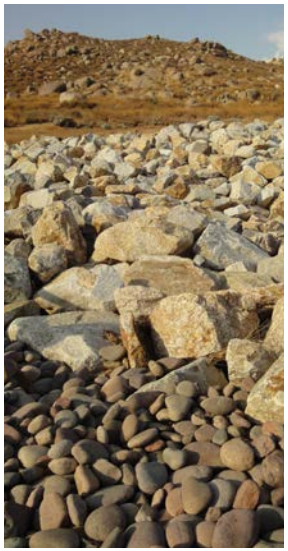
2 PROFILE OF THE COLLEGE COMMUNITY AND STUDENTS

3 PROGRAMS AND SERVICES

4 PLANNING DATA

5 EXISTING CONDITIONS

6 RECOMMENDATIONS



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LETTER FROM

At some point in Riverside Community College District's storied history, someone had a dream.

In the early 1980s, Riverside City College began offering classes in Moreno Valley. By 1991, Moreno Valley Campus (MVC) had four buildings and opened for classes at its current location on Lasselle Street south of Iris Boulevard. Two decades later, in March 2010, the campus received accreditation and officially became MVC, the 111th college in the California Community College System.

Today MVC serves 8,400 credit students. And though much has changed these past 23 years, the commitment of MVC faculty and staff to student success and access focused on academic excellence and innovation has never wavered. Among the College's community-changing innovations are the Early College High School program with the Nuview Bridge Early College High School and Middle College High Schools with Moreno Valley Unified School and Val Verde Unified School districts.

MVC has a second site at the Ben Clark Training Center where space is leased from the county. The Ben Clark Training Center houses Public Safety Education and Training, which includes certificates and degrees in Law Enforcement, Fire Technology, and EMT/Paramedic programs, and supports a unique partnership between MVC, Riverside County Sheriff's Department, and the California Department of Forestry and Fire Protection (CAL FIRE)/ Riverside County Fire Department.

Additionally, the College was designated as an allied health center for the District and offers a Physician Assistant program in partnership with the Riverside County Regional Medical Center and accredited Dental Hygiene and Dental Assistance programs. Through the Dental Hygiene program, the College operates a low-cost preventive dental care clinic for disadvantaged individuals and families, a service staffed by MVC dental hygiene students under the supervision of faculty and dentists affiliated with the Tri-County Dental Society.

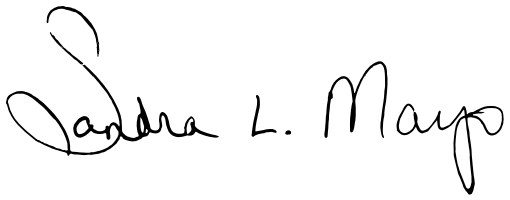
MVC is excited to be completing its Comprehensive Master Plan. The College is approaching its 25th anniversary in 2016, California is in economic recovery and the cities of Moreno Valley and Perris, along with the entire Inland Empire, are showing signs of renewed growth and prosperity. As this comprehensive planning document indicates, MVC is poised to build programs and facilities to meet the current and future needs of the community.

THE PRESIDENT

The 2015 Comprehensive Master Plan is much more than just a planning document. It is an articulation of our vision as a College. So while the effort was guided by HMC Architects and consulting experts in landscape, educational, transportation, and technology planning, at its core it is a College effort—built with critical input from students, faculty, staff, administrators, and community members.

I am proud to present this document and I am excited about what it means for our institution and our community. I would like to thank the MVC Comprehensive Master Plan Committee, the governing board, HMC Architects, Collaborative Brain Trust, AHBE Landscape Architects, Fehr + Peers, and Waveguide Consulting for their skill, dedication, and patience during the planning process. Their collective commitment to listening to the voices of all constituents has led to a strong final document that is both inclusive and visionary.

MVC is truly the “Beacon on the Hill.”



SANDRA MAYO, ED.D.
PRESIDENT

MISSION

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning center to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

Revised and Adopted by the Board of Trustees on April 16, 2013

STATEMENTS

Moreno Valley College inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism.

To accomplish this mission, we provide comprehensive support services, developmental education, and academic programs leading to:

- Baccalaureate Transfer
- Associate Degrees in Arts and Sciences
- Certificates in Career and Technical Education Fields
- Post-employment Opportunities

Adopted by MVC Strategic Planning Council, September 26, 2013
Approved by the Board of Trustees on November 19, 2013

ACKNOWLEDG

BOARD OF TRUSTEES

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Dr. Greg Sandoval, Vice President Student Services (until June 2014)
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Mr. Salvador Soto, Counseling

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Mr. Tyrone Macedon Sr., Associated Students of MVC

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Ms. Susan Lauda, Academic Affairs
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Mr. James Banks, Human Services
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Dr. Gregory Elder, History
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Mr. Abel Sanchez, Laboratory Technician
Mr. James Bow, Information Technology Analyst
Ms. Christy Pollard, Student Services Technician
Mr. Gustavo Segura, Instructional Media

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Collaborative Brain Trust, Educational Planning
AHBE Landscape Architects, Landscape Planning
CWE, Drainage + Stormwater Planning
Fehr + Peers, Transportation Planning
Waveguide Consulting, Instructional Technology Planning

PURPOSES

The *Moreno Valley College 2015 Comprehensive Master Plan* is a long-term plan that identifies and analyzes the programs and services provided to the College's students and communities. The plan is grounded in an analysis of both internal realities, such as the College's current programs and services, and external influences, such as demographic trends and the local educational interests and workforce needs. That information is used to predict the challenges that the College will be called upon to address in the coming decade. These data and challenges coupled with a thorough analysis of the College's current facilities lead to the development of recommendations regarding future growth in technology and facilities. This document is intended to be the foundation for other components in the College's integrated planning process.

Specifically, the purposes of this comprehensive master plan are to:

- Project the long-term development of programs and services;
- Develop recommendations for site and facilities improvements;
- Articulate a vision and goals for a sustainable and environmentally responsible campus and identify opportunities for sustainable strategies in the culture, education, and the development of the environment to meet identified goals;
- Provide a foundation for the development of the other plans, such as the Technology Plan and Campus Sustainability Plan;
- Inform the public of the College's intentions and garner support for the services provided in and to the community; and
- Support accreditation and demonstrate compliance with accreditation standards.

PROCESS

MVC faculty, staff, and administrators participated in the development of the *Moreno Valley College 2015 Comprehensive Master Plan* in four ways.

PLANNING COMMITTEE

The College president appointed faculty, staff and administrators to serve on a Planning Committee. Members were chosen from each constituent group on campus to ensure that all voices would be heard during the development of this long-term plan. Please refer to the *Acknowledgments* page of this document for a list of the committee members.

This committee provided direction and input throughout the development of this document during monthly meetings in 2013-2014. Its tasks were to:

- Monitor that the document was prepared using the processes outlined in the initial meeting and on the promised timeline;
- Participate in brainstorming during the development of the challenges and facilities recommendations;
- Serve as a liaison between the Planning Committee and their constituent groups;
- Be the first readers of the document as sections were drafted; and
- Advocate for the purposes and integration of the master plan in the College's other planning processes.

CONTENT-SPECIFIC MEETINGS

In addition to the Planning Committee, meetings were held with MVC faculty, staff, students, and administrators to provide an opportunity for a content-specific dialogue.

- Representatives of each academic discipline and student service met with an educational planning consultant, a facilities planning consultant and a technology consultant to discuss the specific needs of each area. Please refer to the *Acknowledgments* page of this document for a list of the MVC faculty, staff, and administrators who participated in these interviews.
- Faculty, staff, and students were appointed by their constituent groups to meet with a technology consultant for the purposes of providing feedback on the draft analysis of the status of MVC instructional technology and to participate in visioning about the future of instructional technology at MVC. Please refer to the *Acknowledgments* page of this document for a list of those who participated in these brainstorming sessions.
- A group of faculty, staff, students and administrators participated in a sustainability workshop which provided a forum for stakeholder representatives to share sustainability visions and goals and identify opportunities for sustainable strategies to achieve those goals.

COLLEGE-WIDE REVIEWS OF DRAFTS

Two processes were used to promote college-wide participation in the development of this document.

- A comprehensive master plan website was established to inform the internal and external community about the planning process. Information posted on this site included committee membership, drafts of the document, meeting agendas and minutes, and PowerPoint presentations.
- When a draft of a section of the comprehensive master plan was reviewed by the Planning Committee and revised, a second draft of that section was distributed district-wide for review and comment. Drafts were revised as warranted based on this college-wide feedback.

COLLEGE-WIDE MEETINGS

A total of five town hall meetings were held during the year that this comprehensive master plan was developed. These town hall meetings were announced by a college-wide invitation from the college president. Audience members were encouraged to ask questions throughout the presentation. The PowerPoint presentations were posted on the comprehensive master plan website following the meetings.

- September 2013: An overview of the process and timeline
- November 2013: Review of the document chapters, highlights from the data chapter, challenges, and preliminary analysis of facilities' existing conditions
- December 2013: Overview of the educational plan portion of the comprehensive master plan, the facilities' space inventory analysis and facilities' master plan space needs
- March 2014: Report on project status and draft facilities' recommendations
- April 2014: Report on technology visioning sessions and technology recommendations

Feedback from the town hall meetings led to revisions of the document.

In addition to town hall meetings, the document was reviewed and feedback provided via: Resources Committee (subcommittee of the MVC Strategic Planning Council), Academic Senate, MVC Strategic Planning Council, President's Cabinet, District Strategic Planning Committee, and Chancellor's Cabinet. The document was also shared with the President's Community Advisory Committee for community leader feedback. Feedback was also submitted in response to a college-wide email request for final review and comments.

EXECUTIVE

The *Moreno Valley College 2015 Comprehensive Master Plan* is a long-term plan that identifies and analyzes the programs and services provided to the College's students and communities. This document is intended to be the foundation for other components in the College's integrated planning process, all of which are developed with a focus on enriching programs and services for students and increasing student success.

The *Comprehensive Master Plan* document is organized into two parts. The first part is the Educational Plan, which includes Chapters 1, 2, and 3, and the second part is the Facilities Plan, which includes Chapters 4, 5, and 6. Together, the two parts form the Comprehensive Master Plan, which represents an integrated approach to coordinating educational and facilities planning efforts.

EDUCATIONAL PLAN

Chapter 1: Background describes the College's geographic location within the Riverside Community College District, adjacent community college districts, and a general overview of the College's programs and services as well as the current local, state, and national economic and higher education context.

The College is one of two new colleges in a three-college district that received independent college accreditation in 2010. The College, located in the eastern portion of the Riverside Community College District, serves close to 9,000 students in the fall semesters. The College serves as a center for health sciences and public safety programs as well as offering a full array of liberal arts and sciences offerings on-campus at MVC-Main Campus, online, and off-campus at a fitness center and at the MVC-Ben Clark Training Center. The College's communities are recovering from the recent economic downturn and both population and employment growth are projected for this region. The College is in sync with the current national and state dialogue on student success and places a high priority on the benchmarks related to student success as a way to measure the fulfillment of its mission.

Chapter 2: Profile of the College Community and Students presents and analyzes internal and external scans data to assess the College's effectiveness in fulfilling its mission and to identify the challenges that are likely to arise in the next decade. The population within the RCCD geographic boundaries is projected to increase 19% by 2025, which is an average of a little over 1% each year for the next fifteen years. Although the current unemployment rate for this region has been higher than the state and national rates, economic forecasts predict that employment opportunities will increase in the next decade. Student headcount has varied over the years with a high of over 10,000 students in fall 2008 and a low of 8,936 in fall 2012. This decline reflects the College's reduction in course offerings that were necessitated by reduced state funding. The College's students are relatively youthful, with 82% below 30 years of age; express a traditional educational goal of achieving an associate degree or certificate or fulfilling transfer requirements; and attend during the day or day and evening. The proportion of part-time students to full-time students at 80% part-time is higher than the statewide proportion of 68% part-time. Similarly, students' readiness for college-level English and mathematics courses is below the statewide placement averages.

SUMMARY

Based on the internal and external scans presented in this chapter, the College identified three challenges that MVC will be called upon to address in the coming decade:

- **Challenge #1**: To meet its mission, MVC must increase its offerings of programs and services to meet anticipated increases in student demand.
- **Challenge #2**: To meet its mission, MVC must meet the student needs created by the unique demographics of its communities.
- **Challenge #3**: To meet its mission, MVC must increase the rate at which students complete degrees, certificates and transfer requirements.

MVC intends to develop strategies to address these challenges through other components of its integrated planning process.

Chapter 3: Programs and Services presents a descriptive snapshot and brief analysis of each academic discipline and student service. The enrollment growth targets for the term of this comprehensive master plan is 3% per year for each of the next ten years. Although the College is likely to grow overall contingent on funding, all programs and services will not grow at the same rate. The analysis of each academic discipline and student service culminates in a growth projection for each academic discipline and student service as being slower than, at the same rate as, or faster than the projected total college growth of 3% per year each year for next decade.

FACILITIES PLAN

Chapter 4: Planning Data describes the integrated planning process and links findings and implications described in the Educational Plan to recommendations for facilities. Additional and improved facilities are needed to support the projected growth in academic programs and support services.

Chapter 5: Existing Conditions documents the investigations of the planning team related to the existing sites and facilities. Functional zoning of functions and circulation patterns are identified as key issues to be addressed in the recommendations.

Chapter 6: Recommendations includes a description of the facilities planning principles used to guide the development of site and facilities improvements. Several new facilities are recommended to support the projected growth and replacement of temporary facilities. As new facilities are constructed, spaces are freed up in existing permanent facilities and are recommended to be repurposed to support program needs.

CHAPTER 1
BACKGROUND

CHAPTER 1

BACKGROUND

BACKGROUND

This chapter describes the college's geographic location within the Riverside Community College District, adjacent community college districts, and a general overview of the college's programs and services as well as the current local, state, and national economic and higher education context.

MORENO VALLEY COLLEGE

- Riverside Community College District
- MVC History
- MVC Today
  - / MVC - Main Campus
  - / MVC - Ben Clark Training Center

NATIONAL, STATE, AND LOCAL CONTEXT

- The Economy
- California Community Colleges

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 in 2010 was 2,194,933, which makes it the 4th largest county in California in terms of population. 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 35,371 students in fall 2013. 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 2013-2014 was 51,967 students compared to 23,500 students served by San Bernardino Community College District, 26,292 students served by Chaffey Community College District, and 20,093 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*.)

Close to three-quarters of a million residents lived within RCCD boundaries in 2010, which represent approximately one-third 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. (Refer to *Chapter 2*, *Data Set 1*.)

THANK YOU
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4 Your Future-
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MORENO VALLEY COLLEGE

MVC HISTORY

RCCD 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 vision 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 student center. In keeping with the RCCD mission and master plan, in the 26 years since it was established, MVC expanded its facilities, growing from the initial four buildings in 1991 to 40 buildings in fall 2014, most of which are portable structures.

In 1990, the year after the college construction began, the population in the city of Moreno Valley was 118,779. The population grew rapidly over the next twenty years, reaching 193,365 in 2010. The city's population is projected to reach 213,739 residents by 2020 and 255,231 residents by 2025, which is a 32% increase compared to the population total in 2010. (Refer to *Chapter 2*, *Data Set 1*.) The city's residents are served by two school districts, Moreno Valley Unified and Val Verde Unified, which together educate over fifty thousand students. (Refer to *Chapter 2* for a description of the demographics of the cities within RCCD geographic boundaries.)

RCCD opened campuses in the cities of Moreno Valley and Norco at the same time. By the Board's design, the District's three sites—the Moreno Valley Center, the Norco Center, and Riverside City College—shared these commonalities:

- A Common Core general education and transfer curriculum with a number of distinctive career technical education programs at each site;
- One student contract allowing students to take courses at all three sites;
- One academic calendar; and
- One set of faculty and staff contracts.

The career technical education programs unique to each site were to be the feature that differentiated the three RCCD locations. The unique career technical education programs at the Moreno Valley Center were to be in the fields of Health Sciences and Public Safety.

MORENO VALLEY COLLEGE

MVC TODAY

MVC's student enrollment has grown, from serving 3,490 students in its first semester to 8,220 students in fall 2013. Student enrollment at MVC is slightly lower than Norco College's student enrollment of 9,353 students in fall 2013 and both are lower than Riverside City College's enrollment of 17,798 students in the same semester. (datamart.cccco.edu)

MVC is the 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.

MVC offers instruction at two sites, a main campus located in the city of Moreno Valley and an off-campus site, the Ben Clark Training Center, located approximately 11 miles from the main campus.

MVC – Main Campus

Approximately 75% of the college's students attend courses on the main campus, which offers a full array of liberal arts and sciences courses on-site and online. Curricular outreach extends into MVC's feeder school districts by means of an early college high school and a middle college high school. These programs for high school students provide two-plus-two enrollment initiatives and career pathway opportunities, such as a focus on health sciences.

Instructional programs are complemented by a full range of student support services, including library resources, matriculation, assessment, counseling, admissions and records, a bookstore, college safety and police, a career and transfer center, disabled students services, equal opportunity programs and services, food services, job placement, outreach, student financial services, health services, student activities, and tutorial services.

MVC – Ben Clark Training Center

MVC's primary off-campus site is the Ben Clark Training Center, a regional training site that offers one of the largest public safety training curricula in Southern California. This site, formerly part of March Air Force Base, was conveyed to the County of Riverside for the purposes of operating and developing a public safety training center. The 2010 Memorandum of Agreement between the County of Riverside and the Riverside Community College District limits the programmatic focus at the MVC – Ben Clark Training Center to public safety training and outlines 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.

MVC partners with Riverside County Sheriff's Department and 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 this location.

In September 2010 the Board of Trustees approved a resolution to establish a MVC Education Center at the MVC – 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 is pursuing approval of this site as an educational center. In keeping with the requirement for center status, the MVC – Ben Clark Training Center offerings will be expanded to include an appropriate range of library and student services to support the educational programs.

NATIONAL, STATE, AND LOCAL CONTEXT

THE ECONOMY

The nation is slowly recovering from the most serious economic downturn since the 1930s. The Great Recession has had a negative impact on every facet of the economy, marked by high unemployment rates, a depressed housing market, and low consumer spending. These economic indices are showing signs of improvement and UCLA economists predict that the national recovery will be sluggish but steady over the next two years. (uclaforecast.com)

The pace of the economic recovery is illustrated by gradual improvements in unemployment rates. The national unemployment rate was between 8.9% and 10.0% from April 2009 until October 2011. Since then, the rate has slowly but consistently decreased, reaching 5.6% in December 2014. To provide a frame of reference, the national unemployment rate was 4.6% in January 2007. Three years later at the beginning of 2010, the national unemployment rate more than doubled reaching 9.7%. The December 2014 unemployment rate of 5.6% is the lowest it has been since October 2008. (bls.gov)

A similar pattern of slow, but hopeful growth is seen in both new construction and sales of existing homes. New housing starts increased in 2012 and economists predict that the combination of pent-up demand plus continued low prices and mortgage rates will continue to fuel the recovery in this sector.

The economic downturn in California has been especially severe. For example, in December 2006, the state's unemployment rate was 4.6%, and in January 2010, the rate had almost tripled, reaching 13.2%. California's unemployment rate was then and continues to be higher than the national unemployment rate. California's December 2014 unemployment rate was 7.0%, one of the highest unemployment rates in the nation. (bls.gov) The good news is that there are signs of recovery. The forecast is that California's economy is projected to grow through 2015 across all private sector industries, led by technology, tourism, and exports as the strongest sectors. This fiscal recovery is evident in state budget surpluses, which have been created by higher personal income tax receipts and restrained spending. However, the state faces serious challenges, such as health care costs, the lack of immigration reform, domestic out-migration, and water shortages that will impact the rate of economic growth. (http://laedc.org/wp-content/uploads/2014/02/LAEDC-2014-15-February-Forecast-Report.pdf)

One positive sign of the economic recovery is that the unemployment rates in Riverside County are decreasing. The unemployment rate was 14.6% in January 2010 and has been steadily declining since then. Despite that positive news, Riverside County's unemployment rate continues to be higher than the statewide rate; in December 2014 the unemployment rate for Riverside County was 7.4%, which is higher than both the national and statewide rates. (http://www.labormarketinfo.edd.ca.gov)

Unemployment rates have declined due to increases in the number of available jobs in the Inland Empire, which regained 40,000 of the 147,000 jobs lost during the recession. The primary sectors that have been adding jobs are leisure and hospitality, wholesale trade, retail trade, health care, transportation, warehousing, utilities, and professional scientific and technical services. Payrolls were reduced in government and administrative and support services. Other good news for the local area is the increase in housing indicators, such as new home construction permits and home prices. Based on these forecasts, the local economy is likely to have the same type of slow but steady recovery as the nation and the state. (Refer to *Chapter 2, Data Set 15.*) (laedc.org/reports/2013-14EconomicForecastandIndustryOutlook.pdf)

CALIFORNIA COMMUNITY COLLEGES

Based on the belief that college-educated residents are necessary in order to advance its economic, political, and social success, California developed an impressive system of 112 community colleges. The colleges are as diverse as the regions and populations they serve. The largest higher education system in the United States, California community colleges served 2,309,989 students by headcount with 1,092,603 full-time equivalent students taking credit courses and 68,684 full-time equivalent students taking non-credit courses in 2013–2014. (datamart.cccco.edu) To place these numbers in perspective, one third of all community college students in the nation are enrolled at a California community college. (http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_StateOfSystem/2014_State_of_the_System_FINAL.pdf)

California community colleges are the most cost-effective system of education in the state when compared to K-12 public schools and the University of California and CSU systems according to the Community College League of California. For 2013–2014, the state allocated $5,997 for a full-time student in community college compared to $8,365 a year in the K-12 system and $12,506 and $22,428 respectively, at a California State University and a University of California. (ccleague.org)

California's community colleges today are called upon to continue providing quality higher education while also addressing four powerful and inter-related challenges.

1. **Increase in Student Demand**
   One impact of the Great Recession is an increase in student demand for access to community college programs and services. There are two reasons for this increase. First, given California's high unemployment rate, students are seeking entry into community colleges for career training. Second, since the state's budget deficits have impacted all three of the state's public higher education systems, the state's universities have reduced the number of students in their freshman classes. As a result, there is an increase in the numbers of students seeking entry into community colleges to fulfill transfer requirements.

2. **Emphasis on Degree and Certificate Completion**
   Once the industrialized country with the highest percentage of young adults with a college degree globally, the United States now ranks 10th. College-age students are now likely to be less well educated than their parents. President Barack Obama challenged the nation to award an additional five million degrees and certificates by 2020. Extrapolating that challenge to community colleges, each California community college is asked to triple the number of degrees and certificates awarded by 2020. (cccvision2020.org)

   This national challenge is especially acute in California because it ranks lower than many other states on the higher education achievements of its residents. Based on the US Census, 39% of the working adults in California aged 25 to 64 have earned an associate degree or higher. According to the Georgetown University Center on Education and the Workforce, 61% of California's jobs will require postsecondary education as soon as 2018. The current rate of degree completion will be insufficient to meet this workforce need. Analysts at the Lumina Foundation project that if the current rate of degree completion continues, 45% of California's working adults will have earned a college degree by 2025, far short of the 61% that is projected to be needed for the workforce. (luminafoundation.org)

3. **California Achievement Gap**
   A study by the Institute for Higher Education Leadership and Policy at California State University in Sacramento identified ethnic differences in student achievement. Among the African-American and Latino students who attend community colleges, proportionately fewer African-American and Latino students (26% and 22% respectively) completed a degree or certificate within six years compared to white and Asian Pacific Islanders (37% and 35% respectively). Proportionately, twice as many white students transfer to a four-year university than Latino students.
   (csus.edu/ihelp/PDFs/R_Div_We_Fail_1010.pdf)

CALIFORNIA COMMUNITY COLLEGES (CONT'D)

4. **Fiscal Challenge**
   State allocations to the California community colleges declined $809 million, or 12% between 2008-2009 and 2012-2013. In response to this decrease in state allocations, the colleges reduced programs and services for students. As a result, enrollment decreased by more than 600,000 students over these years.
   (californiacommunitycolleges.cccco.edu)

A proposition to temporarily increase taxes was approved by the voters in November 2012, resulting in $210 million in additional funding to help prevent further reductions in community college programs and services and provide resources to keep pace with technological innovations.

Thanks to this measure as well as the improving state economy, funding for community colleges has increased in the past two years. Despite this good news, fiscal challenges continue because the revenue lost during the years of the recession will not be restored and the stability of today's increased funding is uncertain.

Six statewide solutions have been recently developed to assist colleges with these challenges.

1. **The Student Success Task Force**
   Perhaps the most dramatic change to the California community college system occurred due to the work performed by the Student Success Task Force, a task force established by the Board of Governors in 2011 in an effort to re-examine system priorities in light of continuous budget cuts. The goal of the task force was to examine national best practices and models, and then make recommendations to improve California community college student success. The task force made twenty-two specific recommendations, twenty of which are currently being implemented through statutory change, regulatory change and/or the adoption of best practices.
   (californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf)

Notable aspects of these regulatory changes are:

- Priority Registration
  In September 2012 the Board of Governors established a regulation regarding priority registration for all California community colleges. Beginning fall 2014, students in the following categories will have registration priority over other students:
  - / Active-duty military
  - / Recent veterans
  - / Current former foster youth
  - / Students served through Extended Opportunity Programs and Services and Disabled Students Programs and Services
  - / New students who have completed college orientation, completed college assessment, and developed education plans
  - / Continuing students in good academic standing who have not exceeded 100 units not including units in basic skills English, mathematics or English as a Second Language (extranet.cccco.edu/Portals/1/Legal/Regs/FINAL_AS_FILED_Enrollment%20priorities_regs.pdf)
- The Student Success Act of 2012 (SB1456)
  This Senate bill implemented selected recommendations of the Student Success Task Force by providing statutory authority to alter current laws regarding:
  - / Student Success and Support Program – The bill calls for substantial changes to student support services. The goals of the Student Success and Support Program (formerly matriculation) are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success and support program process: admissions, orientation, assessment and testing, counseling, and student follow-up. After submitting a Student Success and Support Plan to the Chancellor's Office, colleges may apply for funding and technical assistance.
  - / Common Assessment – Colleges will need to use common assessment practices once they are made available to the colleges.
  - / The Student Success Scorecard – The scorecard, first distributed in April 2013, is a system of accountability that requires each college to measure what are considered "high-order" outcomes such as degrees, certificates, remedial programs, job training programs, student retention, and transfer data. The scorecard focuses on institutional progress rather than comparative information between colleges. The data are reported by gender, age, and ethnicity and is available on-line for access by the community. (scorecard.cccco.edu)
  - / Minimum Academic Standards – This aspect of the Senate bill requires students who receive fee waivers due to fiscal hardship to meet minimum standards to maintain their waivers.

CALIFORNIA COMMUNITY COLLEGES (CONT'D)

2. **Student Transfer Achievement Reform Act**
   An important strategy to improve California's degree completion rates has been codified in the Student Transfer Achievement Reform Act (SB 1440). Research shows that California community college students annually transfer to a state university with more than the required 60 semester units. Under the provision of this recent legislation, eligible students will receive an associate degree for transfer in their area of study with 60 units. Following this step, students are then guaranteed admission into a California State University campus as a junior and only need to complete 60 additional units in order to graduate with a bachelor's degree.

   To implement this legislation, colleges developed transfer degrees that allow students to transfer to specific CSU programs without additional coursework. Most colleges, including MVC, adopted the Transfer Model Curriculum prepared jointly by the state Academic Senates for the California State University and the community colleges. A total of 1,600 new transfer degrees were developed in 2011-2012. The student response has been enthusiastic. The number of students who earned transfer degrees in 2012-2013 was 5,366; that number doubled to 11,839 transfer degrees earned in 2013-2014. (http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_StateOfSystem/2014_State_of_the_System_FINAL.pdf)

3. **Course Repetition and Repeatability**
   On-going fiscal constraints in California have triggered an increase in the scrutiny of California community college programs and practices. In 2012 regulatory changes were made to Title 5 §55041 regarding course repeatability to reduce the number of times students can take the same course. This move was made to reduce dollars paid to the colleges and to allow new students greater access to courses. The move restricts the apportionment that colleges can collect for students who repeat the same course.

   Additionally, individual college curriculum committees have found it necessary to analyze whether their courses require alterations due to regulatory change. This modification has had a profound impact on the visual and performing arts, physical education, dance, and kinesiology where repeatability is limited to courses that are required to finish a bachelor's degree at a transferring state public university, regardless of the grade symbol a student receives in a class. (extranet.cccco.edu/Portals/1/Legal/Regs/FINAL_as_Filed_Course_Repeatability_Regs.pdf)

4. **On-line Education**
   In a recent budget proposal California Governor Brown suggested that colleges reduce costs by encouraging students to take advantage of Massive Open Online Courses to complete general education courses that may be impacted at public colleges and universities. These courses are often inexpensive and are offered by proprietary colleges. Current conversations on this idea are focused on how and if the state's public colleges and universities will accept units earned in such courses.

5. **Doing What Matters for Jobs and the Economy**
   Leaders in the Chancellor's Office believe that California community colleges are in a unique position to close the gap between what employers need and the skills workers have. "Doing What Matters for Jobs and the Economy" identified major California Industries and includes labor priorities necessary for industries such as energy and utilities, agriculture, healthcare, biotechnology, advanced transportation, small business export, retail, advanced manufacturing, hospitality and tourism, and information and communication.

California was divided into 15 regions and each region was asked to identify regional market needs and to:

- Consider those needs when making local decisions as to workforce training (Give Priority);
- Retool or eliminate programs that are not working for industry (Make Room);
- Adopt common regional metrics and necessary skill sets needed by regional workers (Student Success); and
- Invest in innovation for select programs (Innovation).

In addition to coping with these challenges, many community colleges are re-examining their missions to align their programs and services with the needs of the communities they serve in a fiscally responsible manner. (http://doingwhatmatters.cccco.edu)

6. **California Community College System Goals**
   The recommendations of the Student Success Task Force, in addition to being the impetus for the Student Success Act of 2012 described previously in this section, was also the impetus for the development of system-wide goals. Approved in 2014, the goals are to improve the system's performance in each of these areas:

   - Student Success
   - Equity
   - Student Services
   - Efficiency
   - Access

The Scorecard, described previously in this section, will provide most of the metrics for assessing progress in system-wide improvement in these areas. The annual report of progress will include system-wide performance on each of these metrics as well as the performance of each college and district. In addition to the annual report presented to the legislature, these Indicators of Institutional Effectiveness are to be posted on college websites by June 30, 2015.

A status report on all 22 recommendations from the Student Success Task Force is available at (http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessInitiative/SS_TaskForce_1_13_15.pdf).

CHAPTER 2
PROFILE

two / **profile of the college community and students**

CHAPTER 2
PROFILE

PROFILE OF THE COLLEGE COMMUNITY AND STUDENTS

This chapter provides background information about the demographic and economic characteristics of the MVC service area and its students.

The data sets in this chapter were derived from a variety of resources including state agencies, local agencies, the MVC Office of Institutional Research and Assessment, and the Riverside Community College District Office of Institutional Research & Strategic Planning. The specific source of the information is identified for each data set.

Occasionally the data from one source is not an exact match with data from a different source. The reason for this discrepancy is that data from various sources are often developed with different methodologies. Given that the implications for planning in this comprehensive master plan are drawn from an analysis of trends, minor discrepancies in numbers are not significant.

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PROFILE OF THE COLLEGE COMMUNITY AND STUDENTS

REGIONAL POPULATION TRENDS + CHARACTERISTICS

DATA SET 1: CURRENT AND PROJECTED POPULATION BY CITIES WITHIN RCCD BOUNDARIES

	2010	2020	2025	% Growth from 2010 to 2025
Corona	152,374	155,818	164,559	8%
Eastvale	53,670	61,461	68,250	27%
Jurupa Valley	95,004	103,714	125,950	33%
Moreno Valley	193,365	213,739	255,231	32%
Norco	27,063	30,757	32,657	21%
Perris	68,386	82,028	114,046	67%
Riverside City	303,871	338,977	382,681	26%
RCCD Total	**893,733**	**986,494**	**1,143,374**	**28%**
Riverside County	**2,194,933**	**2,478,059**	**2,662,235**	**21%**
California	**37,341,978**	**40,619,346**	**42,373,301**	**13%**

For city data: Riverside County Center for Demographic Research, rctlma.org/rcd/content/projections/PHEProjections_2010.pdf (January 23, 2015)
For county and state data: California Department of Finance, dof.ca.gov/research/demographic/reports/projections/P-1/ (January 23, 2015)

- The two cities within RCCD boundaries that have the greatest number of residents are Riverside (2010 population 303,871) and Moreno Valley (2010 population 193,365). The city with the smallest population is Norco (2010 population 27,063).
- The number of residents living within the RCCD geographic boundaries is projected to increase 28% by 2025, which is an average of 1.7% each year for fifteen years.
- A population increase is projected for all cities within RCCD boundaries, with Perris projected to have a 67% increase in population, Moreno Valley a 32% increase, and Corona the lowest projected increase at 8%.
- The distribution of the population across these seven cities in RCCD is projected to remain stable over the next decade, with Riverside and Moreno Valley as the two largest cities and Norco as the smallest.
- Overall, the population in Riverside County is projected to grow 21%, which is higher than the projected increase for California (13%). A 21% increase in Riverside County's population by 2025 is an average increase of 1.4% each year for fifteen years.

DATA SET 2: MORENO VALLEY COLLEGE STUDENT HEADCOUNT BY CITIES WITHIN RCCD BOUNDARIES

City	Fall 2012 Student Headcount	% of Total Student Headcount
Corona	268	3%
Moreno Valley	3,967	43%
Norco	43	<1%
Perris	1,341	15%
Riverside City	1,109	12%
Total Within RCCD	**6,728**	**72%**
Total Outside RCCD	**2,560**	**28%**
Total MVC Enrollment	**9,288**	**100%**

Source: Riverside Community College District Office of Institutional Research & Strategic Planning, 2013

Note: RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, students from Eastvale are included in the number of students from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, students from Jurupa Valley are included in the number of students from Riverside.

- Seventy-two percent (72%) of all students enrolled at MVC in fall 2012 resided within RCCD boundaries.
- Seventy percent (70%) of all MVC students in fall 2012 resided in the cities of Moreno Valley, Perris and Riverside.

DATA SET 3: MORENO VALLEY COLLEGE STUDENT HEADCOUNT BY CITIES OUTSIDE RCCD BOUNDARIES

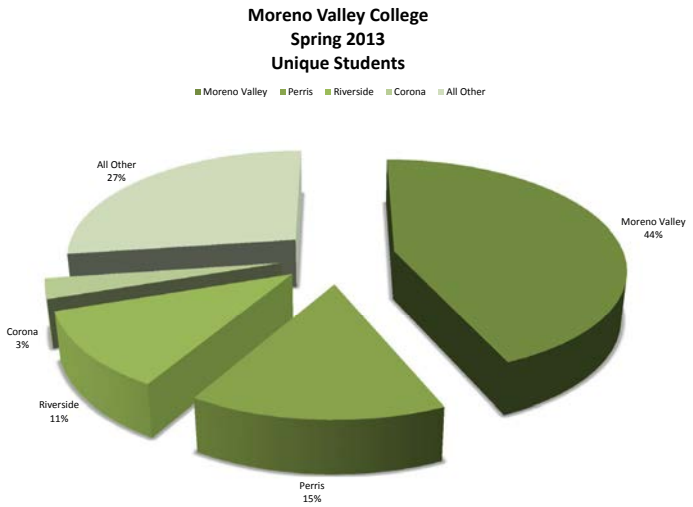
City	Fall 2012 Student Headcount	% of Total Student Headcount
Beaumont	103	4%
Hemet	163	6%
Menifee	124	5%
Murrieta	153	6%
Sun City	142	6%
Total from communities with fewer than 100 students traveling to MVC	**1,875**	**73%**
Total Outside RCCD	**2,560**	**27%**
Total MVC Enrollment	**9,288**	**100%**

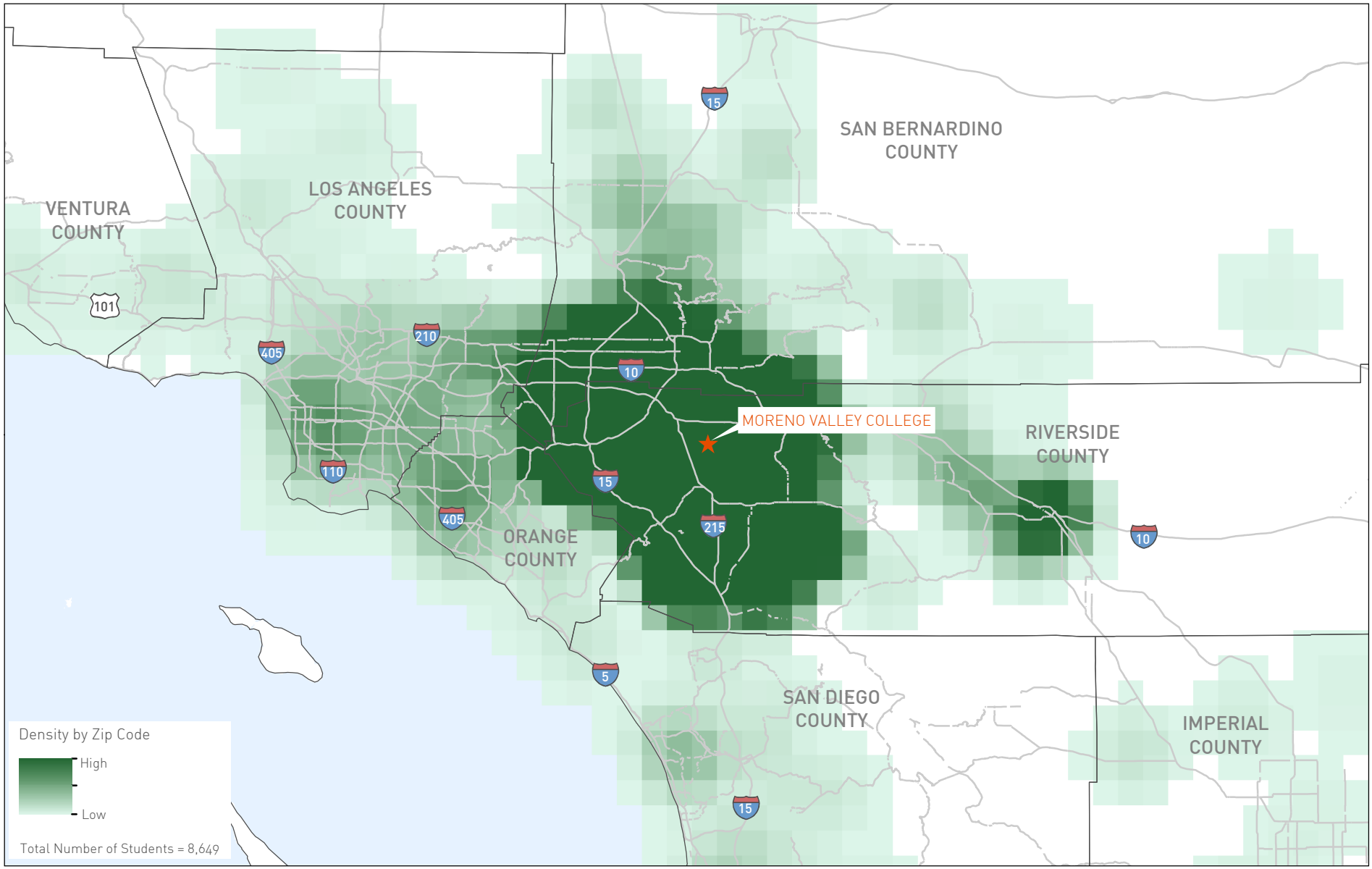
Source: Riverside Community College District Office of Institutional Research & Strategic Planning, 2013

Note: RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, students from Eastvale are included in the number of students from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, students from Jurupa Valley are included in the number of students from Riverside.

- Students who attended MVC in fall 2012 who live outside of RCCD boundaries are widely dispersed and reside in many different communities.
- The five cities outside RCCD boundaries with the greatest number of students attending MVC in fall 2012 are Beaumont, Hemet, Menifee, Murrieta and Sun City.

DATA SET 4: UNIQUE STUDENTS BY ZIP CODE





Not to Scale

UNIQUE STUDENTS BY ZIP CODE - SPRING 2013

DATA SET 5: POPULATION BY RACE/ETHNICITY WITHIN RCCD BOUNDARIES

City	African-American	American Indian, Alaska Native	Asian	Hispanic	Pacific Islander	White	Two or more races
Corona	5%	<1%	9%	43%	1%	39%	2%
Eastvale	11%	<1%	22%	40%	0	25%	2%
Jurupa Valley	4%	<1%	3%	66%	<1%	25%	1%
Moreno Valley	17%	<1%	5%	54%	<1%	20%	2%
Norco	7%	1%	4%	28%	0	58%	3%
Perris	11%	<1%	4%	71%	<1%	13%	1%
Riverside City	6%	1%	7%	49%	<1%	34%	2%

Source: Riverside County Center for Demographic Research, rctlma.org/rcd/content/projections/PHEProjections_2010.pdf (January 23, 2015)

- The population within RCCD boundaries is ethnically diverse, with the greatest proportions of the residents identifying themselves as either Hispanic or White.

DATA SET 6: POPULATION BY GENDER WITHIN RCCD BOUNDARIES

City	Female	Male
Corona	51%	50%
Eastvale	50%	50%
Jurupa Valley	50%	50%
Moreno Valley	51%	49%
Norco	44%	56%
Perris	51%	49%
Riverside City	50%	50%

Source: Riverside County Center for Demographic Research, rctlma.org/rcd/content/projections/PHEProjections_2010.pdf (January 23, 2015)

- There is a gender balance in the populations in all cities within RCCD boundaries with the exception of Norco.

DATA SET 7: CURRENT AND PROJECTED POPULATION BY AGE FOR RIVERSIDE COUNTY AND CALIFORNIA

City	Preschool Age 0-4	School Age 5-17	College Age 18-24	Working Age 25-64	Young Retirees 65-74	Mature Retirees 75-84	Seniors
Riverside County 2010	7%	21%	10%	50%	6%	4%	1%
Riverside County 2020	7%	18%	11%	50%	8%	4%	2%
Riverside County 2030	7%	17%	9%	50%	10%	6%	2%
California 2010	7%	18%	11%	53%	6%	4%	2%
California 2020	7%	17%	10%	52%	9%	4%	2%
California 2030	6%	16%	9%	49%	10%	6%	2%

Source: California Department of Finance, dof.ca.gov

Note:
The age cohorts are unevenly divided to provide a projection for the college-going age cohort.

- The proportions of the population that are school age (5–17) and college-age (18–24) in Riverside County are projected to decrease and the proportions of the population that are young retirees (65-74) and mature retirees (75-84) are projected to increase over the next twenty years.
- Changes in the proportions of the Riverside County population in each age cohort are projected to reflect the same shifts as changes in the proportions of the state population, with a slightly lower proportion of school age and a slightly higher proportion of retirees by 2030. The proportion of the Riverside County population that is of school age is projected to decrease from 21% in 2010 to 17% by 2030. The proportion of the population in the cohort of young retirees is projected to increase from 6% to 10% in the same period and the proportion of the cohort of mature retirees is projected to increase from 4% to 6%.

DATA SET 8: LANGUAGE SPOKEN AT HOME BY RESIDENTS AGE 5 AND OLDER

City	Language Other than English Spoken at Home
Corona	42%
Moreno Valley	48%
Norco	24%
Perris	63%
Riverside City	43%
Riverside County	40%
California	43%

Source: US Census 2010 Quick Facts, quickfacts.census.gov

Note:
RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, residents in Eastvale are included in the number of residents from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, residents in Jurupa Valley are included in the number of residents from Riverside.

- The cities within RCCD boundaries with the highest proportion of the population that speak a language other than English at home are Moreno Valley, Perris and Riverside.
- Moreno Valley, Perris and Riverside are the cities of residence for 70% of the College's student population. (Refer to *Data Set 2*.)

DATA SET 9: MEDIAN HOUSEHOLD INCOME BY CITIES WITHIN RCCD BOUNDARIES

City	Median Household Income
Corona	$79,877
Moreno Valley	$56,768
Norco	$84,812
Perris	$49,812
Riverside City	$57,555
Riverside County	$58,365
California	$61,632

Source: US Census 2010 Quick Facts, quickfacts.census.gov

Note:
RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, residents in Eastvale are included in the number of residents from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, residents in Jurupa Valley are included in the number of residents from Riverside.

- The median household income for the residents of Corona and Norco are above the county and state median household income levels. All other cities within RCCD boundaries are below both county and state median household income levels.

DATA SET 10: PERCENTAGE OF PERSONS BELOW POVERTY LEVEL BY CITIES WITHIN RCCD BOUNDARIES

City	% of Residents Below Poverty Level
Corona	42%
Moreno Valley	48%
Norco	24%
Perris	63%
Riverside City	43%
Riverside County	40%
California	43%

Source: US Census 2010 Quick Facts, quickfacts.census.gov

Note:
RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, residents in Eastvale are included in the number of residents from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, residents in Jurupa Valley are included in the number of residents from Riverside.

- Compared to Riverside County overall, the proportion of residents with a median household income below the poverty level is higher in all of the cities within RCCD, other than Norco. The 2012 poverty level in California is annual income of $37,060 for a family of 3 and $44,700 for a family of 4. (www.dhcs.ca.gov)

DATA SET 11: LEVEL OF EDUCATIONAL ATTAINMENT FOR RESIDENTS AGE 25+ WITHIN RCCD BOUNDARIES

	Corona	Moreno Valley	Norco	Perris	Riverside City	California
Did not graduate high school	19%	25%	20%	38%	23%	19%
High school graduate	23%	28%	29%	29%	25%	22%
Some college	25%	25%	27%	19%	23%	22%
Subtotal: Residents without a college degree	**67%**	**78%**	**76%**	**86%**	**71%**	**63%**
Associate's degree	9%	8%	9%	6%	7%	8%
Bachelor's degree or higher	24%	15%	16%	9%	22%	30%
Total population age 25+ years	**88,873**	**101,391**	**18,487**	**32,488**	**173,719**	**23,497,945**

Source: American Community Survey 2006 – 2010, www.census.gov/acs/www/

Note:
RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, residents in Eastvale are included in the number of residents from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, residents in Jurupa Valley are included in the number of residents from Riverside.

- A significant proportion of the residents age 25 and older who live within RCCD boundaries have not attended college.
- Statewide, the proportion of adults aged 25 and older that have earned a higher education degree is 38%, which is higher than the proportions of adults with a college education in Corona (33%), Moreno Valley (23%), Norco (25%), Perris (15%), and Riverside City (29%). The proportions of adult residents who have not earned a college degree are highest in Moreno Valley (78%), Norco (76%), and Perris (86%).
- With the exception of Perris, the proportions of residents within RCCD boundaries whose highest level of educational attainment is an associate degree are comparable to the state level of 8%. Also with the exception of Perris, the proportions of high school graduates and residents with some college in the RCCD cities are higher than the state level of 22%.
- With the exception of Corona, the proportions of residents who have not graduated from high school are higher than the state level of 19%. The proportion of residents who have not graduated from high school is highest in the cities of Moreno Valley (25%) and Perris (38%).

LOCAL ECONOMIC TRENDS

DATA SET 12: EMPLOYMENT AND UNEMPLOYMENT FOR RIVERSIDE COUNTY

Sector	December 2013	December 2014	Difference
Labor Force	957,000	959,000	2,000
Employment	872,100	888,200	16,100
Unemployment	84,900	70,800	-14,100
Unemployment Rate	8.9%	7.4%	-1.5%

Source: http://www.calmis.ca.gov/file/lfmonth/1312rcou.pdf

- Even with an additional 2,000 workers entering the labor force, unemployment rates in Riverside County dramatically improved between December 2013 and December 2014.

DATA SET 13: NATIONAL EARNINGS AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT FOR ADULTS

Education attained	Unemployment rate in 2012	Median weekly earnings in 2012
Doctoral degree	2.5%	$1,624
Professional degree	2.1%	$1,735
Master's degree	3.5%	$1,300
Bachelor's degree	4.5%	$1,066
Associate's degree	6.2%	$785
Some college, no degree	7.7%	$727
High school diploma	8.3%	$652
Less than a high school diploma	12.4%	$471

Source: U.S. Bureau of Labor Statistics, Current Population Survey, bls.gov/emp/ep_table_001.htm

- Nationally, adults age 25 and older with the lowest levels of educational attainment have the highest rates of unemployment and the lowest median weekly earnings. 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 the high rates of unemployment in the Inland Empire and the percentages of residents who live below the poverty level. (Refer to *Data Set 9.* and *Data Set 10*.)

DATA SET 14: UNEMPLOYMENT RATES IN RCCD

City	November 2013	November 2014
Corona	6.9%	6.0%
Eastvale	9.5%	8.2%
Jurupa Valley	8.9%	8.2%
Moreno Valley	11.0%	9.6%
Norco	7.7%	6.7%
Perris	14.9%	13.1%
Riverside City	9.5%	8.3%
California	**8.2%**	**7.1%**

Source: http://www.homefacts.com/unemployment/California/Riverside-County/Eastvale.html (January 23, 2015)

- Unemployment rates declined in the past year in the cities within RCCD boundaries.
- Within RCCD boundaries the cities with the highest unemployment rates are Moreno Valley and Perris. Corona and Norco experienced the lowest unemployment rates in the past two years.

DATA SET 15: PROJECTED EMPLOYMENT GROWTH IN THE INLAND EMPIRE BY INDUSTRY

Industry Sector	Number of Jobs		
	2005	2015	% Change from 2005 to 2015
Administrative services	85,800	121,300	41.4%
Wholesale trade	47,200	66,200	40.3%
Transportation and warehousing	52,100	71,000	36.3%
Construction	114,800	149,200	30.0%
Professional, scientific and technical services	32,000	43,900	37.2%
Accommodation and food services	104,000	134,100	28.9%
Retail trade	157,500	200,400	27.2%
Private education services	13,700	17,400	27.0%
Mining	1,200	1,600	33.3%
Arts, entertainment and recreation	15,600	19,300	23.7%
Utilities	5,100	5,900	15.7%
Real estate, rental and leasing	18,000	21,500	19.4%
Information	14,200	16,700	17.6%
Finance and insurance	28,500	34,300	20.4%
Healthcare and social assistance	107,200	132,900	24.0%
Management	11,700	12,900	10.3%
Other services	40,100	48,500	20.9%
Federal government	17,200	17,100	-1.2%
State and local government	199,100	244,500	22.8%
Nondurable manufacturing	34,900	37,900	8.6%
Durable manufacturing	86,100	92,000	6.9%

Source: The Inland Empire in 2015, ppic.org/content/pubs/report/R_408HJR.pdf

- Employment in the Inland Empire is projected to grow in every sector except federal government.
- The state and local government sector is projected to include the largest number of jobs by 2015. This sector includes public safety agencies, such as the law enforcement and fire departments.
- Five other sectors projected to have over 100,000 jobs in the Inland Empire by 2015 are: retail trade, administrative services; construction; healthcare and social assistance; and accommodation and food service.
- The percentage of growth in the number of jobs is highest for administrative services; wholesale trade; and professional scientific and technical services. Although the percentage of change is high for each of these sectors, the total number of jobs in wholesale trade and professional, scientific and technical services is relatively small.

DATA SET 16: PERCENTAGE OF JOBS BY EDUCATION IN THE INLAND EMPIRE AND STATE

	Less than high school diploma	High school diploma	Some college	Bachelor's degree	Graduate degree
Inland Empire					
2005	21%	29%	32%	12%	7%
2015	18%	36%	26%	13%	8%
California					
2005	16%	23%	31%	20%	10%
2015	13%	29%	25%	21%	12%

Source: The Inland Empire in 2015, ppic.org/content/pubs/report/R_408HJR.pdf

Note:
In this analysis, the category of "some college" includes associate degrees and career technical education certificates.

- In 2005, 50% of the jobs in the Inland Empire required only a high school diploma or less, compared to 39% of the jobs statewide. About 1/3 of the jobs in both the Inland Empire and the state required "some college," a category that includes associate degrees and career technical education certificates. Only 18% of the jobs in the Inland Empire in 2005 required a bachelor's degree or higher in contrast 30% of the jobs statewide.
- The projection for 2015 is that there will be a shift in Inland Empire's job requirements at the lower end of the education spectrum. In 2015 the percentage of jobs that do not require a high school diploma will decrease from 21% to 18% and the percentage of jobs that require a high school diploma will increase from 29% to 36%. There is a comparable shift statewide, with a decrease in the percentage of jobs that do not require a high school diploma from 16% to 13% and an increase in the percentage of jobs that require a high school diploma from 23% to 29%.
- The projection is that in 2015 the percentage of the jobs in both the Inland Empire and the state that require some college will decrease from approximately 32% to approximately 25%.
- In both the Inland Empire and the state, the percentage of jobs that require a bachelor's degree or higher will increase, but the disparity between the Inland Empire jobs and statewide jobs continues, with 20% of the jobs in the Inland Empire requiring a bachelor's degree or higher compared to 33% of the jobs statewide.

DATA SET 17: EMPLOYMENT BY SECTOR FOR THE INLAND EMPIRE 2012-2013

Sector	September 2013	September 2014	Change from 2013 to 2014	
			# of Jobs	% Change
Management & professions	46,300	47,900	1,600	3.5%
Federal and state	37,300	3,500	200	0.5%
Mining	1,200	1,200	0	0.0%
Utilities	5,500	5,400	(100)	-1.8%
Local government	73,300	72,800	(500)	-0.7%
Higher education	15,500	14,700	(800)	-5.5%
Subtotal: Good Paying Jobs	**179,100**	**179,500**	**400**	**0.2%**
K-12 education	111,000	115,800	4,800	4.5%
Healthcare	118,700	120,600	1,900	1.6%
Publish, telecom, other	11,200	11,600	400	3.5%
Financial activities	41,900	42,300	400	1.0%
Subtotal: Moderate Paying Jobs that Require Higher Education	**282,800**	**290,300**	**7,500**	**2.7%**
Distribution & transportation	130,900	135,600	4,700	3.6%
Construction	71,900	73,800	1,900	2.7%
Manufacturing	87,000	88,100	1,100	1.3%
Subtotal: Moderate Paying Jobs that Do Not Require Higher Education	**289,800**	**297,500**	**7,700**	**2.7%**
Retail trade	163,300	168,500	5,200	3.2%
Eating & drinking	104,800	109,900	5,100	4.9%
Social assistance	48,600	52,900	4,300	8.8%
Employment agency	41,400	43,300	1,900	4.7%
Administrative Support	48,900	49,600	700	1.4%
Agriculture	12,800	12,900	100	0.8%
Accommodation	14,200	13,700	(500)	-3.6%
Amusement	14,500	13,900	(600)	-4.1%
Other services	41,000	39,200	(1,800)	-4.4%
Subtotal: Lower Paying Jobs	**489,500**	**503,900**	**14,400**	**3.0%**
Total, all industries	**1,241,200**	**1,271,200**	**30,000**	**2.4%**

Sources: Employment Development Department (edd.ca.gov) and Inland Empire Quarterly Economic Report (http://www.johnhusing.com/QER%20Reports/QER%20Oct%202014%20web.pdf

- Reflecting the economic recovery, there has been an overall 2.4% increase in the number of jobs in the past year in the Inland Empire.
- In the past year, job growth was slowest in the category of "good paying jobs." The only sector in this category that increased the number of jobs is management and professions.
- In the category of "moderate paying jobs that require higher education" the sectors with the highest proportional growth in jobs are K-12 education and publishing and telecommunication.
- In the category of "moderate paying jobs that do not require higher education" the sector with the greatest growth is distribution and transportation.
- In the category of "lower paying jobs" the sectors that demonstrated the highest growth were social assistance, eating and drinking and employment agency.

DATA SET 18: HEALTHCARE OCCUPATIONAL EMPLOYMENT BY EDUCATION LEVEL IN THE INLAND EMPIRE

Education Level	# of Occupations	2011 Jobs	2016 Jobs	Growth	% Growth	Openings	Average Hourly Wages
Short-term on-the-job training	4	16,970	20,334	3,364	16%	4,364	$12.51
Moderate-term on-the-job training	6	23,228	26,472	3,244	12%	5,108	$16.37
Postsecondary vocational award	7	22,208	24,830	2,622	11%	4,656	$18.93
Associate Degree	11	29,407	33,390	3,983	13%	6,556	$28.70
Growth rate for occupations requiring an associate degree or less: 13%							
Bachelor's Degree	4	2,849	3,114	265	9%	608	$28.05
Degree plus Work Experience	1	2,438	2,717	279	11%	512	$40.30
Master's Degree	6	4,376	4,945	569	12%	927	$33.01
Doctoral Degree	3	4,334	4,804	470	12%	1,050	$36.16
First Professional Degree	5	9,769	10,727	958	9%	1,947	$53.96
Growth rate for occupations requiring a bachelor's degree or higher: 10%							
Total/Average	**47**	**115,579**	**131,333**	**15,754**	**14%**	**25,728**	**$29.78**

Source: Labor Market Study: Healthcare Industries and Occupations in the Inland Empire May 2012, coeccc.net

- The demand for trained healthcare workers in the Inland Empire is projected to increase over the next five years. The two categories of healthcare occupations projected to have the most growth over the next five years are those that require short-term on-the-job training (16% growth) and those that require an associate degree (13% growth).
- Entry-level jobs requiring on-the-job training are plentiful and are projected to grow by 12% to 16% in the next five years. However, the average hourly wages for these jobs are only slightly above the California minimum wage of $10 per hour.
- Jobs requiring a vocational certificate or associate degree are also plentiful and are projected to grow by 11% to 13% in the next five years. The average hourly wages are higher, almost double the California minimum wage of $10 per hour for jobs requiring a vocational certificate and triple the minimum wage for those requiring an associate degree.
- Similarly, jobs requiring a bachelor's degree or higher are projected to grow by 10% in the next five years. The average hourly wages increase commensurate with the increased requirements for higher levels of education.

DATA SET 19: GROWTH OF HEALTHCARE OCCUPATIONS IN THE INLAND EMPIRE

Occupation	2011 jobs	2016 jobs	Growth	% Growth	Openings	Average hourly wage
Short-term on-the-job training						
Home health aides	5,133	6,164	1,031	20%	1,287	$10.48
Occupational therapist aides	42	47	5	12%	8	$15.97
Personal and home care aides	11,283	13,543	2,260	20%	2,964	$9.58
Physical therapist aides	512	580	68	13%	105	$14.02
Moderate-term on-the-job training						
Dental assistants	4,177	4,894	717	17%	1,110	$14.72
Dental laboratory technician	117	125	8	7%	21	$25.19
Medical assistants	7,137	8,251	1,114	16%	1,512	$13.10
Medical secretaries	6,419	7,273	854	13%	1287	$15.05
Pharmacy technicians	2,941	3,351	410	14%	780	$16.28
Social and human service assistants	2,437	2,578	141	6%	398	$13.86
Postsecondary vocational award						
Emergency medical technicians & paramedics	1,919	2,296	377	20%	573	$17.74
Licensed vocational nurses	6,154	6,891	737	12%	1,700	$21.15
Medical transcriptionists	1,553	1,619	66	4%	153	$12.80
Nursing assistants	10,456	11,706	1,250	12%	1,771	$12.02
Psychiatric technicians	1,433	1,532	99	7%	279	$22.55
Respiratory therapy technicians	75	78	3	4%	12	$26.08
Surgical technologists	618	708	90	15%	168	$20.17
Associate degree						
Cardiovascular technologists and technicians	328	378	50	15%	74	$25.07
Dental hygienists	1,305	1,530	225	17%	358	$39.31
Diagnostic medical sonographers	387	431	44	11%	72	$32.61
Medical and clinical laboratory technicians	699	775	76	11%	142	$18.71
Medical records and health information technicians	1,442	1,613	171	12%	318	$18.83
Nuclear medicine technologists	100	111	11	11%	18	$38.60
Occupational therapist assistants	214	243	29	14%	45	$22.80
Physical therapist assistants	566	643	77	14%	118	$25.59
Physician assistant*	831	984	153	18%	46	$39.31
Radiologic technologists and technicians	1,508	1,676	168	11%	277	$28.73
Registered nurses	21,353	24,281	2,928	14%	4,793	$36.22
Respiratory therapists	1,505	1,709	204	14%	341	$29.21

Source: Labor Market Study: Healthcare Industries and Occupations in the Inland Empire May 2012, coeccc.net

**MVC offers a certificate and an associate degree in the discipline of physician assistant, which prepares students for advanced levels of higher education and to take the national certifying examination. By 2020 students will be required to have completed a master's degree in order to qualify for taking the national certifying examination.*

- MVC offers career technical education certificates in three of the occupations identified as requiring moderate on-the-job training: dental assistants, medical assistants, and social and human services assistants. The number of jobs in each of these areas is projected to grow in the next five years, by 16% to 17% for dental and medical assistants and by 6% for social and human services assistants.
- MVC offers career technical education certificates in two of the occupations identified as requiring postsecondary vocational certificates: emergency medical technicians and paramedics and medical transcriptionists. The number of jobs in these areas is projected to grow in the next five years, by 20% for emergency medical technicians and paramedics and by 4% for medical transcriptionists.
- MVC offers an associate of science degree in dental hygiene, an occupation identified in this labor market study as requiring an associate degree. The number of dental hygiene jobs is projected to grow by 17% in the next five years.
- MVC offers an associate of science degree in physician assistant, an occupation identified in this labor market study as requiring a master's degree. However, since students are eligible to take the national certifying exam once they complete an accredited program, the physician assistant program is included in this report.

DATA SET 20: HEALTHCARE OCCUPATIONS BY EDUCATION AND NUMBER OF COMPLETIONS IN THE INLAND EMPIRE

Occupations	Annual Openings	2011 Total Completions	Annual 2010-2011 MVC Awards	% of Completions at MVC	2010-1011 Oversupply or (Undersupply)	Projected Increase in Jobs by 2016
Moderate-term on-the-job training						
Dental assistants	222	567	5 AS degrees 7 certificates	2%	345	17%
Dental laboratory technician	4	8	3 AS degrees 1 certificate	50%	4	7%
Medical assistants	302	3,006	21 AS degrees 8 certificates	<1%	2,704	16%
Social and human service assistants	80	105	4 AS degrees 20 certificates (18-29 units) 11 certificates (6-17 units)	33%	25	6%
Postsecondary vocational award						
Emergency medical technicians and paramedics	115	270	Paramedic: 8 AS degrees	3%	155	20%
Medical transcriptionist	31	0	0	0	(31)	4%
Associate degree						
Dental hygienists	109	72	8 AS degrees	11%	37	17%
Medical records and health information technicians	64	250	0	0	186	12%

Source: Labor Market Study: Healthcare Industries and Occupations in the Inland Empire May 2012, coeccc.net

Notes:
- The number of annual MVC awards assumes that students earning an associate degree also earned a certificate in that discipline; therefore, to avoid counting students twice, the number of degrees earned is deleted from the total number of certificates awarded.
- Annual Openings are the number of job openings anticipated to be available to workers in the geographic area within a one-year time period. This estimate includes both new and replacement jobs.

- The comparison of the total number of completions in the Inland Empire to the number of annual awards granted by MVC indicates that the College's graduates constitute a low percentage of the total number of completions in each occupational area.
- The 2011 comparison of the number of annual openings to the number of awards shows an oversupply of trained workers in all occupations except medical transcriptionist. However, the number of positions for all occupations is projected to increase by 2016.

DATA SET 21: MVC DEGREE AND CERTIFICATE COMPLETION IN HEALTHCARE OCCUPATIONS

	Annual 2010- 2011 Awards	Annual 2011-2012 Awards
Associate of Science Degree in Healthcare Occupations		
Dental Assistant	5	2
Dental Hygienist	8	20
Dental Laboratory Technician	3	Program not offered
Human Services	4	5
Medical Assisting	21	19
Paramedic	8	2
Physician Assistant	8	12
Certificate requiring 60+ units		
Physician Assistant	19 (8 also received AS degree)	24 (12 also received AS degree)
Certificate requiring 30 – 59 units		
Dental Assistant	12 (5 also received AS degree)	18 (2 also received AS degree)
Dental Laboratory Technician	4 (3 also received AS degree)	Program not offered
Paramedic	8 (8 also received AS degree)	4 (2 also received AS degree)
Certificate requiring 18 – 29 units		
Human Services	20 (2 also received AS degree)	28 (4 also received AS degree)
Medical Assisting	29 (21 also received AS degree)	40 (19 also received AS degree)
Certificate requiring 6 – 17 units		
Human Services	11	8
Emergency Medical Services	56	124
Certificate requiring less than 6 units		
Clinical Medical Assisting	0	2

Source: Chancellor's Office Data Mart, datamart.cccco.edu/Outcomes/Program_Awards.aspx

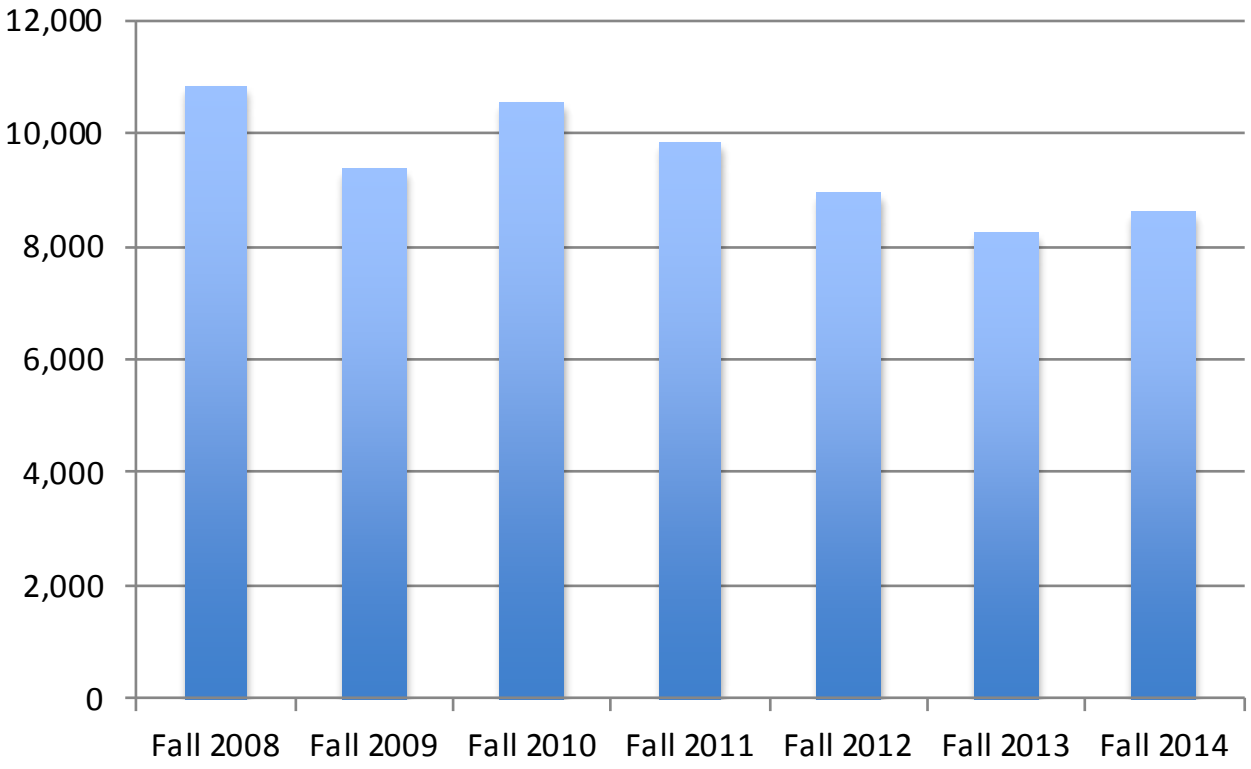
Note:
The number of annual MVC awards assumes that students earning an associate degree also earned a high-unit certificate in that discipline; therefore, to avoid counting students twice, the number of degrees earned is deleted from the total number of certificates awarded that required 18 – 60+ units.

- MVC awarded approximately the same number of associate degrees in healthcare occupations in 2010-2011 and 2011-2012 (57 degrees and 60 degrees respectively).
- Almost 40% of all associate of science degrees earned in 2010-2011 were in medical assisting (21). About two-thirds of all associate of science degrees earned in 2011- 2012 were in dental hygiene (20) and medical assisting (19).

HUMANITIES

ENROLLMENT TRENDS

DATA SET 22: MVC STUDENT HEADCOUNT



Source: Chancellor's Office Data Mart, datamart.cccco.edu

- Following student headcounts of over 10,000 students in fall 2008 and fall 2010, MVC student headcount reached a low of 8,220 students in fall 2013. This decline reflects the College's reduction in course offerings necessitated by reduced state funding.

ENROLLEMENT TRENDS (CONT'D)

DATA SET 23: MVC STUDENT HEADCOUNT BY SITE

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students
MVC-Main Campus	7,720	72%	7,906	84%	7,754	73%	7,209	72%	7,051	78%
MVC-Ben Clark Training Center	3,039	28%	1,455	16%	2,925	27%	2,792	28%	2,003	22%
Total	**10,759**		**9,361**		**10,679**		**10,001**		**9,054**	

Source: MVC Office of Institutional Research and Assessment

- With the exception of fall 2009, about one-fourth of the College's students attend classes at the MVC-Ben Clark Training Center.

DATA SET 24: MVC STUDENT HEADCOUNT BY AREA OF RESIDENCE

	Fall 2010		Fall 2012	
	# of Students	% of Total Students	# of Students	% of Total Students
Corona	343	3%	268	3%
Moreno Valley	4,418	41%	3,967	43%
Norco	50	<1%	43	<1%
Perris	1,464	13%	1,341	15%
Riverside City	1,296	12%	1,109	12%
Subtotal: Within RCCD	**7,571**	**70%**	**6,728**	**72%**
Subtotal: Outside RCCD	**3,283**	**30%**	**2,560**	**28%**
Total	**10,854**	**100%**	**9,288**	**100%**

Source: MVC Zip Code Analysis 2013, a report prepared by the Riverside Community College District Office of Institutional Research & Strategic Planning

Notes:
- Student headcount reflects the number of unique students enrolled; each student is counted once no matter how many courses that student enrolled in for that semester.
- RCCD boundaries encompass seven cities. These data are derived by zip codes. Since Eastvale and Corona share a zip code, in this analysis students residing in Eastvale are included in the number of students from Corona. Similarly since Jurupa Valley and Riverside City share a zip code, in this analysis, students residing in Jurupa Valley are included in the number of students from Riverside City

- The pattern of where MVC students live has been relatively stable in recent years. In fall 2010 70% of the students resided within RCCD boundaries as did 72% of MVC students in fall 2012.
- Comparing fall 2010 to fall 2012, the percentage of MVC students who live in Riverside City remained at 12% while the percentage of MVC students who live in Moreno Valley and Perris increased slightly (from 41% to 43% and from 13% to 15%).

ENROLLEMENT TRENDS (CONT'D)

DATA SET 25: MVC STUDENT ENROLLMENTS BY AREA OF RESIDENCE

	Fall 2010			Fall 2012		
	# of Enrollments	# of Students	# of Enrollments per Student	# of Enrollments	# of Students	# of Enrollments per Student
Corona	550	343	1.60	436	268	1.63
Moreno Valley	10,415	4,418	2.36	9,558	3,967	2.41
Norco	89	50	1.78	64	43	1.48
Perris	3,488	1,464	2.38	3,211	1,341	2.39
Riverside City	2,267	1,296	1.75	1,918	1,109	1.73
Within RCCD	**16,809**	**7,571**	**2.22**	**15,187**	**6,728**	**2.26**
Outside RCCD	**5,437**	**3,283**	**1.67**	**4,404**	**2,560**	**1.72**
MVC Total	**22,246**	**10,854**	**2.05**	**19,591**	**9,288**	**2.11**
Statewide	**4,431,140**	**1,747,248**	**2.54**	**4,010,297**	**1,582,258**	**2.54**

Source: MVC Zip Code Analysis 2013, a report prepared by the Riverside Community College District Office of Institutional Research & Strategic Planning.

Notes:
- The number of enrollments reflects the duplicated student count; for example if a student enrolls in three courses, that student would be counted three times.
- RCCD boundaries encompass seven cities. These data are derived by zip codes. Since Eastvale and Corona share a zip code, in this analysis students residing in Eastvale are included in the number of students from Corona. Similarly since Jurupa Valley and Riverside City share a zip code, in this analysis, students residing in Jurupa Valley are included in the number of students from Riverside City.

- In fall 2012 the number of enrollments per student is higher for students who reside within RCCD geographic boundaries (2.26) compared to students who reside outside of RCCD boundaries (1.72).
- In both fall 2010 and fall 2012, the number of enrollments per student at MVC (2.05 and 2.11 respectively) is lower than the statewide number (2.54 in both fall semesters).

DATA SET 26: HIGH SCHOOL GRADUATES IN RCCD

District	2003-2004	2005-2006	2007-2008	2009-2010	2011-2012	% Change from 2003-2004 to 2011-2012
Alvord	872	1,020	1,008	1,130	1,155	31%
Corona-Norco	2,479	2,647	3,250	3,731	3,964	60%
Jurupa	1,029	1,034	1,100	1,245	1,298	26%
Moreno Valley	1,724	1,762	1,850	1,972	2,044	19%
Riverside	2,455	2,566	2,717	3,061	3,082	26%
Val Verde	618	578	749	1,267	1,442	133%

Source: Moreno Valley College Fact Book 2013, http://www.mvc.edu/files/FactBook2013-MV.pdf

- The number of high school graduates within RCCD boundaries has steadily increased over the past decade.
- The three school districts that graduated the greatest number of students in 2011- 2012 are Corona-Norco, Moreno Valley and Riverside.
- The two school districts in closest proximity to MVC have both increased the number of graduates significantly, with Moreno Valley experiencing a 19% increase and Val Verde more than doubled the number of graduates between 2003-2004 and 2011-2012.
- The high school capture rate is the percent of recent high school graduates who are 19 years old or under who enrolled in RCCD during the fall term following graduation. This rate for RCCD has been 20% for each of the past two years.

ENROLLEMENT TRENDS (CONT'D)

DATA SET 27: MVC EFFICIENCY MEASURES BY DISCIPLINE FALL 2011

Instructional Discipline	Full-time Equivalent Faculty	Weekly Student Contact Hours	WSCH/FTEF	Fill Ratio
Accounting	1.00	625.60	625.60	81.0%
Administration of Justice	0.63	530.40	848.64	106.0%
Basic Peace Officer Traing Acad & Basic Public Safety Dispatch	10.25	2,890.75	282.13	89.0%
Basic Correctional Dep Acad	2.96	718.05	242.74	80.0%
Probation & Parole	1.75	538.78	613.49	66.0%
Anatomy & Physiology	3.50	2,581.00	737.45	106.0%
Anthropology	1.35	1,247.80	924.30	125.0%
Art	2.73	1,615.55	591.11	72.0%
Astronomy	0.20	180.20	901.00	117.8%
Biology	2.82	1,779.08	631.62	101.1%
Business	2.00	1,152.40	576.20	99.7%
Chemistry	2.50	1,281.40	512.56	105.0%
Communication Studies	3.20	1,633.40	510.44	100.0%
Community Interpretation	0.97	448.60	464.10	103.0%
Computer App & Office Tech	0.80	471.25	589.06	97.0%
Computer Info Systems	4.90	3,246.69	662.59	103.0%
Dance	0.50	435.20	870.40	108.0%
Dental Assistant	2.55	441.41	172.97	75.0%
Dental Hygiene	4.76	686.88	144.18	60.0%
Early Childhood Education	1.43	1,072.27	752.47	128.0%
Economics	1.23	928.20	757.71	93.0%
Emergency Medical Tech	6.06	2519.02	415.96	102.0%
Paramedic	3.49	694.72	198.91	65.0%
English	20.41	8,623.19	422.59	107.0%
English as a Second Language	2.50	661.77	264.73	72.0%
Film Studies	0.20	102.00	510.00	100.0%
Fire Technology	5.80	2,089.41	360.55	82.0%
Fire Academy	5.10	1,267.73	248.80	93.0%
Geography	0.83	446.60	541.33	111.0%

- The most common statewide measure of efficiency compares the number of hours faculty are with 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 not on a compressed calendar is 525, representing one faculty member teaching five three-unit classes per semester with 35 students in each class. While many disciplines meet or exceed this standard, others do not for a variety of reasons including the ratio of lecture to laboratory hours within a discipline and room capacity. The disciplines with the highest efficiency are lecture-based disciplines, such as anthropology at 924 and history at 811. Career technical education disciplines are generally laboratory-based and limit the number of students admitted to the programs. As a result, these disciplines have lower efficiency, such as Basic Police Officer Training Academy at 282 and Dental Hygiene at 144.

DATA SET 27: MVC EFFICIENCY MEASURES BY DISCIPLINE FALL 2011 (CONT'D)

Instructional Discipline	Full-time Equivalent Faculty	Weekly Student Contact Hours	WSCH/FTEF	Fill Ratio
Guidance	1.47	821.43	560.05	109.0%
Health Science	1.15	1,319.20	1,147.13	103.0%
Health Care Technician	5.18	1,090.90	210.47	90.0%
History	2.23	1,805.40	811.42	107.0%
Homeland Security	0.60	284.47	474.12	57.0%
Human Services	1.60	1,234.20	771.38	117.0%
Humanities	1.08	911.67	848.07	109.0%
Journalism	0.52	241.69	467.76	94.0%
Kinesiology	2.58	2,318.80	900.50	133.0%
Library Science	0.07	29.82	447.08	90.0%
Mathematics	13.87	9,982.81	719.90	100.0%
Medical Assisting	2.50	1,403.87	561.55	92.0%
Microbiology	1.50	850.00	566.67	104.0%
Music	3.28	2,233.42	680.78	99.0%
Philosophy	1.48	1,186.29	804.26	114.0%
Photography	0.33	192.00	590.77	100.0%
Physician Assistant	5.21	2,181.43	418.84	57.0%
Physics	1.45	809.20	558.07	110.0%
Political Science	1.43	1,048.53	735.81	104.0%
Psychology	3.05	2,546.60	834.95	110.0%
Reading	3.51	1,753.51	499.02	112.0%
Real Estate	0.40	224.40	561.00	94.0%
Sociology	1.70	1,415.53	832.66	113.0%
Spanish	4.60	2,725.35	592.52	109.0%
Speech Language Path Ass't	1.33	565.80	424.30	82.0%
Theater Arts	0.48	312.68	646.97	101.0%
Work Experience	0.40	172.00	430.00	89.0%
College-wide Total	**168.36**	**80,836.33**	**480.13**	**96%**

Source: Moreno Valley College Discipline Data September 11, 2013: a report prepared by the MVC Office of Academic Affairs

Note: The fill ratio compares the number of active students to the section capacity.

- The state goal of a ratio of 525 between weekly student contact hours and full-time equivalent faculty (referred to as the efficiency benchmark) is more relevant as a college-wide goal rather than a goal for a specific discipline. In a comprehensive community college, the higher efficiency of lecture-based disciplines balances the lower efficiency of laboratory-based disciplines. MVC's college-wide efficiency ratio is 480 for fall 2011, reflecting that the average class size for MVC is less than 35 students per class and/or that proportionately more laboratory-based classes than lecture-based classes were offered.
- The three disciplines that generated the greatest amount of WSCH in fall 2011 are Computer Information Systems (3,246), English (8,623), and Mathematics (9,982).
- Although the college-wide total fill rate is high at 96%, there is variation across the disciplines, from a high of 128% in Early Childhood Education to a low of 57% in Homeland Security and Physician's Assistant. Classes in 75% of the College's disciplines fill at 90% or higher.

ENROLLEMENT TRENDS (CONT'D)

DATA SET 28: MVC FTES

	MVC	% Change from Previous Year	RCCD Total	% of RCCD Total Earned by MVC
2008-2009	7,159.29	--	30,969.03	23%
2009-2010	6,944.00	-3%	31,185.00	22%
2010-2011	6,829.00	-2%	29,148.00	23%
2011- 2012	5,918.65	-13%	25,857.76	23%
2012-2013	5,777.63	-2%	25,118.52	23%

Source: Moreno Valley College Fact Books, mvc.edu/files/FactBook2012-MV.pdf and mvc.edu/files/FactBook2013-MV.pdf

- The decline in resident FTES earned by MVC has decreased each year for the past four years, most significantly from 2010-2011 to 2011-2012. This decline reflects the reduction in the number of sections that were offered. The reduction was needed to comply with the state-mandated reduction in RCCD's workload.
- The proportion of the RCCD total resident FTES earned by MVC has been consistent across the past five years.

DATA SET 29: MVC AND STATEWIDE CREDIT STUDENTS BY UNITS

	Fall 2010		Fall 2011		Fall 2012	
	MVC					
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students
Less than 6	4,991	47%	4.665	47%	3,973	45%
6.0 to 11.9	3,551	34%	3,323	34%	3,136	35%
12 or more	1,924	18%	1,767	18%	1,781	20%
Non-credit	66	<1%	74	<1%	46	<1%
Total	**10,532**	**100%**	**9,829**	**100%**	**8,936**	**100%**
	Statewide					
Less than 6	540,295	34%	488,607	33%	457,071	32%
6 to 11.9	520,975	33%	518,196	35%	511,735	36%
12 or more	516,241	33%	485,866	33%	461,736	32%
Non-credit	169,729	10%	162,412	10%	132,599	9%
Total	**1,747,240**	**100%**	**1,655,081**	**100%**	**1,582,186**	**100%**

Sources:
For MVC data: MVC Office of Institutional Research and Assessment
For statewide data: California State Chancellor's Office Data Mart, datamart.cccco.edu

- A significant number of MVC students are part-time. In fall 2012, 80% of MVC students were enrolled in 11.9 or fewer units compared to 68% of community college students statewide.
- Forty-five percent (45%) of MVC students took fewer than six units compared to 32% of students statewide.

ENROLLEMENT TRENDS (CONT'D)

DATA SET 30: MVC STUDENT ENROLLMENTS BY METHOD OF INSTRUCTION AND RESIDENCE

Method of Instruction	Fall 2010		Fall 2011		Fall 2012		Change from 2010 to 2012	
	# of Enrollments	Proportion of Total Enrollments	# of Enrollments	Proportion of Total Enrollments	# of Enrollments	Proportion of Total Enrollments	Change in # of Enrollments	% Change in # of Enrollments
Reside Within RCCD Boundaries								
Face-to-Face	51,857	96%	48,529	96%	47,753	97%	-4,104	-8%
Distance Education	2,262	4%	1,972	4%	1,675	3%	-587	-26%
Total w/in RCCD	**54,119**	**100%**	**50,501**	**100%**	**49,428**	**100%**	**-4,691**	**-9%**
Reside Outside RCCD Boundaries								
Face-to-Face	14,594	95%	13,527	96%	12,734	95%	-1,860	-13%
Distance Education	724	5%	614	4%	617	5%	-107	-15%
Total outside RCCD	**15,318**	**100%**	**14,141**	**100%**	**13,351**	**100%**	**-1,967**	**-13%**
Total Face-to-Face	**66,451**	**96%**	**62,056**	**96%**	**60,487**	**96%**	**-5,964**	**-9%**
Total Distance Education	**2,986**	**4%**	**2,586**	**4%**	**2,292**	**4%**	**-694**	**-23%**
Total	**69,437**		**64,642**		**62,779**		**-6,658**	**-11%**

Source: MVC Zip Code Analysis 2013, a report prepared by the Riverside Community College District Office of Institutional Research & Strategic Planning

- Almost all MVC instruction is provided face-to-face, in the range of 95%-97%, for both students who reside within the RCCD boundaries as well as those who reside outside of the RCCD boundaries.
- Comparing fall 2010 to fall 2012, the number of enrollments declined for both methods of instruction, but the proportion of distance education units declined significantly more (-23%) compared to the decline for face-to-face instruction (-9%).

STUDENT CHARACTERISTICS

DATA SET 31: MVC STUDENTS BY SITE AND AGE

Age	Fall 2008		Fall 2010		Fall 2012		Change from 2008 to 2012	
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	Change in # of Students	% Change in # of Students
MVC-Main Campus								
19 or less	2,756	36%	2,559	33%	2,074	29%	-682	-25%
20-24	2,533	33%	2,831	37%	2,835	40%	302	12%
25-29	870	11%	918	12%	889	13%	-19	-2%
30-34	464	6%	512	7%	458	7%	-6	-1%
35-39	378	5%	324	4%	288	4%	-90	-28%
40-49	467	6%	401	5%	337	5%	-130	-28%
50 and older	252	3%	209	3%	170	2%	-82	-33%
Sub-total	**7,720**	**100%**	**7,754**	**100%**	**7,051**	**100%**	**-669**	**-9%**
MVC-Ben Clark Training Center								
19 or less	197	7%	251	9%	178	9%	-19	-10%
20-24	520	17%	576	20%	381	19%	-139	-26%
25-29	580	19%	560	19%	351	18%	-229	-39%
30-34	555	18%	464	16%	347	17%	-208	-37%
35-39	470	16%	406	14%	277	14%	-193	-41%
40-49	547	18%	524	18%	356	18%	-191	-34%
50 and older	168	6%	144	5%	112	6%	-56	-33%
Unknown	2	1%	0	0	1	<1%	1	1%
Sub-total	**3,039**	**100%**	**2,925**	**100%**	**2,003**	**100%**	**-1,036**	**-34%**

Source: MVC Office of Institutional Research and Assessment

- The proportion of MVC-Main Campus students younger than 20 decreased between fall 2008 and fall 2012, from 36% to 25%. The proportion of MVC-Main Campus students between the ages of 20-29 increased, accounting for 53% of the total student population in fall 2012 compared to fall 2008 when 20-29 year olds accounted for 44% of the total student population. The proportions of students aged 30 and older have been relatively consistent across this three-year snapshot.
- Students on the MVC-Main Campus are younger than the students attending the MVC-Ben Clark Training Center. The proportions of MVC-Ben Clark Training Center students are almost evenly dispersed across the age cohorts between the ages of 20 and 49. The proportions of students in each age cohort have been relatively consistent from fall 2008 to fall 2012.

STUDENT CHARACTERISTICS (CONT'D)

DATA SET 32: MVC STUDENTS BY SITE AND RACE/ETHNICITY

Race/ Ethnicity	Fall 2008		Fall 2010		Fall 2012		Change from 2008 to 2012	
	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% Change in # of Students
MVC-Main Campus								
Asian	617	8%	559	7%	513	7%	-104	-17%
African American	1,340	17%	1,300	17%	1,020	15%	-320	-24%
Hispanic/ Latino	3,442	45%	3,801	49%	3,903	55%	461	13%
White	1,729	23%	1,444	19%	1,133	16%	-596	-34%
Other	592	8%	650	8%	482	7%	-110	-19%
Sub-total	**7,720**	**100%**	**7,754**	**100%**	**7,051**	**100%**	**-669**	**-7%**
MVC-Ben Clark Training Center								
Asian	113	4%	94	3%	71	4%	-42	-37%
African American	199	7%	182	6%	132	7%	-67	-34%
Hispanic/ Latino	900	30%	1,082	37%	735	37%	-165	-18%
White	1,512	50%	1,414	48%	952	48%	-560	-37%
Other	315	10%	153	5%	113	6%	-202	-64%
Sub-total	**3,039**	**100%**	**2,925**	**100%**	**2,003**	**100%**	**-1,036**	**-34%**

Source: MVC Office of Institutional Research and Assessment

Note: The category of "Other" consists of students who self-identify as multi-ethnic and students who decline to identify their race/ ethnicity.

- The proportion of MVC-Main Campus students who self-identify as Hispanic/Latino increased from 45% to 55% between fall 2008 and fall 2012 while the proportions of students who self-identify as African American and White decreased from 17% to 15% and from 23% to 16% respectively. The proportion of MVC-Ben Clark Training Center students who self-identify as Hispanic/Latino increased from 30% to 37% between fall 2008 and fall 2012 while the proportion of students at this site who self-identify as White decreased slightly from 50% to 48%.
- Consistently across this sample of time, the predominate racial/ethnic group on the MVC-Main Campus is Hispanic/Latino, followed by White and African American. The two predominate racial/ethnic groups at the MVC-Ben Clark Training Center are White (48%) and Hispanic (37%).

DATA SET 33: MVC STUDENTS BY SITE AND GENDER

	Fall 2008		Fall 2010		Fall 2012	
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students
MVC-Main Campus						
Female	4,950	64%	4,858	63%	4,241	60%
Male	2,724	35%	2,860	36%	2,779	39%
Unknown	46	1%	36	1%	31	<1%
Sub-total	**7,720**	**100%**	**7,754**	**100%**	**7,051**	**100%**
MVC-Ben Clark Training Center						
Female	592	20%	640	22%	511	26%
Male	2,414	79%	2,269	78%	1,465	73%
Unknown	33	1%	16	1%	27	1%
Total	**3,039**	**100%**	**2,925**	**100%**	**2,003**	**100%**

Source: MVC Office of Institutional Research and Assessment

- There was a shift in the proportions of males and females in the student populations at both the MVC-Main Campus and the MVC-Ben Clark Training Center between fall 2008 and fall 2012. The proportion of males attending the MVC-Main Campus increased from 35% of the total student population to 39% and concomitantly, the proportion of females decreased from 64% to 60%. The opposite shift happened at the MVC-Ben Clark Training Center during these years; the proportion of females increased from 20% to 26% with a concomitant decrease from 79% to 73% in the proportion of male students.
- The proportion of males and females in most of the cities within RCCD boundaries is close to balanced, with the exception of Norco which has a higher proportion of males compared to females (58% to 42%). (Refer to *Data Set 6*).

STUDENT CHARACTERISTICS (CONT'D)

DATA SET 34: MVC STUDENTS BY EDUCATIONAL GOAL

Educational Goal	Fall 2010	Fall 2011	Fall 2012
1. Degree, certificate or transfer			
BA w/AA	4,087	3,829	3,806
BA w/o AA	728	674	659
AA w/o transfer	715	654	528
2 year CTE degree w/o transfer	148	138	105
2 year CTE certificate w/o transfer	263	261	200
Complete 4-year college requirements	253	241	239
Subtotal	**6,194**	**5,979**	**5,537**
Subtotal %	**59%**	**59%**	**62%**
2. Other			
Develop career interests	150	155	171
Acquire job skills	548	523	441
Update job skills	1,261	1,144	866
Maintain certificate or license	168	133	113
Educational development	206	185	160
Improve basic skills	142	109	95
Complete HS diploma/GED	247	211	166
Subtotal	**2,722**	**2,460**	**2,012**
Subtotal %	**26%**	**25%**	**23%**
3. Undecided			
Undecided on goal	1,575	1,532	1,360
Uncollected, unreported	41	40	27
Subtotal	**1,616**	**1,572**	**1,387**
Subtotal %	**15%**	**16%**	**16%**
Total	**10,532**	**9,829**	**8,936**

Source: Moreno Valley College Fact Book, mvc.edu/files/FactBook2013-MV.pdf

- From 2010 to 2012, the proportion of MVC students seeking degrees, certificates or transfer increased 3%.
- The greatest number of students in the "other" category report that their reason for attending college was to acquire or update job skills.
- The proportion of undecided MVC students remained consistent over this period.

DATA SET 35: COMPARISON OF EDUCATIONAL GOALS FOR MVC AND RCCD STUDENTS

Educational Goal	MVC Students				RCCD Students			
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Degree, certificate or transfer	63%	59%	59%	62%	65%	67%	67%	69%
Other	20%	26%	25%	23%	17%	17%	16%	15%
Undecided	17%	15%	16%	16%	19%	16%	17%	16%

Source: Moreno Valley College Fact Books, mvc.edu/files/FactBook2012-MV.pdf and mvc.edu/files/FactBook2013-MV.pdf

- Most students identify completing a degree, certificate, or transfer requirements as their educational goal. In fall 2012 the percentage of students with this goal is lower for MVC than for the District as a whole (62% compared to 69%).
- While the proportion of RCCD students with the educational goal to earn a degree or certificate or complete transfer requirements increased steadily between fall 2009 and fall 2012, the proportion of MVC students with such educational goals declined for fall 2010 and fall 2011 semesters.

DATA SET 36: COMPARISON OF MVC AND RCCD STUDENTS ATTENDING COLLEGE TO UPDATE JOB SKILLS

Educational Goal	MVC Students				RCCD Students			
	2009	2010	2011	2012	2009	2010	2011	2012
Update Job Skills	516	1,261	1,144	866	1,047	1,677	1,490	N/A

Source: Moreno Valley College mvc.edu/files/FactBook2012-MV.pdf, mvc.edu/files/FactBook2013-MV.pdf

- The number of MVC students who reported that they attended college to update their job skills doubled between 2009 and 2011, coinciding with peaks in the local unemployment rates.
- The number of MVC students who reported that they attended college to update their job skills accounted for 77% of the RCCD total number of students who attended college to meet this educational goal in fall 2011.

DATA SET 37: MVC STUDENTS BY SCHEDULE

Schedule	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students
Day Only	8,379	78%	7,464	80%	8,380	82%	8,009	83%	7,386	83%
Evening Only	2,180	20%	1,611	17%	1,848	18%	1,570	16%	1,298	15%
Unknown	249	2%	276	3%	304	3%	250	3%	252	3%
Total	**10,808**	**100%**	**9,351**	**100%**	**10,532**	**100%**	**9,829**	**100%**	**8,936**	**100%**

Source: MVC Office of Institutional Research and Assessment

- The number of students taking day classes accounted for 83% of the total student population in fall 2012, which is an increase in the proportion of day students compared to fall 2008.

DATA SET 38: PLACEMENT OF FIRST-TIME COLLEGE MVC STUDENTS

	Fall 2010		Fall 2011		Fall 2012	
Placement	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students
			English			
Below College Level	1,178	81%	929	82%	741	84%
College Level or Above	267	19%	197	18%	141	16%
English Total	**1,445**		**1,126**		**882**	
			Mathematics			
Below College Level	1,400	96%	1,089	96%	861	98%
College Level or Above	64	4%	50	4%	17	2%
Mathematics Total	**1,464**		**1,139**		**878**	
			Reading			
Below Reading Competency	827	58%	680	60%	568	64%
Reading Competency	609	42%	447	40%	313	36%
Reading Total	**1,436**		**1,127**		**881**	

Source: MVC Office of Institutional Research and Assessment

Notes:
- All first-time college students are required to take a placement assessment. First-time students may be exempted from the on-campus assessment if they completed a placement assessment while in high school.
- These data present the placement levels for first-time college students who were assessed and subsequently enrolled in any course in the fall semester.

- A low percentage of first-time college students who completed the assessment examination placed at college-level English or above, in the range of 16%-19% in this three-year snapshot.
- Very few of the first-time college students who completed the assessment examination placed at college-level mathematics or above, in the range of 2%-4%.
- About 40% of the first-time college students assessed at the level of reading competency.

STUDENT ACHIEVEMENT

DATA SET 39: MVC RETENTION RATES BY DISCIPLINE

Discipline	Fall 2012 Completion Rate	Discipline	Fall 2012 Completion Rate
Accounting	61%	History	83%
Administration of Justice	96%	Homeland Security	82%
Anatomy and Physiology	79%	Human Services	85%
Anthropology	89%	Humanities	86%
Art	85%	Journalism	77%
Astronomy	81%	Kinesiology	91%
Biology	88%	Library	95%
Business Administration	72%	Management	77%
Computer Applications & Office Tech	68%	Marketing	68%
Chemistry	89%	Mathematics	78%
Computer Information Systems	79%	Medical Assisting	88%
Community Interpretation	97%	Microbiology	71%
Communication Studies	91%	Music	85%
Dance	89%	Philosophy	83%
Dental Assistant	89%	Photography	72%
Dental Hygiene	96%	Physician Assistant	93%
Early Childhood Studies	94%	Physics	84%
Economics	86%	Political Science	76%
Emergency Medical Services	86%	Psychology	86%
English	82%	Reading	89%
English as a Second Language	83%	Real Estate	95%
Fire Technology	91%	Speech Language Pathology Ass't	84%
Geography	90%	Sociology	92%
Guidance	91%	Spanish	84%
Health Sciences	90%	Theatre	96%
		Work Experience	97%
College Overall Retention Rate	**85%**		
Statewide Retention Rate	**87%**		

Sources:
For MVC data: Moreno Valley College Fact Book 2013, mvc.edu/files/FactBook2013-MV.pdf
For statewide data: California State Chancellor's Office Data Mart, datamart.cccco.edu

- MVC's overall student completion rate is slightly lower than the statewide completion rate in fall 2012.
- Student completion rates for each discipline vary, ranging from as high as 100% to as low as 61%. The completion rates for 23 of the 51 disciplines listed meet or exceed the statewide completion rate of 87%.
- Disciplines demonstrating 90% or greater completion rates are Administration of Justice, Community Interpretation, Communications, Dental Hygiene, Early Childhood Studies, Fire Technology, Guidance, Health Sciences, Kinesiology, Library, Physician's Assistant, Real Estate, Sociology, Theatre, and Work Experience.

DATA SET 40: MVC AND RCCD RETENTION RATES FOR FACE-TO-FACE AND DISTANCE EDUCATION COURSES

Method of Instruction	MVC			RCCD		
	Fall 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012
Face-to-Face	87%	86%	86%	85%	85%	84%
Distance Education	77%	78%	77%	79%	77%	77%

Source: Moreno Valley College Fact Book 2013, mvc.edu/files/FactBook2013-MV.pdf

- MVC and RCCD have comparable course completion rates for both courses taught face-to-face and those taught through distance education.
- For the College and the District, the course completion rates for face-to-face courses are higher than the course completion rates for distance education courses.

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DATA SET 41: MVC AND STATEWIDE STUDENT SUCCESSFUL COURSE COMPLETION RATES BY DISCIPLINE

Discipline	Fall 2011 MVC Success Rate	Fall 2011 Statewide Success Rate
Accounting	35%	65%
Administration of Justice - transfer	82%	80%
Administration of Justice – Basic Peace Officer Training Academy & Basic Public Safety Dispatch	98%	98%
Administration of Justice - Basic Correctional Deputy Academy	97%	72%
Administration of Justice – Probation & Parole	98%	81%
Anthropology	82%	67%
Art	77%	75%
Astronomy	79%	66%
Biology - Anatomy & Physiology	43%	64%
Biology - General	62%	67%
Biology - Microbiology	55%	75%
Business	54%	65%
Chemistry	83%	67%
Communication Studies	81%	76%
Community Interpretation	86%	85%
Computer Applications & Office Techn	51%	63%
Computer Information Systems	70%	62%
Dance	76%	73%
Dental Assistant	92%	87%
Dental Hygiene	99%	96%
Dental Technology	100%	92%
Early Childhood Education	76%	72%
Economics	56%	64%
Emergency Medical Services – Emergency Medical Technician	69%	72%
Emergency Medical Services – Paramedic	100%	83%
English	61%	67%
English as a Second Language	61%	73%
Film Studies	63%	72%
Fire Technology	86%	84%
Fire Academy	93%	93%
Geography	61%	65%
Guidance	73%	74%
Health Science	68%	70%
Health Care Technician – CNA & Phlebotomy	87%	87%
History	72%	62%
Homeland Security	71%	62%
Human Services	79%	73%
Humanities	62%	67%
Journalism	53%	69%
Kinesiology	83%	77%
Library Science	59%	64%
Mathematics	46%	55%
Medical Assisting	72%	77%
Music	64%	71%
Philosophy	68%	65%
Photography	60%	69%
Physician Assistant	86%	94%
Physics	70%	70%
Political Science	64%	64%
Psychology	63%	67%
Reading	72%	68%
Real Estate	71%	63%
Sociology	71%	66%
Spanish	72%	68%
Speech Language Pathology Assistant	70%	72%
Theatre Arts	68%	76%
Work Experience	80%	71%
Total	**71%**	**69%**

Source: Moreno Valley College Discipline Data September 11, 2013: a report prepared by the MVC Office of Academic Affairs

Note: The successful course completion rate is determined by comparing the number of students who completed the course with a passing grade (A, B, C, CR, or P) with the total number of grades.

- MVC's overall student successful course completion rate is slightly higher than the statewide completion rate.
- Student successful course completion rates for each discipline vary, ranging from as high as 100% to as low as 35%. The completion rates for 36 of the 57 disciplines listed meet or exceed the statewide completion rate of 69%.
- Disciplines demonstrating 90% or greater student successful course completion rates are the Administration of Justice academies, Dental Assistant, Dental Hygiene, Dental Technology, Paramedic, and Fire Academy.

DATA SET 42: MVC AND RCCD STUDENT SUCCESSFUL COURSE COMPLETION RATES FOR FACE-TO-FACE AND DISTANCE EDUCATION COURSES

Method of Instruction	MVC				RCCD			
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Face-to-Face	70%	73%	72%	72%	67%	68%	68%	69%
Distance Education	56%	52%	56%	54%	55%	53%	55%	56%

Source: MVC Office of Institutional Research and Assessment

Note: The successful course completion rate is determined by comparing the number of students who completed the course with a passing grade (A, B, C, CR, or P) with the total number of grades.

- MVC's student successful course completion rates for face-to-face and distance education courses stayed relatively consistent across this period in the range of 70%-73% for face-to-face courses and 52%-56% for distance education courses.
- Students in face-to-face courses were significantly more successful in completing courses with a passing grade compared to students in distance education courses.
- MVC's student successful course completion rates are consistently higher than RCCD's student successful course completion rates for face-to-face courses. The College and the District have comparable student successful course completion rates for distance education courses.

DATA SET 43: MVC STUDENT SUCCESSFUL COURSE COMPLETION RATES BY SITE

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
MVC-Main Campus					
Successful	69%	69%	68%	69%	70%
Unsuccessful	17%	16%	16%	14%	15%
Withdraw/Dropped	13%	15%	16%	17%	15%
MVC-Ben Clark Training Center					
Successful	94%	92%	92%	92%	93%
Unsuccessful	5%	6%	5%	5%	4%
Withdraw/Dropped	1%	2%	3%	3%	3%

Source: MVC Office of Institutional Research and Assessment

Notes:
The rates presented in this data set are calculated as follows using final grades.
- Successful:
Numerator: A, B, C, P, IB, IC
Denominator: A, B, C, D, F, P, NP, I, FW, W, DR*
- Unsuccessful:
Numerator: D, F, NP, ID, IF
Denominator: A, B, C, D, F, P, NP, I, FW, W, DR*
- Withdraw/Dropped:
Numerator: FW, W, DR
Denominator: A, B, C, D, F, P, NP, I, FW, W, DR*

- Approximately 70% of the students taking classes at the MVC-Main Campus successfully complete those classes. Students take classes for a variety of reasons as shown in *Data Set 34*.
- In contrast, almost all of the students enrolled in the career technical education programs offered at the MVC-Ben Clark Training Center successfully complete their classes.

DATA SET 44: MVC-MAIN CAMPUS STUDENT PERSISTENCE RATES

	Attended Fall	Attended Next Spring	Persistence Rate
Fall 2008	7,205	4,093	57%
Fall 2009	7,248	4,256	59%
Fall 2010	7,251	4,457	62%
Fall 2011	6,653	4,180	63%
Fall 2012	6,604	4,082	62%

	Attended Fall	Attended Next Fall	Persistence Rate
Fall 2008	7,205	2,749	38%
Fall 2009	7,248	3,016	42%
Fall 2010	7,251	3,103	43%
Fall 2011	6,653	2,960	45%

Source: MVC Office of Institutional Research and Assessment

- The fall-to-spring persistence rates for students taking classes at the MVC-Main Campus has shown some improvement in recent years, from 57% for fall 2008 to spring 2009 and rising to 62% for fall 2012 to spring 2013.
- The fall-to-fall persistence rates for students taking classes at the MVC-Main Campus has shown a similar pattern of improvement in recent years, from 38% for fall 2008 to fall 2009 and rising to 45% for fall 2011 to fall 2012.
- Compared to the district-wide fall-to-fall persistence rates, the MVC-Main Campus fall-to-fall persistence rates were lower than the district-wide rates from fall 2008 to fall 2009 (38% and 45% respectively) and were higher than the district-wide rates from fall 2011 to spring 2012 (45% and 41% respectively). (For district-wide rates refer to *Moreno Valley College Fact Book 2013*, mvc.edu/files/FactBook2013-MV.pdf)
- Both the College and the District student persistence rates are significantly lower than the statewide student persistence rate of 62% for college-prepared students and 67% for students who are unprepared for college. (Refer to scorecard.cccco.edu)

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DATA SET 45: MVC-BEN CLARK TRAINING CENTER STUDENT PERSISTENCE RATES

	Attended First Fall	Attended Subsequent Spring	Persistence Rate
Fall 2008	247	67	27%
Fall 2009	484	100	21%
Fall 2010	577	103	18%
Fall 2011	284	85	30%
Fall 2012	152	46	30%
	Attended First Spring	**Attended Subsequent Fall**	**Persistence Rate**
Fall 2008	121	31	12%
Fall 2009	617	63	15%
Fall 2010	627	93	10%
Fall 2011	225	15	14%
	Attended First Fall	**Attended Subsequent Fall**	**Persistence Rate**
Fall 2008	247	43	17%
Fall 2009	484	74	15%
Fall 2010	577	61	11%
Fall 2011	284	63	22%

Source: MVC Office of Institutional Research and Assessment

Note: This table presents persistence rates for first-time students taking at least one class at the MVC-Ben Clark Training Center. The career technical education programs offered at the Ben Clark Training Center are typically completed in one year or less.

- Persistence rates for first-time students taking at least one class at MVC-Ben Clark Training Center are low, 30% for fall-to-spring persistence in 2012-2013, 14% for spring-to-fall persistence in 2011, and 22% in fall-to-fall persistence in 2011-2012. These low rates are to be expected given the short-term training programs offered at this site.
- The highest rates are seen in fall-to-spring persistence.

DATA SET 46: DEGREES AND CERTIFICATES AWARDED BY MVC AND RCCD

	Annual 2010-2011 Award Total		Annual 2011- 2012 Award Total		Annual 2012 –2013 Award Total		% Change from 2010-2011 to 2012-2013	
	MVC	RCCD	MVC	RCCD	MVC	RCCD	MVC	RCCD
Associate in Science for Transfer (A.S.-T)	N/A	N/A	N/A	N/A	N/A	6	N/A	N/A
Associate in Arts for Transfer (A.A.-T)	N/A	N/A	N/A	4	9	44	N/A	N/A
Associate of Science (A.S.)	146	1,096	205	1,122	226	1,091	55%	<1%
Associate of Arts (A.A.)	168	1,498	261	1,634	294	1,647	75%	10%
Certificates requiring 60+ units	19	19	24	24	24	24	26%	26%
Certificates requiring 30 to 59 units	67	548	81	557	131	570	96%	4%
Certificates requiring 18 to 29 units	92	279	131	333	117	299	27%	7%
Certificates requiring 6 to 17 units	103	609	238	1,160	203	836	97%	37%
Other credit awards requiring fewer than 6 units	11	19	26	35	8	9	-27%	-52%
Total	**606**	**4,068**	**966**	**4,869**	**1,012**	**4,526**	**67%**	**11%**

Source: California State Chancellor's Office Data Mart, datamart.cccco.edu

- The number of degrees and certificates awarded by MVC increased 67% between 2010-2011 and 2012-2013. The number of awards earned district-wide increased 11% in the same period.
- A little over half of the 2012-2013 awards were associate degrees for MVC (529 associate degrees compared to 1,012 total) while 62% of the degrees awarded district-wide were associate degrees (2,788 associate degrees compared to 4,526 total).
- The number of certificates awarded increased each year in this three-year snapshot for both MVC and RCCD.

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PROFILE OF THE COLLEGE COMMUNITY AND STUDENTS

IMPLICATIONS FOR PLANNING

This section presents an analysis of the internal and external scans presented in Chapters 1 and 2 to identify the key challenges that MVC will be called upon to address in the coming decade.

Challenge #1: To meet its mission, MVC must increase its offerings of programs and services to meet anticipated increases in student demand.

Rationale: Student demand will increase from current levels because MVC offered fewer courses in recent years due to reductions in state funding and therefore there is currently unmet student needs for programs and services.

Across the state, reductions in course offerings have limited student access to California community college programs and services. The Chancellor's Office estimates that there was a decline of 600,000 students attending community colleges between 2008-2009 and 2012-2013. (*Chapter 1*.)

Consistent with the state-wide decline, MVC's student headcount decreased, dropping from a high of 10,808 students in fall 2008 to 8,220 students in fall 2013. (*Data Set 22*.) Similarly, the number of enrollments decreased by 11% between fall 2010 and fall 2012. (*Data Set 30*.)

Now that state funding is restored, MVC is in the process of increasing the number of sections and services for students in order to meet the student demand that the College could not satisfy over the past five years.

Rationale: Student demand will increase from current levels because the populations of the communities that MVC serves are projected to increase.

MVC's reduction in course offerings is contrary to the reality that the communities served by MVC are continuing to increase in population. (*Data Set 1*.)

The populations of Riverside County as a whole and of the cities within RCCD boundaries specifically are projected to increase between now and 2025. Riverside County's population is projected to increase 21% by 2025, which is higher than 13% projected increase for the statewide population. The number of residents living within the RCCD geographic boundaries is projected to increase 28% by 2025, which is an average of about 2% each year for fifteen years.

This population growth is especially important for MVC because 57% of MVC students reside in the two cities (Moreno Valley and Perris) that are projected to experience the greatest amount of population growth in the coming decade (32% and 67% respectively). (*Data Set 1*. and *Data Set 2*.)

The growth of the communities within RCCD boundaries is reflected in the steady increase in the number of high school graduates. However, only 20% of these graduates attend an RCCD college. MVC has the potential to increase the number of students served if steps are taken to attract recent high school graduates to the College. (*Data Set 26*.)

Rationale: Student demand will increase from current levels because high unemployment rates increase student demand.

With record high unemployment rates in the Inland Empire, adults are seeking career training to enhance their employment opportunities. (*Data Set 12.* and *Data Set 14.*) Between 2009 and 2011, the number of students who cite "Update job skills" as their reason for attending MVC doubled. (*Data Set 34*. and *Data Set 36*.)

Rationale: Student demand will increase because jobs requiring postsecondary education and/or specialized training are projected to increase.

Currently, adults with the lowest educational attainment have the highest rates of unemployment. (*Data Set 13*.) This trend is likely to continue if economists are correct in projecting that the education level required for employment will increase in the next decade. One such forecast from the Georgetown University Center on Education and the Workforce projects that 61% of California's jobs will require postsecondary education as soon as 2018. (*Chapter 1*.)

The projection is that about 1/2 of the jobs in the Inland Empire will require a high school diploma or less, about 1/4 will require some college and 20% will require a bachelor's degree or higher. (*Data Set 16*.) The number of available jobs that require postsecondary education is likely to increase student demand for MVC programs and services.

Jobs in state and local government are projected to increase by 2015. This industry sector includes public safety occupations, such as law enforcement, fire, and parademics. (*Data Set 15*.)

Challenge #2: To meet its mission, MVC must meet the student needs created by the unique demographics of its communities.

Rationale: MVC's students have unique needs for support in developing and achieving their educational goals.

There are multiple interacting demographic variables that signal the need for unique types of student support.

Many students speak a language other than English at home. Moreno Valley (48%) and Perris (63%) have higher rates of households in which languages other than English are spoken at home compared to the other cities in RCCD, to Riverside County overall (40%) and to the state overall (43%). (*Data Set 8*.)

1. A significant proportion of the residents age 25 and older who live within RCCD boundaries have not attended college (42% to 67%). The highest level of education attained by more than half of the residents of Moreno Valley and Perris (53% and 67% respectively) is a high school diploma or less. (*Data Set 11*.)
2. The income for many residents in MVC communities is below poverty level. Moreno Valley and Perris have a lower median household income and therefore a higher percentage of persons living below poverty level (48% in Moreno Valley and 63% in Perris) compared to other cities in RCCD, to Riverside County overall (40%) and the state overall (43%). (*Data Set 9*. and *Data Set 10*.)
3. The unemployment rate in the Inland Empire continues to be higher than that of the state and the nation. The November 2014 unemployment rates for six of the seven cities with RCCD boundaries were higher than the unemployment rate for the state and the nation. (*Chapter 1*. and *Data Set 14*.)

Combined, these demographics indicate that many MVC students live in households in which the parents have little formal education and therefore may not be equipped to support formal education. This may contribute to the high portion of first-time MVC students who place below college-level in English (83%), mathematics (96%) and reading (60%). (*Data Set 38*.)

Economic concerns within the family and the possible necessity to work part-time may contribute to the high portion of MVC students who attend college part-time. In fall 2012, 80% of MVC students were enrolled in 11.9 or fewer units compared to 68% of community college student statewide. (*Data Set 29*.)

Students face the conundrum that unemployment and poverty are often barriers to achieving the education that is needed to increase their opportunities for employment and thereby increase their income. (*Data Set 13*.)

Challenge #3: To meet its mission, MVC must increase the rate at which students complete degrees, certificates and transfer requirements.

Rationale: The rates of persistence and completion of educational goals for MVC students are below rates needed for local, state and national economic recovery.

Although MVC has made great strides in recent years by nearly doubling the number of associate degrees and certificates awarded from 2010-2011 to 2012-2013, the numbers of degrees and certificates awarded are not sufficient to meet current and projected workforce demands. (*Data Set 46*.)

Students' completion of degrees and certificates as a strategy to meet workforce needs is a focus of national, state and local attention. At the national level, economists project that the majority of tomorrow's jobs will require postsecondary education. To stimulate progress toward the goal of meeting these workforce needs, President Obama set a target for each community college to triple the number of degrees and certificates awarded by 2020. (*Chapter 1*.)

The projection for California is that by 2020, 61% of the jobs will require postsecondary education: 32% will require some college, a career technical certificate, or an associate degree; 23% will require a bachelor's degree; and 12% will require a master's degree. (georgetown.edu/grad/gppi/hpi/cew/pdfs/Recovery2020.SR.Web.pdf)

In support of this focus on certificate and degree completion, the California 2013- 2014 Budget includes new UC and CSU reporting requirements on the following priorities: graduation rates, the number of transfer students from community colleges, and the number of degrees completed. (ebudget.ca.gov/FullBudgetSummary.pdf)

IMPLICATIONS FOR PLANNING (CONT'D)

In the Inland Empire, the projection is that by 2015, 54% of the jobs will require a high school diploma or less, 26% will require some college (associate degrees and career technical certificates are included in this category), and 21% will require a bachelor's degree or more. (*Data Set 16*.) The two categories of healthcare occupations projected to have the most growth over the next five years in the Inland Empire are those that require short-term, on-the-job training (16% growth) and those that require an associate degree (13% growth). (*Data Set 18*.)

The comparison of the total number of completions in the Inland Empire to the number of annual awards granted by MVC indicates that the College's graduates constitute a low percentage of the total number of completions in each healthcare occupation. (*Data Set 20*.) Labor market research indicates that the majority of students complete their education at local for-profit institutions. (Labor Market Study: Healthcare Industries and Occupations in the Inland Empire May 2012 coeccc.net) Given that MVC is designated as the health sciences and public safety campus, this need to compete with for-profit institutions is a significant factor to consider in planning.

Increasing the rate of students' completion of degrees and certificates requires attention to multiple benchmarks of students' matriculation.

- Number of units per semester: 80% of MVC students in fall 2011 were part-time, taking fewer than 12 units per semester. This is significantly higher than the percentage of part-time students statewide (68%). The number of enrollments per student was highest for students who live in Moreno Valley (average 2.41) and Perris (average 2.39), the two cities in closest proximity to MVC. (*Data Set 25*.)
- Educational goal: In 2010, 59% of MVC students reported that their educational goal was to complete a degree, certificate or transfer requirements. Over the next three years this proportion increased to 62%. (*Data Set 34*.) During the same period, the proportion of RCCD students with the educational goal of completing a degree, certificate or transfer requirements increased from 65% to 67%. (*Data Set 35*.)

- Readiness for college-level work: In fall 2012 a significant portion of first-time MVC students placed below college-level in English (84%), mathematics (98%), and reading (64%). (*Data Set 38*.)
- Course Completion: The rates at which MVC students completed both face-to-face and distance education courses from fall 2010 to fall 2012 were comparable to RCCD rates. (*Data Set 40*.) Although the college and district rates were comparable, in fall 2012, 23% of MVC students did not complete the distance education courses in which they enrolled.
- Successful Course Completion: The rates at which MVC students completed face-to-face and distance education courses with a passing grade were comparable to RCCD rates. This similarity aside, in fall 2012, 28% of MVC students did not successfully complete the face-to-face courses in which they enrolled and in fall 2012 only 54% of MVC students successfully completed the distance education courses in which they enrolled. (*Data Set 42*.)
- Persistence: Although the fall-to-fall persistence rates for students who attended MVC-Main Campus are comparable to the student persistence rates for RCCD (in the range of 38% to 45%), these college and district persistence rates are significantly below the statewide persistence rates. (*Data Set 44*.)

MVC will develop strategies to address these challenges through other components of its integrated planning process.

CHAPTER 3
PROGRAMS AND SERVICES

CHAPTER 3
PROGRAMS AND SERVICES

PROGRAMS AND SERVICES

This chapter presents a descriptive snapshot and brief analysis of each academic discipline and student service and a summary of the discussions related to learning technology.

ACADEMIC DISCIPLINES

STUDENT SERVICES

LEARNING TECHNOLOGY VISIONING

PROGRAMS AND SERVICES (CONT'D)

The educational plan portion of the *Moreno Valley College Comprehensive Master Plan* is data-driven, using an analysis of the programs and services currently offered to students as well as external scan data as the foundation to plan the College's future.

The analysis of programs and services presented in this chapter is comprised of three components for each MVC academic program and student service:

- Description,
- Data, and
- Growth projection.

The first component is a narrative that describes the role of each program or service in a student's matriculation through the College. The second component is a data table that for student services presents the frequency of student use of the service and for academic programs presents two types of data:

- Efficiency of academic programs: these data elements are those that are used statewide to assess academic programs, such as the number of weekly student contact hours. Fall 2011 data were chosen as the baseline for this calculation because the number of course offerings were dramatically reduced in the following two fall semesters.
- Student success: these data elements reflect the percentage of students who complete a course with a passing grade at the end of the semester. The analysis in this chapter compares each academic discipline's rate of successful course completion with the statewide average of successful course completion for that discipline.

The operational definitions of these data elements are included in the last page of this chapter.

The growth projection for each program and service is derived from an analysis of the potential of that specific program or service to keep pace with the overall college growth rate. Based on the data in the previous chapter, MVC projects that the College's credit enrollment will grow at the rate of 3% per year each year in the coming decade. This projection of the overall college growth projection is based on the following two facts.

- The population within RCCD boundaries is projected to increase 19% over the next ten years. (Refer to *Chapter 2*, *Data Set 1*.)
- MVC's student headcount decreased 15% over the past five years. (Refer to *Chapter 2*, *Data Set 22*.)

This decline in student headcount does not reflect a reduction in student demand. Despite the ongoing student demand, the College offered fewer sections of courses over these years as the result of the reduction in state funding. During this same period, the communities served by MVC continued to increase in population.

To ensure that the College is fulfilling its mission to provide access to higher education to residents of its service area, the College has made an institutional commitment to increase student enrollment.

Although the College is likely to grow overall, all programs and services will not grow at the same rate. Therefore, in the following growth projections, each academic discipline and student service is rated as growing slower than, at the same rate as, or faster than the projected overall college growth rate of 3% per year each year for ten years.

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PROGRAMS AND SERVICES

ACADEMIC DISCIPLINES

Accounting
Administration of Justice
Anthropology
Art
Biology
- Anatomy and Physiology
- Microbiology

Business Administration
- Management
- Marketing

Chemistry
Communication Studies
Community Interpretation
Computer Applications and Office Technology
Computer Information Systems
Dance
Dental Assistant
Dental Hygiene
Early Childhood Education
Economics
Emergency Medical Services
- Emergency Medical Technician
- Paramedic

English
English as a Second Language
Fire Technology
Geography
Health Science
History
Homeland Security
Humanities
Human Services
Journalism
Kinesiology
Library
Mathematics
Medical Assisting
Music
Philosophy
Photography
Physician Assistant
Physics and Astronomy
Political Science
Psychology
Reading
Real Estate
Sociology
Spanish
Theatre Arts
Work Experience

ACCOUNTING

Accounting is the systematic recording, analysis, and explanation and interpretation of financial transactions of a business. The accounting program includes theoretical and practical courses for students planning to transfer as accounting majors.

The accounting department curriculum consists of nine, three-unit courses. All of the accounting courses, except Accounting 55: Applied Accounting/Bookkeeping, transfer to CSU and two of the nine accounting courses transfer to UC.

Six sections were offered in fall 2013, three during the day and three in the evening.

Refer to the Business Administration page in this document for a description of the certificate and associate degree with a concentration in accounting.

DATA: ACCOUNTING

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	626	1.0	626	81%	35%	65%

Judging from the fall 2011 snapshot, accounting courses fill at a moderate rate (81%) and are efficient (WSCH/FTEF = 626) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 35% is significantly below the statewide successful course completion rate for this discipline (65%).

Growth projection

The discipline of accounting is projected to grow at the same rate as the College's overall growth rate. In addition to this growth goal, a primary goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

ADMINISTRATION OF JUSTICE

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 peace officer training academy.

As an academic discipline, the curriculum consists of seven three-unit courses that provide instruction in criminal law and policy, police and correction systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues. All of the courses transfer to CSU and three of the courses also transfer to UC.

Three sections were offered in fall 2013, all in the evening.

Students may earn an administration of justice certificate after completing 27 units in specific courses. Upon completion of the certificate program plus the general education/graduation requirements, students may earn an associate of science degree in administration of justice.

The basic peace officer training 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.

The applied courses in Administration of Justice are offered at the MVC- Ben Clark Training Center. The full-time basic academy is offered two or three times per year, forty hours per week, for 24 weeks. The basic academy is also periodically offered for part-time students during the evening and weekends. The number of offerings is contingent on the hiring needs of the Riverside County Sheriff's Department. Upon successful completion of the course the College awards 39 units of college credit and the California Commission on Peace Officer Standards and Training issues a Basic Peace Officer's Certificate.

Students may earn an administration of justice/law enforcement certificate after completing 27 units in specific courses. Upon completion of the certificate program plus the general education/graduation requirements, students may earn an associate of science degree in administration of justice/law enforcement.

ADMINISTRATION OF JUSTICE (CONT'D)

In addition, the College offers a basic correctional deputy academy and training for public safety dispatchers. Students may earn a certificate upon completion of the basic correctional deputy academy (13 units) or upon completion of the public safety dispatch course (5 units).

The advisory committee is comprised of different groups. The first one is the Basic Law Enforcement Advisory Committee and provides direction for the basic law academy. This includes representatives from Police Officers Standards and Training and various law enforcement agencies from all the inland counties. A second group, the Riverside County Law Enforcement Trainers Association, also guides law enforcement curriculum and includes representatives from Police Officers Standards and Training and law enforcement in Riverside County. Both advisory groups meet twice a year.

DATA: ADMINISTRATION OF JUSTICE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	530	0.63	849	106%	82%	80%

Judging from the fall 2011 snapshot, the transfer courses in administration of justice fill at a high rate (106%), are extremely efficient (WSCH/FTEF = 849) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have an 82% student successful course completion rate, which is comparable to the statewide successful course completion rate of 80% for this discipline.

DATA: BASIC PEACE OFFICER TRAINING ACADEMY AND BASIC PUBLIC SAFETY DISPATCH

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,891	10.25	282	89%	98%	98%

Judging from the fall 2011 snapshot, the basic peace officer training academy and basic public safety dispatch courses fill at a strong rate (89%) and student successful course completion rate of 98% matches the statewide successful course completion rate for this discipline (98%). However the discipline is extremely inefficient overall (WSCH/FTEF = 282) compared to the state standard for lecture courses (WSCH/FTEF = 525). The reason for this low WSCH/FTEF ratio is that some class sizes are limited for safety reasons.
Judging from the fall 2011 snapshot, the applied courses in the correctional deputy academy and courses in probation and parole fill at moderate rates (80% and 66% respectively) and have student successful course completion rates of 97% and 98% respectively, which are significantly higher than the statewide successful course completion rates of 72% and 81% for these disciplines.

DATA: BASIC CORRECTIONAL DEPUTY ACADEMY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	718	2.96	243	80%	97%	72%

DATA: PROBATION AND PAROLE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	539	1.75	308	66%	98%	81%

Both the basic correctional deputy academy and probation and parole programs are inefficient (WSCH/FTEF = 243 and 308 respectively) compared to the state standard for lecture courses (WSCH/FTEF = 525).

Growth projection

Both the transfer program and applied training programs in administration of justice are projected to grow at the same rate as the College's overall growth rate. Given that the course offerings in the transfer administration of justice program are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment. Growth of the applied training programs, such as the basic academy, is contingent on the Riverside County Sheriff's Department training needs.

ANTHROPOLOGY

Anthropology, a social science, is the study of human behavior from a biological, historical, cultural, and social perspective. Anthropology analyzes the place of humans in the natural world and explores cultural assumptions across the globe.

The anthropology curriculum consists of eight three-unit courses, all of which transfer to CSU and UC. The College plans to expand the curriculum by adding a laboratory course in the near future to give students hands-on experiences with anthropological research. The College offers an associate degree for transfer in anthropology.

Eight sections were offered in fall 2013, all during the day. Evening and online sections were not offered.

DATA: ANTHROPOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,248	1.35	924	125%	82%	67%

Judging from the fall 2011 snapshot, courses in anthropology fill at a high rate (125%), are extremely efficient (WSCH/FTEF = 924), and have an 82% student successful course completion rate, which is significantly higher than the statewide successful course completion rate of 67% for this discipline.

Growth projection

The discipline of anthropology is projected to grow at the same rate as the College's overall growth rate. Given that student demand currently exceeds the number of course offerings, the offerings in this discipline should increase both in the near term and far term to keep pace with the College's enrollment. Current facilities limit the number of offerings as well as the numbers and types of hands-on exercises that faculty can provide for students.

ART

Art is the fine arts discipline of expressing or applying human creative skill and imagination, typically in a visual form such as painting or sculpture, to produce works to be appreciated primarily for their beauty or emotional power. This program offers theoretical and practical courses in the traditional disciplines of art and art history as well as animation.

The art curriculum consists of 35, three-unit courses. All art courses transfer to CSU and 18 of the 35 courses transfer to UC. The College offers one honors course in this discipline, ART - 6H: Honors Art Appreciation. The College offers an associate degree for transfer in studio art.

Sixteen sections were offered in fall 2013, eleven during the day and five in the evening. Eleven classes were stacked or offered at the same time as others, resulting in eleven classes being offered in only one of four different time frames.

DATA: ART

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,616	2.73	591	72%	77%	75%

Judging from the fall 2011 snapshot, courses in art fill at a relatively low rate (72%). However, this discipline is efficient (WSCH/FTEF = 591) and the student successful course completion rate of 77% is slightly above the statewide successful course completion rate for this discipline (75%).

Growth projection

The discipline of art is projected to grow at the same rate as the College's overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency is improved, the number of offerings will need to be increased to keep pace with the College's enrollment.

BIOLOGY

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: The 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.

Nine sections of anatomy and physiology were offered in fall 2013, seven during the day and two in the evening. One of the day sections and one evening section were web-enhanced.

Biology: The biology curriculum consists of ten courses. Each of these is approved as partial fulfillment of the general education requirements for an associate degree. All of these courses transfer to CSU and eight of the ten courses transfer to UC. The College offers two honors courses in this discipline: BIO - 1H: Honors General Biology and BIO - 11H: Honors Introduction to Molecular and Cellular Biology.

Ten sections of biology were offered in fall 2013, eight during the day and two in the evening. All sections were web-enhanced courses.

Microbiology: 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.

Four sections of microbiology were offered in fall 2013, four during the day and one during the evening that was web-enhanced.

DATA: BIOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,779	2.82	632	101%	62%	67%

DATA: ANATOMY & PHYSIOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,581	3.5	737	106%	43%	64%

DATA: MICROBIOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	850	1.5	567	104%	55%	75%

Judging from the fall 2011 snapshot, courses in biology, anatomy and physiology and microbiology fill at rates slightly higher than capacity (101%, 106%, and 104% respectively) and are more efficient than the state standard for lecture courses (WSCH/FTEF = 632, 737, and 567 respectively compared to the state standard WSCH/FTEF for lecture courses of 525). However, the successful course completion rates of 62%, 43%, and 55% respectively are below the statewide successful course completion rate for these disciplines (67%, 64%, and 75% respectively).

Growth Projection

The disciplines of biology, anatomy and physiology and microbiology are all projected to grow faster than the College's overall growth rate. In addition to growth, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

BUSINESS ADMINISTRATION

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 to transfer in one specialization within business administration.

The business administration curriculum consists of 11, three-unit courses. All of these courses transfer to CSU and three of the 11 business administration courses transfer to UC. Eleven sections were offered in fall 2013, five during the day, three during the evening and three online. One day section and one evening section are hybrid courses. All other sections are either online or are web-enhanced.

Management: The management curriculum consists of four, three-unit courses. One of the courses is cross-listed with business administration. Three of the four courses transfer to CSU. One online section was offered in fall 2013.

Marketing: The marketing curriculum consists of three, three-unit courses. All of these courses transfer to CSU. One online section was offered in fall 2013.

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
- Real Estate

Each certificate requires students to complete18 units of core business administration courses plus 12 units in one of the areas of concentration. Upon completion of one of these certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in business administration with a major concentration. The College also offers an associate degree for transfer in business administration.

The College also offers two six-unit certificates in small business accounting and small business payroll accounting. These certificates may lead to employment competency but do not lead to an associate degree.

DATA: BUSINESS, MANAGEMENT, AND MARKETING

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,152	2.0	576	100%	54%	65%

Judging from the fall 2011 snapshot, courses in business administration fill to capacity (100%) and are extremely efficient (WSCH/FTEF = 576) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 54% is below the statewide successful course completion rate for this discipline (65%).

Growth Projection

The discipline of business administration is projected to grow at the same rate as the College's overall growth rate. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

CHEMISTRY

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 introduction to chemistry courses, Chemistry 2A and 2B, serve as a pathway to the allied health programs.

Six sections were offered in fall 2013, five during the day and one in the afternoon and evening.

DATA: CHEMISTRY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,281	2.50	513	105%	83%	67%

Judging from the fall 2011 snapshot, courses in chemistry fill at a rate slightly higher than capacity (105%), are nearly as efficient as lecture courses (WSCH/FTEF = 513 compared to the state standard WSCH/FTEF for lecture courses of 525), and have an 83% student successful course completion rate, which is significantly higher than the statewide successful course completion rate of 67% for this discipline.

Growth Projection

The discipline of chemistry is projected to grow faster than the College's overall growth rate. However, that growth is contingent on increased space. Current laboratory facilities limit the number of sections offered and the range of curriculum that can be offered. For example, the College cannot develop courses in inorganic chemistry due to the lack of appropirate facilities and equipment. Without lower division courses in inorganic chemistry, STEM chemistry and engineering majors cannot complete lower division requirements at MVC.

COMMUNICATION STUDIES

Communication Studies provides students with a theoretical and methodological foundation of the nature of communication in its various forms and contexts, as well as the uses, effects, and relevancy of communication for the purpose of increasing competence.

The communication studies curriculum consists of 14 courses, one of which is at the pre-collegiate level. All of the credit courses transfer to CSU and ten of the 13 courses transfer to 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.

DATA: COMMUNICATION STUDIES

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,633	3.20	510	100%	81%	76%

Twenty-two sections were offered in fall 2013, 17 during the day, four in the evening and one during the weekend at the MVC-Ben Clark Training Center.
Judging from the fall 2011 snapshot, courses in communication studies fill to the capacity (100%), are moderately efficient (WSCH/FTEF = 510), and have an 81% student successful course completion rate, which is slightly higher than the statewide successful course completion rate of 76% for this discipline.

Growth Projection

The discipline of communication studies is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

COMMUNITY INTERPRETATION

Community Interpretation courses serve as an introduction to a career in translating English/Spanish interactions in the contexts of medicine, law, and business. The curriculum includes general translation skills and intensive training in the three modes of interpreting: simultaneous, consecutive, and sight translation.

The community interpretation curriculum consists of six courses, two at three units, two at four units and two at six units. The six-unit courses include a 54-hour laboratory requirement.

Four sections were offered in fall 2013, three during the day and one in the evening.

There is no advisory committee for this career technical education program.

These career technical education courses improve the job skills for employees who use Spanish and English in the workplace and may lead to a certificate. Upon completion of the required 18 units for the certificate plus the general education/graduation requirements, students may earn an associate of science degree in community interpretation.

DATA: COMMUNITY INTERPRETATION

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	449	0.97	464	103%	86%	85%

Judging from the fall 2011 snapshot, courses in community interpretation fill to capacity (103%) and have an 86% student successful course completion rate, which is comparable to the statewide successful course completion rate of 85% for this discipline. However, the discipline's efficiency (WSCH/FTEF = 464) is below the state standard for lecture courses (WSCH/FTEF = 525).

Growth Projection

The discipline of community interpretation is projected to grow slower than the College's overall growth rate.

COMPUTER APPLICATIONS AND OFFICE TECHNOLOGY

The Computer Applications and Office Technology program serves students with courses in basic skills, transfer, and career and technical education. Composed of curriculum focused in the areas of computer applications and business protocols, the program provides students with theoretical and hands-on experience in using the power to compute to critically evaluate and solve business issues.

The computer applications and office technology curriculum consists of 18 courses. Twelve of these courses transfer to CSU. Ten of the courses are cross-listed with business, computer information systems, or accounting.

Four sections were offered in fall 2013, three as hybrids and one was web-enhanced.

DATA: COMPUTER APPLICATIONS AND OFFICE TECHNOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	471	0.80	589	97%	51%	63%

Judging from the fall 2011 snapshot, computer applications and office technology courses fill at a high rate (97%) and are efficient (WSCH/FTEF = 589) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 51% is significantly below the statewide successful course completion rate for this discipline (63%).

Growth Projection

The discipline of computer applications and office technology is projected to grow at the same rate as the College's overall growth rate. In addition to this growth goal, a primary goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

COMPUTER INFORMATION SYSTEMS

Computer Information Systems courses focus on computers, computing problems and solutions, and design of computers systems and user interfaces from a scientific perspective. The courses in this discipline include instruction in the principles of computation science, and computing theory; computer hardware design; computer development and programming; video game development; and application to a variety of end-use situations. Serving students with courses in basic skills, transfer, and career and technical education, this discipline provides students with both the theory of the field as well as hands-on experiences.

The computer information systems curriculum consists of 40 courses. Thirty of these courses are cross-listed with business administration; computer applications and office technology; computer science; or simulation and game development. All of these courses transfer to CSU and ten of the 40 courses transfer to UC.

Twenty-eight sections of computer information systems were offered in fall 2013, 22 during the day and six during the evening. Twenty-four of the sections are web-enhanced and one section is offered as a hybrid course. Two of the web-enhanced courses are offered during the day on a short-term schedule.

Students may earn one of three certificates in this field:

- Computer Applications (31.5 – 32.5 units)
- Computer Programming (26.5 units)
- Simulation and Gaming: Game Art (36 units)

Upon completion of one of these certificate program plus the general education/graduation requirements, students may earn an associate of science degree in computer information systems. The college also offers an associate degree for transfer in computer science.

Students may earn a locally approved web master certificate with specialization as a web designer or a web developer, both of which require a total of 18 units.

DATA: COMPUTER INFORMATION SYSTEM

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	3,247	4.9	663	103%	70%	62%

Judging from the fall 2011 snapshot, courses in computer information systems fill at a high rate (103%), are efficient (WSCH/FTEF = 663) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have a 70% student successful course completion rate, which is higher than the statewide successful course completion rate of 62% for this discipline.

Growth Projection

The discipline of computer information systems is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

DANCE

Dance is the fine arts discipline of moving rhythmically usually to music, using prescribed or improvised steps and gestures. This program examines dance choreography, performance, and aesthetics in diverse dance styles and techniques and offers performance opportunities for general education students.

The dance curriculum consists of 11 courses, one lecture course and ten activity courses. All courses transfer to both CSU and UC.

Three sections are offered fall 2013, two during the day and one at night.

Judging from the fall 2011 snapshot, courses in dance fill at a rate slightly above capacity (108%), are extremely efficient (WSCH/FTEF = 870), and have a 76% student successful course completion rate, which is comparable to the statewide successful course completion rate of 73% for this discipline.

Growth Projection

The discipline of dance is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

DATA: DANCE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	435	0.50	870	108%	76%	73%

DENTAL ASSISTANT

The Dental Assistant program prepares individuals to provide patient care, take dental radiographs (x-ray), prepare patients and equipment for dental procedures, as well as discharge office administrative functions under the supervision of dentists. The 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 assisting 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 provider, 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. 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.

In fall 2013, seven sections of dental assisting courses were offered, all during the day.

A total of 36 units are required for a certificate in dental assisting. Upon completion of the certificate program and general education requirements, students may earn an associate of science degree in dental assisting.

The Dental Assistant Advisory Committee meets twice a year and is comprised of two representatives of local businesses, four dentists, four registered dental assistants, one currently enrolled student and recent graduates.

DATA: DENTAL ASSISTANT

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	441	2.55	173	75%	92%	87%

Judging from the fall 2011 snapshot, courses in dental assisting fill at a relatively low rate (75%) and are extremely inefficient (WSCH/FTEF = 173) compared to the state standard for lecture courses (525 WSCH/FTEF). Although the cohort size of 24 students limits this program's efficiency, an efficiency rate higher than WSCH/FTEF = 173 is possible within existing resources.

The student successful course completion rate of 92% is higher than the statewide successful course completion rate for this discipline (87%). The passing rate on the registered dental assistant examinations was 100% in 2012. The overall passing rate on the registered dental assistant examination as of April 2013 was 89%.

Growth Projection

The discipline of dental assisting is projected to grow slower than the College's overall growth rate because of the limited availability of clinical sites and the limit of 24 students per cohort.

DENTAL HYGIENE

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, 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 successfully completing 11 required prerequisite courses. The program is limited to 24 students per cohort and requires a commitment of 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 dental hygiene program is accredited by the American Dental Association's Commission on Dental Accreditation.

An Associate in Science Degree in Dental Hygiene is awarded upon completion of 60.5 units of required dental hygiene courses as well as general education and other graduation requirements.

In fall 2013, 18 sections of dental hygiene courses were offered, all during the day.

DENTAL HYGIENE (CONT'D)

The Dental Hygiene Advisory Committee meets biannually and consists of three dental hygiene students, three faculty members, three dentists, five registered dental hygienists, one representative of the local dental society, one representative of the local dental hygiene society and one representative of a dental corporation.

DATA: DENTAL HYGIENE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	687	4.76	144	60%	99%	96%

Judging from the fall 2011 snapshot, dental hygiene courses fill at a low rate (60%) and are extremely inefficient (WSCH/FTEF = 144). Although the cohort size of 20 students limits this program's efficiency, an efficiency rate higher than WSCH/FTEF = 144 is possible within existing resources.

EXAMINATION PASS RATES FOR DENTAL HYGIENE STUDENTS

Examination	2010	2011	2012	2013
National Board Dental Hygiene	100% N = 13	100% N = 14	100% N = 15	100% N = 9
California Registered Dental Hygiene Licensure	100%	91%	100%	100%

The student successful course completion rate of 99% is higher than the statewide successful course completion rate for this discipline (96%). Upon completion of the Associate in Science Degree in Dental ygiene, students are eligible to take the national and state examinations that are required for employment. Reflecting the high rates of successful course completion, students' passing rates on these dental hygiene examinations have been consistently high.

Growth Projection

The discipline of dental hygiene is projected to grow slower than the College's overall growth rate because of the limited class sizes.

EARLY CHILDHOOD EDUCATION

Early Childhood Education is a career technical education program that prepares students for transfer to a four-year institution or for work with children from infancy to third grade. The curriculum focuses on the theory and practice of learning and teaching children from birth to age eight; the basic principles of educational and developmental psychology; the art of observing, teaching and guiding young children; planning and administration of developmentally appropriate inclusive educational activities; school safety and health issues; and the social and emotional foundations of early care and education.

The early childhood education curriculum is comprehensive, consisting of 21 courses, 19 at three units and two at four units. Students have the opportunity to complete some coursework in four on-campus laboratory-classrooms that serve a total of 86 children. All of the courses transfer to CSU and two of the courses also transfers to UC. Nine sections were offered in fall 2013, five during the day and four in the evening. One of the daytime sections was offered on an accelerated schedule.

The advisory committee for early childhood education is a district-wide committee that meets twice a year.

Upon completing 31 units, students may earn either a certificate in Early Childhood Education or Early Childhood Intervention Assistant. Once students complete the requirements for the certificate in Early Childhood Education plus an additional 16 units of special courses in general education, they may apply to the state for a Child Development Permit, teacher level. Upon completion of either of these certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in one of these fields. The College also offers an associate degree for transfer in Early Childhood Education.

Students also have the option of earning one of the following locally approved certificates that may lead to employment competency but do not lead to an associate degree:

- Early Childhood Education Assistant Teacher (6 units)
- Early Childhood Education/Twelve Core Units (12 units)
- Infant and Toddler Specialization (12 units)

DATA: EARLY CHILDHOOD EDUCATION

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,072	1.43	752	128%	76%	72%

Judging from the fall 2011 snapshot, courses in early childhood education fill at a high rate (128%), are extremely efficient (WSCH/FTEF = 752), and have a 76% student successful course completion rate, which is slightly higher than the statewide successful course completion rate for this discipline of 72%.

Growth Projection

The transfer courses in early childhood education are projected to grow faster than the College's overall growth rate. The applied courses will grow to the extent possible given the limitations of the facilities and mandated child/teacher ratios.

ECONOMICS

Economics, with applications in both business and the social sciences, examines the production, distribution, and consumption of goods and services as well as the theory and management of economies and how the choices made by individuals, firms, and governments impact scarce resources.

The economics curriculum consists of seven, three-unit courses. All of these courses transfer to CSU and six of the seven transfer to UC. The College offers two honors course in this discipline, ECO- 7H: Honors Principles of Macroeconomics and ECO-8H: Principles of Microeconomics.

Seven sections were offered in fall 2013, five during the day, one in the evening, and one online. Four of the day sections of economics were web-enhanced.

DATA: ECONOMICS

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	928	1.23	758	93%	56%	64%

Judging from the fall 2011 snapshot, economics courses fill at a rate close to capacity (93%) and are extremely efficient (WSCH/FTEF = 758) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 56% is below the statewide successful course completion rate for this discipline (64%).

Growth Projection

The discipline of economics is projected to grow at the same rate as the College's overall growth rate. Given that the number of course offerings are currently close to meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

EMERGENCY MEDICAL SERVICES

Emergency Medical Services is a career technical education program that prepares students to serve as either emergency medical technicians or paramedics, both of whom work under the remote supervision of physicians to recognize, assess, and manage medical emergencies in pre-hospital settings. The curriculum includes basic, intermediate, and advanced emergency medical services procedures; medical triage; rescue operations; crisis scene management and personnel supervision; equipment operation and maintenance; patient stabilization, monitoring, and care; drug administration; identification and preliminary diagnosis of disease and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; and professional standards and regulations.

The curriculum for emergency medical services is comprehensive, consisting of 14 courses, ranging from 1 to 10 units. Twelve sections were offered in fall 2013, all during the day. To be qualified to participate in one of the emergency medical services program, students must demonstrate that they fulfill various criteria, such as being certified as a CPR provider and completing a background and healthcare screening. The paramedic program requires students to make a 12-month full-time commitment to complete the program. Both of the emergency medical services programs are accredited by a national organization, the Commission for the Accreditation of Allied Health Educational Programs.

In keeping with the accreditation standards, the advisory committee meets twice a year, is chaired by a medical director and is comprised of representatives from these communities of interest: the public, the faculty, the hospital, local employers, fire department, emergency medical services professionals, government, a recent graduate from the program and a current student.

The emergency medical technician certificate requires students to successfully complete seven units. This certificate may lead to employment competency, but it does not lead to an associate of science degree. Successful completion of this certificate is one of the prerequisites for admission into the firefighter academy and the paramedic program.

The paramedic certificate requires students to successfully complete 49.5 units. Upon completion of the paramedic certificate program plus the general education/graduation requirements, students may earn an associate of science degree in paramedics.

DATA: EMERGENCY MEDICAL TECHNICIAN

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,519	6.06	416	102%	69%	72%

Judging from the fall 2011 snapshot, the emergency medical technician courses fill at a high rate (102%). However due to the requirement that the student-faculty ratio be ten to one during skills practice, the discipline is inefficient (WSCH/FTEF = 416) compared to the state standard for lecture courses (WSCH/FTEF = 525). The student successful course completion rate of 69% is slightly below the statewide successful course completion rate for this discipline (72%).

EXAMINATION PASS RATES ON EMERGENCY MEDICAL TECHNICIAN: COURSE COMPLETION DATE: 3RD QUARTER 2007 TO 3RD QUARTER 2012

Attempted the Exam	First Attempt Pass	Cumulative Pass w/in 3 Attempts	Cumulative Pass w/in 6 Attempts	Failed all 6 Attempts	Eligible for Retest	Did Not Complete w/in 2 years
1,339	78% 1,043/1,339	87% 1,164/1,339	87% 1,169/1,339	0% 1/1,339	5% 69/1,339	7% 100/1,339

EXAMINATION PASS RATES ON PARAMEDICS: COURSE COMPLETION DATE: 3RD QUARTER 2007 TO 3RD QUARTER 2012

Attempted the Exam	First Attempt Pass	Cumulative Pass w/in 3 Attempts	Cumulative Pass w/in 6 Attempts	Failed all 6 Attempts	Eligible for Retest	Did Not Complete w/in 2 years
56,781	69% 39,064/56,781	83% 47,402/56,781	86% 48,875/56,781	1% 485/56,781	6% 3,185/56,781	8% 4,330/56,781

The above chart represents all paramedics that have taken the National Exam and not only the paramedics at Moreno Valley College.

DATA: PARAMEDIC

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	695	3.49	199	65%	100%	83%

Judging from the fall 2011 snapshot, the paramedic courses fill at a low rate (65%). However due to the requirement that the student-faculty ratio be six to one during skills practice, on class size, the discipline is significantly inefficient (WSCH/FTEF = 199) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 100% is significantly higher than the statewide successful course completion rate for this discipline (83%).

Growth Projection

The paramedic program is projected to grow slower than the College's overall growth rate in the short-term while the curriculum is revised. Both the emergency medical technician and paramedic programs are projected to grow at the same rate as the College's overall growth rate in the far term. However, future growth is contingent on factors such as space for simulation exercises and the number of available clinical slots for students.

ENGLISH

The English discipline focuses on the development of composition, critical thinking, and critical reading. English courses, offered at both the developmental and transfer-levels, provide students with intensive instruction and practice in the composition, revision, and editing of academic essays. The courses also provide opportunities for students to develop skills in reading college-level texts (both fiction and nonfiction) and making critical judgments about those texts.

English and reading faculty collaborate by sharing pedagogies and methods to integrate course offerings and provide students with more pathways for success.

The English curriculum consists of 31 courses, 23 of which are college-level and eight of which are pre-college level. All of the college-level courses transfer to CSU and 21 of these 23 courses transfer to UC. One course, ENG 23: The Bible as Literature, is cross-listed as a humanities course. Two of the college-level courses are honors courses, ENG 1AH: Honors English Composition and ENG 1BH: Honors Critical Thinking and Writing. 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 in English.

Eighty sections of English were offered in fall 2013, 63 during the day (including 10 hybrid sections), 12 in the evening (including one hybrid section), and five online. Of these sections, two were honors courses, 11 were hybrid courses, 23 were web-enhanced, 11 were short-term, one was for students in the Puente program and two were taught at the MVC-Ben Clark Training Center and were designed for students who intend to enter the fields of public safety.

DATA: ENGLISH

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	8,623	20.41	423	107%	70%	67%

Judging from the fall 2011 snapshot, courses in English fill at a high rate (107%) and have a 70% student successful course completion rate, which is comparable to the statewide successful course completion rate for this discipline of 67%. The discipline's efficiency (WSCH/FTEF = 423) is below the state standard for lecture courses of 525.

Growth Projection

The discipline of English is projected to grow faster than the College's overall growth rate.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language courses provide advanced skills development and college academic preparation to students whose first language is other than English. The program provides students with the tools and techniques they need to reach their goals, including college academic preparation, workplace improvement, and personal enrichment.

The curriculum consists of 16 pre-college level courses. These courses in composition, listening, speaking, reading, vocabulary, and grammar do not fulfill degree or transfer requirements. In addition the college offers three English as a second language courses for degree credit.

Seven sections of English as a second language courses were offered in fall 2013, one during the day, four in the evening, and two short-term, online sections. Both of the online sections were offered on a short-term schedule and two of the sections were web-enhanced courses, one during the day and one during the evening. Judging from the fall 2011 snapshot, courses in English as a second language fill at a relatively low rate (72%), are extremely inefficient (WSCH/FTEF = 265), and have a 61% student successful course completion rate, which is significantly lower than the statewide successful course completion rate for this discipline of 73%.

Growth Projection

The discipline of English as a second language is projected to grow at the same rate as the College's overall growth rate. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

DATA: ENGLISH AS A SECOND LANGUAGE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	662	2.5	265	72%	61%	73%

FIRE TECHNOLOGY

Fire Technology is a career technical education program that combines theory and practical experience to prepare students to perform the duties of firefighters. The curriculum includes instruction in firefighting equipment operation and maintenance, principles of fire science and combustible substances, methods of controlling different types of fires, hazardous material handling and control, fire rescue procedures, public relations and applicable laws and regulation.

Fire technology courses are offered in partnership with the Riverside County Fire Department at the MVC- Ben Clark Training Center. The curriculum in fire technology is comprehensive and includes a basic firefighter academy as well as advanced training courses. Generally offered twice a year, the basic firefighter academy requires students to make a full-time commitment for 12 weeks. The number of students in a basic firefighter academy is limited to 40. The number of academies offered is contingent on the hiring needs of the local fire departments. To be qualified to enter the basic firefighter academy, students must possess a California emergency medical technician certificate, pass a physical assessment, and complete the course FIT 1: Fire Protection Organization.

The advisory committee is comprised of the Riverside County Fire Department Training Officers and college personnel. College representatives of this program also make regular reports at the Riverside County Fire Chiefs' quarterly meetings.

Students considering a career in fire technology may complete the 23 units required for the fire technology certificate. Students who complete the 19 units of the basic academy receive the Basic Firefighter certificate. Firefighters currently working in the field may complete 19.5 units for the Chief Officer certificate or 16.5 units for the Fire Officer certificate.

Upon completion of one of these certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in one of these areas of concentration.

DATA: FIRE TECHNOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,089	5.80	361	82%	86%	84%

DATA: FIRE ACADEMY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,268	5.10	249	93%	93%	93%

Judging from the fall 2011 snapshot, the fire technology courses and the fire academy courses fill at a moderate to strong rate (82% and 93% respectively) and have student successful course completion rates that are comparable statewide successful course completion rates for these disciplines. However due to the requirement that the student-faculty ratio be ten to one or five to one during skills practice, the discipline is extremely inefficient overall (WSCH/FTEF = 361 and 249 respectively) compared to the state standard for lecture courses (WSCH/FTEF = 525).

Growth Projection

Since growth of the fire technology program is contingent on the local fire department training needs, the programs in this discipline are projected to grow at a slower rate than the College's overall growth rate.

GEOGRAPHY

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

The geography curriculum consists of four three-unit courses and one one-unit laboratory course. One of the three-unit courses is an honors course, GEG 1H: Honors Physical Geography. All of these courses transfer to both CSU and UC.

Eight sections were offered in fall 2013, six during the day, one during the evening, and one online. Three of the six sections offered during the day were sections of physical geography lab, which is a companion to the physical geography lecture course.

DATA: GEOGRAPHY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	447	0.83	541	111%	61%	65%

Judging from the fall 2011 snapshot, courses in geography fill at a high rate (111%) and are efficient (WSCH/FTEF = 541) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 61% is below the statewide successful course completion rate for this discipline (65%).

Growth Projection

The discipline of geography is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

HEALTH SCIENCE

Health Science is a discipline that explores many facets of health, including principles and practices of personal health; concepts of prevention and treatment of disease; maintenance of a healthy lifestyle; and nutrition.

The health science curriculum consists of one, three-unit course, Health Science 1. This course satisfies the California teacher's certificate requirement for drug, alcohol, and nutrition education and transfers to CSU and UC. Additionally, every student who earns an associate degree must take Health Science 1.

Ten sections of Health Science 1 were offered fall 2013, seven during the day, and three in the evening. All of the class sections include web-enhanced instruction.

DATA: HEALTH SCIENCE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,319	1.15	1,147	103%	68%	70%

Judging from the fall 2011 snapshot, health science courses fill at a rate that slightly exceeds capacity (103%) and are extremely efficient (WSCH/FTEF = 1,147). However, the successful course completion rate of 68% is slightly below the statewide successful course completion rate for this discipline (70%).

Growth Projection

The discipline of health science is projected to grow faster than the College's overall growth rate. In addition to this growth goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

HISTORY

The study of History is the endeavor to understand the present by becoming knowledgeable about the past. As the context of all human activity, history gives students the depth needed to understand society and their place in it.

The history curriculum consists of 21 three-unit courses. All of these courses transfer to both CSU and UC. Two of the history courses are honors courses: HIS-6H: Honors Political and Social History of the United States and HIS-7H: Honors Political and Social History of the United States. The College offers an associate degree for transfer in history.

Thirteen sections were offered in fall 2013, ten during the day and three in the evening. One of the day sections was an honors course.

DATA: HISTORY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,805	2.23	811	107%	72%	62%

Judging from the fall 2011 snapshot, courses in history fill at a high rate (107%), are extremely efficient (WSCH/FTEF = 811), and have a 72% student successful course completion rate, which is higher than the statewide successful course completion rate for this discipline of 62%.

Growth Projection

The discipline of history is projected to grow faster than the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

HOMELAND SECURITY

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.

DATA: HOMELAND SECURITY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	284	0.60	474	57%	71%	62%

The homeland security curriculum is currently being redesigned. During this period of transition, the existing courses are not being offered.

Given that this discipline is being redesigned, an analysis of these data is not relevant to the projection of future growth.

Growth Projection

Given limited employment opportunities, the discipline of homeland security is projected to grow slower than the College's overall growth rate.

HUMANITIES

Humanities, an interdisciplinary study, examines the ways people throughout time and cultures have developed cultural, mortal/ethical, and artistic creations in response to their world, and analyzes cultural and artistic productions in their original context.

The humanities curriculum consists of nine three-unit courses. All of these courses transfer to both CSU and UC. Three of the humanities courses are honors courses: HUM-4H: Honors Arts and Ideas: Ancient World, HUM-5H: Honors Arts and Ideas: The Renaissance through the Modern Era, and HUM-10H: Honors World Religions.

Eight sections were offered in fall 2013, three during the day, one during the evening, one on the weekend, and three online. One of the day sections is cross-listed.

DATA: HUMANITIES

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	912	1.08	848	109%	62%	67%

Judging from the fall 2011 snapshot, courses in humanities fill at a high rate (109%) and are extremely efficient (WSCH/FTEF = 848). However, have a 79% student successful course completion rate, which is higher than the statewide successful course completion rate for this discipline of 73%.

Growth Projection

The discipline of humanities is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

HUMAN SERVICES

Human Services is a career technical education program that prepares students for transfer to a four-year institution or for various entry-level paraprofessional positions in human services, such as mental health case manager, job coach/employment specialist, social service intake specialist, or community health worker. Positions such as these are needed in a variety of settings such as group homes, halfway houses, mental health and correctional facilities, family, child and service agencies under the direct supervision of social workers and other human services professionals in public and non-profit social service agencies.

The human services curriculum is comprehensive, consisting of eleven courses, 11 at three units and one at one unit. Sixteen to 20 hours of service in the community is required for each class. All of the courses transfer to CSU. Ten sections were offered in fall 2013, two during the day, six in the evening and two on the weekend.

There is currently not an advisory committee for this career technical education discipline.

After completing four units, students may earn a locally approved certificate in Employment Support Specialization. To earn a certificate in Human Services, students are required to complete 20 units in specific human services courses. Upon completion of the certificate program plus the general education/ graduation requirements, students may earn an associate of science degree in human services.

DATA: HUMAN SERVICES

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,234	1.60	771	117%	79%	73%

Judging from the fall 2011 snapshot, courses in human services fill at a high rate (117%), are extremely efficient (WSCH/FTEF = 771) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have a 79% student successful course completion rate, which is higher than the statewide successful course completion rate for this discipline of 73%.

Growth Projection

The discipline of human services is projected to grow at the same rate as the College's overall growth rate. Given that student interest in this discipline is already slightly above the number of course offerings, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

JOURNALISM

Journalism is an academic study related to the collection and editing of news.

The journalism department curriculum consists of seven, three-unit courses, all of which transfer to CSU.

Five sections were offered in fall 2013, all during the day. Four of these sections were offered at the same time on the same day in the same room (in a stacked format), JOU-20A, 20B, 20C, and 20D.

DATA: JOURNALISM

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	242	0.52	468	94%	53%	69%

Judging from the fall 2011 snapshot, courses in journalism fill at a relatively high rate (94%) and are moderately efficient (WSCH/FTEF = 468), but have an 53% student successful course completion rate, which is significantly below the statewide successful course completion rate for this discipline of 69%.

Growth Projection

The discipline of journalism is projected to grow slower than the College's overall growth rate. The targets for this discipline are to increase its efficiency and to develop strategies to improve rates of students' successful course completion.

KINESIOLOGY

Kinesiology is the study of human anatomy, physiology, and biomechanics as impacted by human movement. Kinesiology includes many different areas of study in which the origins and consequences of human physical activity are examined.

The kinesiology curriculum consists of six, three-unit lecture courses and 17, one-unit activity courses. All of the kinesiology courses transfer to CSU and all but one of the kinesiology courses transfers to UC.

Five kinesiology lecture courses were offered fall 2013, two during the day and three in the evening. Fifteen activity courses were offered during the same semester, 13 during the day and two in the evening. Since these courses are housed in leased space off campus, such as gymnasiums and at other similarly appropriate sites, expansion in the number of sections offered is limited.

The College is developing an associate degree for transfer in kinesiology.

DATA: KINESIOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,319	2.58	901	133%	83%	77%

Judging from the fall 2011 snapshot, courses in kinesiology fill at a high rate (133%), are extremely efficient (WSCH/FTEF = 901), and have an 83% student successful course completion rate, which is significantly higher than the statewide successful course completion for this discipline of 77%.

Growth Projection

The discipline of kinesiology is projected to grow at the same rate as College's overall growth rate.

LIBRARY

The Library provides resources and services for students, faculty, and staff as well as the community. The library provides access to books and electronic resources including academic journals, magazines, research guides, newspapers, and e-books.

The library has computers available for students to both check out of the library and use in the library. The library provides a wide range of resources and services including reference services; library instruction; orientations and workshops; circulation services; intra-library loans; reserve collections; and group study facilities.

The library is open during the day and early evening, Monday through Thursday and until early afternoon on Fridays.

One strategy for delivering service is for the library to offer an information competency course. One short-term, hybrid section of this course was offered in fall 2013.

DATA: LIBRARY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	30	0.07	447	90%	59%	64%

Judging from the fall 2011 snapshot, the course in library filled a rate that is close to capacity (90%). However, the course is relatively inefficient for a lecture course (WSCH/FTEF = 447) and the successful course completion rate of 59% is below the statewide successful course completion rate for this discipline (64%).

Growth Projection

The primary functions of the library are delivered through direct service to students and faculty. The service component of the library is projected to grow faster than the College's overall growth rate.

The instructional component of the library is projected to grow at the same rate as the College's overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency has improved, the number of offerings will need to be increased to keep pace with the College's enrollment.

MATHEMATICS

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), two levels below university level (elementary algebra), and three levels below university level (pre-algebra).

The mathematics curriculum consists of 25 courses, 11 at the college-level and 14 non-degree applicable credit courses. All of the college-level mathematics courses transfer to both CSU and UC.

The College offers an associate degree for transfer in mathematics.

Thirty-five sections of college-level mathematics courses were offered in fall 2013, 26 during the day and 9 during the evening. Of the day sections, eight were hybrid courses and two were web-enhanced. Of the evening sections, one was hybrid and one was web-enhanced. Twenty-eight sections of non-degree applicable credit courses were offered in fall 2013, fifteen during the day, seven during the evening and six as self-paced, open entry/open exit courses. Six of the day sections were hybrid courses and three of the day sections were web-enhanced.

The Mathematics Lab provides tutoring and proctoring services in the day and evening Monday through Thursday as well as Friday during the day.

DATA: MATHEMATICS

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	9,983	13.87	720	100%	46%	55%

Judging from the fall 2011 snapshot, courses in mathematics fill to capacity (100%) and are extremely efficient (WSCH/FTEF = 720) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the successful course completion rate of 46% is significantly below the statewide successful course completion rate for this discipline (55%).

Growth Projection

The discipline of mathematics is projected to grow faster than the College's overall growth rate. A second target for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

MEDICAL ASSISTING

Medical Assisting is a career technical education program that prepares students to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, administration of medications, and first aid 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; and clinical/diagnostic examination, testing, and treatment procedures.

The curriculum in medical assisting is comprehensive, consisting of 11 courses, ranging from two to five units. Two of these courses transfer to CSU. Clinical courses are limited to 15 students per section.

Twelve sections were offered in fall 2013, nine during the day, two in the evening, and one on the weekend.

There is currently not an advisory committee for this career technical education program.

Medical assisting courses may lead to either a certificate in Administrative/Clinical Medical Assisting or a certificate in Medical Transcription. The Administrative/Clinical Medical Assisting certificate requires a total of 22 units, four core courses and six units of elective courses. The Medical Transcription certificate requires a total of 26 units, five core courses and nine units of elective courses. Upon completion of 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.

DATA: MEDICAL ASSISTING

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,404	2.50	562	92%	72%	77%

Judging from the fall 2011 snapshot, medical assisting courses fill at a strong rate (92%) and are efficient (WSCH/FTEF = 562) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 72% is slightly below the statewide successful course completion rate for this discipline (77%).

Growth Projection

The discipline of medical assisting is projected to grow slower than the College's overall growth rate.

MUSIC

Music is the fine arts discipline of producing vocal and/or instrumental sounds combined in such a way as to create beauty of form, harmony, and expression of emotion. The music program offers courses in music appreciation, theory, and history as well as opportunities for group and solo performances that contribute to students' skills as well as the cultural life of the College and the community. MVC's three performance groups are the MVC Gospel Singers, the MVC Chamber Singers, and the MVC Guitar Ensemble.

The music curriculum consists of 12 lecture courses and 19 music performance courses, all of which transfer to CSU and UC. The College offers an associate degree in music and an associate degree for transfer in music.

Twenty-one sections were offered in fall 2013, 14 during the day, four in the evening, and three online. One of the day sections and three of the evening sections were web-enhanced. Four sections were stacked (offered at the same time) into two different time slots.

Judging from the fall 2011 snapshot, courses in music fill to near capacity (99%) and are extremely efficient (WSCH/FTEF = 681) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 64% is significantly below the statewide successful course completion rate for this discipline (71%).

DATA: MUSIC

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,233	3.28	681	99%	64%	71%

Growth Projection

The discipline of music is projected to grow at the same rate as the College's overall growth rate. Given that the current course offerings meet student demand, the number of sections scheduled in this discipline should increase as needed to keep pace with the College's enrollment. However, current enrollment in music and enrollment growth in this discipline are contingent on the development of space for music fundamentals, music theory, piano laboratory, composition and music technology courses, and rehearsal and performance space that would include sound-proofing as well as equipment and furnishings appropriate for this discipline.

In addition to this growth, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

PHILOSOPHY

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 consists of seven three-unit lecture courses. All of the philosophy courses transfer to both CSU and UC. One of the courses is an honors course: PHI-10H Honors Introduction to Philosophy. The college offers an associate degree for transfer in philosophy.

Nine sections of philosophy were offered in fall 2013, six during the day, two in the evening, and one as part of an accelerated weekend program offered at the MVC-Ben Clark Training Center.

DATA: PHILOSOPHY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,186	1.48	804	114%	68%	65%

Judging from the fall 2011 snapshot, courses in philosophy fill at a high rate (114%), are extremely efficient (WSCH/FTEF = 804), and have a 68% student successful course completion rate, which is comparable to the statewide successful course completion rate for this discipline of 65%.

Growth Projection

The discipline of philosophy is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

PHOTOGRAPHY

Photography is the study of the aesthetic and technical skills necessary to produce photographic documents.

The photography department curriculum consists of two, three-unit courses. Both of the three-unit courses transfer to CSU. One of these courses is cross-listed with Journalism.

One section was offered in fall 2013 during the day.

DATA: PHOTOGRAPHY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	192	0.33	591	100%	60%	69%

Judging from the fall 2011 snapshot, courses in photography fill to capacity (100%) and are efficient (WSCH/FTEF = 591) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 60% is below the statewide successful course completion rate for this discipline (69%).

Growth Projection

The discipline of photography is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

PHYSICIAN ASSISTANT

Physician Assistant is a career technical education program that prepares students academically and clinically to provide health care services under the supervision of a physician. Physician Assistants provide a broad range of medical services including history taking, physical assessment, assistance with surgical procedures, interpretation of diagnostic studies, and the implementation of therapeutic interventions. Additionally, physician assistants advocate health promotion with an emphasis on disease prevention as an integral part of patient care. The curriculum includes medical science across the lifespan, behavioral and social sciences; physical assessment; supervised clinical practice in family medicine, pediatrics, women's health, general surgery, psychiatry, and behavioral medicine; and health policy issues and professional practice in the delivery of health care services to underserved populations.

To qualify for enrollment in the physician assistant program, applicants must demonstrate educational and experiential criteria. Educational prerequisites include recent and successful completion of courses in physics, chemistry, algebra, English, anatomy and physiology, microbiology, psychology and sociology or cultural anthropology. In addition, students must complete a minimum of 2,000 hours of paid hands-on patient care in a clinical setting. Work experience in the disciplines of medicine, nursing or allied health is required.

The physician assistant curriculum is rigorous and comprehensive, consisting of a total of 26 courses (this total includes one elective). Seventeen sections were offered in fall 2013. All of these courses transfer to CSU. The program is externally accredited by the Accreditation Review Commission on Education for the Physician Assistant.

The state of California has projected that it will need 4,000 physician assistants to provide primary care once the Affordable Care Act has been fully implemented. Potential employers require that physician assistants graduate from an accredited program, are certified and licensed. It is not currently a mandate for employment that physician assistants have a master's degree, but by 2020, the Accreditation Review Commission on Education for the Physician Assistant will require all physician assistant programs to confer a master's degree.

Student cohorts range from 21 to 28 and students are required to make a 24-month full-time commitment to complete the program. The program is delivered in corroboration with Moreno Valley College and Riverside County Regional Medical Center.

The advisory committee is comprised of members of the community—program graduates, clinical preceptors, practicing physician assistants and currently enrolled students.

A total of 91.5 units are required for the physician assistant certificate. Upon completion of the certificate requirements plus the general education/graduation requirements, students may earn an associate of science degree in this field.

DATA: PHYSICIAN ASSISTANT

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,181	5.21	419	57%	86%	94%

Judging from the fall 2011 snapshot, physician assistant courses fill at a very low rate (57%), are relatively inefficient (WSCH/FTEF = 419), and have an 86% student successful course completion rate, which is lower than the statewide successful course completion rate of 94% for this discipline.

Growth Projection

Although the need for physician assistants is projected to increase, this physician assistant program is projected to grow slower than the College's overall growth rate as a result of accreditation enrollment limitations.

PHYSICS AND ASTRONOMY

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

The physics curriculum consists of six physics courses. Three of the courses include both lecture and laboratory and one course is a laboratory course. All of these courses transfer to both CSU and UC.

Five sections are offered in fall 2013, all during the day. One section was web–enhanced.

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, 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 in fall 2013 during the day; this course was web-enhanced.

DATA: PHYSICS

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	809	1.45	558	110%	70%	70%

DATA: ASTRONOMY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	180	0.20	901	118%	79%	66%

Judging from the fall 2011 snapshot, courses in both physics and astronomy fill at a high rate (110% and 118% respectively), are extremely efficient (WSCH/ FTEF = 558 and 901 respectively), and have student successful course completion rates that meet or exceed the statewide successful course completion rates for these disciplines.

Growth Projection

Both physics and astronomy are projected to grow at the same rate as the College's overall growth rate. Given that student demand is currently slightly higher than the number of course offerings, the offerings in these disciplines should increase as needed to keep pace with the College's enrollment.

POLITICAL SCIENCE

Political Science, a social science, is the study of the processes, principles, and structure 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, three-unit courses. All of these courses transfer to CSU and eight of the 11 political sciences courses transfer to UC. 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.

Six sections of POL 1: American Politics were the only political science sections offered on campus or online in fall 2013. Of these, two were offered during the day, two in the evening, one as a hybrid course, and one online.

DATA: POLITICAL SCIENCE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,049	1.43	736	104%	64%	64%

Judging from the fall 2011 snapshot, courses in political science fill at a high rate (104%), are extremely efficient (WSCH/FTEF = 736) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have a student successful course completion rate that matches the statewide successful course completion rate for this discipline.

Growth Projection

The discipline of political science is projected to grow at the same rate as the College's overall growth rate. Given that the number of course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

PSYCHOLOGY

Psychology is the scientific study of mental processes and behavior with an emphasis in the biopsychosocial model—how biology, psychology, and social/environment interact in thoughts, emotions, and behavior.

The psychology department curriculum consists of six, three-unit courses and one four-unit course. All of these courses transfer to both CSU and UC. The College offers an associate degree for transfer in psychology.

Seventeen sections were offered in fall 2013, 13 during the day and four in the evening.

DATA: PSYCOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,547	1.43	835	110%	63%	67%

Judging from the fall 2011 snapshot, psychology courses fill at a high rate (110%) and are extremely efficient (WSCH/FTEF = 835) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 63% is below the statewide successful course completion rate for this discipline (67%).

Growth Projection

The discipline of psychology is projected to grow faster than the College's overall growth rate. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

READING

The Reading discipline includes courses that focus on basic skills and transfer requirements. The courses are designed to develop techniques for the critical analysis of language and informative literature required for college-level work and, as such, these courses support student success across the curriculum.

The reading curriculum consists of eight courses. Three of the eight courses transfer to CSU. The remaining courses are credit, non-degree applicable courses. Only the three courses that are required to meet graduation requirements (REA 81: Reading, Level 1, REA 82: Reading, Level II and REA 83: Reading, Level III) have consistently been offered each year. However, the discipline hopes to soon begin offering REA 3: Reading for Academic Success and REA 4: Critical Reading as Critical Thinking as well as other electives.

Fourteen sections of reading were offered in fall 2013, nine during the day and five in the evening. Four of the sections were offered as hybrid courses.

DATA: READING

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,754	3.51	499	112%	72%	68%

Judging from the fall 2011 snapshot, courses in reading fill at a high rate (112%) and have a 72% student successful course completion rate, which is higher than the statewide successful course completion rate of 68% for this discipline. The discipline's efficiency (WSCH/ FTEF = 499) is close to the state standard for lecture courses of 525.

Growth Projection

The discipline of reading is projected to grow at the same rate as the College's overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency is improved, the number of offerings will need to be increased to keep pace with the College's enrollment.

REAL ESTATE

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. Two sections were offered in fall 2013, both in the evening and both web-enhanced.

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 completion of 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.

DATA: REAL ESTATE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	224	0.40	561	94%	71%	63%

Judging from the fall 2011 snapshot, courses in real estate fill to near capacity (94%), are efficient (WSCH/ FTEF = 561) compared to the state standard for lecture courses (WSCH/FTEF = 525) and have a 71% student successful course completion rate, which is higher than the statewide successful course completion rate of 63% for this discipline.

Growth Projection

The discipline of real estate is projected to grow slower than the College's overall growth rate. Although offerings currently meet student demand, future growth in this discipline is contingent on a shifting marketplace.

SOCIOLOGY

Sociology is the study of human social behavior, groups, and the influence of environment on behavior, with a focus on the origins, organization, institutions, and developments of society.

The sociology curriculum consists of seven, three-unit courses. All of these courses transfer to CSU and six of the seven sociology courses transfer to UC. The College offers an associate degree for transfer in sociology.

Nine sections were offered in fall 2013, six during the day, one at night, one online, and one as a short-term, weekend course offered at the MVC-Ben Clark Training Center. One of the six sections offered during the day was web-enhanced.

DATA: SOCIOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,416	1.70	833	113%	71%	66%

Judging from the fall 2011 snapshot, courses in sociology fill at a high rate (113%), are extremely efficient (WSCH/FTEF = 833) compared to the state standard for lecture courses (WSCH/FTEF = 525), and and have a 71% student successful course completion rate, which is higher than the statewide successful course completion rate of 66% for this discipline.

Growth Projection

The discipline of sociology is projected to grow faster than the College's overall growth rate.

SPANISH

Spanish courses encompass both language proficiency and cultural understanding so that students may become active participants in a global society. The program also addresses the needs of native heritage speakers.

The Spanish curriculum consists of 11 courses. All of these courses transfer to CSU and ten of the 11 courses transfer to UC. The College offers two honors courses in this discipline: SPA - 1H: Honors Spanish I and SPA - 2H: Honors Spanish II. The College offers an associate degree for transfer in Spanish.

Fifteen sections of Spanish were offered in fall 2013, eight during the day, two in the evening that were also hybrid courses, and five web-enhanced courses.

DATA: SPANISH

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,725	4.60	593	109%	72%	68%

Judging from the fall 2011 snapshot, Spanish courses fill at a high rate (109%), are efficient (WSCH/FTEF = 593) compared to the state standard for lecture courses (WSCH/FTEF = 525), and and have a 72% student successful course completion rate, which is higher than the statewide successful course completion rate of 68% for this discipline.

Growth Projection

The discipline of Spanish is projected to grow faster than the College's overall growth rate.

THEATER ARTS

Theatre Arts is a collaborative form of the fine arts that uses live performers to present the experience of a real or imagined event before a live audience. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music, and dance. Elements of design and stagecraft are used to enhance the physicality, presence, and immediacy of the experience. This discipline includes both transfer education and hands-on training for those wishing to work in the theatre arts industry.

The theatre arts curriculum consists of two, three-unit courses. Both courses transfer to CSU and UC.

Two sections were offered in fall 2013, one during the day and one in the evening.

DATA: THEATER ARTS

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	313	0.48	647	101%	68%	76%

Judging from the fall 2011 snapshot, courses in theatre arts fill to capacity (101%) and are efficient (WSCH/FTEF = 647) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the successful course completion rate of 68% is below the statewide successful course completion rate for this discipline (76%).

Growth Projection

The discipline of theatre arts is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the number of offerings will need to be increased to keep pace with the College's enrollment. A target for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

WORK EXPERIENCE

Work Experience courses provide students with an opportunity to increase their work-related skills and knowledge of jobs with on-the-job experience. There are two work experience programs: general and occupational.

- General work experience provides career guidance, job information, human relations, and other similar services for students employed in any occupation. These jobs do not have to be related to the student's major. The job may be salaried or volunteer, but students must have a job before the beginning of the third week of class. Students earn three units per semester for 180-225 hours of volunteer or paid work experience, respectively, plus weekly attendance at a one-hour lecture class. Students may take two semesters of general work experience for a maximum of six units.
- Occupational work experience provides students with opportunities to work as a volunteer or paid employee in a job related to their majors. Students may earn from one to four units, contingent on the number of hours worked per week and whether the position is volunteer or paid. Students must also attend a weekly one-hour lecture class.

Work experience courses are available in most of the College's disciplines. Employers set students' work schedule. For the lecture portion of work experience classes, students may attend either a morning or afternoon twice-weekly session for the first half of the semester. For the second half of the semester, the lecture portion of the class is fulfilled through one-on-one appointments.

DATA: WORK EXPERIENCE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	172	0.40	430	89%	80%	71%

Judging from the fall 2011 snapshot, courses in work experience fill at a moderate rate (89%) and are relatively inefficient (WSCH/FTEF = 430). However, the student successful course completion rate of 80% is significantly above the statewide successful course completion rate for this discipline (71%).

Growth Projection

The discipline of work experience is projected to grow at the same rate as the College's overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency is improved, the number of offerings will need to be increased to keep pace with the College's enrollment.

STUDENT SERVICES

PROGRAMS AND SERVICES

STUDENT SERVICES

Admissions and Records
Assessment Center
CalWORKs
Career and Transfer Center
Counseling
Disabled Student Services
Early and Middle High School Programs
Extended Opportunity Programs and Services
Special Programs
- Puente Program
- Renaissance Scholars Program
- Student Support Services
- Upward Bound Math and Science

Student Activities
Student Employment Services
Student Financial Services
Student Health and Psychological Services
Tutorial Services
Veterans Resources Center

ADMISSIONS AND RECORDS

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 Thursday from 8:30 am to 4:30 pm, on Friday from 8:30 am to noon, and during the evening upon request.

DATA: ADMISSIONS AND RECORDS

Year	2012	2013
Student Served	5,191	7,313

Growth Projection

Admissions and Records is projected to grow at the same rate as the College's enrollment.

ASSESSMENT CENTER

The Assessment Center provides students with fair, comfortable, appropriate, and valid assessments of their current skill levels in mathematics, English, reading, Spanish, and chemistry. This testing process is designed to assist students in making informed educational choices that will help them realize their educational goals in a timely manner.

There is an Assessment Center located at MVC-Main Campus as well as at the MVC-Ben Clark Training Center. The MVC-Main Campus center is open from 8 am to 4 pm Mondays, Tuesdays, Wednesdays, and Fridays and 8 am to noon on Thursday. The MVC-Ben Clark Training Center assessment office in the Fire Technology Building is open on Thursdays from noon to 4 pm.

In addition to the services provided on campus, the Assessment Center reaches out to feeder higher schools by conducting application workshops and placement testing on site at the high schools. The application workshops provide the students with general college information such as MVC programs, services, and degrees; admissions deadlines and requirements; and assessment, orientation and counseling requirements as well as assisting students with submitting an application.

DATA: JULY-DECEMBER 2013: ON CAMPUS ASSESSMENT

# students completing placement testing	1,343
# students completing ESL testing	57
# students completing reading testing	26
# students completing Spanish testing	45

DATA: SPRING 2014: HIGH SCHOOL OUTREACH

High School	# of Application Workshops	# Applications Submitted	# Placement Testing Sessions	# Students Completing Placement Testing
Canyon Springs	1	36	1	30
Citrus Hill	2	39	1	17
Moreno Valley	1	77	2	99
Rancho Verde	1	45	1	41
Val Verde	1	5	1	4
Valley View	1	79	1	71
Vista de Lago	2	41	2	35

Growth Projection

The Assessment Center is projected to grow at the same rate as the College's enrollment.

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 supportive 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 four-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.

As of January 2013, all persons receiving aid from the CalWORKs program are eligible to receive supportive service to assist with college attendance for up to 24 months. Enrollment is ongoing with new CalWORKs students enrolling 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 the 20/35 GAIN activity hours

These services are available to students Monday through Thursday from 8:30 am to 2:30 pm. Appointments are available on Friday and during the evening upon request.

DATA: CALWORKS

	Fall 2011	Fall 2012	Fall 2013
Total Students Served	210	65	168
Appointments	123	72	98
Academic Advising	132	92	200
Actual counted on MIS	118	77	160
Drop-ins	10	14	60
Workstudy	0	11	12

Growth Projection

The growth of the CalWORKS program is contingent on the level of state funding.

CAREER AND TRANSFER CENTER

The Transfer Center is dedicated to increasing the transfer function by educating and increasing awareness of the transfer center and the services provided in an effort to increase the number of students prepared for transfer to baccalaureate-level institutions. This is accomplished through the coordination of college transfer efforts, with an emphasis on the preparation and transfer of underrepresented students, including disabled students, low-income students, first-generation college students, and other groups of students underrepresented in the transfer process. The Transfer Center serves as the focal point for transfer activities and is designed to strengthen the transfer function at Moreno Valley College by assisting students through the transfer process. The Transfer Center provides resources to students interested in transferring to baccalaureate-level institutions.

The Career Center is dedicated to providing encouragement and guidance to students in their various stages of lifelong career development. Counselors, staff and resources will offer a framework for individuals to define and achieve their educational and occupational goals, and prepare them for the diverse and changing economy. The Career 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.

The Career and Transfer Center helps prepare students, through its resources, to achieve their transfer and career goals and to empower students to take charge of their future through planning, research, utilization of Career and Transfer Center resources, and ongoing collaboration with Career and Transfer Center staff throughout their education.

The services provided include the following:

- Career assessment (MBTI and EUREKA)
- Computer access to utilize career and transfer resources, eureka online, researching majors, researching occupations, and career planning.
- In-class presentations
- Transfer workshops
- “What to major in” workshops
- Virtual tours of universities
- Individual appointment with university representatives for academic advising
- Transfer Fairs: Fall and Spring
- Transfer Recognition Ceremony
- Transfer counseling
- Career counseling

These services are available to students Monday through Thursday from 8 am to 5 pm, on Friday from 8 am to noon, and during the evening upon request.

DATA: CAREER AND TRANSFER CENTER

Service	Number of Students		
	2010-2011	2011-2012	2012-2013
Career Transfer Center Visits	N/A	N/A	456
Workshops	158	258	245
Appointments w/ University Reps	285	341	160
Appointments w/ Counselors for Transfer Reasons	232	216	310
Appointments w/ Counselors for Career Reasons	17	37	60

Growth Projection

The demand for career and transfer services is likely to grow at a higher rate than the college enrollment rate because these services have been severely limited for the past few years.

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 Disabled Student Services; Extended Opportunity Program and Services; Science, Technology, Engineering and Mathematics grant; Student Support Services grant; Financial Aid, and CalWORKS. Counseling 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, four one-unit courses, one two-unit course, and one three-unit course. All of the courses fulfill general education requirements for an associate degree and transfer to CSU. One of the courses also transfers to UC. Twelve sections were offered in fall 2013, seven during the day, one during the evening, and two online. Two of the day sections were offered on an accelerated schedule. Two of the day classes were offered for unique populations: one for the Nuview Bridge Early College High School program and one for Puente Program students.

Counseling services are available to students Monday through Thursday from 8:30 am to 4 pm and on Friday from 8:30 am to noon. Counseling services with support staff are housed at the MVC-Ben Clark Training Center in the Fire Technology Building.

DATA: COUNSELING SERVICES

	2010-2011	2011- 2012	2012-2013
Academic Advising/Other	7,223	5,732	4,834
Readmission/Probation	804	637	665
Student Education Plans	2,139	1,832	1,805
Orientation/Counseling Groups	319	30	0
Career/Transfer	249	255	370
ESL Orientation/Counseling Groups	168	45	1
Walk-Ins (prospective students)	707	476	323
Advising for Nursing Majors	26	20	26
Online Appointments	28	12	15

DATA: GUIDANCE COURSES

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	821.43	1.47	560.05	109.0%	73%	74%

Judging from the fall 2011 snapshot, guidance courses fill at a strong rate (109%), are very efficient (560 WSCH/ FTEF), and have a student successful course completion rate that is comparable to the statewide successful course completion rate for this discipline.

Growth Projections

Student demand for guidance courses and counseling services is likely to grow at the same rate as the College's enrollment.

DISABLED STUDENT SERVICES

Disabled Student Services assists students with disabilities to participate in college programs and activities. Services are provided to students with a variety of disabilities, including mobility, psychiatric disabilities, visual, speech, and hearing limitations; learning disabilities; acquired brain injury; and developmentally delayed learning. Support services include exam accommodations, note taking assistance, alternate format materials, priority registration, academic counseling and other specialized counseling, and an assistive technology computer lab.

These services are available to students Monday through Thursday from 8:30 am to 5:00pm and on Friday from 8:30 am to 12:00pm.

DATA: DISABLED STUDENT SERVICES

	2010-2011	2011- 2012
Hours of Counseling	539	547
Hours of Intakes	280	202
Hours of Accommodation Orientations	8*	71.5
Hours of Test Proctoring	1,050	1,594
Hours of Adaptive Technology Training	39	39

**This was the first year DSS implemented an accommodations orientation.*

Growth Projection

The demand for disabled student services is likely to grow at the same rate as the College's enrollment.

	2011- 2012				2012- 2013			
	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring
Students Served	106	313	151	227	120	322	130	232

EARLY AND MIDDLE COLLEGE HIGH SCHOOL PROGRAMS

MVC hosts one early college high school program, the Nuview Bridge Early College High School, and one middle college program, the Middle College High School Program. Both programs provide students with the opportunity to take college classes that count toward both their high school graduation requirements and an associate degree.

Nuview Bridge Early College High School, located in the community of Nuview, provides high school students in grades 9 - 12 a college experience. This experience begins with 9th grade students taking a college Guidance course. Students in grades 10 - 12 enroll in college courses that satisfy high school graduation requirements, A-G requirements, and/or IGETC or AA/AS degree requirements. This program is a partnership with Nuview Union High School District.

The Middle College High School serves high-potential, at-risk high school students who complete the last two years of high school on the college campus. Students take college courses at the same time as completing high school graduation requirements. Each year 70 new participants are accepted into the program. Although first established in 1999 through a grant from the Community College Chancellor's Office, as of August 2013 the program is supported and funded by Moreno Valley College, Moreno Valley Unified School District and Val Verde Unified School District. This program offers early development of college experience as well as guidance in students' educational endeavors.

DATA: NUVIEW BRIDGE EARLY COLLEGE HIGH SCHOOL

Academic Year	Student Enrollment	Students Enrolled in MVC Courses other than Guidance		Students Enrolled in MVC Guidance		High School Seniors	High School Diploma	Enrolled in College after High School	Earned AA/AS
		Fall	Spring	Fall	Spring				
2013-14	552	236	173	57	140	93	N/A	N/A	N/A
2012-13	514	205	190	50	43	95	95	90	19
2011-12	450	176	227	60	58	83	83	No Info	11
2010-11	383	351	234	47	59	85	85	No Info	9

DATA: MIDDLE COLLEGE HIGH SCHOOL

Graduation Year	Student Participants	High School Diploma	Percentage of H.S. Diploma	Continue College	Percentage of Continue College	AA/S	Percentage of AA/S
2013	51	51	100%	50	98%	6	11.76%
2012	57	57	100%	54	94.7%	19	33.33%
2011	63	63	100%	60	95.2%	15	23.80%

Growth Projection

Enrollment is limited in early and middle college programs and therefore these programs are projected to grow slower than the College's growth rate.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

Extended Opportunity Programs and Services (EOPS) is a statewide outreach and special assistance program that provides academic support services for students from educationally and financially disadvantaged backgrounds. This support is comprehensive and includes providing students with tools that are above and beyond those offered by the College to assist the students in enrolling, remaining, and ultimately graduating from college. These support services include:

- Academic, career, and personal counseling
- Priority registration
- Financial support to purchase textbooks
- Tutoring
- Transfer assistance

The EOPS office also administers the Cooperative Agencies Resources for Education (CARE) program, which provides funding for childcare, transportation, workshops, and books for single parents/heads of households with minor children.

These services are available to students Monday through Thursday from 8 am to 5 pm, on Friday from 8 am to noon, and during the evening upon request.

DATA: EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

EOPS Service	Fall 2013
Number of New Students	220
Number of Continuing Students	135
Number of Students Referred to Tutoring	49
Number of Students Scheduled Counseling Appointments	288
Number of Students Scheduled Counseling Appointments	171
Number of Book Awards for New Students	165
Number of Book Awards for Continuing Students	109
Number of Students above 3.0 GPA	110
Number of Students Received Priority Registration	153
Number of Foster Youth Students	3
Number of Workshops	1
CARE Service	**Fall 2013**
Number of New Students	34
Number of Continuing Students	9
Number of Book and Supplies Awards	43
Number of Workshops	5

Growth Projection

The demands for EOPS and CARE services are likely to grow at the same rate as the College's enrollment.

SPECIAL PROGRAMS

The College offers four programs tailored to its students' unique needs. The following is a brief description of each.

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 50/80/Guidance 47 courses during the fall term and English 1A/Guidance 48 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 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 Latino/a literature and issues; the faculty members' methods draw on the students' cultural and character strengths.

Renaissance Scholars Program is designed to increase the number of educationally underserved students who enroll in college, earn their degrees, transfer to four-year colleges or universities, and return to the community as leaders and mentors to future generations.

The Renaissance Scholars Program is open to all students, however, with a focus to educate African American students about their African cultural heritage in order to promote an African American centered consciousness. This program provides students with a learning community that combines English and guidance courses as well as enrichment activities, such as trips to four-year institutions.

Student Support Services provides first-generation, low-income, and disabled students 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 transferring to a four-year institution. This is a five-year TRIO grant program funded by the U.S. Department of Education.

Program participants benefit from:

- Workshops:
  - / Career exploration
  - / Economic and financial literacy
  - / Financial aid and scholarships
  - / Study and test-taking skills
  - / Transfer to four year university
  - / Writing personal statement
- Priority registration
- Grant Aid for qualifying first- and second-year students
- Fieldtrips to four year universities, museums, and cultural events
- Academic and personal counseling
- Tutorial services
- Assistance completing FAFSA and university admission applications
- Support network of faculty, staff, and students

SPECIAL PROGRAMS (CONT'D)

Participation is limited to 140 students annually. Students are selected through an application and interview process. Eligibility is established through the U.S. Department of Education, TriO Programs. Three quarters (3/4) of those students will be both first generation and low income. The remaining quarter (1/4) will be first generation, low income, or individuals with disabilities. Among those with disabilities, two thirds (2/3) will also be low income. All students are required to demonstrate a need for academic support services. To continue to receive program services, students are required to meet with the Student Support Services advisor or counselor twice and attend two activities each semester.

The Upward Bound Math and Science Program is designed to strengthen high school students' mathematics and science skills and to encourage them to pursue postsecondary degrees in mathematics and science. The target population for this program is low income, first generations students. This partnership with Moreno Valley Unified School District is a federally funded five-year grant from the U.S. Department of Education and serves a cohort of sixty students who attend Vista Del Lago High School and/or its service area in Moreno Valley Unified School District.

The services include:

- Hands-on, interactive activities related to mathematics, science, engineering and technology
- Supplemental instruction in mathematics, laboratory sciences, composition, literature, and foreign languages
- Mentoring and special guest lecturers
- Academic advising
- Career exploration and aptitude assessment
- Exposure to research and internship opportunities
- Information on Financial Aid and Economic Literacy
- Assistance in completing college, financial aid, and scholarship applications
- Educational and cultural outings
- SAT/ACT Test Prep
- Access to computer lab
- Writing assistance
- 6-week summer experience
- Family workshops

DATA: SPECIAL PROGRAMS

Program	Maximum # of Students per Semester
Puente Program	35
Renaissance Scholar's Program	35
Student Support Services	140
Upward Bound Math and Science Program	60

Growth Projections

The Puente and Renaissance Scholars Programs are projected to grow slower than the College's growth rate because enrollment in these programs is limited. A growth rate is not projected for the Student Support Services and Upward Bound Math and Science programs because these are grant-funded programs. At the conclusion of the grants, applications will be filed to renew the grants or the services currently provided by these programs will either be integrated into existing departments or will be discontinued.

STUDENT ACTIVITIES

Student Activities provides opportunities for students to enhance their educational experience, to grow personally, and to develop leadership skills through co-curricular learning activities. Students are encouraged to participate in and influence the College's social and political environment. Emphasis is placed on developing a sense of community among students, faculty, and staff through involvement.

This office provides logistical support and leadership for the following groups and activities:

- Associated Students of Moreno Valley College;
- ATHENA Student Leadership Program;
- Student clubs;
- Student Activities Center;
- On-campus events, such as commencement; and
- On-campus events initiated by other college departments, such as Student Health and Psychological Services and the library.

The Associated Students of Moreno Valley College is the College's student government organization. This body appoints student representatives to serve on college-wide groups, such as the Academic Senate and the Strategic Planning Council; manages student government budgeting and financing; and supports student activities across the campus.

The ATHENA College Leadership Program for Students, initiated in fall 2012, is a one-semester program for a cohort of 15 students. This no-cost program consists of a series of workshops with college and community speakers and other interactive activities that are designed to assist students in developing leadership and career skills.

The Student Activities Center provides students with access to computers and study spaces.

The Student Activities Office is open Monday through Thursday from 8 am to 5 pm, on Friday from 8 am to noon, and during the evening upon request.

DATA: NUMBER OF STUDENT CLUBS

Fall 2010	Fall 2011	Fall 2012	Fall 2013
20	22	15	19

In addition to the number of student clubs, the number of students who volunteer to work in the community also provides evidences of student engagement. In 2012-2013, 131 students worked approximately 11,600 hours in the community at various agencies.

Growth Projection

The demand for student activities is likely to grow at the same rate as the College's enrollment.

STUDENT EMPLOYMENT SERVICES

Student Employment Services monitors the hiring and part-time employment (up to 20 hours per week) of students by:

- Providing marketing and recruitment services that promote on- and off- campus employment opportunities to students,
- Connecting eligible students to available job openings and assisting in the application process,
- Answering inquiries and concerns regarding regulations of the various student employment programs,
- Assisting in coordinating campus career and job fairs, recruitment fairs, and conducting work readiness workshops, and
- 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

Each program has unique requirements such as minimum units in which students are to be enrolled or the student's grade point average.

Student employment services are available to students generally during the day; the schedule varies each semester.

DATA: STUDENT EMPLOYMENT SERVICES

	Number of Students	
	2012-2013	2013-2014
America Counts	2	2
America Reads	1	2
Literacy	0	2
CalWORKs	15	46
Community Services	20	25
On-campus Federal Work Study	137	260
On-campus student employment	175	337

Growth Projection

The demand for student employment services is likely to grow at the same rate as the College's enrollment.

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.

The office is open to students on Monday, Tuesday and Thursday 8:30-4:30, Wednesday 8:30-12:30 and closed on Friday. Appointments for times other than this office schedule are available upon request.

Growth Projection
The demand for student financial aid services is likely to grow at the same rate as the College's enrollment.

DATA: STUDENT FINANCIAL SERVICES

	2012- 2013		2013 – 2014 as of May 2, 2014	
Type of Funding	# Students	Funds Disbursed	# Students	Funds Disbursed
PELL Grants	3,228	$9,115,120	3,398	$10,129,909
FSEOG Grants	697	$468,625	462	$355,042
CAL B Grants	422	$446,921	470	$496,928
CAL C Grants	69	$23,803	75	$26,0136
Loans	318	$1,159,192	292	$1,075,553

STUDENT HEALTH AND PSYCHOLOGICAL SERVICES

Student Health and Psychological Services offers clinical and educational programs to provide quality and reasonably priced health care, assisting a diverse student population to achieve and maintain optimum physical and psychological health, enhancing retention and satisfaction with the college experience. Using a whole-person treatment approach, the services are based on the philosophy that physical and psychological health is associated with academic development, leadership qualities, and overall satisfaction with college. Services include health assessment, first aid and emergency care, health and psychological counseling and referrals, non-prescription and prescription medication, tuberculosis skin tests, immunizations, blood pressure screening, pregnancy testing, low cost laboratory and immunization services, and information referrals on a variety of health issues, and health education programs. Pre-course physical examinations, a prerequisite for some health sciences 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. Incident reports and the Student Accident Insurance Program are administered through this 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.

Health services are available to students Monday through Thursday from 8 am to 4 pm and on Friday from 8 am to noon. The hours that psychological services are available varies.

Growth Projection

The demand for student health and psychological services is likely to grow at the same rate as the College's enrollment.

DATA: STUDENT HEALTH AND PSYCHOLOGICAL SERVICES

	2010-2011	2011- 2012	2012-2013
# of Health Services Office visits	9,155	9,994	9,105
# of Psychological counseling visits	245	456	666
# of students reached through classroom presentations	1,039	718	656
# of students reached through outreach events	663	1,229	1,096
Fall/spring health provider available	8 hours/week	8 hours/week	8 hours/week
Summer/intersession health provider available	4 hours/week	4 hours/week	4 hours/week
Mental health counselor availability	4 hours/week	16-20 hours/week	32- 36 hours/week

TUTORIAL SERVICES

Tutorial Services provides free individual/group tutoring and self-help materials for students who voluntarily seek tutoring or who are referred to tutoring by a faculty member or program. Students must be enrolled in the exact class for which they are requesting tutoring services. Students are allowed a maximum of two one-hour sessions a week per subject. Tutoring is offered in the following subjects: Accounting, Biology, Chemistry, Computer Information Systems, Humanities, Mathematics, Spanish, Economics, History, Political Science, Psychology and Speech.

With faculty recommendations, tutors are highly qualified and currently enrolled students who earned an A or B in the course for which they provide tutorial services and successfully completed a Tutorial Training workshop. Tutors for all subjects are trained in strategies for tutoring and group facilitation by the Tutorial Services staff at the beginning of each semester.

Tutorial services are available to students Monday through Thursday from 8 am to 7 pm and on Friday from 8 am to 1:00 pm.

DATA: TUTORIAL SERVICES

	2011-2012	2012-2013	2013-2014 Data Through March 30
District Students	884	1,060	1,246
EOPS Students	81	71	156
District Hours	3,999.5	2,593	4,292.5
EOPS Hours	623.5	359	831.5
Perkins Appointments in CIS Laboratory	2,636.5	2,288	1,995.5
# Tutors	28	31	38
# Subjects	51	59	100
Master Tutor Training Workshops	N/A	Spring 2013 27 Attendees	Fall 2013 29 Attendees

Growth Projection

The demand for tutorial services is likely to grow at the same rate as the College's enrollment.

VETERANS RESOURCE 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 counseling to ensure that students develop an educational plan; 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.

DATA: NUMBER OF CERTIFIED FILES

	Summer	Fall	Winter	Spring
2011- 2012	17	142	61	173
2012- 2013	99	216	97	258
2013- 2014	162	255	85	252

DATA: VETERANS SERVED (WALK-INS)

Year	# of students
2012-2013 (July 1st – June 30th)	1, 443
2012-2013 (July 1st – April 30th)	1,943

Growth Projection

The demand for the services provided by the Veterans Resource Center is likely to grow at the same rate as the College's enrollment.

GLOSSARY FOR DATA FOR ACADEMIC DISCIPLINES

Presented in the order that the data elements are displayed in the data tables for academic disciplines.

WSCH
The amount of time faculty are in contact with students as calculated by this formula: the # of hours per week the class meets times the # of students at census.

FTEF
Full Time Equivalent Faculty represents the equivalent number of full-time faculty by dividing the total weekly contact hours (WFCH) by 15 hours (full-time faculty load).

WSCH/FTEF
A ratio comparing the hours that faculty are with students in class each week (Weekly Student Contact Hours) to the number of full-time equivalent faculty (Full Time Equivalent Faculty) that it takes to support that WSCH.

The product of this ratio is best understood when compared to some other standard, such as the state goal of 525 for an 18-week semester. It is higher for compressed calendars since the WSCH figure used for calculations has been condensed.

WSCH/FTEF is derived with this formula:

- 1 FTES = 15 WCH
- 17.5 Weeks/Semester = 35 weeks
- 15 WCH x 35 Weeks = 525

The result is that 35 students in a class will yield a 525 WSCH/FTEF.

Fill Rate
A percentage comparing room or course capacity to the number of students enrolled at census.

Discipline Successful Course Completion
Of all credit enrollments, the rate at which students completed Moreno Valley College courses in this discipline with a grade of A, B, C, or P.

Statewide Discipline Successful Course Completion
From the Chancellor's Office Data Mart: statewide averages of the rate at which students completed courses in this discipline with a grade of A, B, C, or P.

LEARNING TECHNOLOGY VISIONING

An analysis of how information technology and audiovisual communications are currently being used at MVC was conducted as a foundation for developing recommendations about how new technologies and the learning modes they support could be incorporated in the College's planning.

Dialogue with faculty and staff as well as observations during a campus tour were benchmarked against the learning technology equipment and use patterns found across the range of public and private academic institutions from K-12 schools to community colleges and universities. The overall conclusion from this assessment is that learning technology resources at MVC are currently below the resources available in other public institutions at all levels of instruction. Two specific examples are:

- The age of audiovisual systems results in a higher rate of equipment failure and a lack of compatibility with newer technologies such as those that allow the presentation of digital content, and
- The age of classroom computers limit faculty and student access to current software applications.

Interviews with faculty, staff, students, and administrators indicate a high level of awareness of the College's technology needs and a motivation to work toward solutions.

With the foundation of these observations and interviews, the College developed the following recommendations as a first step for prioritizing the needs and options that will enable and enrich student and faculty use of technology in the teaching and learning processes.

- Prepare a detailed and comprehensive inventory of existing campus technology resources as a starting point for purging what's obsolete, for allocating what's viable, and for acquiring what's missing.
- Establish learning community venues in which faculty and staff can share learning technology tools and strategies.
- Develop and implement a one-stop destination for students, faculty and staff to access help with any learning technology problem.
- Build a campus data network as an essential foundation for learning technology. Ideally, this network will provide highly reliable high-speed Internet connectivity; incorporate both wired and wireless connections; and support connection of mobile devices and interoperability across a broad range of commonly used platforms.
- Develop a standard for classroom technology that would provide a simple, consistent user interface to enhance the usability and effectiveness of classroom technology across the campus. Begin from that baseline to develop technology standards tailored to the unique needs of specific disciplines as needed.
- Institutionalize a total cost of ownership model for technology purchase decisions, including cost of staffing, maintenance, and eventual replacement.
- Optimize the effectiveness of learning technologies by incorporating standards for image sizes, sightlines, and acoustics when designing new and renovated facilities. For example, consideration of such standards in lighting design can optimize presentation image quality and in acoustical design can support the intelligibility of sound and minimize disruption from adjacent activities.
- Build a redundant connection to high-speed Internet access to reduce MVC's vulnerability to loss of service when the current connection from RCCD is disrupted.
- Document clear lines of responsibility within and between the MVC and RCCD technology support services.

For more details, refer to the complete learning technology analysis at http://www.mvc.edu/files/technology-visioning-sessions.pdf

CHAPTER 4
PLANNING DATA

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PLANNING DATA

PLANNING DATA

This Moreno Valley College 2015 Comprehensive Master Plan represents an integrated planning approach and links findings and implications described in the Educational Plan to recommendations for facilities.

This Planning Data Chapter describes the methodology used to forecast the amount and type of space necessary to support the academic program of instruction and support services for the coming decade.

MASTER PLAN HORIZONS

CALCULATING SPACE NEEDS

SPACE UTILIZATION + PLANNING

SPACE INVENTORY ANALYSIS

SUMMARY OF GROWTH PROJECTIONS

MASTER PLAN SPACE PROGRAM

PLANNING DATA

MASTER PLAN HORIZONS

Based on the analysis in *Chapters 1* and *2*, MVC projects, on the average and contingent on funding, the College's credit enrollment will increase 3% per year each year in the coming decade. This projection of the College's potential growth is based on the following two facts.

- The population within RCCD boundaries is projected to increase 19% over the next ten years. (Refer to *Chapter 2, Data Set 1*.)
- MVC's student headcount decreased 15% over the past five years. (Refer to *Chapter 2*, *Data Set 21*.) This decline in student headcount does not reflect a reduction in student demand. Despite the ongoing student demand, state funding was reduced, and as a result, the College offered fewer sections of courses. During this same period, the communities served by MVC continued to increase in population.

To ensure that the College is fulfilling its mission to provide access to higher education to residents of its service area, the College has made an institutional commitment to increase student enrollment.

The Moreno Valley College 2015 Comprehensive Master Plan includes two master plan horizons. Horizon 1 is based on the analysis presented in *Chapters 1* and *2*. Horizon 2 is used for facilities planning purposes and represents the build out capacity for the campus. The build out capacity is based on several factors including available land, buildable areas and vehicular access points.

TABLE 1: MASTER PLAN HORIZONS

Year	Headcount (Fall)	Notes
Baseline (2012)	8,936	
Horizon 1	12,000	The projected growth rate based on the analysis in Chapters 1 and 2
Horizon 2	14,000	The projected growth rate that represents the campus's build-out capacity

PLANNING DATA

CALCULATING SPACE NEEDS

The inventory of facilities is an important tool in planning and managing college campuses. FUSION (Facilities Utilization, Space Inventory Options Net) is a database of all the California community college facilities that includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for developing the annual five-year construction plans, planning for capital outlay construction projects, projecting future facility needs, and analyzing space utilization.

The California Community Colleges Chancellor's Office (CCCCO) mandates annual updates of the inventory of all facilities in the District. By combining existing and future enrollment and program forecasts with appropriate space standards, space requirements for current and future needs are developed. Space capacity/load is 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.

Space capacity/load analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. The analysis of space forms the core of this *Moreno Valley College 2015 Comprehensive Master Plan (CMP)*.

While the state provides standards for utilization for more than 60% of space types on campus, the capacity estimates for non-state standard spaces are based on a combination of factors, including the size of the institution, student enrollment headcounts, and/or a flat institutional rate.

Space capacity/load analysis typically includes the categories of space listed in *Table 2* on the opposing page. In the majority of cases, these categories represent a percentage of student enrollments, such as Assembly/Exhibition, Food Facilities, and Merchandising/Bookstore; a percentage of the total campus ASF (Physical Plant/Facilities); or they may reflect flat allowance totals (see Physical Education, Health Services, and Data Processing).

The line item in adjacent *Table 2* for space type "other" includes a number of spaces on campus that are considered to be in 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 maintenance and operations. Types of spaces included in "other" include the following:

- Physical Education (Teaching Gym)
- Clinic/Demonstration
- Assembly/Exhibition
- Food Facilities
- Lounge
- Merchandise Facilities (Bookstore)
- Recreation
- Meeting Rooms
- Locker Rooms
- Data Processing
- Physical Plant/Facilities
- Health Services

TABLE 2: ROOM USE CATEGORIES

Space Type	Room Use Numbers	Description
Lecture	100s	Classrooms + support spaces
Lab	200s	Teaching Labs + support spaces
Offices/ Conference Room	300s	Offices + support spaces; all offices, including administrative and student services
Library/LRC Study/Tutorial	400s	Library + Learning Resources Center; including study, tutorial + support spaces
Instructional Media AV/TV	530s	AV/TV + Radio; Technology + support spaces
Other	520, 540 to 800s	Non-capacity load categories

Source: California Community Colleges Chancellor's Office (CCCCO) Space Inventory Handbook

PLANNING DATA

SPACE UTILIZATION + PLANNING

To determine the amount of space required to support the programmatic needs for a college, the enrollment and program forecasts are applied to a set of standards for each type of space.

The required utilization and space standards for classroom, laboratory, office, library, and audio-visual are contained in the *California Code of Regulations* (CCR), Title 5, Chapter 8, Section 57020–57032. These standards refer to the *Board of Governors of the California Community Colleges Policy on Utilization and Space Standards* dated September 2010.

These space standards, when applied to the total weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (allocated on a per student or per faculty member basis). The space standards and formulas used to determine both existing and future capacity requirements are summarized in *Table 3 and 4* on the following pages.

Table 3, on a following page, is applied to a campus with **less than** 140,000 WSCH, which is applicable to Moreno Valley College for both horizons 1 and 2.

The standards for teaching laboratories are measured in both ASF per student station and in ASF per 100 WSCH generated. *Table 5*, on a following page, summarizes these standards.

Each component of these standards is applied to projected enrollment to produce a total assignable square foot (ASF) capacity requirement for each category of space. The sum of these areas represents the total building area requirement for Moreno Valley College.

The space standards are based on the following assumptions:

- Utilization standards refer to the amount of time rooms and “stations” (such as a desk, laboratory bench, or computer terminal) should be in use. “Utilization” is the amount of time rooms and stations are actually in use. Utilization standards used address utilization on an “hours-per-week” basis.
- Classrooms are available 48 hours per 70-hour week for a campus with less than 140,000 WSCH. The utilization standards for laboratories are lower than the classroom utilization standards.
- Office space includes faculty offices, administrative offices, student services offices, office service rooms, and conference rooms.
- Library space includes stack, staff, study and tutorial space.
- Areas such as lobbies, elevators, stairs, corridors, restrooms, and areas accommodating building maintenance services are considered usable/ assignable.

SPACE UTILIZATION + PLANNING (CONT'D)

TABLE 3: PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH **LESS THAN** 140,000 WSCH

Category	Formula	Rates/Allowances
Lecture (Classroom)	ASF/Student Station Station Utilization Rate (occupancy) Average hours room/week Station use/week (hours)	15 66% **48** **31.68**
Laboratory (Teaching Labs)	ASF/Student Station Station Utilization Rate (occupancy) Average hours room/week Station use/work (hours)	*see Table 5* 85% 27.5 23.375
Offices/Conference Room	ASF per FTE instructional staff member	140
Library/LRC/Study	Base ASF Allowance ASF/1st 3,000 DGE ASF/3001–9,000 DGE ASF/DGE>9,000 DGE	3,795 3.83 3.39 2.94
Instructional Media AV/TV + Radio	Base ASF Allowance ASF/1st 3,000 DGE ASF/3001–9,000 DGE ASF/DGE>9,000 DGE	3,500 1.50 0.75 0.25

The following definitions pertain to the formulas listed in adjacent *Table 3 and 4.*

- ASF/Student Station: assignable square feet per student station.
- Average hours room/week: Number of hours out of a 70-hour week, 8am to 10pm, a classroom or class laboratory, on the average, should be in use.
- Station Utilization Rate (occupancy): The percentage of expected student station occupancy when rooms are in use.
- Station use/week: The number of hours per week (out of the 70-hour week for classrooms and class laboratories) which a student station, on average, should be in use.
- FTE: Full-time equivalent
- DGE: Day-graded enrollment
- DGS: Day-graded student

TABLE 4: ASSIGNABLE SQUARE FEET (ASF) FOR LABORATORY SPACE

Top Code	Top Code Division	ASF per 100 WSCH	ASF per Station
0100	Agriculture and Natural Resources	492	115
0115	Agricultural & Forestry Power/Machinery	856	200
0200	Architecture and Environmental Design	257	60
0400	Biological Sciences	235	55
0500	Business and Management	128	30
0600	Communications	214	50
0700	Computer and Information Science	171	40
0800	Education	321	75
0936	Printing and Lithography	342	80
0937	Tool and Machine	385	90
0945	Mechanical Technology	556	130
0947	Diesel Technology	856	200
0948	Automotive Technology	856	200
0950	Aeronautical and Aviation Technology	749	175
0952	Construction Crafts/Trades Technology	749	175
0954	Chemical Technology	556	130
0956	Industrial Technology	385	90
All other 900s	(Engineering)	321	75
1000	Foreign Language	150	35
1200	Health Services	214	50
1300	Consumer Education/Home Economics	257	60
1400	Law	150	35
1500	Humanities	150	35
1600	Library Science	150	35
1700	Mathematics	150	35
1800	Military Studies	214	50
1900	Physical Sciences	257	60
2000	Psychology	150	35
2100	Public Affairs and Service	214	50
2200	Social Sciences	150	35
3000	Commercial Services	214	50
4900	Interdisciplinary	257	60

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

PLANNING DATA

SPACE INVENTORY ANALYSIS

The Moreno Valley College Space Inventory Report was used as the basis for the analysis of space. The adjacent *Table 5* includes a summary of the capacity load categories of space at Moreno Valley College and their respective totals. It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities.

As described in the analysis of existing facilities, there are several facilities that are recommended as part of this *Moreno Valley College 2015 Comprehensive Facilities Plan (CMP)* to be removed. *Table 5* includes an "adjusted inventory" in which the removal of temporary facilities and the addition of facilities under construction and in design are accounted for.

The graphic on the opposing page highlights the recommendations for buildings to be demolished or removed. These buildings will be removed incrementally as permanent space is provided for the programs that they house.

Student Activity Center

TABLE 5: SPACE INVENTORY: CURRENT + ADJUSTED

Space Type	Current Inventory (ASF)	Adjusted Inventory (ASF)*
Lecture + Lab	73,703	61,068
Office/Conference	24,866	18,794
Library/LRC/ Study	15,945	14,717
Instructional Media	2,534	2,534
Other	34,686	18,555
TOTALS	151,734	115,668

The Lion's Den food service facility and the Student Activities Center (SAC) will remain for the near term, but are ultimately planned for removal as part of the implementation of the Horizon 1 recommendations. The placement of recommended new facilities, including the Library Learning Center, are planned to allow these buildings to remain until they are replaced by permanent facilities.

Bookstore

** ADJUSTMENTS INCLUDE THE FOLLOWING:*

TEMPORARY BUILDINGS

- Administration Annex (AA)
- Parkside Complex (PSC)

MODULAR BUILDINGS

- Bookstore (BK)
- Student Activity Center
- Headstart
- Lion's Den
- Dental Education Center (Long term recommendation)

Administration Annex

DEMOLITION/REMOVAL
EXISTING FACILITIES
DEMO/REMOVAL FACILITIES
LONG-TERM PLANNED REMOVAL
PROPERTY LINE
FIRE STATION
LEARNING GATEWAY
LOT A
LIBRARY
STUDENT SVCS
STUDENT ACADEMIC SERVICES
MECHANICAL DRIVE
M-1
NOC
COUDURES PLAZA
HUMANITIES
MAINTENANCE ROAD
M-2
COLLEGE DRIVE
SCIENCE & TECH
LION'S DEN
BOOK STORE
LOT G
SAC
LOT C
LOT B
LOT B DRIVE
RETENTION BASIN
LASSELLE STREET
WEST CAMPUS ROAD
DENTAL ED. CENTER
LOT C
MOUNTAIN LION DRIVE
LOT F
LOT D
EARLY CHILD ED. CENTER
AA
HS
KRAMERIA STREET
WH
MP
PARKSIDE COMPLEX PSC
PARKSIDE DRIVE
CLINTON KEITH ROAD
LIONS LOT E
CAHUILLA DRIVE
PLAYGROUND
SPORTS FEILDS
LASSELLE ELEMENTARY SCHOOL
N
0 FEET
250
500

PLANNING DATA

SUMMARY OF GROWTH PROJECTIONS

Through the development of this comprehensive master plan, a growth projection for each academic program and student service was established based on an analysis of that program's potential to keep pace with the overall college growth rate. Although the College is projected to grow overall, each academic program and student service will not grow at the same rate.

Most academic programs will grow at the same rate as the College's overall growth. A few will grow slower than the College's overall growth rate because of barriers such as limited clinical placement sites or the limited role of courses in that discipline in students' matriculation. A few disciplines will grow faster than the College's overall growth rate because of the role of that discipline in students' matriculation, such as English, or evidence that student demand is not currently being met, such as biology. As noted in *Chapter 3*, each academic discipline and student service is projected to grow slower than, at the same rate as, or faster than the projected overall college growth rate of 3% per year each year for ten years.

Growth projections for most student services programs are that they will grow at the same rate as the College's overall growth. It is reasonable to project that as the number of students increase there will be a concomitant increase in students' need of support services. Growth for a few student services programs are limited because they are grant funded or they are intended to serve a limited number of students.

The growth projections for academic programs were based on an analysis that included a review of each academic program's efficiency and effectiveness.

- *Efficiency* was measured by WSCH/FTEF, which compares the hours that faculty are with students in class each week (Weekly Student Contact Hours) to the number of full-time equivalent faculty (Full Time Equivalent Faculty) that it takes to support that WSCH. Please refer to the glossary at the end of *Chapter 3* for more information about this ratio.
- *Effectiveness* was measured by comparing each academic discipline's rate at which students complete courses with a passing grade with the comparable statewide rate.

SUMMARY OF GROWTH PROJECTIONS FOR ACADEMIC DISCIPLINES

Slower than College Growth Rate	Same as College Growth Rate	Faster than College Growth Rate
Community Interpretation	Accounting	Biology (includes Anatomy & Physiology and Microbiology
Dental Assistant	Administration of Justice (transfer courses and academies)	Chemistry
Dental Hygiene	Anthropology	Early Childhood Education (transfer courses)
Journalism	Art	English
Homeland Security	Business Administration (includes Marketing and Management)	Health Science
Medical Assisting	Computer Applications/Office Technology	History
Physician Assistant	Computer Information Systems	Mathematics
Real Estate	Communication Studies	Psychology
	Dance	Sociology
	Economics	Spanish
	Emergency Medical Services (EMT and Paramedics)	
	English as a Second Language	
	Geography	
	Guidance	
	Humanities	
	Human Services	
	Kinesiology	
	Library	
	Music	
	Philosophy	
	Photography	
	Physics and Astronomy	
	Political Science	
	Reading	
	Theatre Arts	
	Work Experience	

PLANNING DATA

MASTER PLAN SPACE PROGRAM

The master plan space program forms the basis for developing recommendations for facilities. The space inventory analysis combined with the space needs forecast is summarized on the opposing page in *Table 6* and indicates the total amount of additional assignable space needed to accommodate a master plan horizon student headcount of 15,000.

The methodology for projecting future space needs is summarized as follows:

- The space inventory was adjusted to reflect the proposed removal of temporary facilities and the addition of projects currently under construction or in capital outlay planning. This is referred to as the "adjusted inventory."
- Master plan and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.
- The "adjusted inventory" was subtracted from the total space requirements described above to result in the net ASF overage or need by type of space for each master plan horizon.
- The result, net assignable square footage by type of space, served as the basis for developing facilities recommendations for Moreno Valley College.

CHAPTER 5
EXISTING CONDITIONS

CHAPTER 5
EXISTING CONDITIONS

EXISTING CONDITIONS

This chapter includes a series of graphic plates and narrative descriptions that illustrate the physical characteristics and usage of the existing sites and facilities and identify important aspects of the College's physical context.

Through this examination, key planning challenges and opportunities were identified in order to frame the exploration of options and inform the development of facilities recommendations.

DISTRICT SERVICE AREA

REGIONAL CONTEXT

MVC - MAIN CAMPUS

- / Local Context
- / Campus Plan
- / Development History
- / Vehicular Circulation
- / Parking
- / Parking Utilization
- / Pedestrian Circulation
- / Transit
- / Campus Zoning
- / Landscape Typology
- / Storm Water infrastructure

ENVIRONMENTAL ANALYSIS

MVC - BEN CLARK TRAINING CENTER

EXISTING CONDITIONS

DISTRICT SERVICE AREA

The Riverside Community College District (RCCD) consists of three colleges: Riverside City College, established in 1916, and Moreno Valley College and Norco College, both of which were accredited as independent colleges in 2010. Moreno Valley College is located on the eastern side of the RCCD service area, as illustrated on the graphic on the opposing page. It is situated in Moreno Valley in Riverside County, which is near the eastern edge of the Los Angeles metropolitan area. Moreno Valley is also near and west of the San Gorgonio Pass, gateway to the Coachella Valley and the interior desert regions of southern California. The climate of this region sees little of the moderating influence of the Pacific Ocean and the impact of temperature, wind, and rain are often strongly felt. This region is characterized by mountain ranges and valleys and the active geology is evident in the striking vistas of rock-studded hillsides.

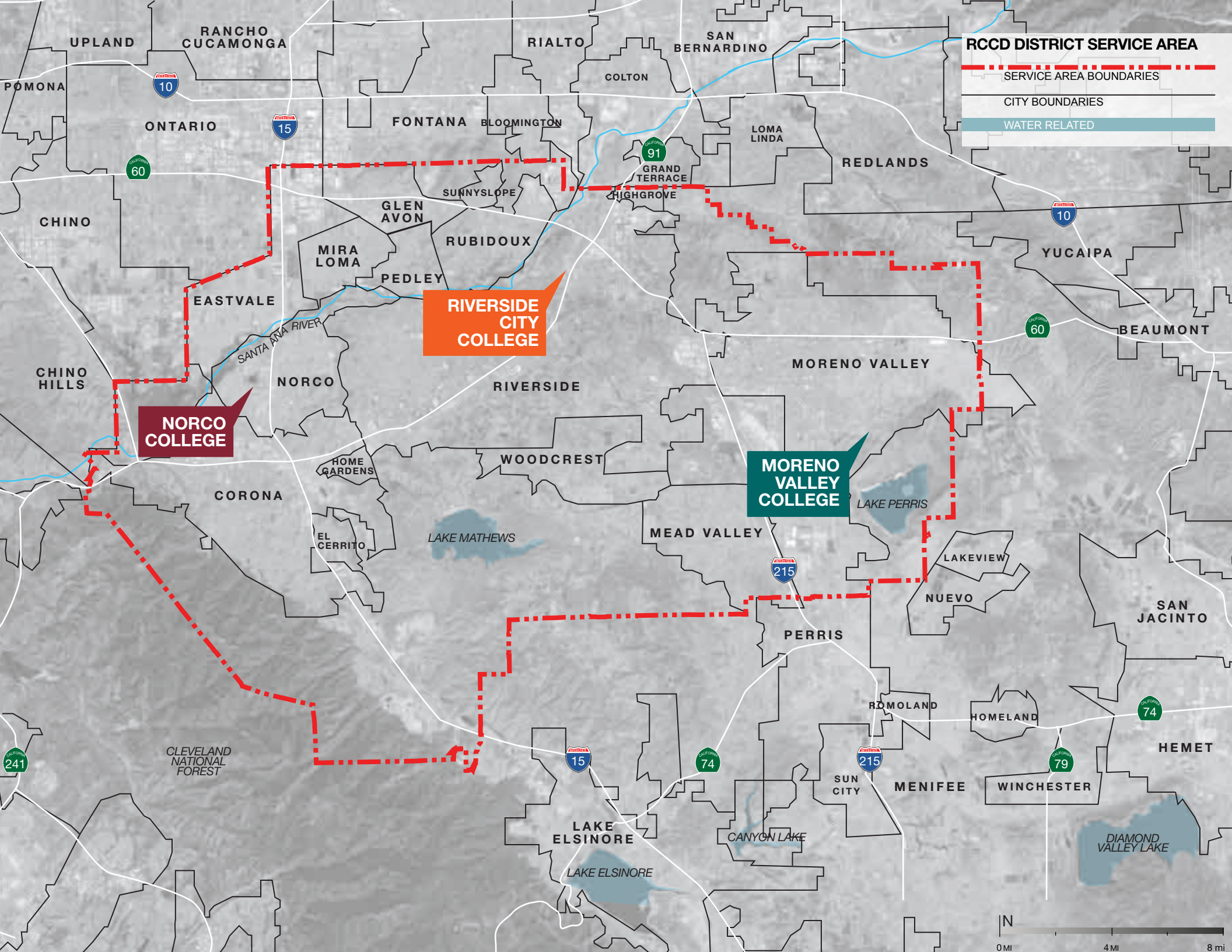
OBSERVATIONS:

- I-215 and SR-60 provide access to a series of other regional transportation facilities and to transportation linkages that extend to all of California and the Western States.
- The I-215/SR-60 interchange does get congested during typical weekday mornings, but is relatively uncongested during typical weekday evenings.
- Climate conditions and geology are important considerations for the planning of campus facilities and site improvements.

MVC–Main Campus

Norco College

Riverside City College


RCCD DISTRICT SERVICE AREA
SERVICE AREA BOUNDARIES
CITY BOUNDARIES
WATER RELATED
RIVERSIDE CITY COLLEGE
NORCO COLLEGE
MORENO VALLEY COLLEGE
UPLAND
RANCHO CUCAMONGA
RIALTO
SAN BERNARDINO
COLTON
POMONA
ONTARIO
FONTANA
BLOOMINGTON
LOMA LINDA
REDLANDS
GRAND TERRACE
HIGHGROVE
SUNNYSLOPE
GLEN AVON
RUBIDOUX
CHINO
MIRA LOMA
PEDLEY
EASTVALE
SANTA ANA RIVER
YUCAIPA
BEAUMONT
CHINO HILLS
NORCO
RIVERSIDE
MORENO VALLEY
WOODCREST
HOME GARDENS
CORONA
EL CERRITO
LAKE MATHEWS
LAKE PERRIS
MEAD VALLEY
LAKEVIEW
NUEVO
SAN JACINTO
PERRIS
ROMOLAND
HOMELAND
HEMET
CLEVELAND NATIONAL FOREST
SUN CITY
MENIFEE
WINCHESTER
LAKE ELSINORE
CANYON LAKE
DIAMOND VALLEY LAKE
N
0 MI
4 MI
8 mi

REGIONAL CONTEXT

The main campus of Moreno Valley College is located in the City of Moreno Valley at the eastern edge of the broad valley bounded by the Box Springs Mountains and the Reche Mountains to the north and the Russell Mountains to the southeast. The gently sloping terrain to the west of the city falls within the jurisdiction of the City of Riverside and Riverside County. This area includes the county's Ben Clark Training Center, where MVC provides public safety training.

The availability of water has always been a key factor in the history of the American West, including the history of settlement in Moreno Valley. The first inhabitants of the valley were Native Americans, who settled in areas adjacent to springs and rivers and developed a pastoral culture. During the Spanish colonial era, the valley was part of the large Spanish land grant of San Jacinto Nuevo Y Potrero. In 1850, California became a state and the valley became public land and was developed by ranchers. In 1883, Frank E. Brown formed the Bear Valley Land and Water Company. The valley was named Moreno Valley after Mr. Brown ('Brown' is 'Moreno' in Spanish).

Until well into the 20th century, the available water resources limited the population to small agricultural communities scattered throughout the valley. Reliable water supplies were developed by the Eastern Municipal Water District in the 1950s, spurring the growth of the valley's population.

The City of Moreno Valley was incorporated on December 3, 1984. Attractive land prices lured developers to the valley to build houses and commercial developments. The affordable home prices attracted families to the area and Moreno Valley experienced a rapid growth rate that started the transition from rural life to urbanism. The City has provided its residents more than 32 parks and/or joint-use facilities and 6,000 acres of open space at Lake Perris and fostered the development of recreational, major medical, and educational facilities; quality housing at affordable prices; abundant retail centers; commercial and industrial development; and social/cultural activities.

Moreno Valley is also home to March Air Reserve Base and March Inland Port, a civilian air cargo center--successors to March Air Force Base. The base started as a military airfield built in 1918 and has greatly influenced the economic growth of the valley. In 1996, March Air Force Base was realigned under the March Joint Powers Authority. About 4,400 acres were surplused and made available through conveyances to benefit the public and the regional economy. Among the reused land and facilities is the Ben Clark Training Center.

The graphic on the opposing page highlights the Moreno Valley city boundaries, surrounding natural and recreational open space, highways, and significant places. These include the March Air Reserve Base and Inland Port, Moreno Valley civic center, hospitals, library, and the Ben Clark Training Center.

Local access from Interstate Highway 215 to the main campus of Moreno Valley College is provided via the full access interchanges at Cactus Avenue if traveling to/from the north and Ramona Expressway from the south. Local access from State Route 60 to the main campus is provided via full access interchanges at Perris Boulevard if traveling to/from the west and Nason Street if traveling to/from the east. Local access from Interstate Highway 215 to the Ben Clark Training Center is provided via full access interchanges at Van Buren Boulevard.

OBSERVATIONS:

- Recent rapid population growth has led to the infilling of undeveloped land areas within the valley.
- This includes the on-going transition of the former March AFB to an air reserve base and commercial inland port.
- I-215 and SR-60 provide access to a series of other regional transportation facilities, which extend out to all of California.
- Moreno Valley is situated at the hub of regional circulation routes to the surrounding communities. However, being located among suburban residential neighborhoods about 4 miles from both I-215 and SR-60, the main campus of Moreno Valley College is somewhat removed and not visible from those routes.
- The Ben Clark Training Center is located about 2 miles from I-215.

Lake Perris State Recreational Area

March Air Reserve Base

REGIONAL CONTEXT
MORENO VALLEY COLLEGE (MVC)
BEN CLARK TRAINING CENTER
WATER RELATED
PARKS/RECREATION
NATURAL AREAS
FREEWAY
CITY BOUNDARIES
INSTITUTION
BOX SPRINGS MOUNTAIN
RECHE MOUNTAINS
SUNNYMEADE RANCH
RIVERSIDE
MORENO VALLEY MALL
HEACOCK ST
PERRIS BLVD
MORENO BEACH DR.
EDGEMONT
ALESSANDRO BLVD
CIVIC CENTER
MORENO VALLEY PUBLIC LIBRARY
RIVERSIDE COUNTY MEDICAL CENTER
CACTUS AVE
MORENO VALLEY
TRAUTWEIN RD.
ORANGE TERRACE PKWY
MORENO VALLEY COMMUNITY HOSPITAL
IRIS AVE.
MARCH AIR RESERVE BASE
MORENO VALLEY RANCH
MVC
VAN BUREN BOULEVARD
RIVERSIDE NATIONAL CEMETERY
ARCHIE J OLD JR GOLF COURSE
BEN CLARK TRAINING CENTER
RUSSELL MOUNTAINS
LAKE PERRIS STATE RECREATIONAL AREA
LASSELLE ST.
ALESSANDRO ISLAND
PERRIS RESERVOIR
RIVERSIDE COUNTY
PERRIS
EVANS RD.
MEAD VALLEY
N
0 MI
3 MI

MVC–MAIN CAMPUS

LOCAL CONTEXT

The main campus of Moreno Valley College is situated on the east side of Lasselle Street between Iris Avenue and Krameria Avenue, about 4 miles west of Interstate Highway 215 (I-215), one of two primary freeways providing regional access. I-215 runs north/south to the west of the campus and provides regional access to Perris, Menifee, and Murrieta, as well as a connection to Interstate Highway15. State Route 60 (SR-60) is the other freeway providing regional access to the College. SR-60 runs east/west to the north of the campus and provides regional access to Riverside, SR-91, and I-215 to the west and access to Beaumont, Banning, and I-10 to the east.

MVC-Main Campus is adjacent to extensive hillside natural open space, the Russell Mountains serve as the backdrop to the campus. Nestled at the base of the mountains the campus is easily accessed via hiking and community trails. There are three vehicular entry points into campus with the main entrance at Lasselle Street and College Drive.

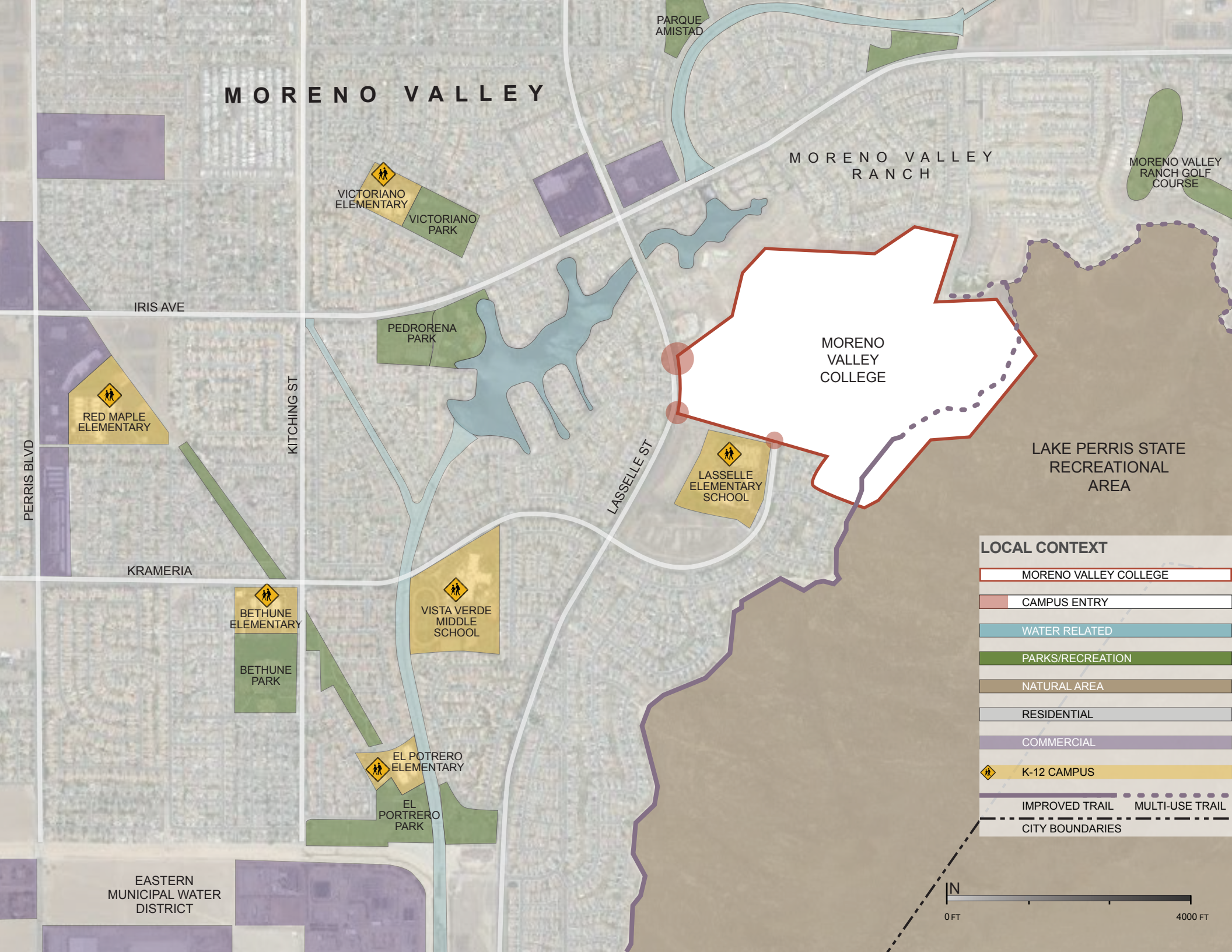
The graphic on the opposing page highlights the adjacent hillside open space and community trails; the water-related features (flood basin and storm drainage channels managed by the Eastern Municipal Water District); main streets and campus vehicular entries; and residential neighborhoods, schools, parks, and commercial land uses.

OBSERVATIONS:

- The main campus is not close to freeways or major arterial streets. There is a need to consider traffic impacts to local streets.
- The campus is adjacent to the community trails and natural hillside areas with the opportunities to connect and provide access to these amenities.
- Storm water management must be addressed as an integral part of future campus development. Flood prevention and the maintenance of water quality are major issues in this region and climate.

View from the main campus to Russell Mountains

Moreno Valley Trail System


MORENO VALLEY
PARQUE AMISTAD
MORENO VALLEY RANCH
MORENO VALLEY RANCH GOLF COURSE
VICTORIANO ELEMENTARY
VICTORIANO PARK
IRIS AVE
PEDRORENA PARK
MORENO VALLEY COLLEGE
RED MAPLE ELEMENTARY
KITCHING ST
PERRIS BLVD
LASSELLE ST
LASSELLE ELEMENTARY SCHOOL
LAKE PERRIS STATE RECREATIONAL AREA
KRAMERIA
BETHUNE ELEMENTARY
BETHUNE PARK
VISTA VERDE MIDDLE SCHOOL
EL POTRERO ELEMENTARY
EL PORTRERO PARK
EASTERN MUNICIPAL WATER DISTRICT
LOCAL CONTEXT
MORENO VALLEY COLLEGE
CAMPUS ENTRY
WATER RELATED
PARKS/RECREATION
NATURAL AREA
RESIDENTIAL
COMMERCIAL
K-12 CAMPUS
IMPROVED TRAIL
MULTI-USE TRAIL
CITY BOUNDARIES
N
0 FT
4000 FT

MVC—MAIN CAMPUS

CAMPUS PLAN

The graphic on the opposing page shows the entire campus, bracketed by foothills. The western, more developed portion of the campus is adjacent to the community and consists of driveways and parking lots, permanent and temporary facilities, landscaped areas and playfields. The eastern and less developed campus area contains cross country trails used for high school competitions, community trail connections, unpaved overflow parking, and the retention basin.

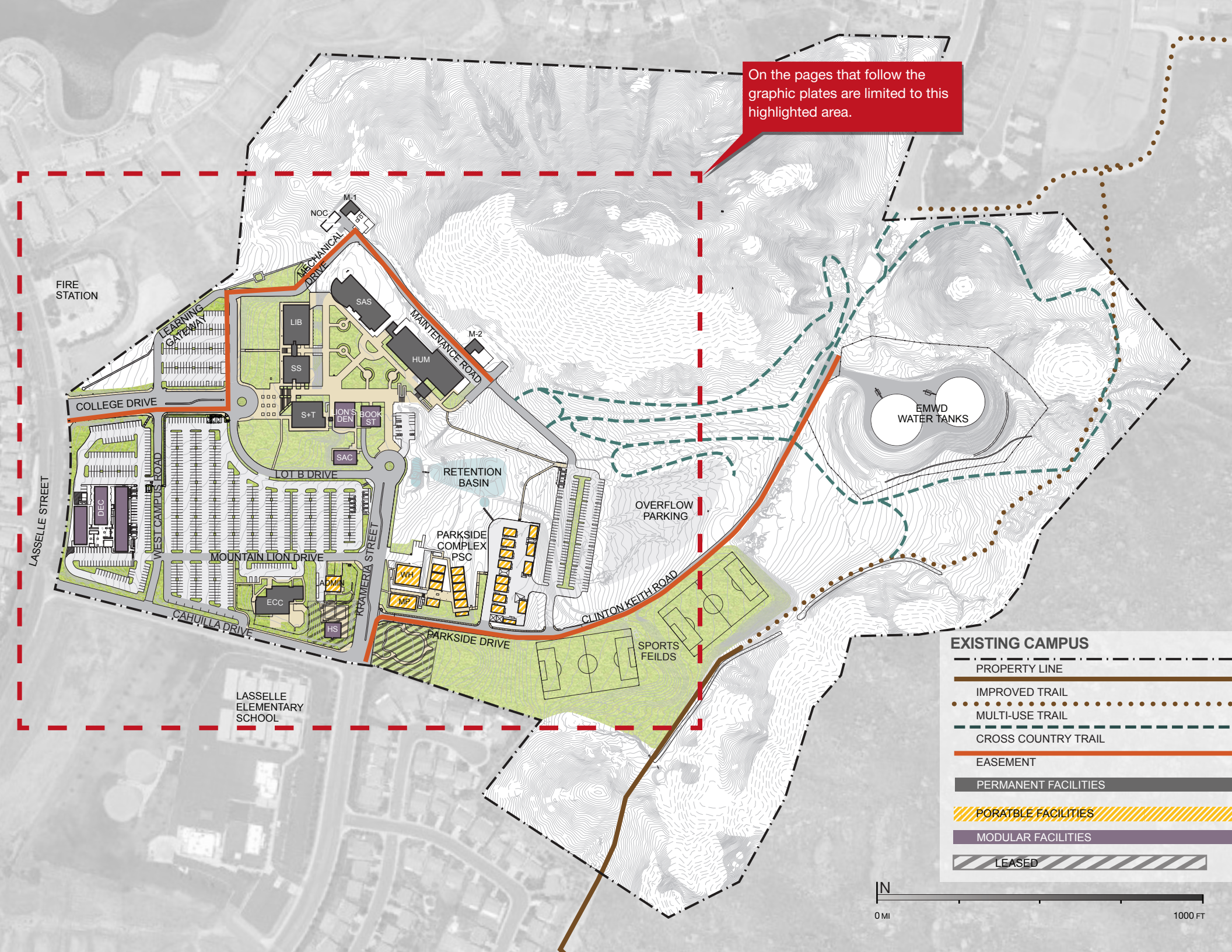
The Eastern Municipal Water District (EMWD) water tanks, are a visible symbol of the utility easements and underground site utilities that crisscross the campus and will affect the placement of future development. The graphic on the opposing page zooms in on the campus core and indicates permanent facilities, temporary facilities, and the campus areas that are leased to others (Playground and Head Start facility).

OBSERVATIONS:

- Existing development is clustered into one highly structured and two less structured groups of buildings that are separated by the driveways and parking lots.
- The varied topography and geology of the campus will limit the buildable areas for future development.
- Existing utility easements must be accommodated within the design of future development.

EMWD Water Tanks

Courdures Plaza


On the pages that follow the graphic plates are limited to this highlighted area.
FIRE STATION
NOC
M-1
MECHANICAL DRIVE
LEARNING GATEWAY
SAS
LIB
SS
HUM
MAINTENANCE ROAD
M-2
COLLEGE DRIVE
S+T
LION'S DEN
BOOK ST
SAC
LOT B DRIVE
RETENTION BASIN
EMWD WATER TANKS
OVERFLOW PARKING
LASSELLE STREET
WEST CAMPUS ROAD
DEC
MOUNTAIN LION DRIVE
PARKSIDE COMPLEX PSC
KRAMERIA STREET
ADMIN
ECC
WH
MP
HS
CAHUILLA DRIVE
CLINTON KEITH ROAD
PARKSIDE DRIVE
SPORTS FEILDS
LASSELLE ELEMENTARY SCHOOL
EXISTING CAMPUS
PROPERTY LINE
IMPROVED TRAIL
MULTI-USE TRAIL
CROSS COUNTRY TRAIL
EASEMENT
PERMANENT FACILITIES
PORATBLE FACILITIES
MODULAR FACILITIES
LEASED
N
0 MI
1000 FT

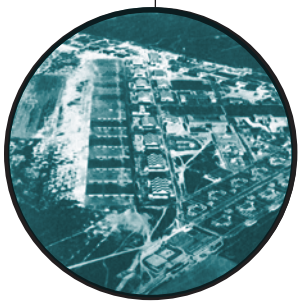
MVC—MAIN CAMPUS

DEVELOPMENT HISTORY

1916
Riverside City College opens

1920 1930 1940 1950 1960

1918
The March airfield was establighed



1934
The completion of the first phase of permanent buildings at March Field

1964
Riverside Community College District is created

RCCD
RIVERSIDE COMMUNITY COLLEGE DISTRICT

1985

A Moreno Valley developer donated acreage to RCCD

1991

The Moreno Valley Center opens with five new buildings:

Library
Lions' Den
Mechanical
Science + Technology
Student Services

1995

The Humanities Building opens in the Moreno Valley Center

The Joint Powers Authority (JPA) identified acreage in the western portion of the March Air Force base as "…reserved to create a Riverside County Sheriffs Training Academy."

1996

March Air Force Base officially became March Air Reserve Base under the Air Force Reserve Command (AFRC), ending a 78-year active duty military presence.

2010

Moreno Valley Center is officially recognized as Moreno Valley College

2016

25th Anniversary

1970 1980 1990 2000 2010

MVC—MAIN CAMPUS

DEVELOPMENT HISTORY

The main campus of Moreno Valley College opened its doors in March 1991 as the Moreno Valley Center, a state-approved off-campus center of Riverside City College, the seventh oldest community college in California. In March 2010, the Board of Governors of the California Community Colleges officially recognized Moreno Valley College as the 111th California community college.

The Moreno Valley Center campus started with five buildings, the Library, the Student Services Building, Mechanical Building, the Science and Technology Building, and Lions' Den that subsequently was enlarged and repurposed into a food service facility. Construction of the Bookstore and the Humanities Building followed soon after. Since the start of the new millennium, permanent buildings for the Early Childhood Center, the Dental Education Center, and the Student Activities Center, as well as twenty-five temporary buildings have been opened. Most recently, the Student Academic Services Building opened in spring 2014. The graphic on the opposing page indicates the time period during which each of the campus facilities opened.

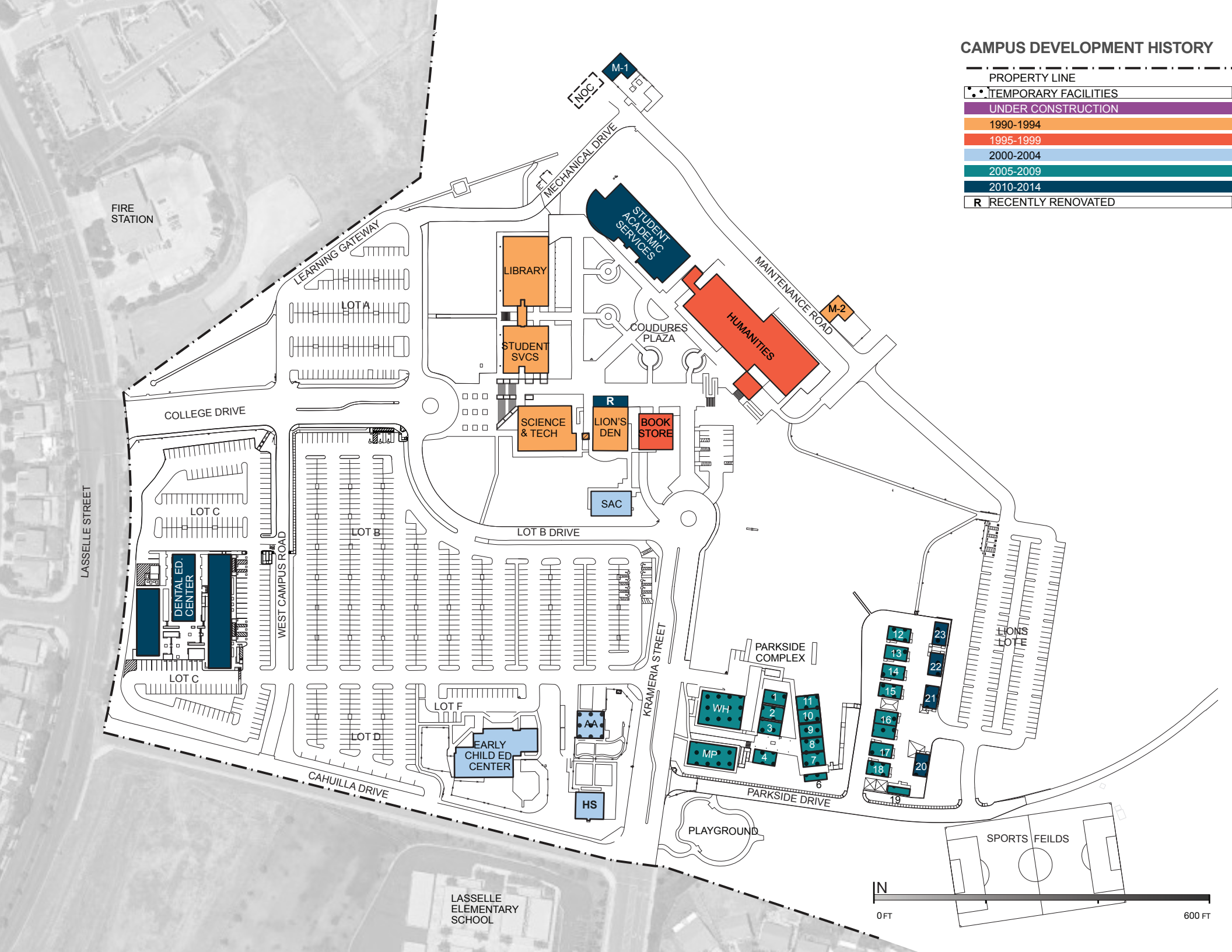
OBSERVATIONS:

- All of the buildings are relatively new.
- No major remodels are recorded.
- Most of the permanent buildings were built near the time when the campus was first opened.

Historical Image of the Campus

Historical photo of the Student Services Building

Historical photo of the Humanities Building


CAMPUS DEVELOPMENT HISTORY
PROPERTY LINE
TEMPORARY FACILITIES
UNDER CONSTRUCTION
1990-1994
1995-1999
2000-2004
2005-2009
2010-2014
R RECENTLY RENOVATED
FIRE STATION
LEARNING GATEWAY
NOC
M-1
MECHANICAL DRIVE
STUDENT ACADEMIC SERVICES
LIBRARY
STUDENT SVCS
COUDURES PLAZA
HUMANITIES
MAINTENANCE ROAD
M-2
LOT A
COLLEGE DRIVE
SCIENCE & TECH
R
LION'S DEN
BOOK STORE
SAC
LOT B DRIVE
LOT B
LOT C
LASSELLE STREET
DENTAL ED. CENTER
WEST CAMPUS ROAD
LOT C
LOT F
LOT D
EARLY CHILD ED CENTER
AA
HS
KRAMERIA STREET
CAHUILLA DRIVE
PARKSIDE COMPLEX
WH
MP
1
2
3
4
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
PARKSIDE DRIVE
LIONS LOT E
PLAYGROUND
SPORTS FEILDS
LASSELLE ELEMENTARY SCHOOL
N
0 FT
600 FT

VEHICULAR CIRCULATION

Vehicular circulation patterns and observations are described on the following pages.

LOCAL ACCESS

Local vehicular access is provided via Iris Avenue, Lasselle Street, College Drive, Cahuilla Drive, and Krameria Avenue. The graphic on the opposing page highlights the existing vehicular circulation.

Iris Avenue

Iris Avenue is classified as a "Divided Major Arterial" in the City of Moreno Valley General Plan and intersects with Lasselle Street north of the campus. Within the study area, it generally provides three travel lanes in each direction, has a raised landscape median island, and a Class II bicycle facility, which is an on-street bike lane, through most of its length. Iris Avenue begins at March ARB in the east and travels east/west through the City, past the MVC–Main Campus, and ends at Oliver Street, where it becomes Moreno Beach Boulevard, a north/south street.

Lasselle Street

Lasselle Street is classified as an "Arterial" in the City of Moreno Valley General Plan. Lasselle Street intersects with Iris Avenue north of the campus, and serves as the primary gateway to the campus. Within the study area, it generally provides two travel lanes in each direction, has a raised landscape median island, and is also identified as a Class III bicycle route, which is an on-street bike route, through most of its length. Lasselle Street begins south of SR-60 in the north and travels north/south through the City, past MVC–Main Campus, and turns into Evans Road north of Ramona Expressway.

College Drive

College Drive is not classified in the City of Moreno Valley General Plan, but functions like a "Collector". College Drive intersects with Lasselle Street west of the campus, and serves as the primary entry to the campus. College Drive provides two lanes in each direction, and begins at Lasselle Street in the west and ends on-campus at the drop-off area. College Drive currently provides the primary vehicular access onto the campus.

Cahuilla Drive

Cahuilla Drive is not classified in the City of Moreno Valley General Plan, but functions like a "Collector". Cahuilla Drive intersects with Lasselle Street southwest of campus, and provides secondary access to the campus. Cahuilla Drive provides one travel lane in each direction and also provides some on-street parking for the campus. It begins at Lasselle Street in the west and ends when it intersects with Krameria Avenue.

Krameria Avenue

Krameria is not classified in the City of Moreno Valley General Plan, but functions like a "Collector". Krameria Avenue intersects with Lasselle Street southwest of campus, and provides secondary access into the campus. Krameria Avenue generally provides two travel lanes in each direction and also provides on-street parking within the campus. Krameria begins west of campus and terminates within the campus core.

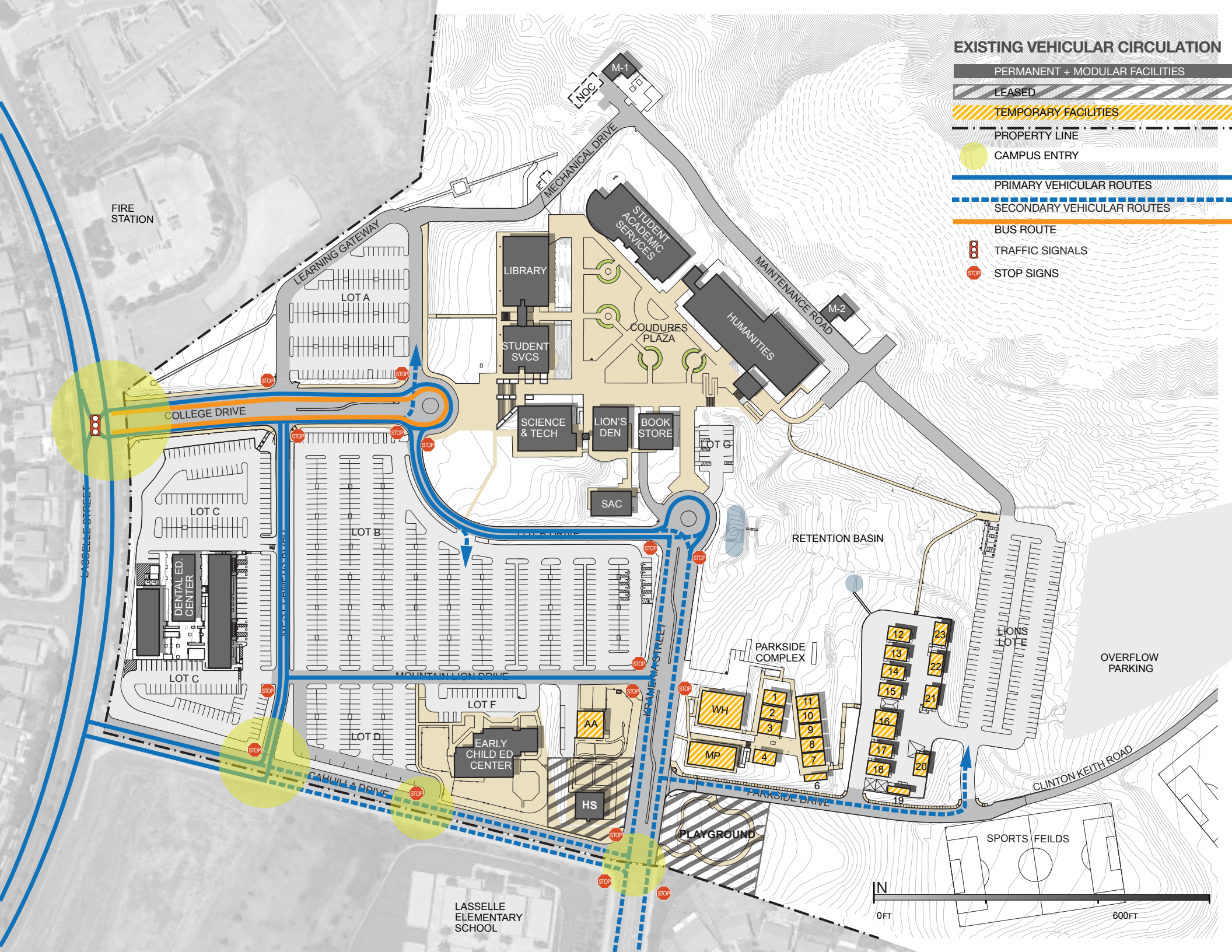
Lot B Drive

Lot B Drive is a roadway internal to MVC–Main Campus. It provides access for vehicles entering from College Drive to Parking Lot B and over to the east end of campus along Krameria Street.

Iris Avenue/Laselle Street intersection

Lasselle Street/Campus Drive Campus Gateway

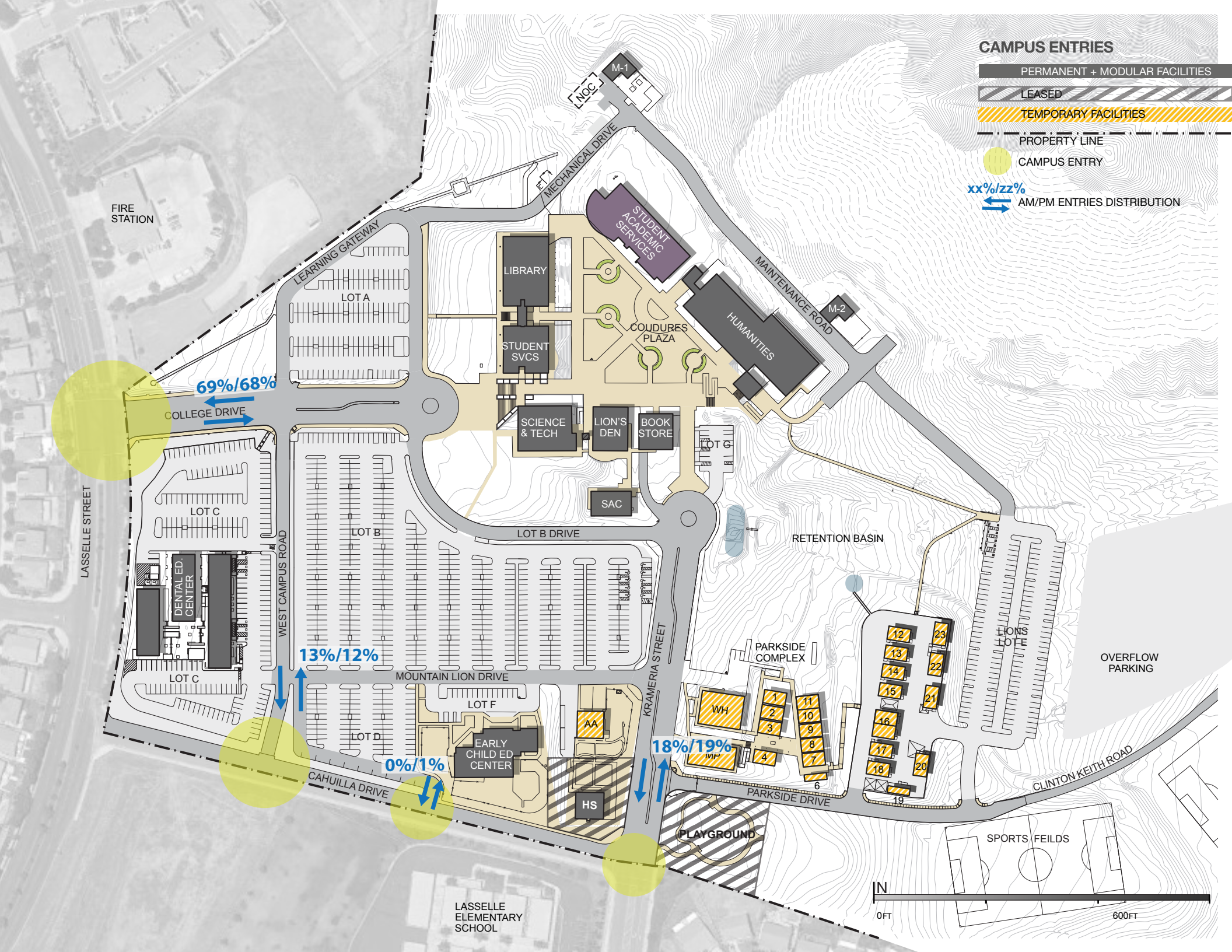
Krameria Avenue/Cahuilla Drive Campus Gateway


EXISTING VEHICULAR CIRCULATION
PERMANENT + MODULAR FACILITIES
LEASED
TEMPORARY FACILITIES
PROPERTY LINE
CAMPUS ENTRY
PRIMARY VEHICULAR ROUTES
SECONDARY VEHICULAR ROUTES
BUS ROUTE
TRAFFIC SIGNALS
STOP SIGNS
FIRE STATION
M-1
NOC
MECHANICAL DRIVE
LEARNING GATEWAY
LOT A
LIBRARY
STUDENT SVCS
STUDENT ACADEMIC SERVICES
COUDURES PLAZA
HUMANITIES
MAINTENANCE ROAD
M-2
COLLEGE DRIVE
SCIENCE & TECH
LION'S DEN
BOOK STORE
LOT G
SAC
LOT C
LOT B
DENTAL ED. CENTER
LOT C
RETENTION BASIN
PARKSIDE COMPLEX
LIONS LOT E
OVERFLOW PARKING
MOUNTAIN LION DRIVE
LOT F
LOT D
EARLY CHILD ED CENTER
AA
HS
WH
MP
PARKSIDE DRIVE
CLINTON KEITH ROAD
CAHUILLA DRIVE
PLAYGROUND
SPORTS FEILDS
LASSELLE ELEMENTARY SCHOOL
N
0FT
600FT

OBSERVATIONS:

- Most of the campus traffic currently passes through one of the campus' two primary gateway intersections: Lasselle Street/College Drive and Krameria Avenue/Cahuilla Drive. These gateways connect to either College Drive or Krameria Avenue, both of which provide access to the various parking lots. Two additional driveways provide access to the campus and are located along Cahuilla Drive between Lasselle Street and Krameria Avenue.
- Traffic flow is controlled by a traffic signal located at Lasselle Street/College Drive and an all-way stop controlled intersection at Krameria Avenue/Cahuilla Drive. The traffic signal not only regulates the vehicles entering the campus, but also pedestrians crossing Lasselle Street to access the campus.
- Under existing conditions, the campus generates about 10,800 daily vehicle trips (inbound plus outbound), of which about 1,132 are during the AM peak hour and 1,177 are during the PM peak hour. Vehicle traffic peaks at the campus gateways between the times of 7:15 to 8:15 AM and 5:00 to 6:00 PM. These morning and evening peaks are similar to the peaks on adjacent streets.
- Morning peak hour traffic is split amongst the campus gateways: approximately 69 percent to the College Drive gateway, 18 percent to the Krameria gateway, and the remaining 13 percent split among the two driveways on Cahuilla Drive. During the PM peak hour, traffic is split similarly with 68 percent to College Drive gateway, 19 percent to Krameria gateway, and the remaining 13 percent split among the two driveways on Cahuilla Drive.
- Currently, congestion occurs at the primary campus gateway intersection of Lasselle Street/College Drive. In the morning, traffic backs up along Lasselle Avenue, primarily on the southbound left-turn lanes which access the campus. The total intersection volumes is higher in the evening peak hour, but due to the intersection configuration and high volume movements, it operates a little better than during the morning peak hour. Ultimately, the intersection currently operates at level of service (LOS) C in the AM peak hour and LOS B in the PM peak hour.
- The Lasselle/College intersection is currently configured to facilitate vehicles coming in and out of the campus. Most vehicles enter campus from the north, and make a southbound left-turn at the intersection. To satisfy the demand, the intersection currently provides two southbound left-turn lanes with a 400 foot pocket length for each, which allows for about 32 vehicles to queue in the left-turn pockets before backing up to Lasselle Street. This configuration is optimal given the demand for that particular turning movement. The intersection is also configured optimally for vehicles exiting the campus. It is a T-intersection, and provides dedicated left and right-turn lanes, each with about 250 feet of stacking distance. Most vehicles exiting the campus make a westbound right-turn onto Lasselle Street, and the intersection not only provides the dedicated right-turn lane, but also provides a right-turn overlap phase. The right-turn overlap phase provides vehicles making the westbound right-turn a protected phase while the southbound left-turn phase is going, and ultimately provides them more green time, allowing more vehicles to exit the campus per cycle.
- Lasselle Elementary School is located south of MVC–Main Campus, on the southwest corner of Krameria Avenue/Cahuilla Drive. Although not related or part of MVC–Main Campus, Lasselle Elementary School has an effect on MVC–Main Campus's vehicular circulation. Vehicles traveling to Lasselle Elementary from the north, are unable to make a southbound left-turn onto Cahuilla Drive to access the school. They either have to make the southbound left-turn at College Drive or Krameria Avenue. Most vehicles choose College Drive because it is more direct and shorter distance than if they took Krameria Avenue. Ultimately, vehicles related to Lasselle Elementary School travel through campus in order to get to the elementary school.

Campus Entry sign at College Drive


CAMPUS ENTRIES
PERMANENT + MODULAR FACILITIES
LEASED
TEMPORARY FACILITIES
PROPERTY LINE
CAMPUS ENTRY
xx%/zz%
AM/PM ENTRIES DISTRIBUTION
FIRE STATION
M-1
NOC
MECHANICAL DRIVE
LEARNING GATEWAY
LOT A
LIBRARY
STUDENT ACADEMIC SERVICES
COUDURES PLAZA
STUDENT SVCS
HUMANITIES
MAINTENANCE ROAD
M-2
69%/68%
COLLEGE DRIVE
SCIENCE & TECH
LION'S DEN
BOOK STORE
LOT G
SAC
LOT C
LOT B
LOT B DRIVE
RETENTION BASIN
LASSELLE STREET
WEST CAMPUS ROAD
DENTAL ED. CENTER
LOT C
13%/12%
MOUNTAIN LION DRIVE
KRAMERIA STREET
PARKSIDE COMPLEX
LIONS LOT E
OVERFLOW PARKING
LOT F
LOT D
EARLY CHILD ED CENTER
AA
WH
MP
HS
0%/1%
18%/19%
CAHUILLA DRIVE
PARKSIDE DRIVE
CLINTON KEITH ROAD
PLAYGROUND
SPORTS FEILDS
LASSELLE ELEMENTARY SCHOOL
N
0FT
600FT

MVC—MAIN CAMPUS

PARKING

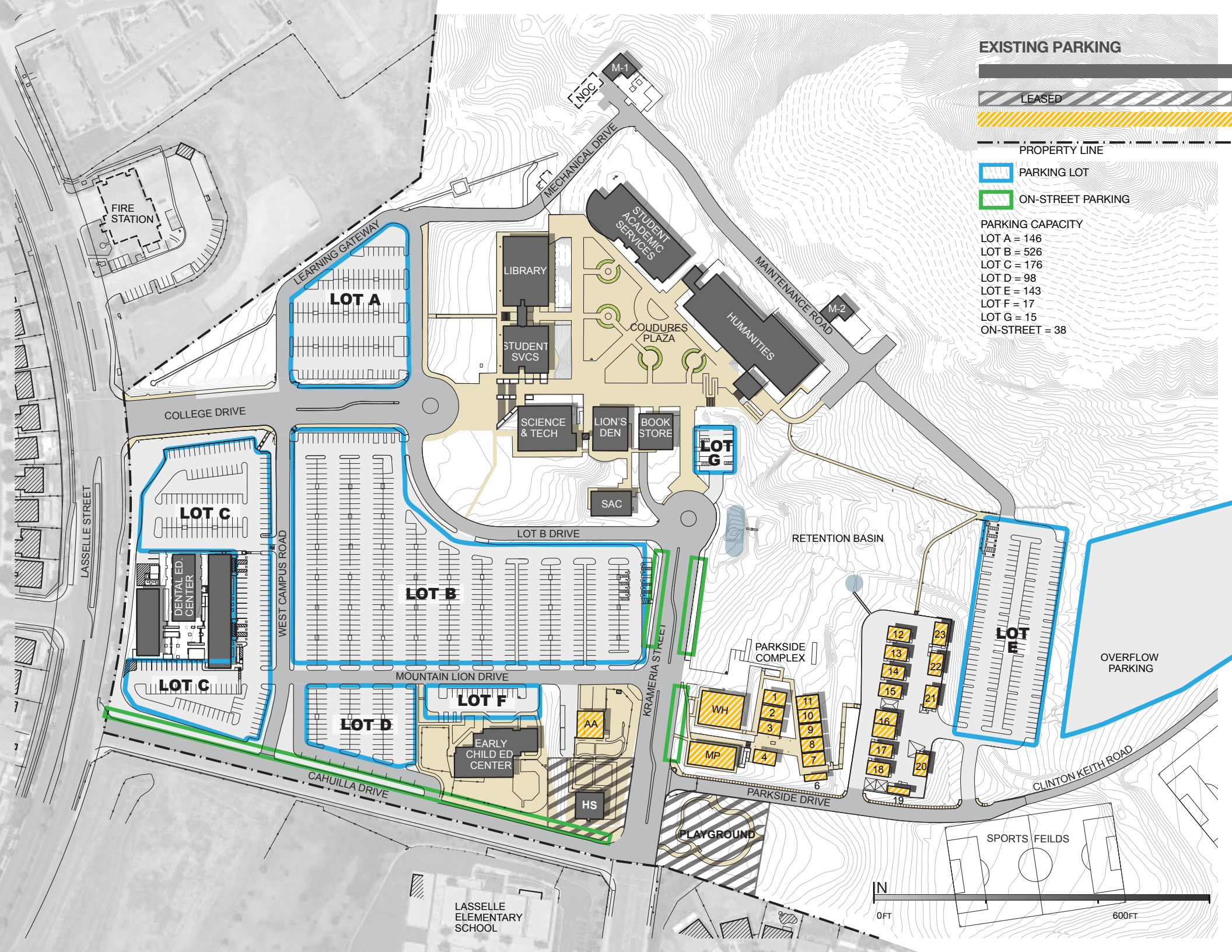
Parking facilities for faculty, staff, students, and visitors are located in large surface lots throughout the campus. Short-term parking spaces and parking spaces reserved for service vehicles are located along Krameria Avenue. The graphic on the opposing page shows the locations of the various parking facilities on the campus with their current capacities.

OBSERVATION:

- The majority of campus parking is located to the south and west of the campus core.
- The demand for parking exceeds the current number of spaces available. This was confirmed with the data collected in the parking survey.
- A number of students park in adjacent residential neighborhoods.

Mountain Lion Drive

Parking Lot E


EXISTING PARKING
LEASED
PROPERTY LINE
PARKING LOT
ON-STREET PARKING
PARKING CAPACITY
LOT A = 146
LOT B = 526
LOT C = 176
LOT D = 98
LOT E = 143
LOT F = 17
LOT G = 15
ON-STREET = 38
FIRE STATION
LEARNING GATEWAY
MECHANICAL DRIVE
M-1
NOC
STUDENT ACADEMIC SERVICES
LIBRARY
STUDENT SVCS
COUDURES PLAZA
HUMANITIES
MAINTENANCE ROAD
M-2
LOT A
COLLEGE DRIVE
SCIENCE & TECH
LION'S DEN
BOOK STORE
LOT G
SAC
LOT C
LASSELLE STREET
WEST CAMPUS ROAD
LOT B DRIVE
RETENTION BASIN
DENTAL ED. CENTER
LOT B
LOT E
OVERFLOW PARKING
MOUNTAIN LION DRIVE
KRAMERIA STREET
PARKSIDE COMPLEX
LOT C
LOT F
LOT D
EARLY CHILD ED. CENTER
AA
WH
MP
HS
CAHUILLA DRIVE
PARKSIDE DRIVE
CLINTON KEITH ROAD
PLAYGROUND
SPORTS FEILDS
LASSELLE ELEMENTARY SCHOOL
N
0FT
600FT

MVC—MAIN CAMPUS

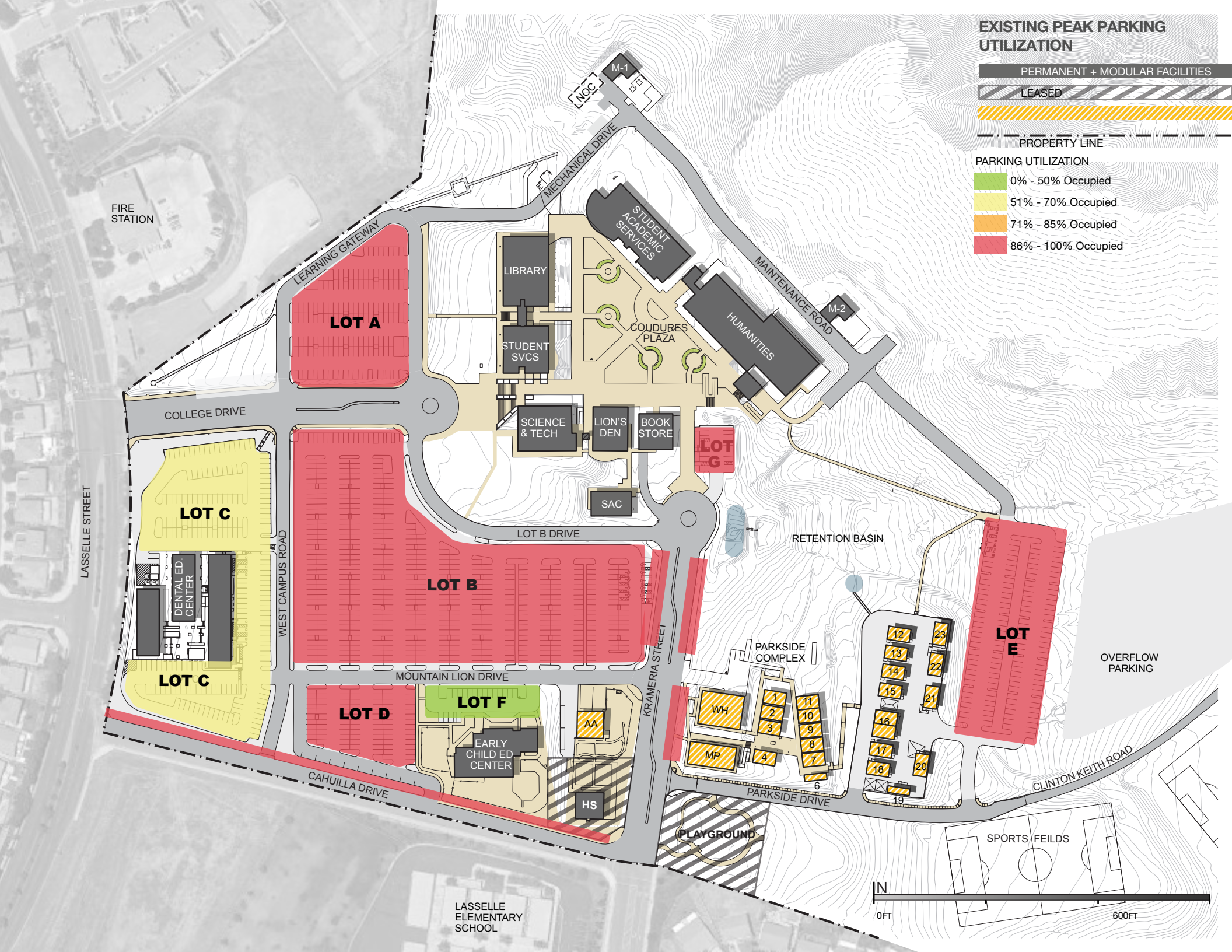
PARKING UTILIZATION

A parking occupancy survey performed in October 2013 included all of the parking lots and on-street parking facilities. The inventory also included the residential neighborhood west of Lasselle Street, since many students currently park in the adjacent residential neighborhood and walk onto campus. The adjacent residential neighborhood was included as part of the survey to determine a true campus parking demand.

The parking survey showed that on a typical weekday, the campus-wide peak parking demand occurred at 10:30 AM.

OBSERVATION:

- The data showed that on a typical weekday, the existing parking demand is 97% of the existing supply, including the students who park across Lasselle St in the residential neighborhood.


EXISTING PEAK PARKING UTILIZATION
PERMANENT + MODULAR FACILITIES
LEASED
PROPERTY LINE
PARKING UTILIZATION
0% - 50% Occupied
51% - 70% Occupied
71% - 85% Occupied
86% - 100% Occupied
FIRE STATION
LEARNING GATEWAY
MECHANICAL DRIVE
M-1
NOC
STUDENT ACADEMIC SERVICES
LIBRARY
STUDENT SVCS
COUDURES PLAZA
HUMANITIES
MAINTENANCE ROAD
M-2
LOT A
COLLEGE DRIVE
SCIENCE & TECH
LION'S DEN
BOOK STORE
LOT G
SAC
LOT C
LOT B DRIVE
RETENTION BASIN
LASSELLE STREET
DENTAL ED. CENTER
WEST CAMPUS ROAD
LOT B
LOT E
OVERFLOW PARKING
KRAMERIA STREET
PARKSIDE COMPLEX
MOUNTAIN LION DRIVE
LOT C
LOT D
LOT F
WH
MP
AA
EARLY CHILD ED CENTER
HS
CAHUILLA DRIVE
PARKSIDE DRIVE
CLINTON KEITH ROAD
PLAYGROUND
SPORTS FEILDS
LASSELLE ELEMENTARY SCHOOL
N
0FT
600FT

PEDESTRIAN CIRCULATION

PEDESTRIAN CIRCULATION

Due to the compact size of the campus, walking is the primary mode of circulation. A walking audit was performed to evaluate the location and quality of existing pedestrian facilities at and near the campus. The graphic on the opposing page illustrates the pedestrian circulation patterns and student gathering areas.

OBSERVATIONS:

- There are several gaps in the pedestrian network. This results in students having to walk within the roadway or on dirt.
- Over 40% of the parking supply is provided in Lot B. Once parked, students and staff then cross Lot B Drive to gain access to the campus. This creates potential vehicular-pedestrian conflicts.
- Pedestrians must cross vehicular traffic and parking lots to travel between clusters of buildings. Many building entrances are difficult to find and many outdoor spaces adjacent to buildings are not well-connected to indoor spaces.

BICYCLE CIRCULATION AND PARKING

Existing bicycle facilities in the vicinity of MVC–Main Campus include Iris Avenue, which is a Class II bicycle facility, and provides on-street bike lanes. Additionally, Lasselle Street is a Class III bicycle route. People wishing to access the campus on a bicycle can easily do so given the existing facilities adjacent to MVC–Main Campus.

OBSERVATIONS:

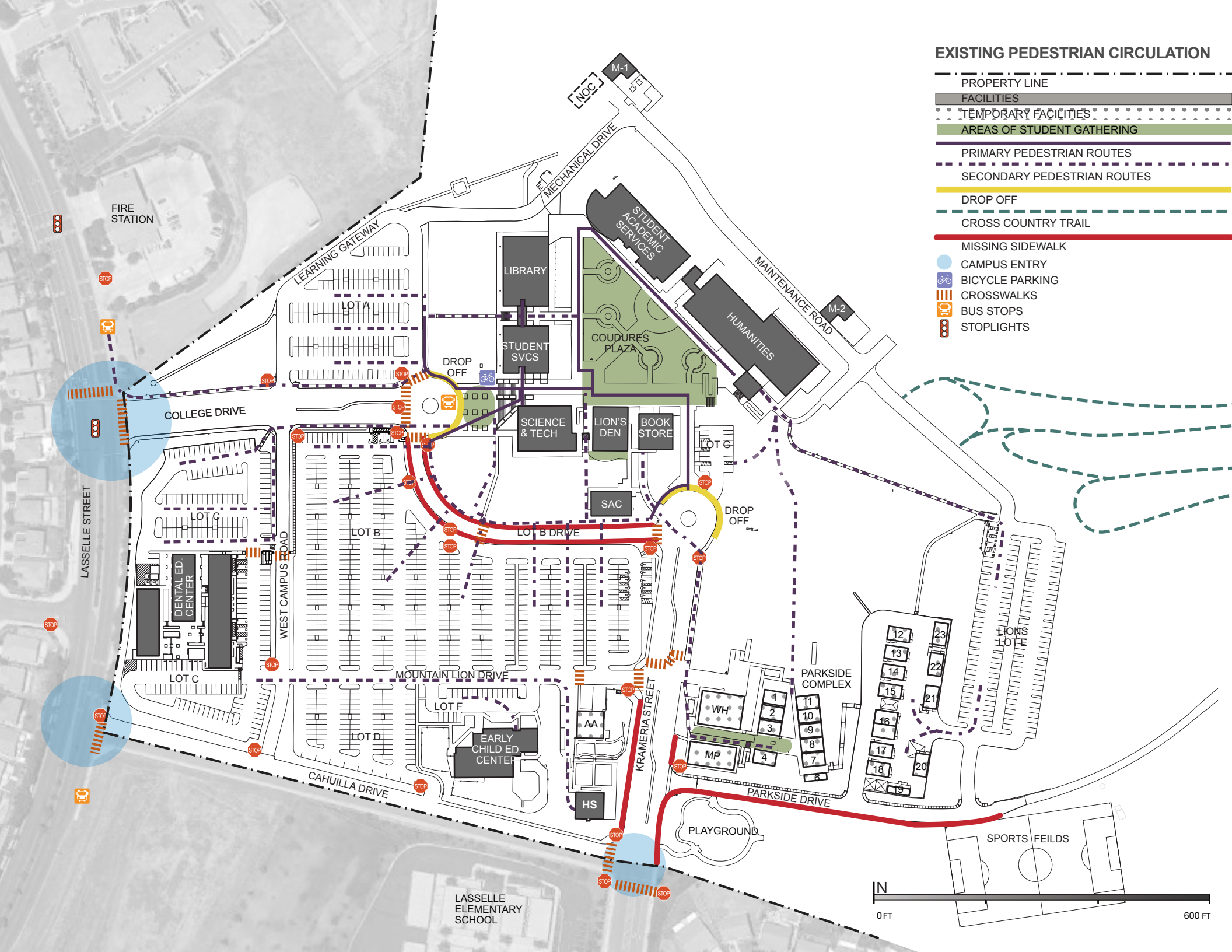
- There is currently one bicycle rack on campus which has a capacity of approximately 15 bicycles. As shown in the adjacent image, the rack was highly utilized at the time of the visit.

- Bicycle counts were performed at the campus gateways in an effort to quantify the number of bicyclists related to MVC–Main Campus. During the AM peak hour, only six bicyclists were observed at the primary campus gateway of Lasselle Street/ Campus Drive and only five bicyclists were observed during the PM peak hours.

Sidewalk gaps in connectivity

Lot B Drive 1

Bicycle parking


EXISTING PEDESTRIAN CIRCULATION
PROPERTY LINE
FACILITIES
TEMPORARY FACILITIES
AREAS OF STUDENT GATHERING
PRIMARY PEDESTRIAN ROUTES
SECONDARY PEDESTRIAN ROUTES
DROP OFF
CROSS COUNTRY TRAIL
MISSING SIDEWALK
CAMPUS ENTRY
BICYCLE PARKING
CROSSWALKS
BUS STOPS
STOPLIGHTS
FIRE STATION
LEARNING GATEWAY
LOT A
COLLEGE DRIVE
LASSELLE STREET
LOT C
DENTAL ED. CENTER
WEST CAMPUS ROAD
LOT B
LOT B DRIVE
MOUNTAIN LION DRIVE
LOT F
LOT D
EARLY CHILD ED. CENTER
CAHUILLA DRIVE
LASSELLE ELEMENTARY SCHOOL
NOC
M-1
MECHANICAL DRIVE
STUDENT ACADEMIC SERVICES
LIBRARY
STUDENT SVCS
DROP OFF
COUDURES PLAZA
HUMANITIES
MAINTENANCE ROAD
M-2
SCIENCE & TECH
LION'S DEN
BOOK STORE
LOT G
SAC
DROP OFF
KRAMERIA STREET
AA
HS
WH
MP
PARKSIDE COMPLEX
PARKSIDE DRIVE
PLAYGROUND
LIONS LOT E
SPORTS FEILDS
N
0 FT
600 FT

MVC–MAIN CAMPUS

TRANSIT

The study area is serviced by the Riverside Transit Agency, which operates four bus routes with stops on or adjacent to the main campus. The routes are shown on the graphic on the opposing page and described below:

BUS ROUTES

Route 18 (Sunnymead Ranch to MVC–Main Campus)
Route 18 is a local route serving Moreno Valley Mall, Canyon Springs High School, Sunnymead Ranch, Moreno Valley High School, Vista Del Lago High School, and MVC–Main Campus. The College has a bus stop and turn-around zone on campus adjacent to Lasselle Street. Route 18 operates on approximately 60 minute headways during weekdays and weekends.

Route 19 (Moreno Valley Mall to Perris Station Transit Center – Trumble Road)
Route 19 is a local route serving Moreno Valley Mall, March Mountain High School, MVC–Main Campus, Perris, and Perris High School. The College has a bus stop and turn-around zone on campus adjacent to Lasselle Street. Route 18 operates on approximately 45 minute headways during weekdays and weekends.

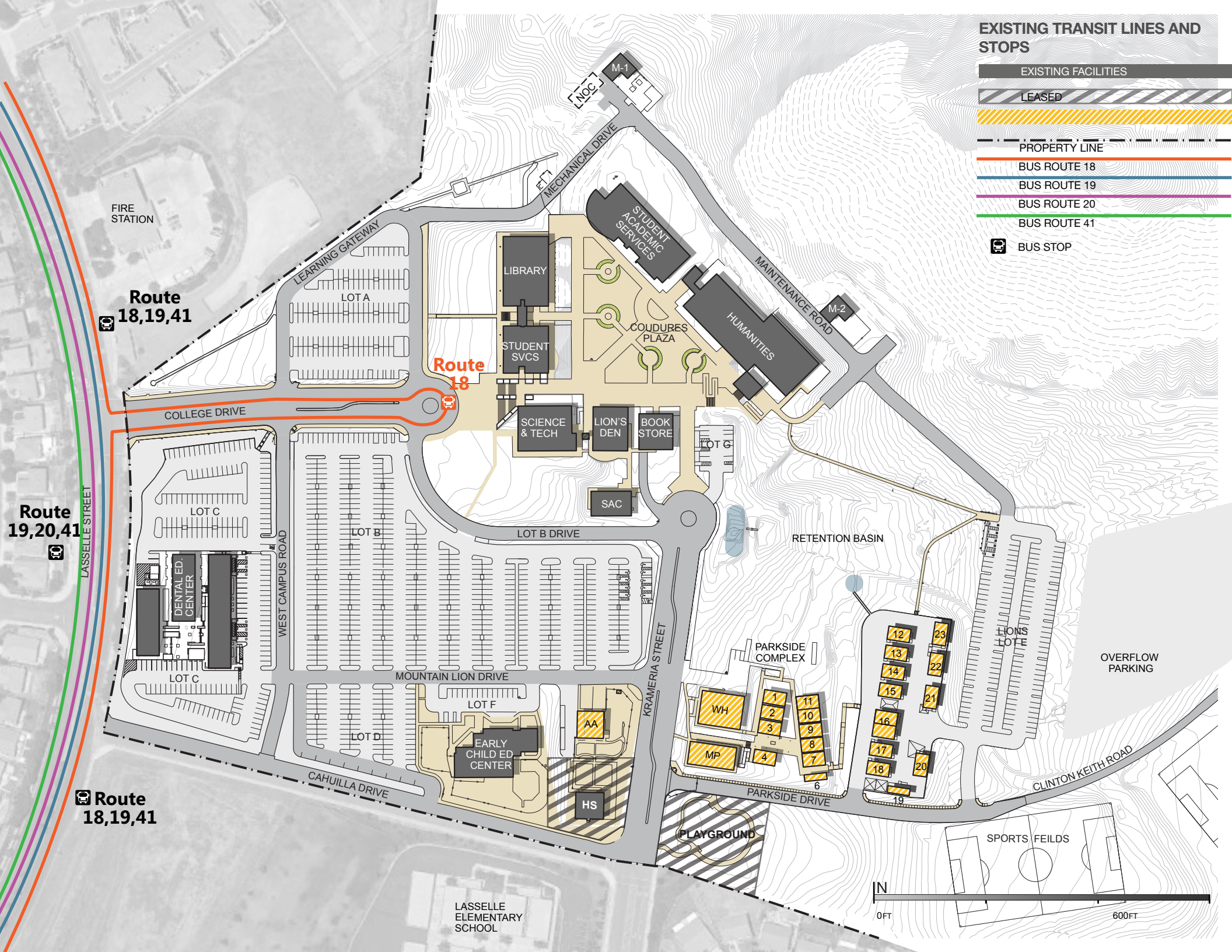
Route 20 (Magnolia Center to MVC–Main Campus)
Route 20 is a local route serving Magnolia Center, Riverside County Regional Medical Center, Moreno Valley Community Hospital, and MVC–Main Campus. The College has a bus stop and turn-around zone on campus adjacent to Lasselle Street. Route 20 operates on approximately 60 minute headways during weekdays and weekends.

Route 41 (Mead Valley Community Center to Riverside County Regional Medical Center)
Route 41 is a local route serving Mead Valley Community Center, Rancho Verde High School, Riverside County Regional Medical Center, and MVC–Main Campus. The College has a bus stop and turn-around zone on campus adjacent to Lasselle Street. Route 41 operates on approximately 60 minute headways during weekdays and weekends.

Prior to the summer of 2013, MVC–Main Campus participated in the Riverside Transit Agency Go-Pass Program allowing college students to ride a local bus or a CommuterLink bus for free. Students who showed their college ID's were able to take unlimited bus rides to any destination serviced by the Riverside Transit Agency bus system.

OBSERVATIONS:

- Many of the bus stops identified provide several amenities, including a shelter and a bench.
- Several lines and stops provide service in the vicinity of MVC–Main Campus. However, Route 18 is the only route which provides access directly into campus, as shown in the picture above.
- The ridership data showed that on a typical weekday, 98 students boarded Route 18 at the on-campus stop and 114 students got-off Route 18 at the on–campus stop. Some ridership on Routes 19, 20, and 41 is also likely associated with MVC–Main Campus, but determining which riders are going to/from campus is not possible. A substantial number of students and staff utilize transit.
- The College is currently not involved in the Go-Pass Program. However, ridership data before and after the program was removed was analyzed, and did not show a decrease in ridership. It showed about the same ridership with and without the program.


EXISTING TRANSIT LINES AND STOPS
EXISTING FACILITIES
LEASED
PROPERTY LINE
BUS ROUTE 18
BUS ROUTE 19
BUS ROUTE 20
BUS ROUTE 41
BUS STOP
FIRE STATION
Route 18,19,41
LEARNING GATEWAY
LOT A
M-1
NOC
MECHANICAL DRIVE
STUDENT ACADEMIC SERVICES
LIBRARY
STUDENT SVCS
COUDURES PLAZA
HUMANITIES
MAINTENANCE ROAD
M-2
Route 18
COLLEGE DRIVE
SCIENCE & TECH
LION'S DEN
BOOK STORE
LOT G
SAC
Route 19,20,41
LASSELLE STREET
LOT C
LOT B
LOT B DRIVE
RETENTION BASIN
DENTAL ED. CENTER
WEST CAMPUS ROAD
KRAMERIA STREET
PARKSIDE COMPLEX
LIONS LOT E
OVERFLOW PARKING
MOUNTAIN LION DRIVE
LOT F
LOT D
EARLY CHILD ED CENTER
AA
HS
WH
MP
CAHUILLA DRIVE
PARKSIDE DRIVE
CLINTON KEITH ROAD
PLAYGROUND
SPORTS FEILDS
Route 18,19,41
LASSELLE ELEMENTARY SCHOOL
N
0FT
600FT

MVC—MAIN CAMPUS

CAMPUS ZONING

The graphic on the opposing page highlights the zoning of main functional categories on campus, including instruction, student services and activities, library/study and administration.

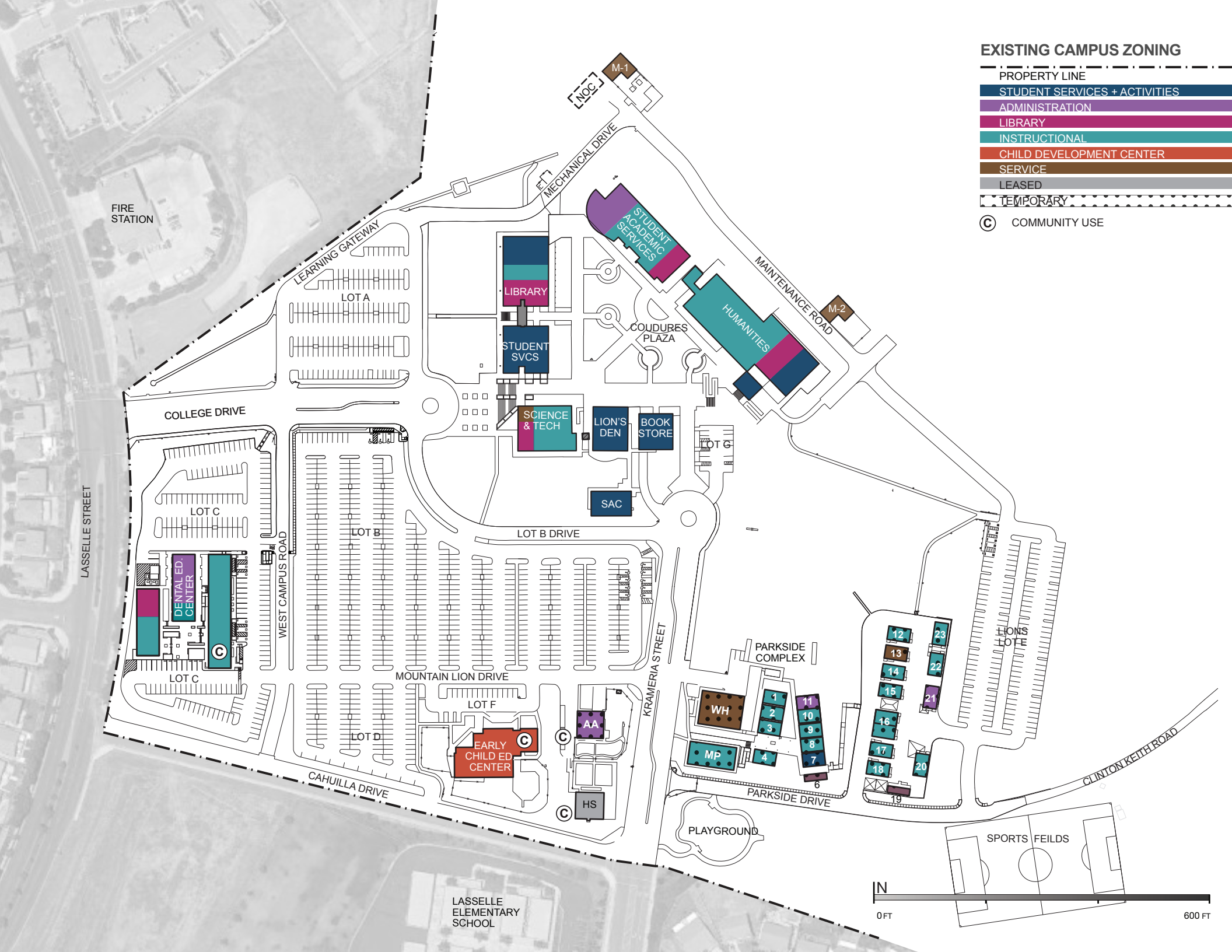
OBSERVATIONS:

- The main campus core is set back from and elevated above the street frontage and campus gateways.
- The campus has strongly reinforced front and back sides.
- Library and tutorial spaces are distributed throughout the campus.
- The Dental Education Center is quite separate from the other instructional spaces.

Humanities Building

Student Activity Center

Student Academic Services, View from the Coudures Plaza


EXISTING CAMPUS ZONING
PROPERTY LINE
STUDENT SERVICES + ACTIVITIES
ADMINISTRATION
LIBRARY
INSTRUCTIONAL
CHILD DEVELOPMENT CENTER
SERVICE
LEASED
TEMPORARY
C COMMUNITY USE
FIRE STATION
LEARNING GATEWAY
LOT A
COLLEGE DRIVE
LOT C
LOT C
DENTAL ED. CENTER
WEST CAMPUS ROAD
LOT B
LOT B DRIVE
MOUNTAIN LION DRIVE
LOT F
LOT D
CAHUILLA DRIVE
LASSELLE STREET
LASSELLE ELEMENTARY SCHOOL
EARLY CHILD ED CENTER
HS
AA
KRAMERIA STREET
MECHANICAL DRIVE
NOC
M-1
M-2
LIBRARY
STUDENT SVCS
STUDENT ACADEMIC SERVICES
COUDURES PLAZA
HUMANITIES
MAINTENANCE ROAD
SCIENCE & TECH
LION'S DEN
BOOK STORE
SAC
LOT G
PARKSIDE COMPLEX
WH
MP
PARKSIDE DRIVE
PLAYGROUND
LIONS LOT E
CLINTON KEITH ROAD
SPORTS FEILDS
N
0 FT
600 FT

MVC—MAIN CAMPUS

LANDSCAPE TYPOLOGY

The main campus is located at the edge of The Russell Mountains where the developed area of the city tapers off to the native desert mountain environment. Uniquely located at this edge, the campus can take advantage of both the urban and natural character of its adjacencies. The City of Moreno Valley is located at 33°55'35" North, 117°13'42" West and is considered to be located at a geographic crossroad. To the east lie the San Gorgonio Pass and Coachella Valley; to the south are Lake Perris, the San Jacinto Mountains, and the route to San Diego; to the north are the San Bernardino Valley and San Bernardino Mountains. Although the City and campus are located within a well developed area, several valuable open space and wilderness resources are in close proximity and provide clues to the native landscape and its ecology.

One of the most visible geographical features in Moreno Valley, visible from almost anywhere in the city, is Box Springs Mountain. The associated reserve is located roughly 7 miles from the main campus and lies on a steep and rugged granitic slope near the top of Box Springs Mountain, in a transitional zone between coastal sage scrub and chamise chaparral plant communities. A cold spring on the adjacent land gives rise to freshwater seeps and an intermittent stream. Rich in vertebrates, the reserve hosts nineteen species of reptiles, including three rare species: the coast horned lizard (Phrynosoma coronatum), the orange-throated whiptail (Cnemidoporus hyperythrus), and the red diamond rattlesnake (Crotalus ruber). Sixteen species of mammals inhabit the reserve, including the Pacific kangaroo rat (Dipodomys agilis), mountain lion (Felis concolor), and mule deer (Odocoileus hemionus). Also observed on site are over eighty-five bird species. Soaring and hunting on the updrafts are many raptors, such as golden eagle, turkey vulture, red-tailed hawk, white-tailed kite, northern harrier, and American kestrel.

Other avian species frequently seen are white-throated swift, Anna's hummingbird, rock and canyon wrens, lazuli bunting, western meadowlarks, and rufous-crowned, black-chinned and sage sparrows.

Another valuable resource that is directly adjacent to campus land is the San Jacinto Wildlife Area and Lake Perris State Recreation Area. Combined these areas cover roughly 20,000 acres and include 9,000 acres of restored wetlands. The wetlands are unique in that they are the first state wildlife area to utilize reclaimed water to enhance its wetlands. More than a hundred different species of birds have been spotted at Lake Perris and the nearby wetlands. Many are migratory, and stop at the park briefly during their travels, while others make their permanent residence here. Larks, loggerhead shrikes, roadrunners, California thrashers, quail, wrens, sparrows, hummingbirds, golden eagles, several varieties of hawks, ospreys, and even bald eagles may be seen. In addition, many varieties of waterfowl use the lake including pintails, widgeons, teals, mallards, shovelers, various geese, and sometimes whistling swans and pelicans. Blacknecked stilts, avocets, killdeer, willets, kingfishers, egrets, and herons are attracted to the water's edge.

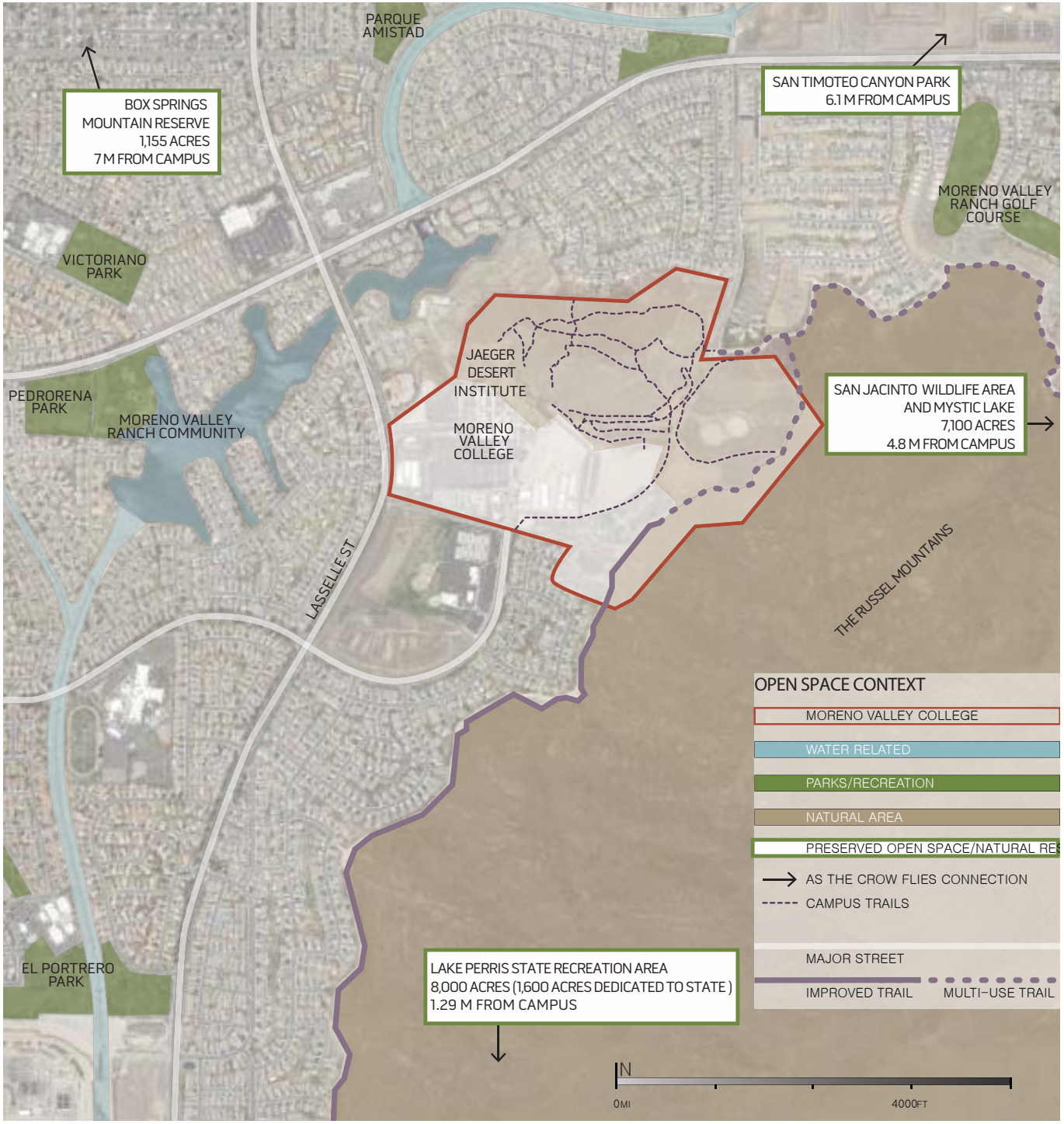
PLANT COMMUNITIES OF THE AREA

GRASSLANDS
FOUND ON UNDEVELOPED LAND ON THE VALLEY FLOOR
Foxtail grass*, Cheatgrass*, Mustards*, Lupines (n), and Russian Thistle*.

CHAMISE CHAPARRAL
FOUND ON STEEP NORTHERLY SLOPES
Chamise (n), Hoaryleaf Ceanothus (n), Sugar bush (n), Yucca (n), and Black Sage

COSTAL SAGE SCRUB
HILLSIDES AND SOUTH FACING SLOPES
Brittlebrush, Desert encelia, Sagebrush, Black and White sages, Yucca, Sugar sumac, California buckwheat

* INVASIVE SPECIES
(n) NATIVE SPECIES



MVC—MAIN CAMPUS
LANDSCAPE TYPOLOGY (CONT'D)

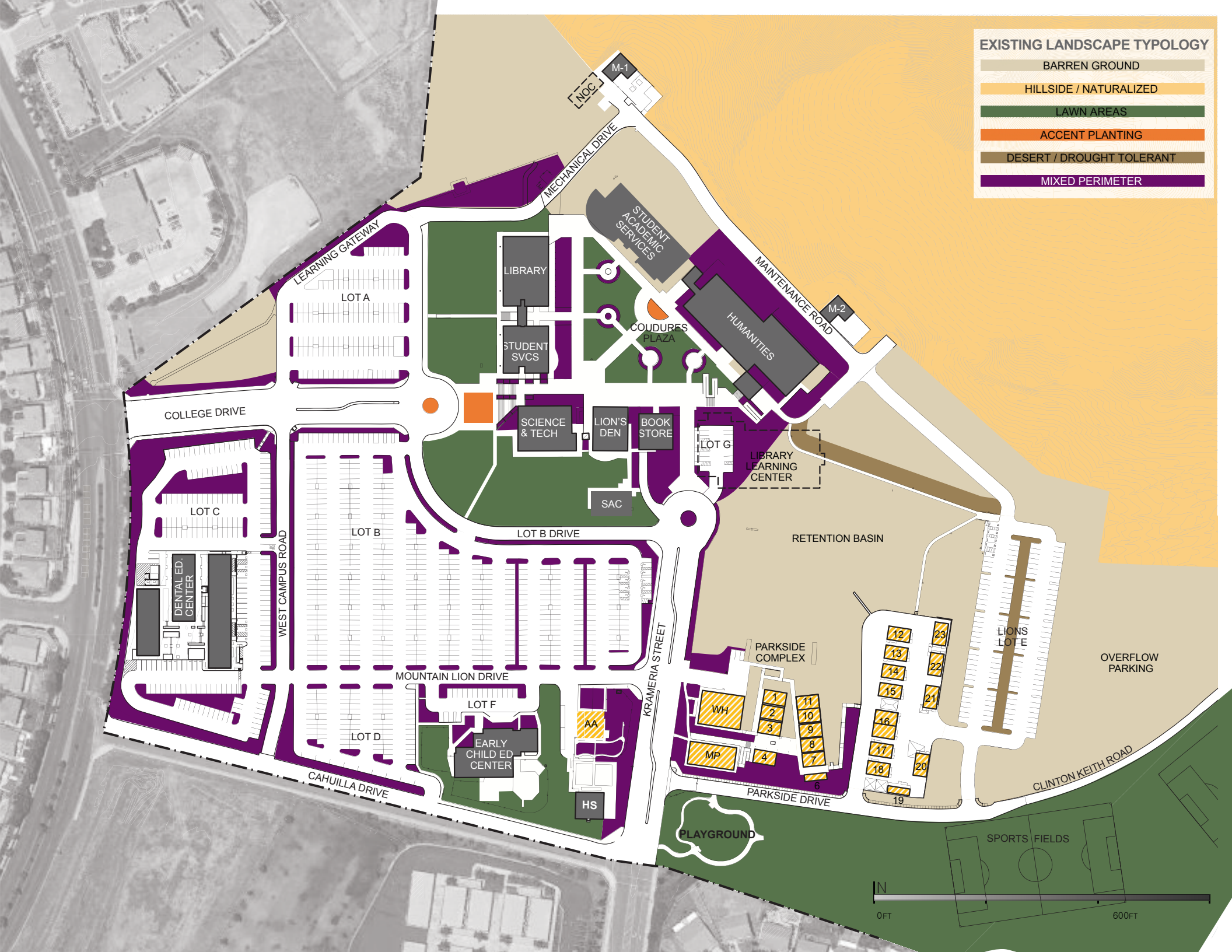
The low lying areas within the San Jacinto River floodplain (below 1430 foot elevation) contain excellent examples of alkali sink scrub, fresh water marsh, and cottonwood-willow riparian habitat. The hillsides surrounding the San Jacinto River floodplain are largely dominated by Riversidian Sage Scrub. The Lake Perris State Recreation Area offers a wide range of outdoor activities to its visitors year round including boating, fishing, picnicking, hiking and horseback riding. The untended naturalized areas of the reserve host a variety of natural wonders, many of which would be similar to those found on the naturalized areas of the campus.

The predominant plant community, coastal sage scrub is host to a variety of birds and wildlife. Mule deer, roadrunners, bobcats, coyotes, cotton tail, jack rabbits, quail, gopher snakes and rattlesnakes may sometimes be seen by day though they tend to shy away from people. More frequently seen are a wide variety of lizards, rodents, water fowl, and birds of prey. Beautiful displays of wildflowers occur during the rainy season-generally November through April.

Lake Perris is ringed by various hills and small mountains. The coastal sage scrub community is predominant on the south-facing slopes of the Russell Mountains and Bernasconi Hills and is characterized by shrubby plants including desert encelia, brittlebush, sagebrush, black sage, white sage, buckwheat, and cacti. Conditions are somewhat shadier on hillsides that face north or northwest so that chaparral plants such as chamise, penstemon, and--caution!--poison oak are apt to be found. Remnants of the original perennial grasses that once flourished in this region can still be found in the flat interior of the park surrounding the lake, but the majority of plants that now make up the valley grassland community (including Russian thistle) were imported from Europe by early settlers. Riparian areas near springs, seeps and on east and south lakes include willows, cattails, elderberry and nettles.

Understanding the native plant communities of the area provides insight into what could be planted within the Moreno Valley College campuses and would require little to no maintenance. 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.

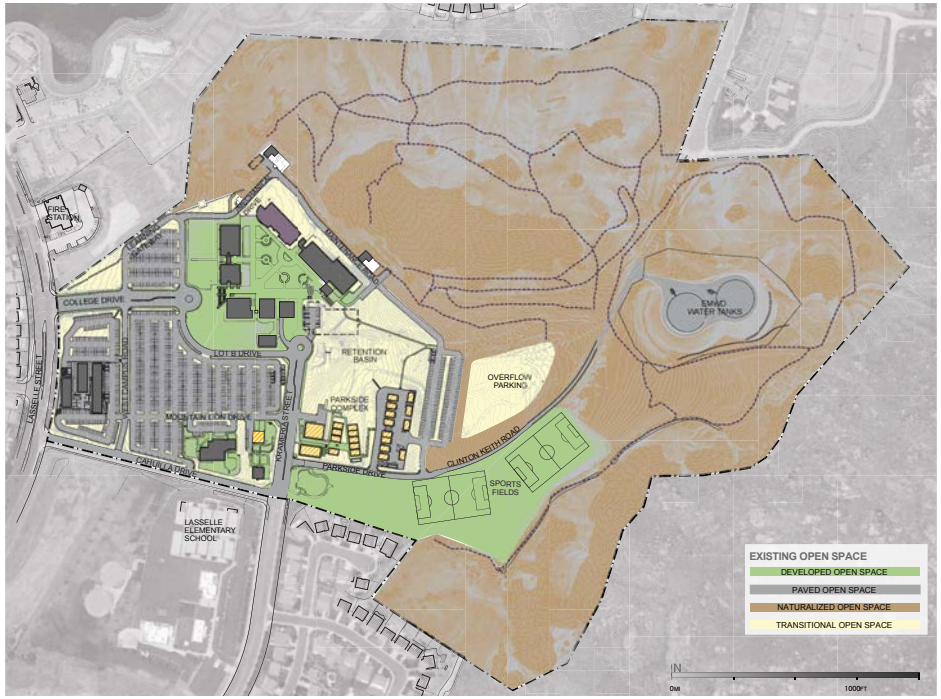
Currently the existing site's plant communities, with the exception of the naturalized areas, host very few native species. The majority of the plants found on the main campus are standard ornamental plants that you see typically. Due to the reclaimed water, and local climate many of the plants require a high level of maintenance and are struggling to survive. A large majority of the developed area of the main campus is covered in lawn. While typical to many campus environments, lawns require a significant amount of water and on-going regular maintenance. To help better understand the existing plants found on campus we have catalogued them into a few basic landscape typologies. These include Mixed Perimeter, Accent, Lawn Areas, Hillside/ Naturalized, and Desert/Drought Tolerant. It should be noted that a large area of the campus has no vegetation at all. These include the asphalt parking lots and barren land around the existing retention basin and portable buildings. The most recent planted areas around campus, the Lion's Lot and the Dental Education Center, display excellent examples of climate appropriate plants for the campus including native wildflowers, agaves, and Palo Verde trees. As the campus grows, this landscape typology should be expanded to become the predominant type of plants found on campus. This shift would reduce the site's water requirements and reduce the work required to maintain the campus.

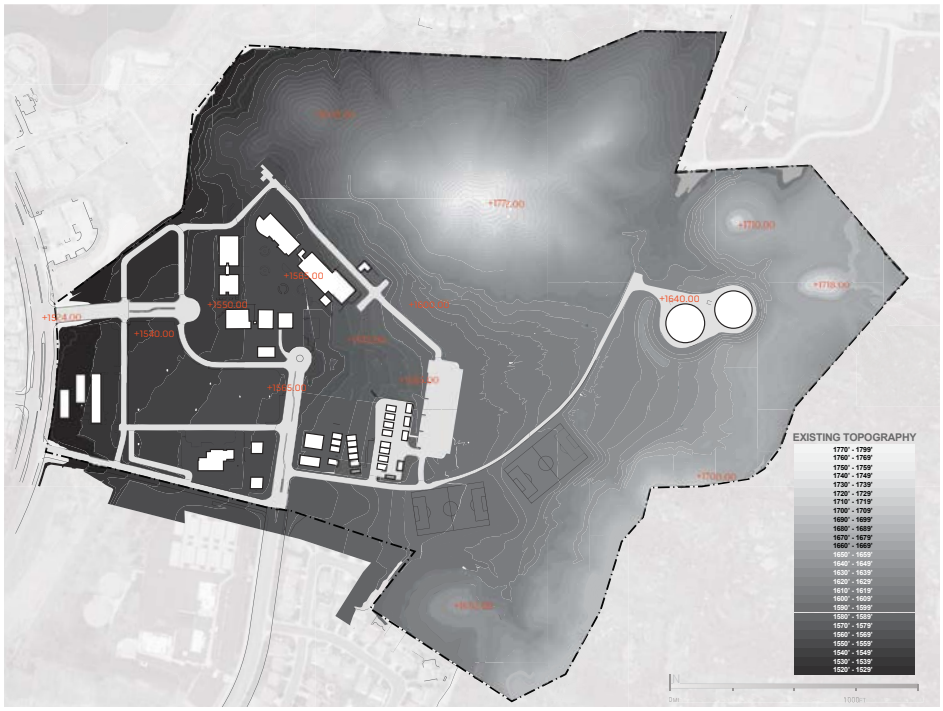

EXISTING LANDSCAPE TYPOLOGY
BARREN GROUND
HILLSIDE / NATURALIZED
LAWN AREAS
ACCENT PLANTING
DESERT / DROUGHT TOLERANT
MIXED PERIMETER
M-1
NOC
MECHANICAL DRIVE
LEARNING GATEWAY
LOT A
LIBRARY
STUDENT SVCS
STUDENT ACADEMIC SERVICES
COUDURES PLAZA
HUMANITIES
MAINTENANCE ROAD
M-2
COLLEGE DRIVE
SCIENCE & TECH
LION'S DEN
BOOK STORE
LOT G
LIBRARY LEARNING CENTER
SAC
LOT C
LOT B
LOT B DRIVE
RETENTION BASIN
DENTAL ED. CENTER
WEST CAMPUS ROAD
KRAMERIA STREET
PARKSIDE COMPLEX
LIONS LOT E
OVERFLOW PARKING
MOUNTAIN LION DRIVE
LOT F
LOT D
EARLY CHILD ED CENTER
AA
HS
WH
MP
PARKSIDE DRIVE
CLINTON KEITH ROAD
CAHUILLA DRIVE
PLAYGROUND
SPORTS FIELDS
N
0FT
600FT

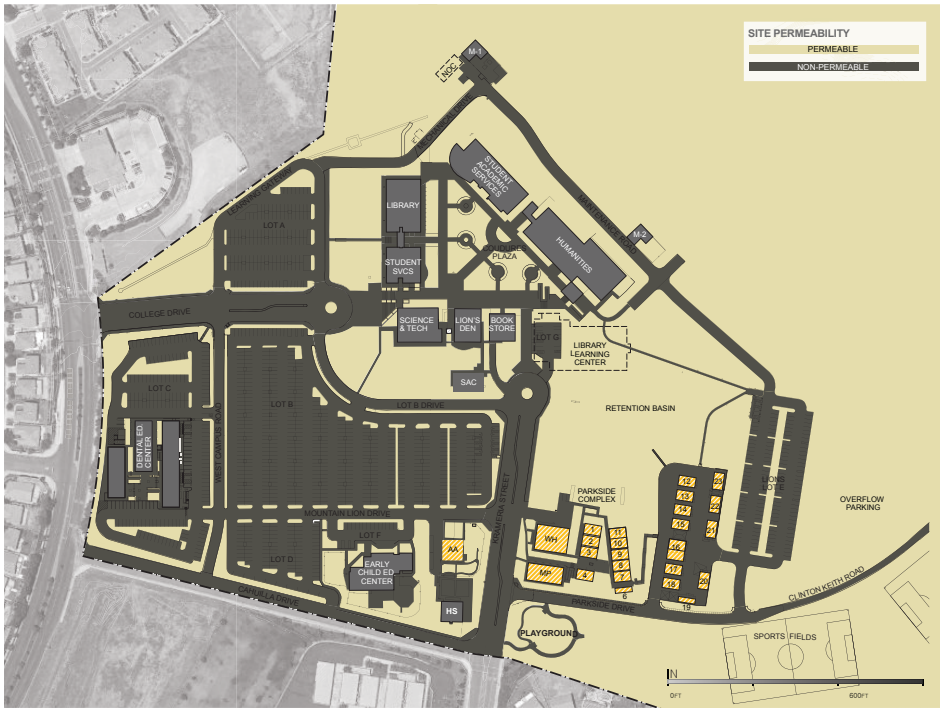
MVC—MAIN CAMPUS
LANDSCAPE TYPOLOGY (CONT'D)

When looking at the entire campus property a significant area remains undeveloped. This area includes steep hillsides, trails, a water tank and a naturalized landscape that resembles the adjacent wilderness areas previously described. Although much of this area, due to its topography, is considered undevelopable it should be cherished as a valuable open space resource that makes this campus unique from other academic facilities. This area not only provides recreational opportunities for the campus and the local community, it provides critical habitat to the area's flora and fauna.

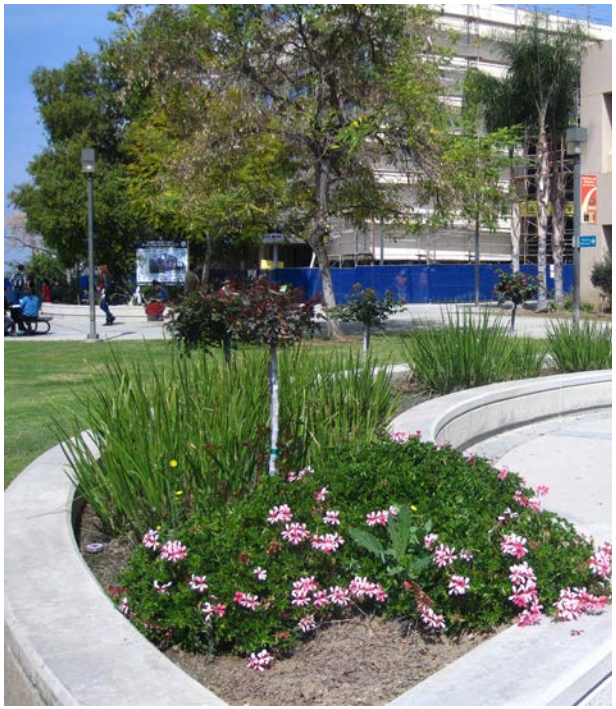
Zooming in on the developed areas of the campus a significant area is impervious, particularly at the low point on the campus, at the parking lots on the west and south sides of the campus. The topography of the site is significant, with roughly a 200' elevation change from the low point at the Campus entry at Lasselle Street and College Drive, to the top of the hill east of the Humanities Building. While a significant topographic change exists, clear plateaus or levels, can also be seen. The first level is the existing drop off area which sits roughly at an elevation of +1550.00. The next level is the existing Courdures Plaza at +1565.00 and continues to rise by 20 feet to the Lion's Lot which sits at roughly +1585.00.







Special Desert
Selected plants from all habitat areas



MVC–MAIN CAMPUS

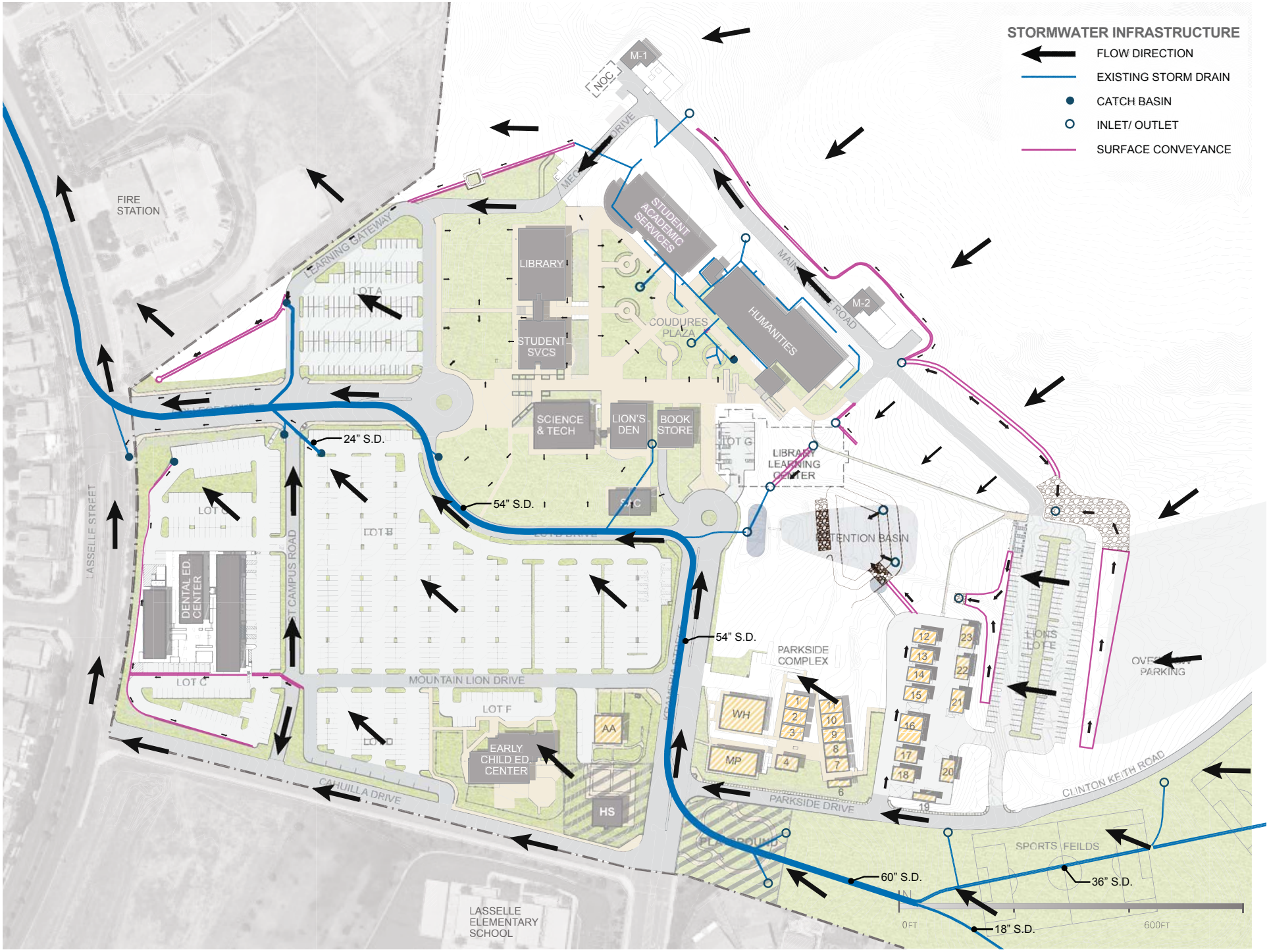
STORM WATER INFRASTRUCTURE

The main campus site is located on an alluvial fan, below a natural catchment that drains adjacent to, or onto, the campus. The catchment and campus grounds appear to consist of fine silt and clay soils with limited vegetation. These conditions are typically indicative of poor infiltration, which should be confirmed through future geotechnical studies. The lack of vegetation and low infiltration potential suggests that during significant rain events the catchment may generate erosive sediment bearing flows.

The general drainage pattern of the campus follows the site's topography and connects to a 54" storm drain that runs under Krameria Street, along Lot B drive, down College Drive to Lasselle Street. With regards to storm water Best Management Practices's (BMP), several interim, or construction, BMPs can be found around the campus; however it is anticipated that most would be replaced by permanent structural BMPs during redevelopment. The BMPs adjacent to the Parking Lot E, include a debris basin and rip rap reinforced conveyances that reduce sediment transport by slowing sheet flow rates and allowing deposition within BMPs. In addition to sedimentation, these BMPs allow infiltration that reduces runoff which might otherwise contribute nutrients and other pollutants to regional receiving waters such as Canyon and Elsinore Lakes.

The sediment trap and small debris basin are subject to bypass, sediment deposition, and increased maintenance demands as a result of high intensity storms, and resulting runoff flows.

While treatment controls may be effective at reducing pollutant loads, they do not offer the advantage of reducing runoff volumes via infiltration or retention, which are the preferences of developing regulatory emphases. Bypassed or treated discharges that leave the campus may cause the District to incur additional costs, if the discharges are perceived to be contaminated and enter impaired water bodies. For these reasons, structural BMPs that incorporate runoff reduction and retention are recommended over flow through treatment BMPs.

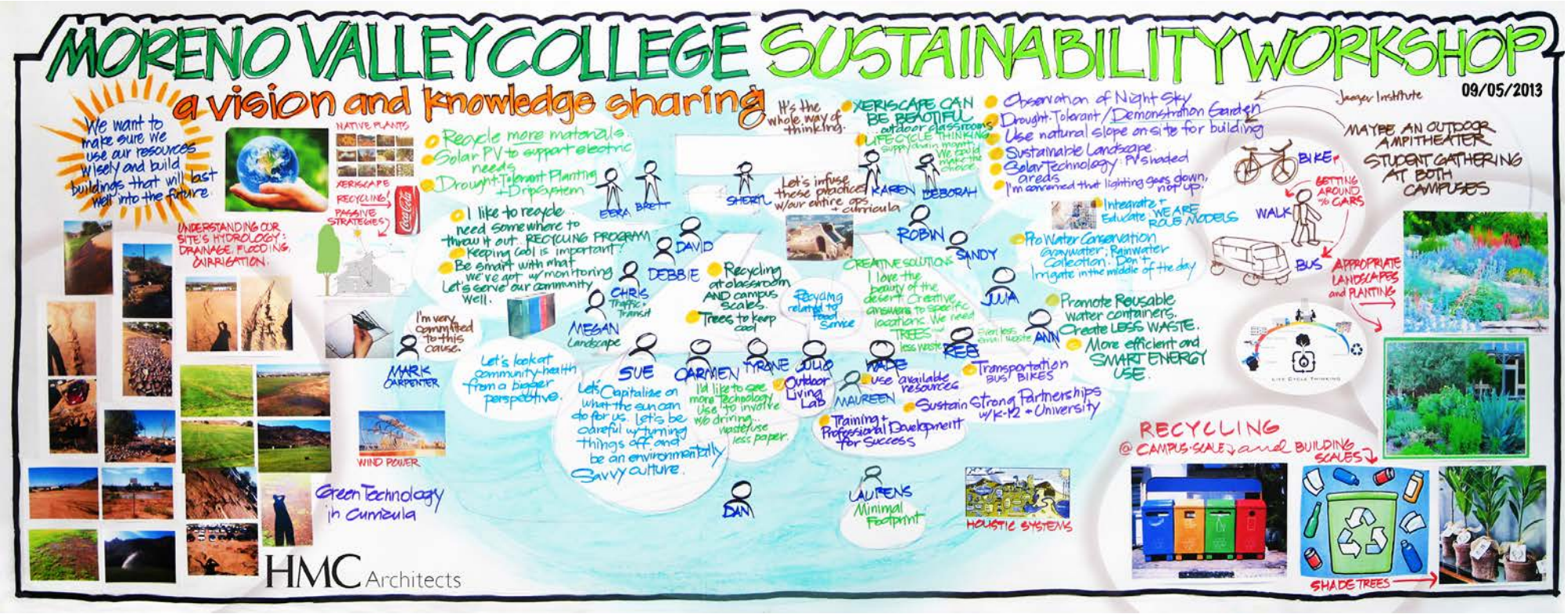

STORMWATER INFRASTRUCTURE
FLOW DIRECTION
EXISTING STORM DRAIN
CATCH BASIN
INLET/ OUTLET
SURFACE CONVEYANCE
FIRE STATION
LEARNING GATEWAY
LOT A
LIBRARY
STUDENT SVCS
STUDENT ACADEMIC SERVICES
COUDURES PLAZA
HUMANITIES
M-1
M-2
NOC
SCIENCE & TECH
LION'S DEN
BOOK STORE
LOT G
LIBRARY LEARNING CENTER
24" S.D.
54" S.D.
LOT B
LOT C
DENTAL ED. CENTER
LASSELLE STREET
CAMPUS ROAD
MOUNTAIN LION DRIVE
LOT F
EARLY CHILD ED. CENTER
AA
HS
CAHUILLA DRIVE
DETENTION BASIN
PARKSIDE COMPLEX
WH
MP
PARKSIDE DRIVE
LIONS LOT E
OVERFLOW PARKING
CLINTON KEITH ROAD
SPORTS FEILDS
36" S.D.
60" S.D.
18" S.D.
LASSELLE ELEMENTARY SCHOOL
0FT
600FT

WATER & LANDSCAPE
WASTE
CURRICULUM/ TRAINING
ENERGY
LEADERSHIP & CULTURE

ENVIRONMENTAL ANALYSIS

The environmental analysis for the MVC–Main Campus focuses on available data that relates to campus sustainability and yeilds a high-level snapshot.

Going forward, the systematic collection of data and continuous monitoring of water use, energy use, carbon footprint, waste production and management, transportation, and habitat preservation, among other areas, are highly recommended as part of Moreno Valley College's sustainability implementation plan.



ENVIRONMENTAL ANALYSIS

WIND PATTERNS

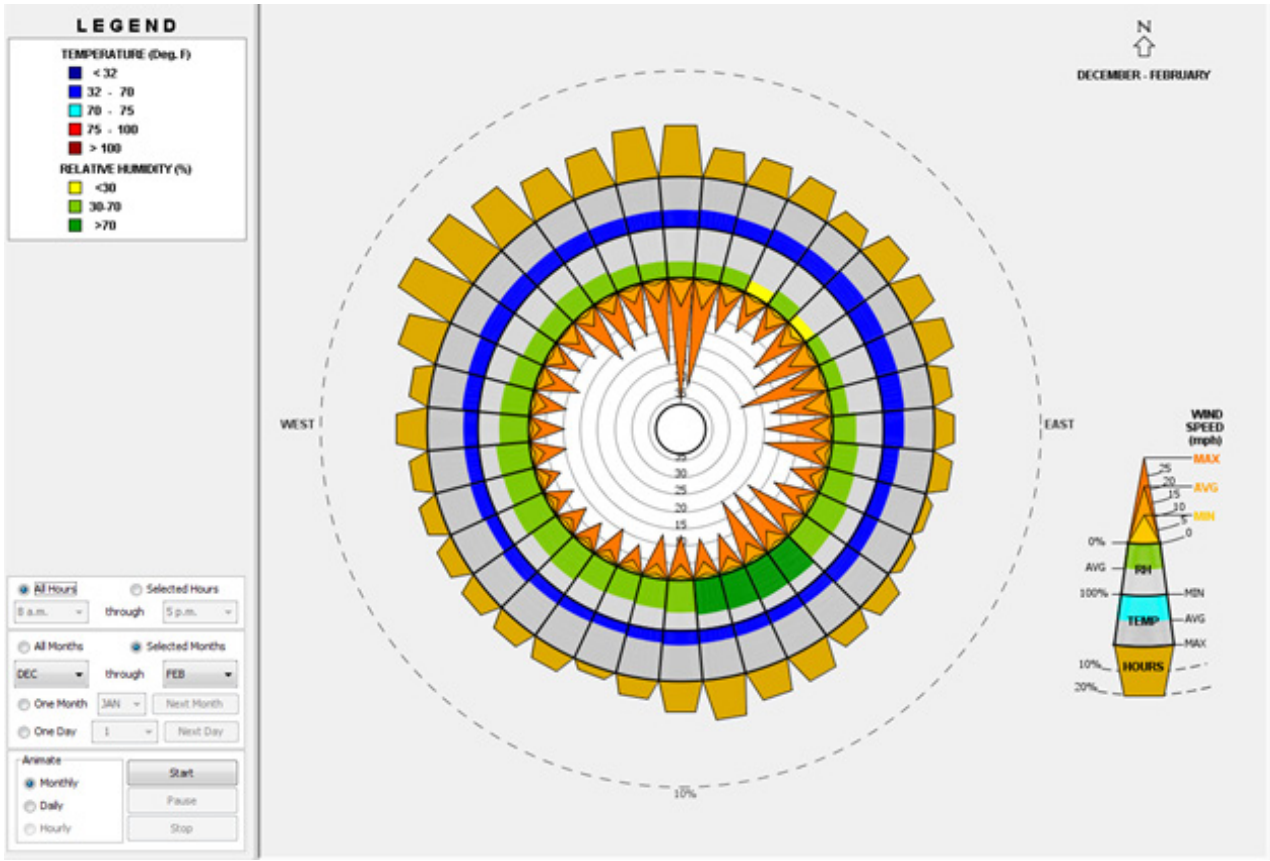
The wind rose diagram indicates a depth of wind information, including wind direction, velocity, frequency, temperature, and humidity. The wind rose is organized much like a compass. The bearing of wind direction is indicated along the circumference of the rose. Frequency of wind direction is indicated in dark yellow; wind speed is indicated in orange; relative humidity is indicated in green; temperature is indicated in blue.

At the main campus of Moreno Valley College, wind patterns shift with the seasons and across the course of the day.

WINTER

During the winter, winds primarily come from the north and northwest directions, as indicated by the dark yellow bars of the wind rose. These winds range from 7-20 miles per hour, with gusts as high as 35 miles per hour (as indicated by the orange cones in the center of the wind rose). These cool winds tend to have a relative humidity of 30% and an average temperature that ranges between 30-70 degrees Fahrenheit.

WIND ROSE DIAGRAM



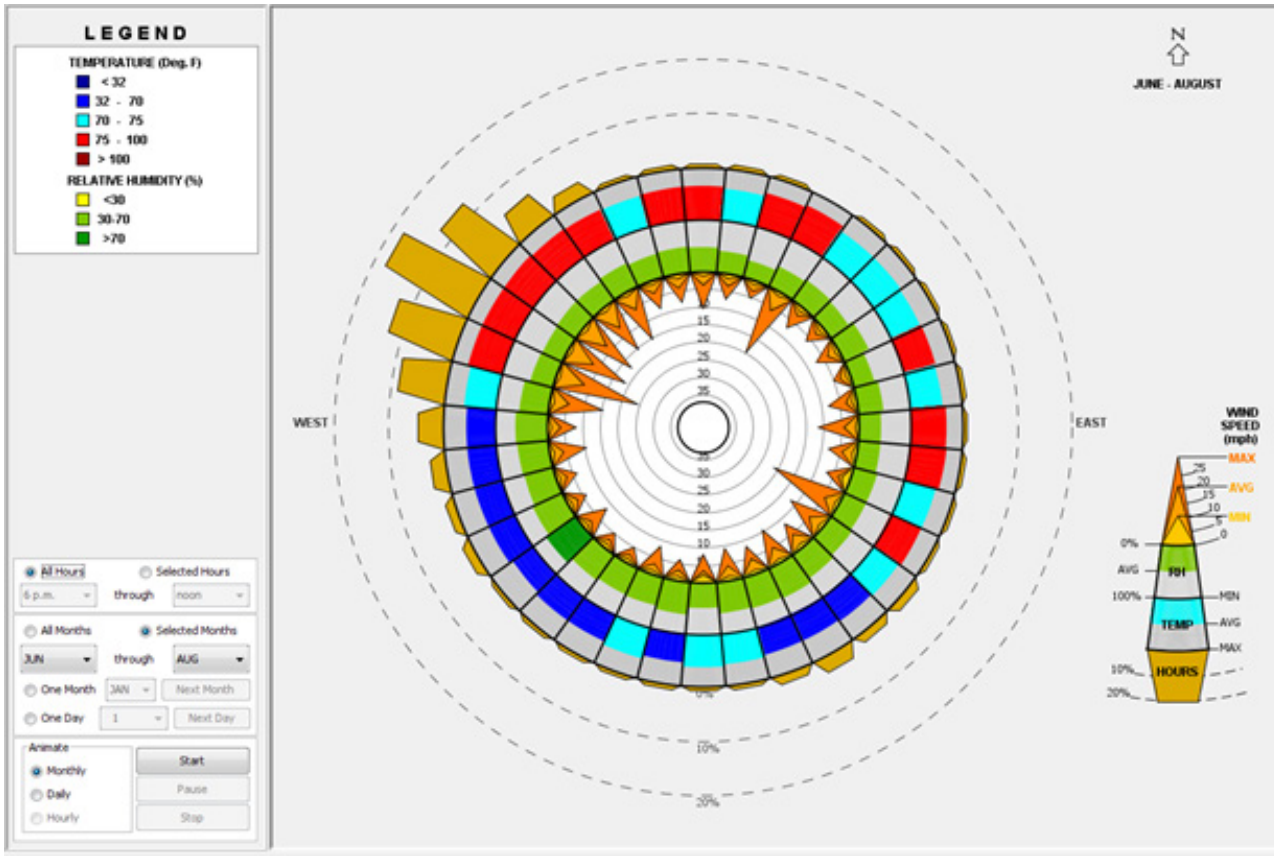
SUMMER

During the summer season winds tend to come in from the west and range between 5-25 miles per hour, with anomalous wind gusts from the north as high as 35 miles per hour. However, these winds are significantly warmer during the summer, with a relative humidity of 30% and temperatures which range between 75-100 degrees Fahrenheit. These warm winds are fairly consistent throughout the summer and fall, and would work well in conjunction with water elements to provide evaporative cooling. Alternatively, these winds could also be used in conjunction with an indirect-direct evaporative cooling system, as the humidity levels are very low.

The consistency and velocity of the wind in this area warrants the consideration of wind turbine technology in order to provide a renewable source of energy for the campus.

Primarily west and northwest winds at average of 5-20 mph with gusts up to 30 miles per hour at 75-100 degrees from the north, northwest and east at 32-70 degrees from the west and south. Winds cool down by 15-20 degrees at night.

WIND ROSE DIAGRAM



ENVIRONMENTAL ANALYSIS

COMFORT ZONE

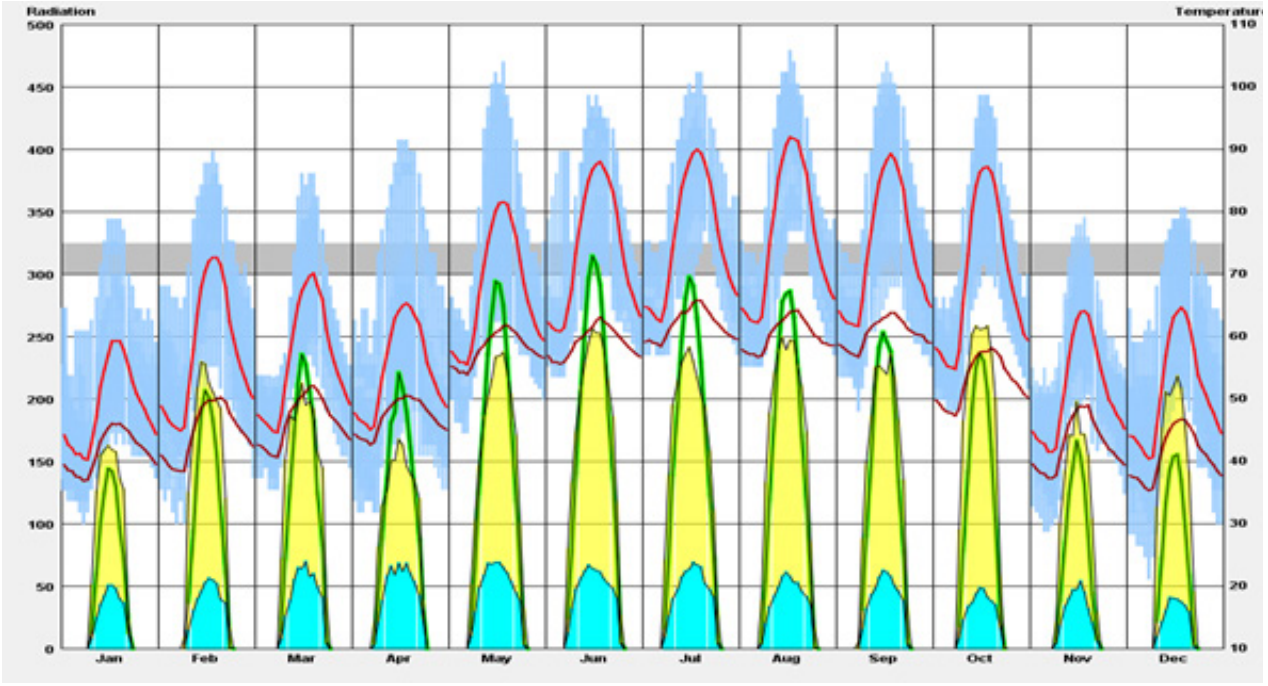
Moreno Valley's dry bulb temperature, (indicated by the red line undulating up and down on the chart), changes throughout the course of the year relative to the comfort zone, (indicated by the grey bar which moves across the grid and which marks a temperature range of 70-75 degrees Fahrenheit).

During the fall and winter seasons (November-February), temperatures tend to stay below the comfort zone and range between 50-70 degrees Fahrenheit, however they can dip as low as 30 degrees and spike as high as 90 degrees. During the spring and summer months (May to September), temperatures tend to stay well above the comfort zone, and range between 70-100 degrees, but can dip as low as 50 degrees and spike as high as 110 degrees.

This temperature swing is characteristic of the Moreno Valley-Riverside area, which provides an ideal setting for solar passive design strategies such as night cooling and thermal mass.

These strategies work with the latent heat properties of building materials such as concrete and masonry, solar orientation optimization (south facing buildings), and the surrounding earth mass to regulate building temperatures.

COMFORT ZONE DIAGRAM



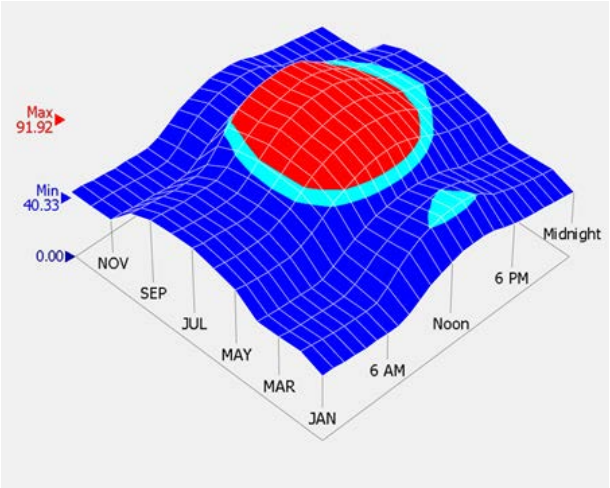
DRY BULB TEMPERATURE

75% of the year the temperature ranges between 32-70 degrees. The warmest time of year is between May to September (75-100 degrees Fahrenheit). The warmest times of day are between 12 pm to 2 pm, while the coldest times of day occur between 10 pm – 6 am. These fluctuations in dry bulb temperature support the use of solar passive design strategies discussed in the previous section.

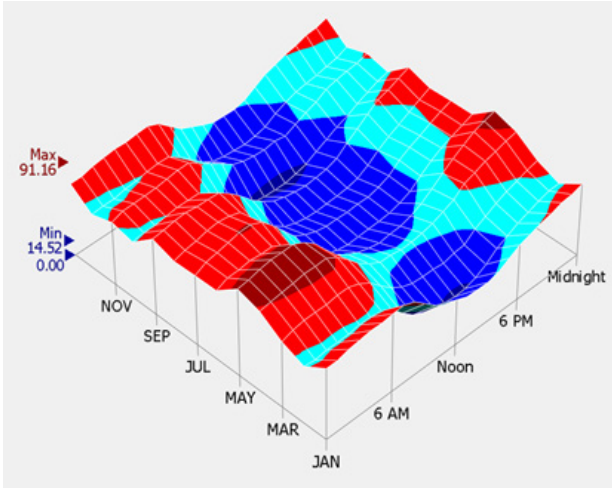
RELATIVE HUMIDITY

62% of the year relative humidity is less than 60%. For the majority of the day, the relative humidity is less than 50%. This humidity level again suggests that natural ventilation combined with water elements would be effective for natural, passive cooling. This data also suggests that a mechanical system such as an indirect-direct evaporative cooler would work effectively.

DRY BULB TEMPERATURE CHART



RELATIVE HUMIDITY CHART

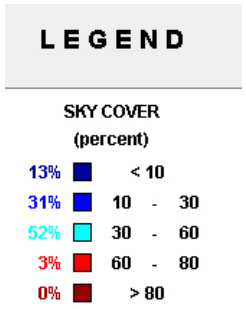


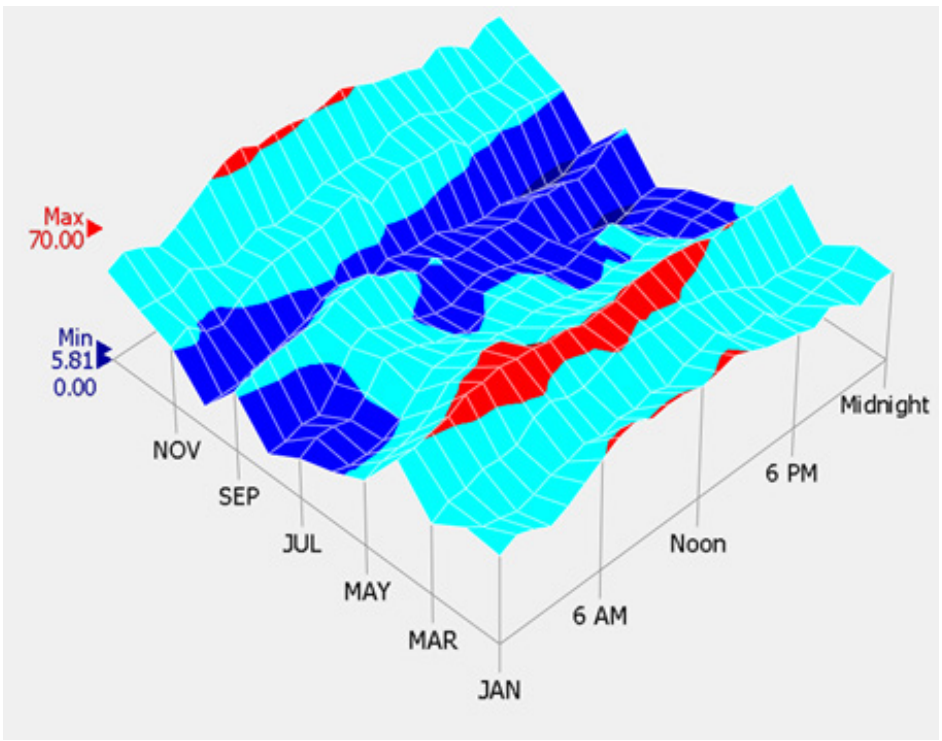
SKY COVER RANGE

Moreno Valley receives plentiful solar exposure throughout the year, with an average of only 40% cloud cover. From June to December cloud cover is consistently below 40%. From January to May, cloud cover increases to 45% to 50% for part of the day. This data suggests that solar passive strategies such as sun shading design should be considered substantially in order to invite sun into spaces when heating is required, and in order to deflect sun away from interior spaces when solar gains are not desired.

This data further suggests that renewable energy systems such as photovoltaic arrays, solar thermal panels, or solar water heating would be effective, as cloud cover is below 40%, thereby creating an ideal environment for solar energy production.

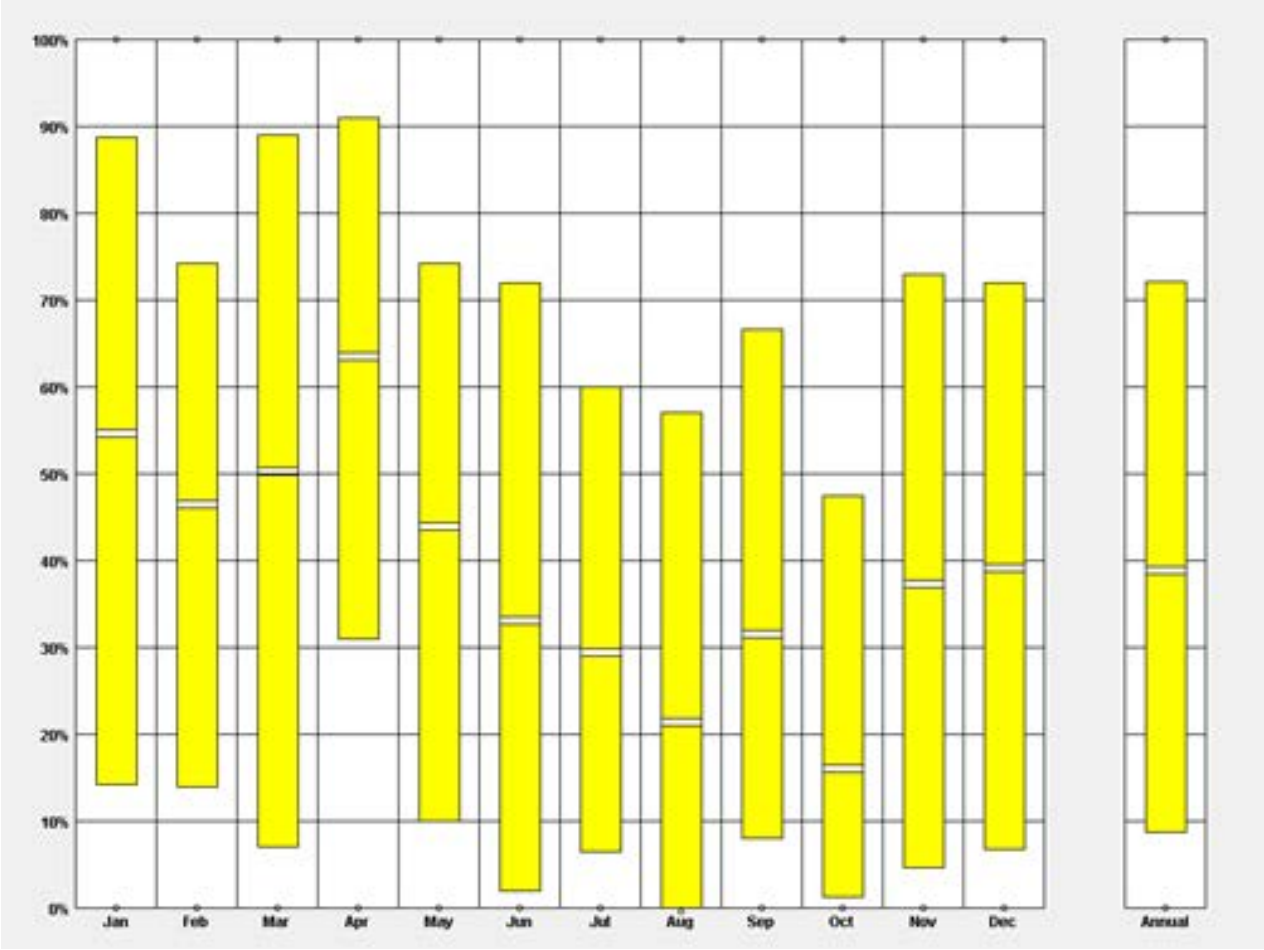
SKY COVER CHART





SKY COVER DIAGRAM

Total Cloud Cover	100%
RECORDED HIGH -	○
AVERAGE HIGH -	
MEAN -	
AVERAGE LOW -	
RECORDED LOW -	○
Clear Skies	0



ENVIRONMENTAL ANALYSIS

SOLAR ACCESS

SOLAR PASSIVE STRATEGIES FOR WARM MONTHS OF THE YEAR

Moreno Valley's temperature profile, wind patterns, and solar exposure provide a unique opportunity to explore the implementation of solar passive strategies. According to climatic data imported into Climate Consultant version 5.2 software, strategies such as thermal mass, natural ventilation for cooling, and sun shading design would prove to be the most effective means of providing comfort. These strategies combined would provide comfort approximately 97% of the year.

BEHAVIORAL CHANGES

Behavioral changes in building operations, and how occupants use the building has the most impact in building performance. This can positively impact efficiency by as much as 20-30%, and is the most crucial step in attaining true green building success. Building user awareness can be increased and supported through a robust sustainable signage education program which allows the College to promote and highlight sustainable practices throughout the campus.

THERMAL MASS

The thermal mass of the building may be used to provide a consistent building temperature. For example, when outside temperatures are fluctuating throughout the day, a large thermal mass within the insulated portion of a building can serve to regulate the daily temperature fluctuations. The thermal mass of the building will absorb the thermal energy of the external environment when the surroundings are higher in temperature than the mass. The thermal energy will then be radiated back to the environment when the surroundings are cooler. Building materials with significant thermal mass properties include concrete, masonry, insulated concrete forms (ICF) and structurally insulated metal panels (SIPS).

NATURAL VENTILATION

By locating building openings and courtyards along natural wind paths, natural ventilation can provide building occupants with access to cooling breezes. By combining natural ventilation with a water feature such as a fountain or water misting fixtures, the effective cooling of the wind will increase significantly. This will result in less reliance on mechanical cooling, thus reducing the energy consumption of the campus.

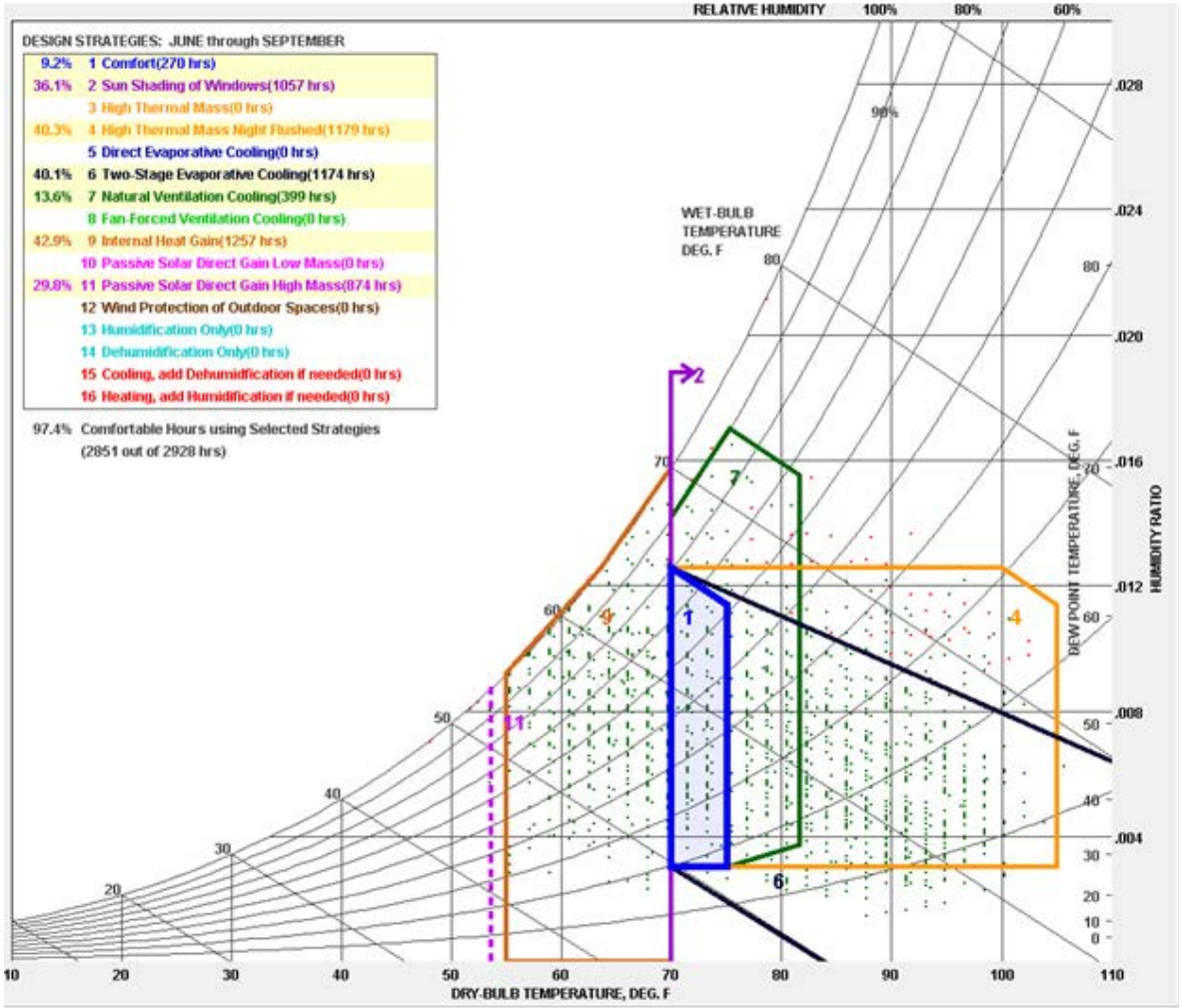
SUN SHADING

Effective sun shading of windows for each façade orientation can significantly reduce the intensity of solar gains within a building. By providing deep overhangs along the south façades of buildings and vertical fins along the east and west façades, which are angled specifically to block out glare, natural daylighting can be achieved while deflecting solar exposure. Sun shading design combined with efficient insulated glazing units can substantially increase occupant comfort and building efficiency. Glazing units with a solar heat gain coefficient of 0.27 (low) and a visual transmittance of 63% (nearly clear) can provide occupants with access to views and daylight, while blocking out much of the solar radiation from the sun.

EVAPORATIVE MECHANICAL COOLING

In order to maintain occupant comfort, some mechanical cooling will be necessary during the warmer months. As described in previous sections, an indirect-direct mechanical cooling system is recommended for consideration, due to Moreno Valley's low humidity levels. This system would provide effective and efficient evaporative cooling. However, by implementing the solar passive strategies previously described, reliance upon the mechanical cooling system will be decreased, thus optimizing building energy performance.

PSYCHROMETRIC CHART - SOLAR PASSIVE STRATEGIES FOR WARM MONTHS OF THE YEAR



Solar passive strategies for cooler times of the year include thermal mass and building insulation. optimization.

ENVIRONMENTAL ANALYSIS

SOLAR ACCESS

SOLAR PASSIVE STRATEGIES FOR COOL MONTHS OF THE YEAR

Solar passive strategies for cooler times of the year include thermal mass and building insulation optimization.

THERMAL MASS

In winter, thermal mass in the floor or walls absorbs radiant heat from the sun through north, east and west-facing windows. The sun penetrates these windows and hits exposed thermal mass such as concrete floors. During the night, the heat is gradually released back into the room as the air temperature drops. This maintains a comfortable temperature for some time, reducing the need for supplementary heating during the early evening. Building materials with significant thermal mass properties include concrete, masonry, insulated concrete forms (ICF) and structurally insulated metal panels (SIPS).

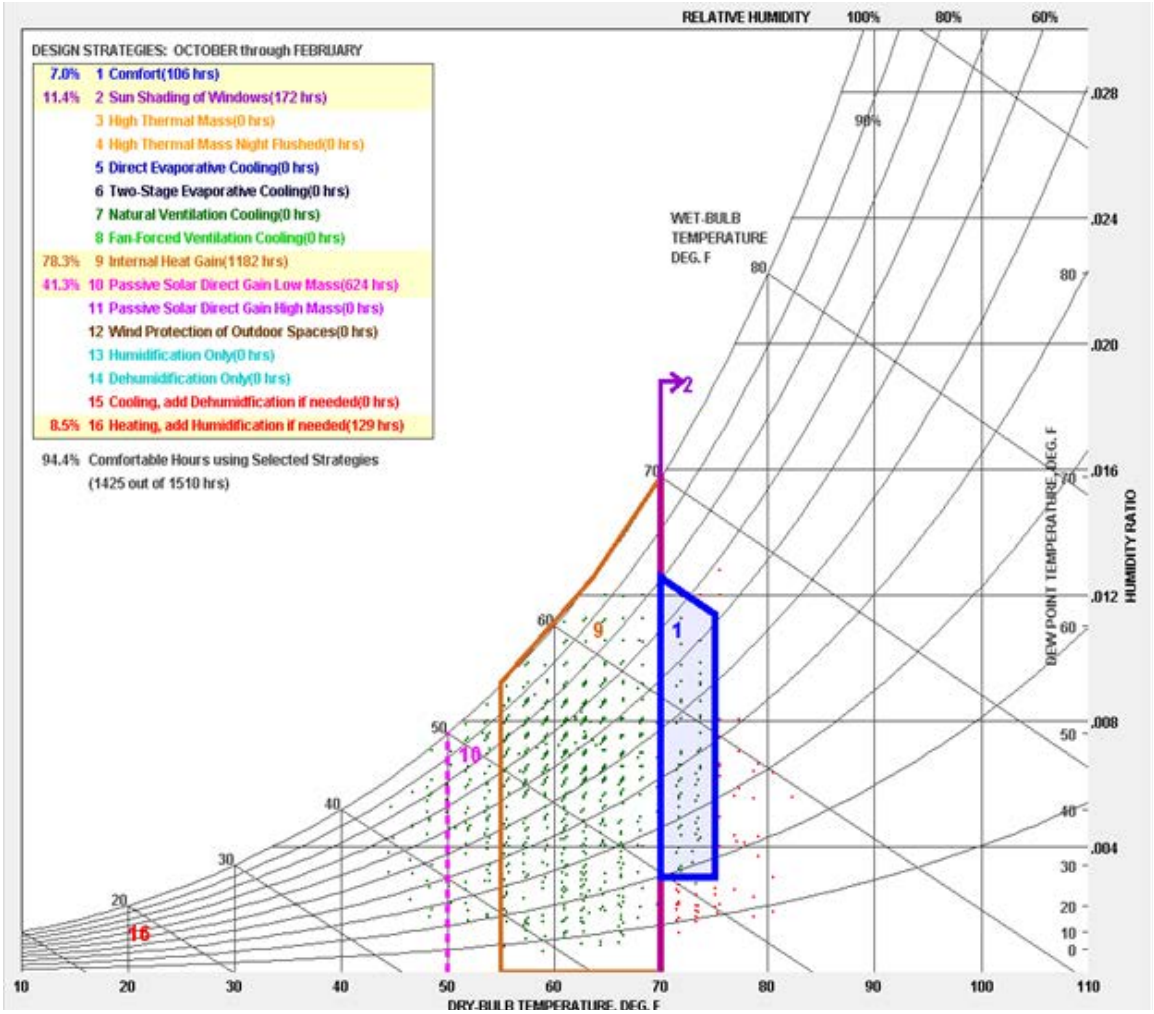
SUN SHADING OF WINDOWS

By designing sun shading devices to allow solar radiation into buildings, while keeping out the glare, buildings will be able to maintain a naturally comfortable temperature throughout the course of the day. This will reduce reliance on mechanical heating.

MECHANICAL HEATING

In order to maintain occupant comfort, some mechanical heating will be necessary during the cooler months. However, by implementing the solar passive strategies described above, reliance upon mechanical heating will be decreased, thus optimizing building energy performance.

PSYCHROMETRIC CHART - SOLAR PASSIVE STRATEGIES FOR COOL MONTHS OF THE YEAR



ENERGY USE

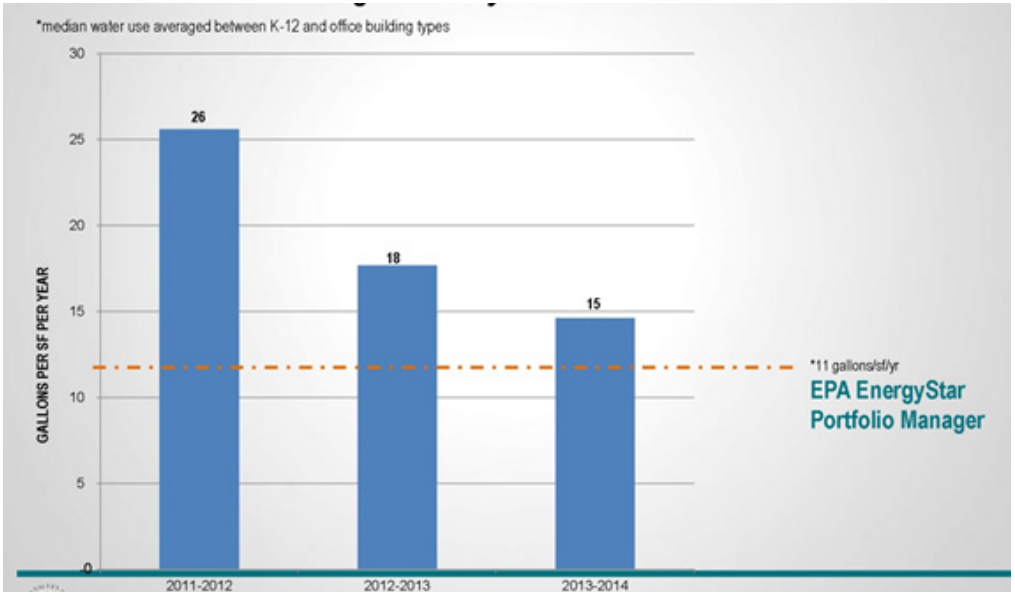
An analysis of MVC–Main Campus's energy use over the past 3 years (from 2011-2013) was conducted. Electricity and gas use were compiled together in order to show total energy use. This downward trend is attributed to closer monitoring of the campus's energy management system. Tighter coordination of building use and mechanical systems led to a more efficient use of energy as well. Two energy benchmarks are shown in order to provide the College with reference for performance. The first of these two benchmarks comes from the California Energy Commission's 2006 report on energy use in higher education buildings. This report specifically looked at energy use in 206 million square feet of higher education facilities. This benchmark, which indicates the average energy use for a higher education building, is 76.6 kBTU/sf/year.

The second benchmark indicates a more efficient level of energy use. Energy Star utilizes the Energy Information Administration's Commercial Buildings Energy Consumption Survey (CBECS) to determine the type and scale of energy usage a building should meet in order to qualify as an Energy Star building. A building should perform 35% better than an average building of a similar building type in a similar climate zone to be considered an Energy Star building. A 35% more efficient higher education building would operate at 49.9 kBTU/sf/year and would be minimally compliant with EnergyStar requirements.

MVC–Main Campus is well below the California Energy Commission 2006 report of higher education facilities' energy use, (76.6 kBTU/sf/yr). The College has also been able to reduce energy use over the last 3 years to the extent that it has been able to outperform an Energystar higher education facility's energy use of 49.9/sf/yr as well.

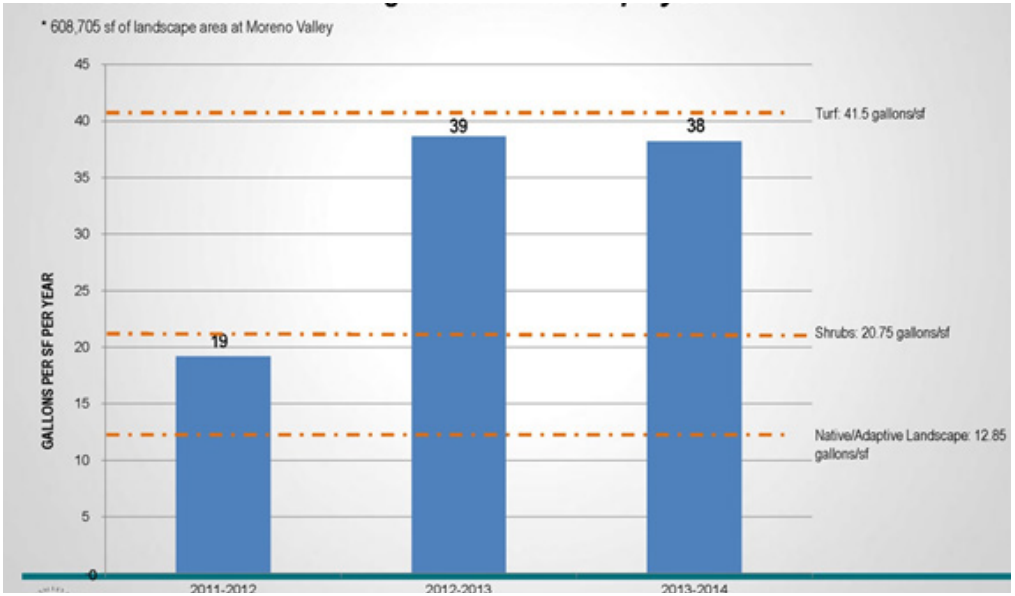
BUILDING WATER USE

An analysis of MVC–Main Campus's building water use over the past 3 years (from 2011-2013) was also conducted. The College has been able to reduce water use significantly over the last 2 years. This is due to the upgrading of plumbing fixtures. The Environmental Protetection Agency's Data Trends Water Use Tracking study serves as reference benchmark for water use in this analysis. The College used slightly more (15 gallons/sf per year) when compared to an average use of 11 gallons/sf per year.



IRRIGATION WATER USE

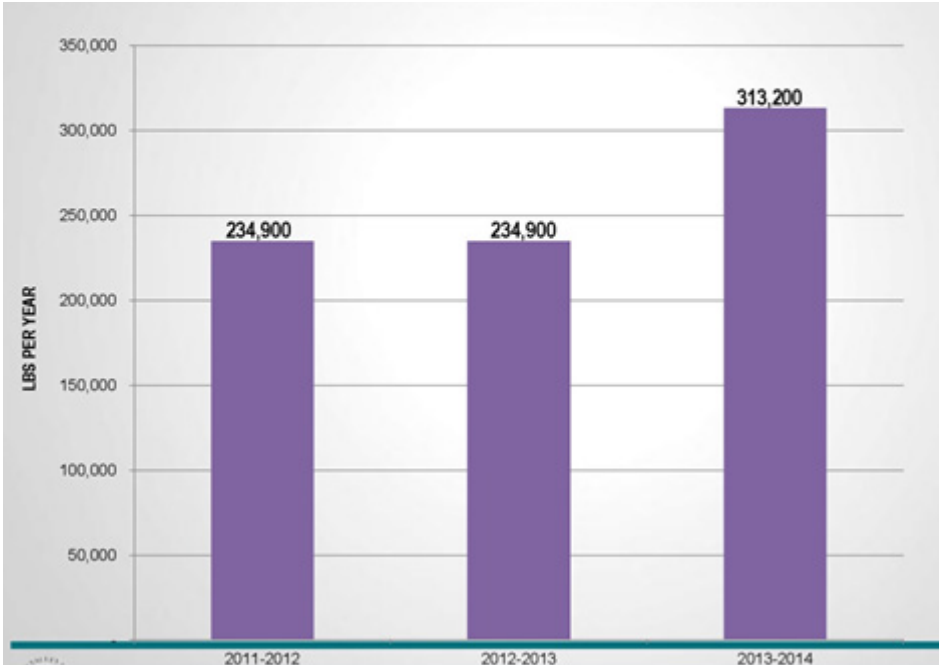
Analyzing the planting areas and materials reveals that the College has a decent amount of landscape that is composed of turf, which requires substantially more irrigation than native, adaptive and drought tolerant plants. Over the last three years, irrigation use has increased from 19 gallons/sf of landscaping to 38 gallons/sf of landscaping. Three irrigation benchmarks have been shown to provide a frame of reference: water use typically required to maintain turf, shrubs, and a palette of native/adapted plants. Relative to typical turf water use, the College used slightly less water in 2013, at 38 gallons/sf of turf. Relative to shrub and native adaptive landscape water use, the College uses significantly more water. The campus however does benefit from the availability of municipally reclaimed water for irrigation (non-potable water meant only for secondary uses such as irrigation). However, with the scarcity of water in the region, reduced water use is recommended, and can be achieved through the incorporation of more native, adaptive, and drought tolerant landscaping.



ENVIRONMENTAL ANALYSIS

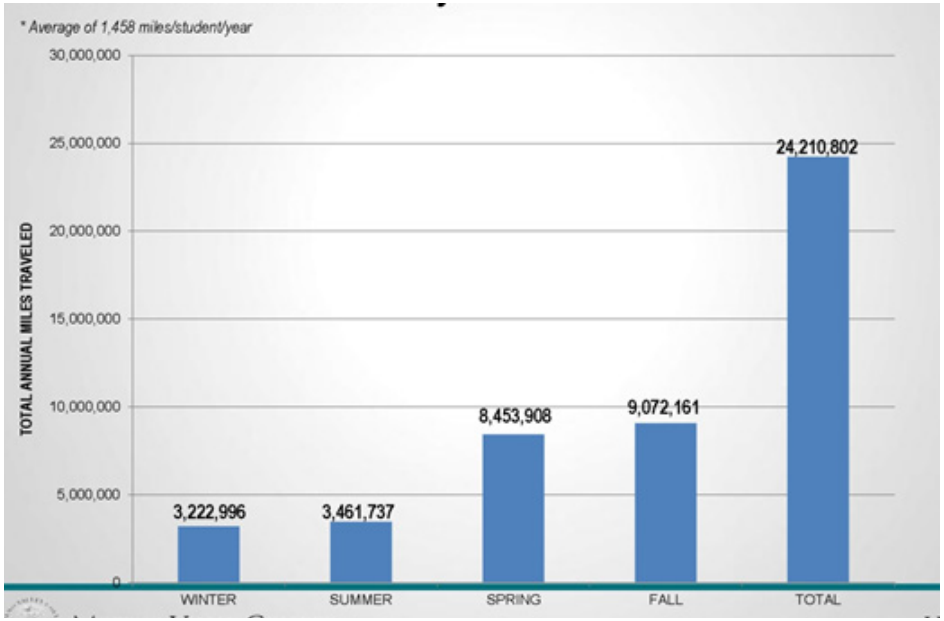
WASTE PRODUCTION

Waste production has increased over the last three years at MVC–Main Campus. Until 2012, the College maintained four 4-ton trash dumpsters. In 2013, the College increased this number to six 4-ton trash dumpsters which are collected 6 days a week, excluding off session days. In addition the College maintains 4 recycling dumpsters which are collected 2 times a week, excluding off session days. A total of 313,200 pounds of landfill bound trash was collected in 2013. A total of 69,600 pounds of recycled materials was also collected. This equates to a landfill diversion rate of 18% in 2013. The California Green Building Code (CALGreen) was used as a reference for landfill diversion. CALGreen, requires that all new construction achieves a landfill diversion rate of 50%. Through further campus-wide recycling efforts such as green waste, composting, e-waste collection, construction waste diversion and involvement in student recycling campaigns such as Recyclemania, and with more detailed coordination with the College's hauling agency, this rate can easily be achieved.



TRANSPORTATION

Transportation over the course of 2013 was analyzed in order to ascertain the frequency and intensity of automobile use at MVC–Main Campus. Data was based upon the number of units attempted per enrolled student within a 50 mile radius. The study also took roundtrip miles per effective days per semester and carpooling factors into account. A total of approximately 24.2 million miles were traveled in 2013 by students at MVC–Main Campus. The spring and fall sessions had the greatest number of miles driven, as these sessions are the longest and most heavily populated with student hours. This figure can in part be attributed to the College's location and limited mass transit resources.

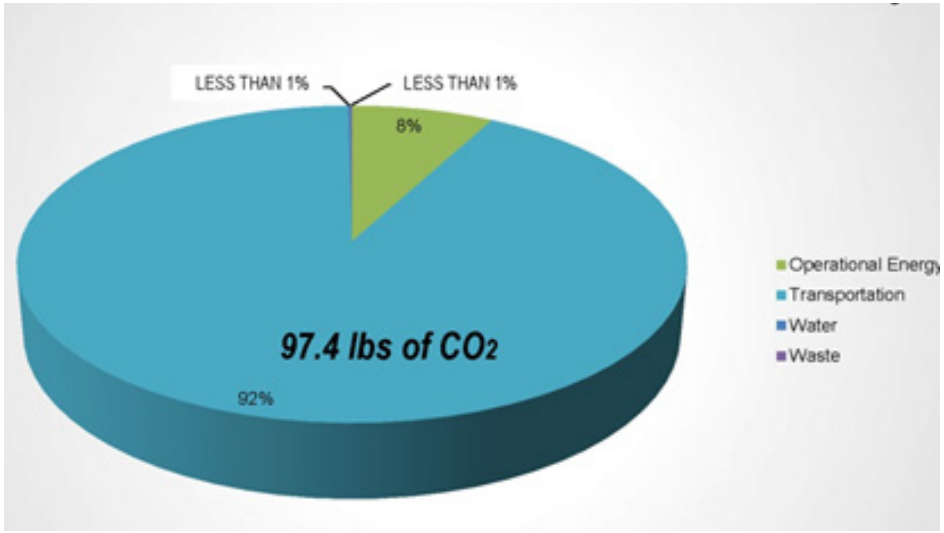


ENVIRONMENTAL ANALYSIS

CARBON FOOTPRINT

Energy, water, waste and transportation data for MVC–Main Campus was combined and converted into a total carbon footprint, which is measured in pounds of carbon, or CO2e. CO2e stands for carbon dioxide equivalent, and is the standard unit used to measure the global warming potential (GWP) of greenhouse gases emitted into the earth's atmosphere. By using this unit of measurement, a carbon footprint consisting of various sources can be expressed as a single number. For the purposes of this analysis, the annual number of kilowatt-hours of electricity, therms of fuel, gallons of water, pounds of waste, and miles driven has been converted into pounds of CO2e per square foot of building area per year. Energy (electricity and fuel), water, waste and transportation were chosen as the main criteria, as a solid set of data was available to provide a basis for the calculation.

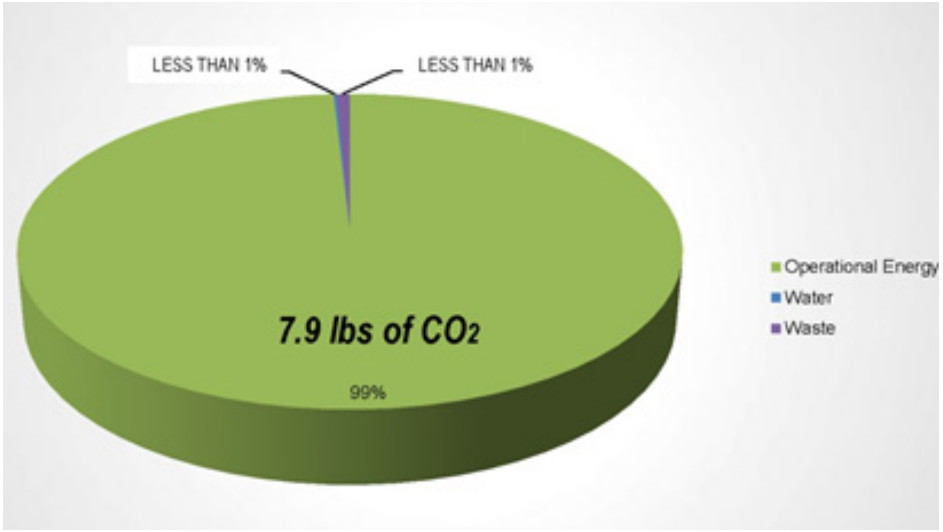
CARBON FOOTPRINT - WITH TRANSPORTATION



The carbon footprint of MVC–Main Campus with transportation and without transportation was studied. This allows for a better comprehension of each criteria's (energy, water, waste, transportation) contribution to the College's carbon emissions.

Taking transportation into account, the College generates a total of 97.4 pounds of CO2e. The greatest contributor to this carbon footprint is transportation, which accounts of 92% of the total. This can be attributed to the large number of miles traveled by students on an annual basis.

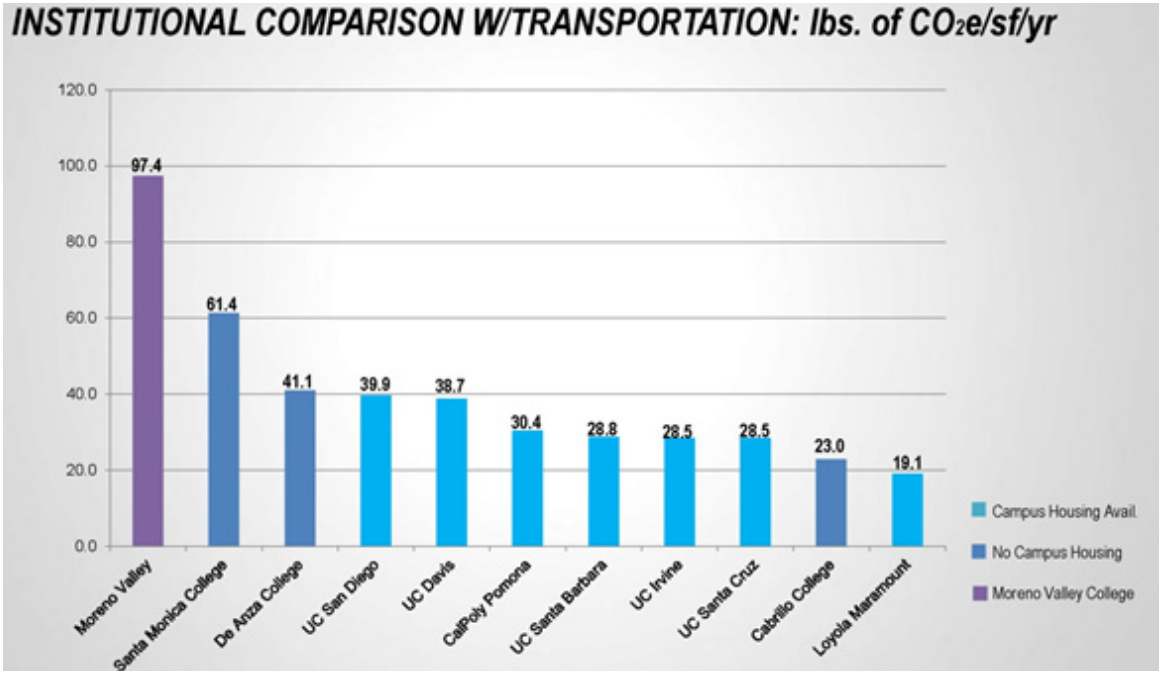
CARBON FOOTPRINT - WITHOUT TRANSPORTATION



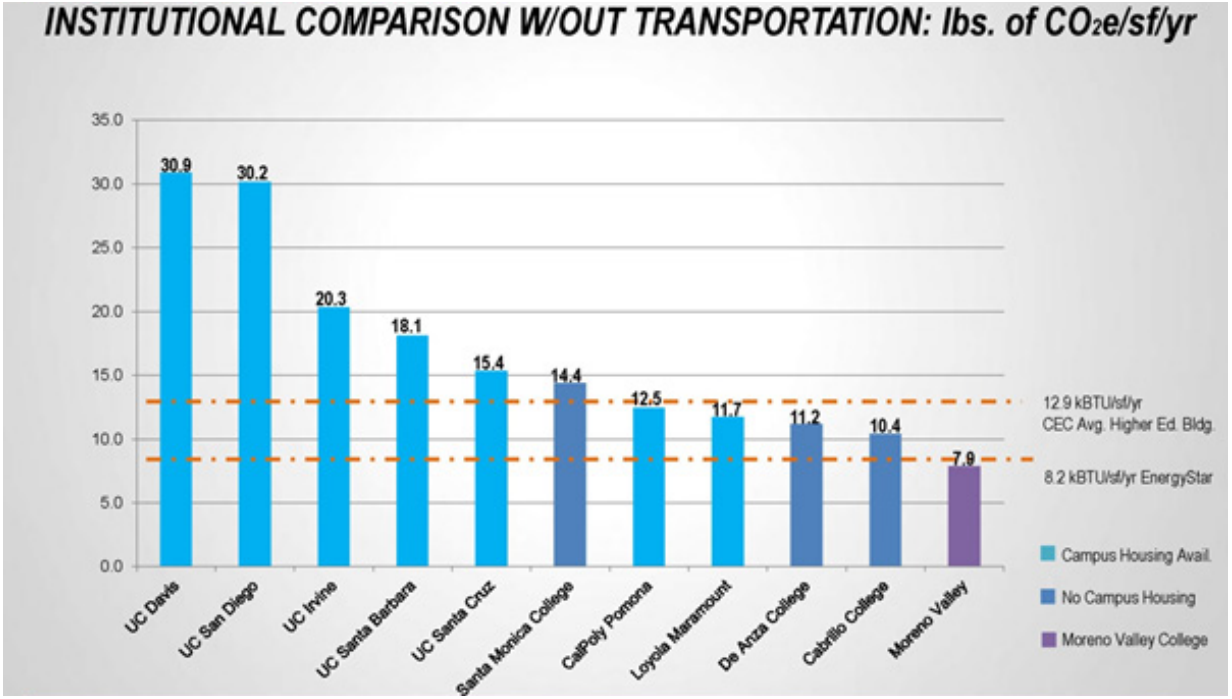
Without transportation taken into account, the College maintains a total of 7.9 pounds of CO2e. The greatest contributor to this version of the carbon footprint is energy, which accounts of 99% of the total.

ENVIRONMENTAL ANALYSIS
CARBON FOOTPRINT (CONT'D)

In order to provide the College with a frame of reference a comparative analysis of like institutions was conducted. The carbon footprints of several higher education institutions was calculated, based off of each institution's published carbon footprint data provided from the American College and University Climate Action Plan's Annual report. Many of these institutions have a similar campus make up as MVC–Main Campus. When taking transportation into account, the College maintains the greatest carbon footprint. Institutions with on-campus housing are indicated in light blue, institutions with no housing are indicated in dark blue.



When omitting transportation from the carbon footprint equation, the College maintains the smallest carbon footprint. This further illustrates the impact of transportation on the carbon foortprint of a higher education institution. Without transporation taken into consideration, Moreno Valley College maintains the most efficient of the higher education institutions shown with regards to energy, water and waste.



MVC–BEN CLARK TRAINING CENTER

Since 1953, RCCD and Riverside County have partnered to provide public safety training. In 1953, the Law Officers Training School opened its doors at the county-owned facilities at 150 Box Springs Road in Riverside. The opportunity for the County to acquire a larger site and broaden its programming arose through the 1996 realignment of March Air Force Base. About 4,400 acres of land became available for uses that benefit the public and the regional economy. The approximately 400-acre site of the Ben Clark Training Center (BCTC) was conveyed to Riverside County for the purposes of operating and developing a public safety training center.

Riverside County has been developing the BCTC site and facilities and offers hands-on training through partnerships with state and regional public safety agencies and educational institutions, including RCCD and Moreno Valley College. Within the framework of its partnership, Moreno Valley College administers the MVC-Ben Clark Training Center (MVC-BCTC). Currently, MVC-BCTC occupies offices and teaches in instructional facilities that are owned and operated by Riverside County.

1996 view of Ben Clark Training Center site

2014 view of BCTC Live-Fire Fire Technology Training Area

MVC–BEN CLARK TRAINING CENTER

NEIGHBORHOOD CONTEXT

The boundaries of the Ben Clark Training Center are indicated with a red outline in the graphic illustration on the opposing page. The center is located near the western edge of land that was formerly March Air Force Base, within the unincorporated area west of the city of Moreno Valley. BCTC is about 2 miles west of Interstate Highway 215, the primary regional circulation route for this area. Local access to I-215 is provided via the interchange at Van Buren Boulevard.

The approximately 400-acre BCTC site and much of the adjacent lands are being redeveloped for a variety of planned uses under the auspices of the March Joint Powers Authority, the designated local reuse and redevelopment authority. Riverside County has established a conceptual master plan for the BCTC, which is guiding the development of facilities, site improvements, and infrastructure.

The land to the north and northwest of the BCTC site is planned for commercial development. Vehicular access to Van Buren Boulevard through this development is being reconfigured. It is not being planned to provide a primary circulation access route for the BCTC site.

Aerial View of the Ben Clark Training Center

March Air Force Base historical image

BCTC Live-Fire Fire Technology Training Center

BEN CLARK TRAINING CENTER
NEIGHBORHOOD CONTEXT
BEN CLARK TRAINING CENTER
FREEWAY
STREET
MARCH AIR RESERVE BASE
MERIDIAN PKWY
ORANGE TERRACE PKWY
VAN BUREN BOULEVARD
PLANNED COMMERCIAL DEVELOPMENT
See page 5.61 for an enlarged graphic of this area
PLUMMER RD
VILLAGE W DR
RIVERSIDE NATIONAL CEMENTERY
ARCHIE J OLD JR GOLF COURSE
INTERSTATE 215
TRAUTWEIN RD
KRAMERIA AVE
11TH ST
BARTON RD
DAVIS AVE
BUNDY AVE
MARIPOSA AVE
LARRY PARRISH PARKWAY
AIR FORCE VILLAGE WEST
FERGUSON AVE
COVELL ST
FIRE ARMS RANGE AND SCENARIO VILLAGE
5TH ST
PLANNED CEMETARY
ALLEN AVE
NANDINA AVE
BARTON RD
ALEXANDER ST
BROWN ST
CLARK ST
N
0 MI
3000 FT

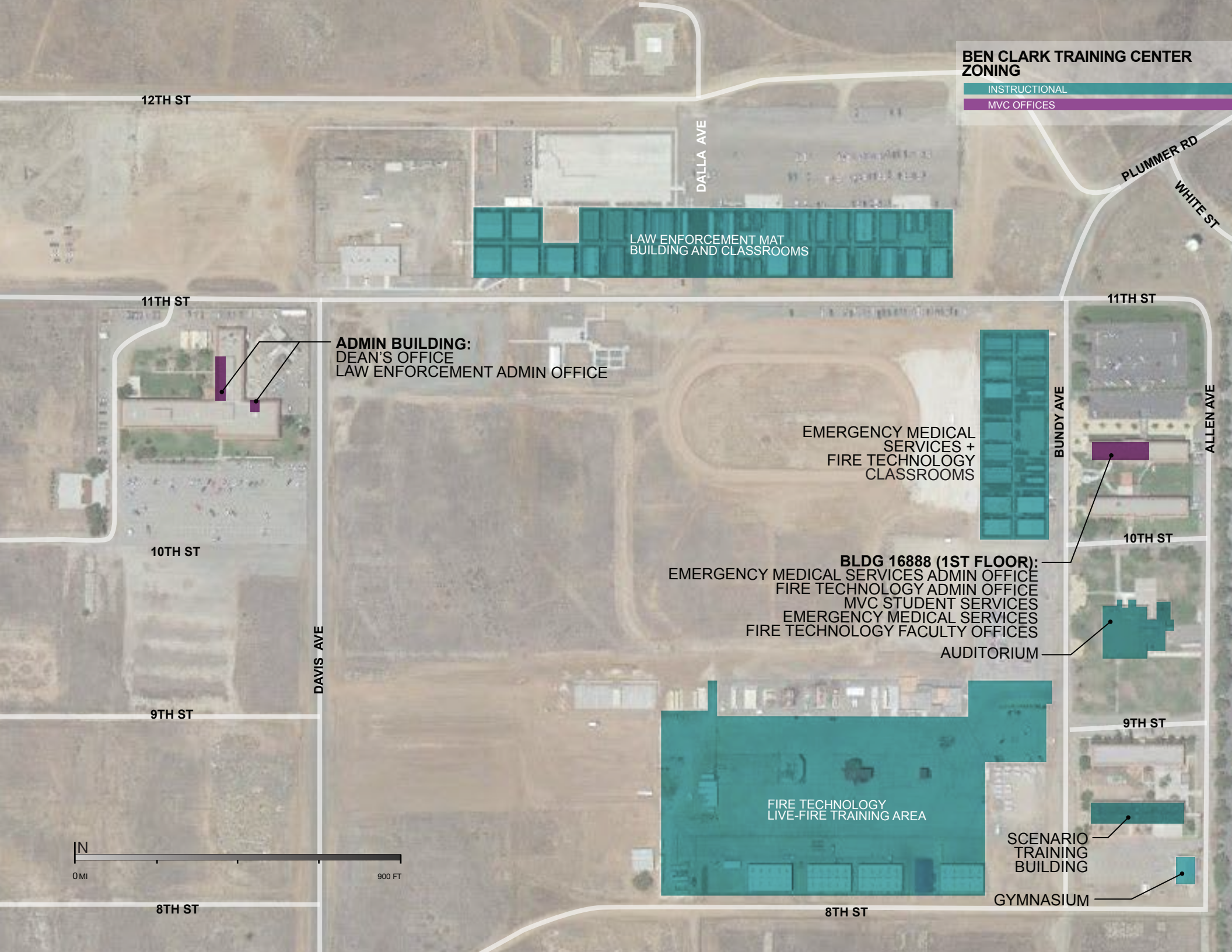
EXISTING CAMPUS

Riverside County and its state and regional partners offer public safety training at the Ben Clark Training Center in facilities that are owned and maintained by the County. These include Air Force base facilities that have been repurposed, temporary relocatable buildings, and modular buildings. In addition, several new permanent facilities have been built, such as the state-of-the-art firearms range and scenario village.

Through its partnership with the County, MVC leases the facilities used by MVC-BCTC. The graphic illustration on the opposing page shows the current zoning of functions for MVC-BCTC. Instructional facilities are highlighted in blue on the graphic, indicating shared use of classrooms, labs, and the fire technology live-fire training area. Offices are highlighted in purple and include administrative services offices, student services offices, and faculty offices.

Law Enforcement temporary relocatable classrooms

The Ben Clark Training Center Administration/Classroom Building is a repurposed facility originally built for March AFB.


BEN CLARK TRAINING CENTER
ZONING
INSTRUCTIONAL
MVC OFFICES
12TH ST
DALLA AVE
PLUMMER RD
WHITE ST
LAW ENFORCEMENT MAT
BUILDING AND CLASSROOMS
11TH ST
11TH ST
ADMIN BUILDING:
DEAN'S OFFICE
LAW ENFORCEMENT ADMIN OFFICE
EMERGENCY MEDICAL
SERVICES +
FIRE TECHNOLOGY
CLASSROOMS
BUNDY AVE
ALLEN AVE
10TH ST
10TH ST
BLDG 16888 (1ST FLOOR):
EMERGENCY MEDICAL SERVICES ADMIN OFFICE
FIRE TECHNOLOGY ADMIN OFFICE
MVC STUDENT SERVICES
EMERGENCY MEDICAL SERVICES
FIRE TECHNOLOGY FACULTY OFFICES
AUDITORIUM
DAVIS AVE
9TH ST
9TH ST
FIRE TECHNOLOGY
LIVE-FIRE TRAINING AREA
SCENARIO
TRAINING
BUILDING
GYMNASIUM
N
0 MI
900 FT
8TH ST
8TH ST

PREVIOUS PLANNING

State recognition of MVC-BCTC as an education center has been a long-standing objective of RCCD, Moreno Valley College, and Riverside County. Prior to June 2012, when the California Community College Chancellor's Office placed a moratorium on the recognition of new education centers, these partners planned for this objective. The following actions were taken towards this end.

March 16, 2010:
RCCD Board Report and Resolution Number 40-09/10 authorized the establishment of an educational center.

June 16, 2010:
RCCD issued a Letter of Intent to the State Chancellor's Office.

September 21, 2010:
A Board Report and Memorandum of Agreement was established with RCCD and the County of Riverside.

January 2010:
Moreno Valley College was accredited as the 111th community college in California. Administration of the public safety training programs was placed under MVC.

April 18, 2012:
A ground lease was executed by the Riverside County Board of Supervisors, but not processed by RCCD due to the moratorium. The site of the ground lease is shown in the graphic on pages 5.64 and 5.65.

MEMORANDUM OF AGREEMENT

The Memorandum of Agreement (MOA) sets forth the partners' understanding of the implementation elements for the development and use of the MVC-BCTC site. The partners agree that RCCD will have a long-term possessory interest in the site. RCCD and MVC intend to seek center status and apply for available state capital outlay funds and operational funds. Access will be maintained for the general education student population and priority will be given to the placement of students enrolled in public safety programs. Subject area and general education courses will be structured to benefit students enrolled in public safety programs. On-site administrative services and access to student services will be provided. Faculty and staff development activities will be accommodated. Operational understandings, including those that pertain to the joint use of County facilities, will be established in an operational agreement.

CONTINUING THE PLANNING FOR MVC-BCTC

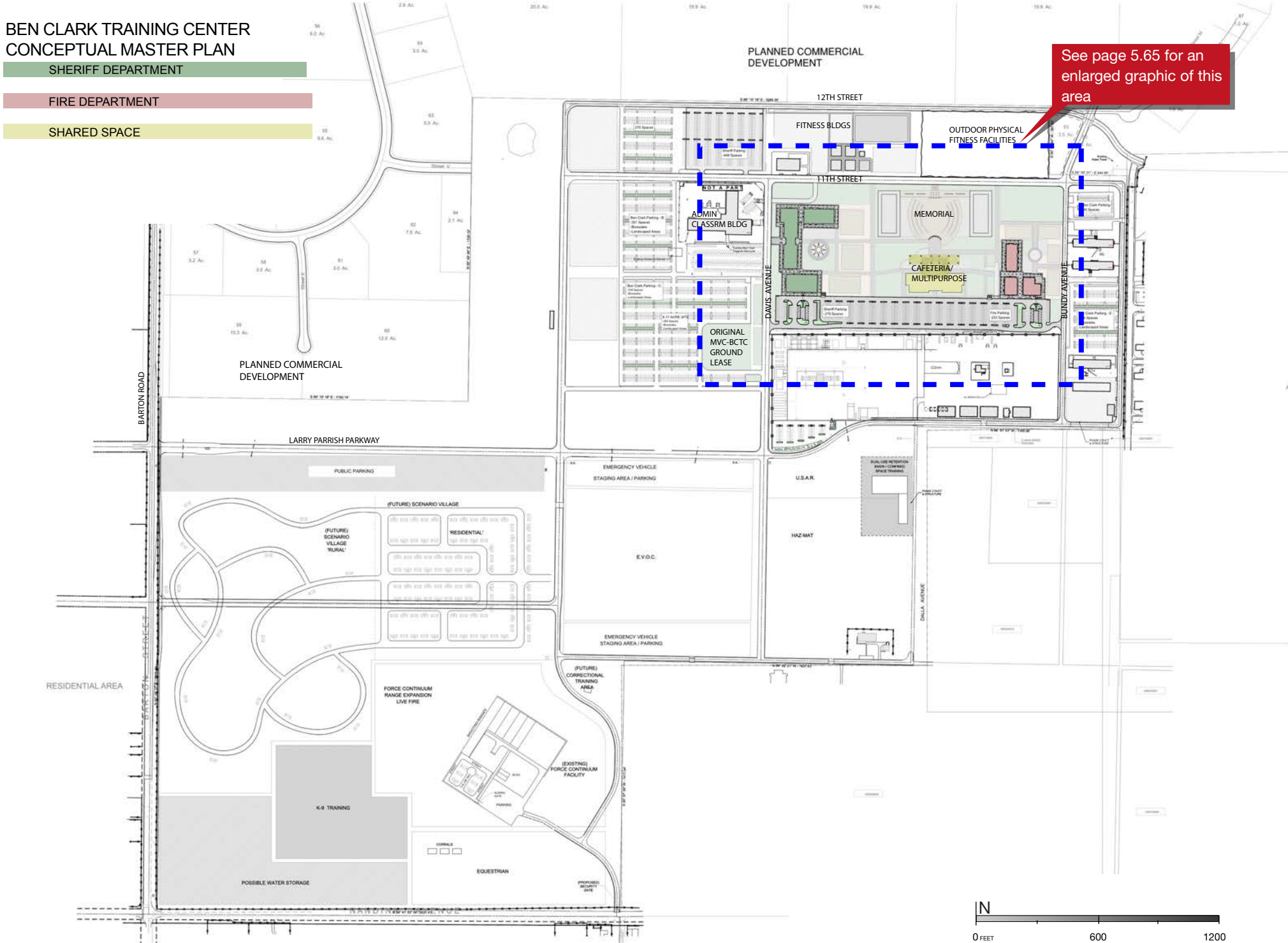
In January 2014, the State Chancellor's Office released the moratorium. The partners have renewed their commitment to support and pursue center status for MVC-BCTC. The MVC Comprehensive Master Plan planning process provided a forum to continue discussions among the partners that have led to recommendations for facilities, which are described in Chapter 6.

CONCEPTUAL MASTER PLAN

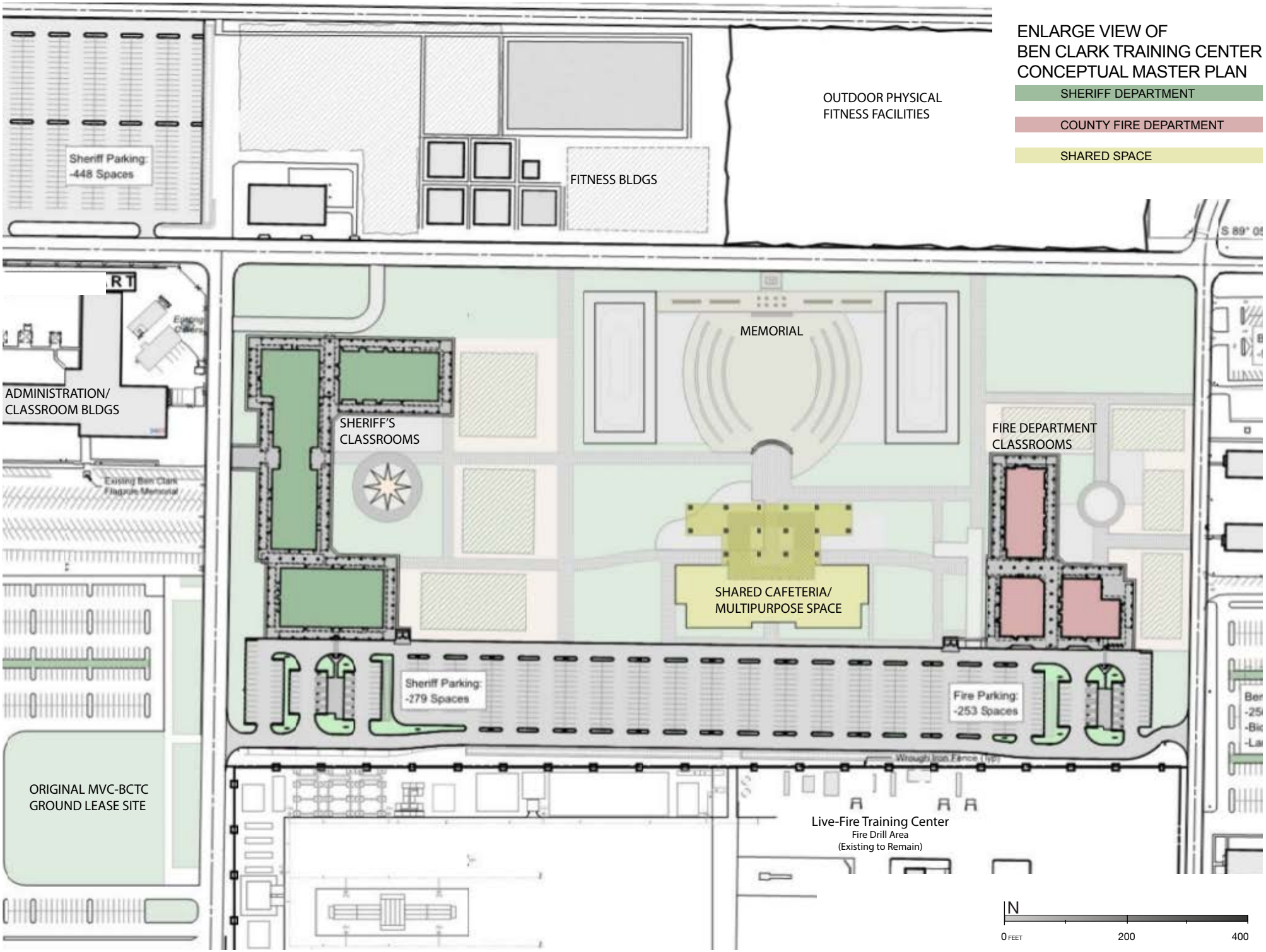
Riverside County has established and is implementing their Conceptual Master Plan for facilities at the Ben Clark Training Center. A graphic which illustrates the components of the Conceptual Master Plan is shown on the opposing page. The main vehicular access to the BCTC is planned from Barton Road via Larry Parrish Road. Much of the BCTC site is planned to be developed for training facilities that replicate real-life scenarios and support cooperative, integrated training. The core of the campus will be constructed on the northern section of the site. In this section, which is shown on page 5.65, the Conceptual Master Plan calls for existing temporary classrooms to be removed as permanent sheriff and fire department instructional facilities are constructed. The planned amount of permanent space is equivalent to the amount of temporary space that will be replaced. The existing and future facilities that are planned for the campus core are shown in the following list.

PLANNED FACILITIES:

- Sheriff's classrooms
  - / Advance Officer Training
  - / Sheriff's Academies
- Fire Department classrooms
  - / Fire Academies
  - / Emergency Medical Services Training
- Shared cafeteria/multipurpose space
- Administration/Classroom Building
- Memorial site
- Physical fitness track and outdoor facilities
- Fitness/mat buildings
- Vehicular routes and parking
- Site utilities infrastructure



BCTC - Conceptual Master Plan prepared by HOLT Architecture - September 2014


ENLARGE VIEW OF
BEN CLARK TRAINING CENTER
CONCEPTUAL MASTER PLAN
SHERIFF DEPARTMENT
COUNTY FIRE DEPARTMENT
SHARED SPACE
OUTDOOR PHYSICAL
FITNESS FACILITIES
Sheriff Parking:
-448 Spaces
FITNESS BLDGS
ADMINISTRATION/
CLASSROOM BLDGS
SHERIFF'S
CLASSROOMS
MEMORIAL
FIRE DEPARTMENT
CLASSROOMS
SHARED CAFETERIA/
MULTIPURPOSE SPACE
Sheriff Parking:
-279 Spaces
Fire Parking:
-253 Spaces
ORIGINAL MVC-BCTC
GROUND LEASE SITE
Live-Fire Training Center
Fire Drill Area
(Existing to Remain)
N
0 FEET
200
400

CHAPTER 6
RECOMMENDATIONS

CHAPTER 6
RECOMMENDATIONS

RECOMMENDATIONS

The CMP recommendations translate the educational planning needs and the identified campus issues into a series of facilities and site recommendations. The recommendations are included in this section.

While drawings presented in this section appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

FACILITIES PLANNING PRINCIPLES

MVC - MAIN CAMPUS

- / Development Options
- / Facilities Recommendations
- / Site Improvement Recommendations

GOALS AND STRATEGIES FOR SUSTAINABILITY

MVC - BEN CLARK TRAINING CENTER

FACILITIES PLANNING PRINCIPLES

The recommendations for site and facilities improvements address the projected facilities space needs identified in *Chapter 4* and the key planning issues identified in *Chapter 5*. With this information as a foundation, coupled with the early visioning discussions with the Planning Committee, a series of facilities planning principles were established to guide discussions and inspire the development of the recommendations.

DEVELOP CAMPUS TO ENHANCE STUDENT SUCCESS

- Develop campus to promote collaboration between students, faculty and staff.
- Locate student support services in facilities that are easy to access.
- Centralize and expand library and instructional support services to improve access.

MAXIMIZE FUNCTIONAL SPACE

- Improve functional zoning and operational efficiencies.
- Improve instructional space to support effective learning environments.
- Provide robust technology and utility infrastructure systems.
- Address maintenance needs.

ELIMINATE NON-FUNCTIONAL SPACE

- Replace temporary facilities with permanent space.
- Replace aged and poorly functioning facilities.

IMPROVE EFFICIENCY/UTILIZATION OF SITE + FACILITIES

- Maximize land use.
- Cluster related programs and services.
- Develop flexible, multi-purpose facilities to adapt over time.

DEVELOP A SUSTAINABLE AND ENVIRONMENTALLY FRIENDLY CAMPUS

- Incorporate sustainable design features into all projects.
- Use thoughtful design features to reduce maintenance needs and environmental impact.

RIGHT-SIZE THE CAMPUS TO ADDRESS PROGRAM NEEDS

- Provide space to address the master plan program needs.
- Align the projected space inventory with state guidelines.
- Position Moreno Valley College to maximize federal, state and local funding.

ENHANCE THE COLLEGIAL LEARNING ENVIRONMENT

- Develop campus to promote collaboration among faculty, staff and students.
- Provide comfortable, shaded gathering spaces for students.
- Provide indoor and outdoor zones that facilitate collegial collaboration and learning.
- Improve campus landscape, wayfinding, and identity.
- Deepen connection to the community.

IMPROVE ACCESSIBILITY AND SAFETY

- Provide pleasant and accessible learning/working environments.
- Create safe and secure environments that are easily monitored.
- Improve circulation to separate vehicles and pedestrians.

IMPROVE CAMPUS IDENTITY, CONNECTIONS + CIRCULATION

- Develop campus edges and identity.
- Define multiple clear, inviting campus entry points.
- Promote clear and safe vehicular movement and passenger loading zones.
- Locate appropriate amount of parking in best locations.

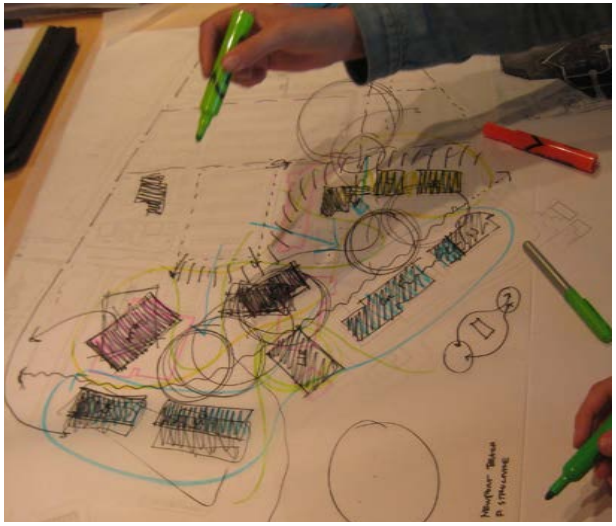
SIMPLIFY IMPLEMENTATION

- Limit disruption to campus and programs.
- Reduce swing space costs.
- Reduce number of temporary moves.

DEVELOPMENT

The existing campus of Moreno Valley College exhibits a variety of spatial challenges and opportunities that define the quality of academic and social experiences for its students, staff and faculty. The recommended plan creates an interconnected landscape network, a living laboratory that encourages students, faculty and staff to spend more time outdoors in academic, recreational, and social settings.

The planning team, working closely with campus leaders, has identified three key development concepts that provide the conceptual framework for the ideas illustrated in the master plan recommendation.



CONTEXTUALISM

Creating a distinct sense of place requires an understanding of the unique forces that shape a particular environment. This includes the physical characteristics of a given site along with the cultural values and behaviors of its inhabitants. Thus, a goal of the master plan is to create a campus environment that celebrates the native characteristics of the area, offer a robust and diverse set of uses, and enable the culture of its users to flourish and grow. This will be reflected in the way exterior spaces are formed for enhanced use, how buildings are organized to create clarity and how the natural environment is used to bind the campus to surroundings and celebrate its unique characteristics.

HILL TOWN

The campus is nestled against a small range of rocky hills that wrap the campus and define its eastern edge while providing a natural backdrop that roots the campus to its regional environment. The topography of the site experiences a vertical change in excess of 75’-0” in the areas suitable for development. The nature of the landforms is reminiscent of an Italian hill town that embraces its environment and allows the topography to play a key role in the development of spaces. In many ways, the natural environment begins to dictate the design decisions with regard to place making and building location. The resulting experience is one of unique character that is undeniably shaped by the natural environment and thus has become another guiding principle and goal of the master plan.

CONCEPTS

CONVERGENCE

In order to create flame, one needs three key ingredients: a fuel source, oxygen and a spark. The absence of any one of these ingredients will not result in ignition but the combination of all three can result in an unpredictable event. Similarly, the on-campus experiences of a student during the course of their academic career are shaped by the campus environment, the relationships they form with their peers and the encounters they have with their instructors. Creating opportunities for convergence, defined by spaces that enable these moments to occur then becomes the fuel for academic breakthroughs and another goal of the master plan. Like a knot that binds two separate pieces of rope, spaces are formed and paths are crossed to light the spark to create something truly special.

SUMMARY

FACILITIES RECOMMENDATIONS

The facilities recommendations for Moreno Valley College are highlighted in this section of the CMP. The graphic plan on the opposite page illustrates the College's vision for the future of MVC and includes a number of recommendations.

While the drawings on the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs with a designated user group.

The existing Lion's Den food service facility and the Student Activities Center (SAC) will remain for the near term, but are planned for removal as part of the implementation of the Horizon 1 recommendations. The Lion's Den will be removed when permanent food service facilities are built. The SAC will be removed following the repurposing of space for student activities programs in the existing Library.

NEW FACILITIES

- Library Learning Center (LLC)
- Science Building (SB)
- Instructional Building (IB)
- Center for Human performance + Kinesiology (CHPK)
- Warehouse (W)
- Allied Health Building (FUTURE)
- Community Joint Use Facility (FUTURE)

REPURPOSING

- Library (LIB)
- Student Services (SS)
- Science and Technology (ST)

FOOD SERVICE FACILITIES

In order to support MVC's campus culture and encourage healthy lifestyle choices, the College will plan and build comprehensive food service facilities that offer students and employees a wide, appealing, and healthy range of nutritional choices. Facilities would be developed through a three-step process: research, strategic plan development, and implementation.

Research:

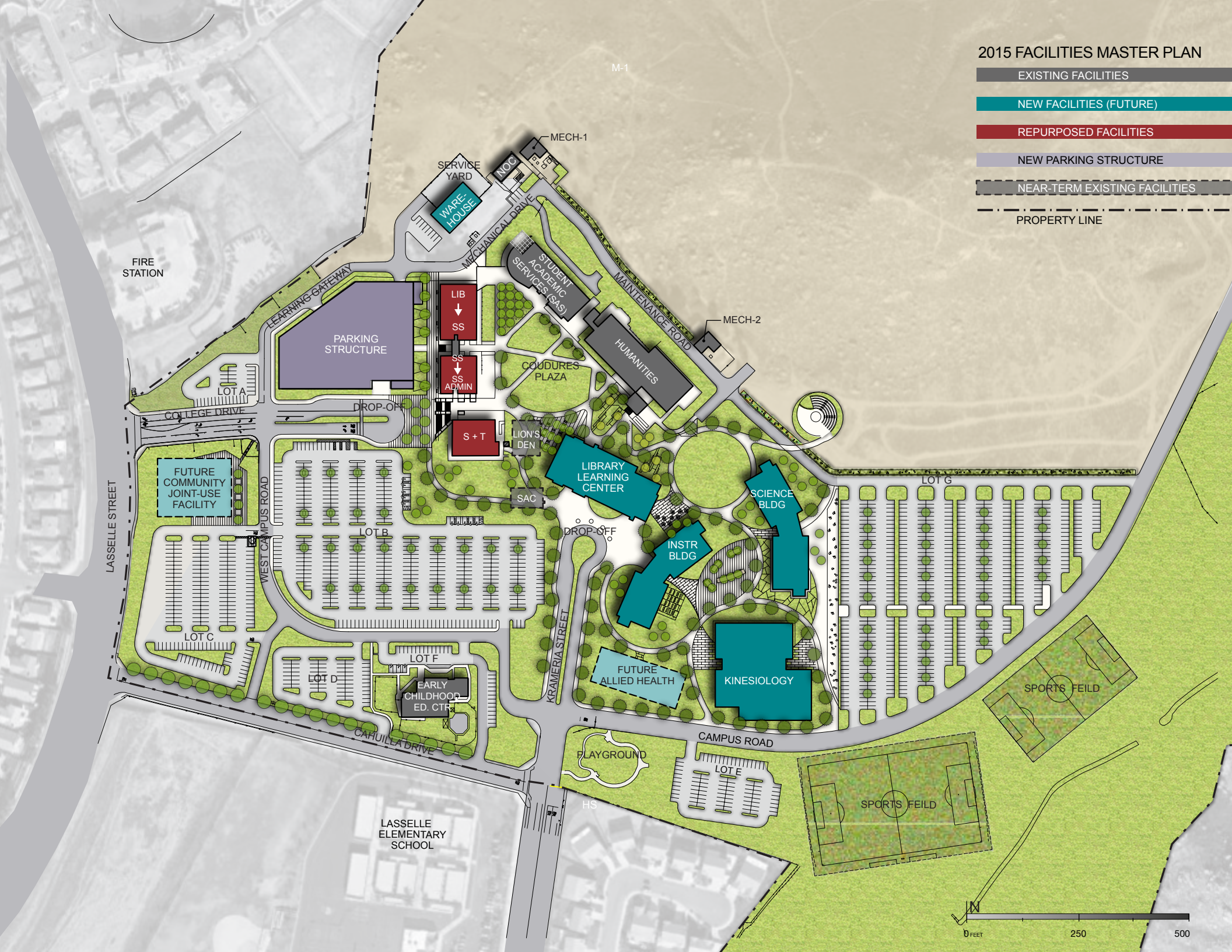
- / Gather input from key stakeholders to determine a vision for food services at MVC.
- / Conduct a competitive analysis of local restaurants to understand the competition.
- / Conduct a demand study that examines potential locations and hours of operation.
- / Conduct peer college benchmarking to explore potential business models.

Strategic Plan Development:

- / Establish a preliminary financial model for food service operations.
- / Contact service providers to solicit interest and conditions under which they would operate.
- / Select a strategic direction for implementation.

Implementation:

- / Design and construct facilities.
- / Establish operational agreements with service providers.


2015 FACILITIES MASTER PLAN
EXISTING FACILITIES
NEW FACILITIES (FUTURE)
REPURPOSED FACILITIES
NEW PARKING STRUCTURE
NEAR-TERM EXISTING FACILITIES
PROPERTY LINE
M-1
MECH-1
MECH-2
SERVICE YARD
NOC
WARE HOUSE
MECHANICAL DRIVE
FIRE STATION
LEARNING GATEWAY
STUDENT ACADEMIC SERVICES (SAS)
MAINTENANCE ROAD
LIB
SS
PARKING STRUCTURE
SS
SS ADMIN
COUDURES PLAZA
HUMANITIES
LOT A
COLLEGE DRIVE
DROP-OFF
S + T
LION'S DEN
LIBRARY LEARNING CENTER
SCIENCE BLDG
LOT G
FUTURE COMMUNITY JOINT-USE FACILITY
LASSELLE STREET
WEST CAMPUS ROAD
SAC
LOT B
DROP-OFF
INSTR BLDG
LOT C
LOT F
LOT D
EARLY CHILDHOOD ED. CTR
KRAMERIA STREET
FUTURE ALLIED HEALTH
KINESIOLOGY
SPORTS FEILD
CAHUILLA DRIVE
CAMPUS ROAD
PLAYGROUND
LOT E
HS
SPORTS FEILD
LASSELLE ELEMENTARY SCHOOL
N
0 FEET
250
500

FACILITIES RECOMMENDATIONS

NEW FACILITIES

The recommended new facilities will provide additional instructional space to address the current and projected growth in enrollment and create spaces that accommodate programs that promote health and wellness, support a collaborative and collegial work environment, and replace temporary facilities. All instructional programs currently housed in the temporary buildings, such as music, will be moved to one of the new instructional buildings to be constructed, such as Instruction Building (IB).

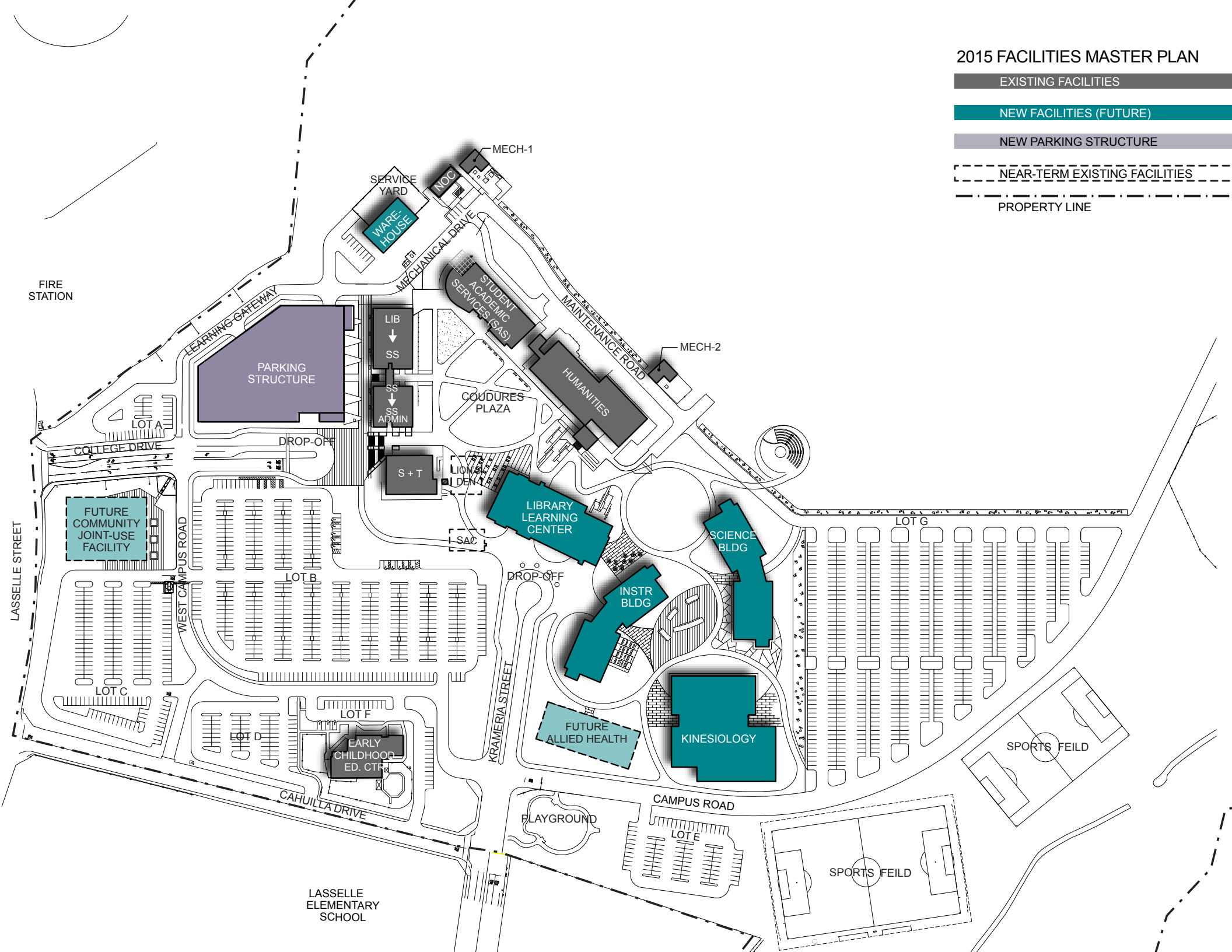
The proposed facilities are located to reinforce the campus' strong and established functional zoning concept. At this conceptual planning level, the proposed buildings are sited, massed, and oriented to enhance the existing campus pattern of development, work with environmental conditions, and strengthen circulation patterns.

Descriptions of each recommended construction project are included in the following pages. The order of the projects do not reflect an order of priorities. Phasing plans will develop following the completion of this CMP and will be tied to availability of funding.

The graphic plan on the opposing page illustrates the recommended new facilities.

NEW FACILITIES PROJECTS

- Library Learning Center (LLC)
- Science Building (SB)
- Instructional Building (IB)
- Center for Human performance + Kinesiology (CHPK)
- Warehouse (W)
- Parking Structure (PS)

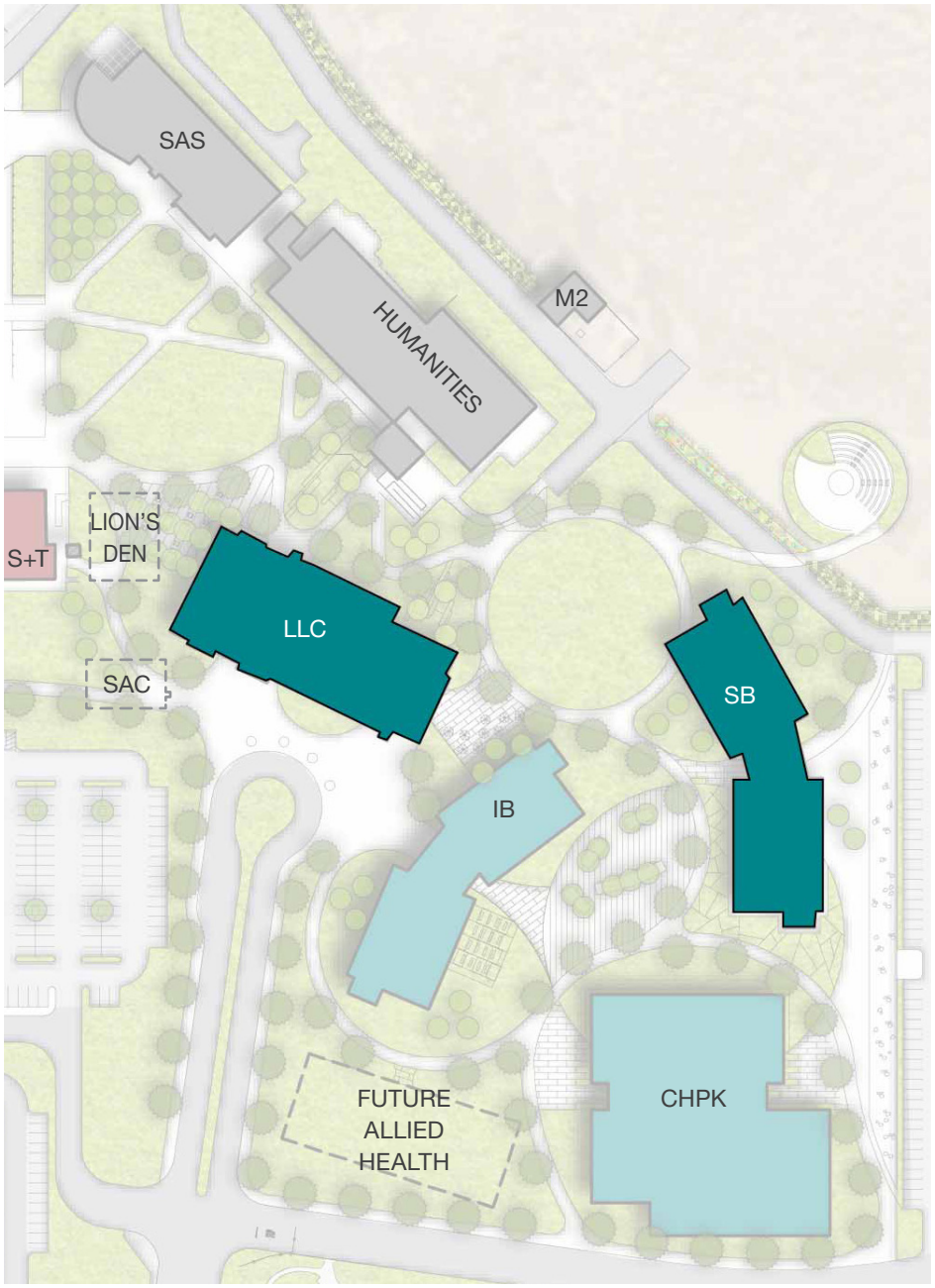

2015 FACILITIES MASTER PLAN
EXISTING FACILITIES
NEW FACILITIES (FUTURE)
NEW PARKING STRUCTURE
NEAR-TERM EXISTING FACILITIES
PROPERTY LINE
MECH-1
SERVICE YARD
NOC
WARE-HOUSE
MECHANICAL DRIVE
STUDENT ACADEMIC SERVICES (SAS)
MAINTENANCE ROAD
MECH-2
FIRE STATION
LEARNING GATEWAY
PARKING STRUCTURE
LIB
SS
SS
SS ADMIN
COUDURES PLAZA
HUMANITIES
LOT A
COLLEGE DRIVE
DROP-OFF
S + T
LION'S DEN
LIBRARY LEARNING CENTER
SAC
SCIENCE BLDG
LOT G
FUTURE COMMUNITY JOINT-USE FACILITY
WEST CAMPUS ROAD
LOT B
DROP-OFF
INSTR BLDG
LASSELLE STREET
LOT C
KRAMERIA STREET
FUTURE ALLIED HEALTH
KINESIOLOGY
SPORTS FEILD
LOT F
LOT D
EARLY CHILDHOOD ED. CTR
CAHUILLA DRIVE
CAMPUS ROAD
PLAYGROUND
LOT E
SPORTS FEILD
LASSELLE ELEMENTARY SCHOOL

LIBRARY LEARNING CENTER (LLC)

The new Library Learning Center (LLC) will address MVC's need to provide improved instructional support services which will lead to enhanced student success. The new facility will provide spaces to effectively deliver library and learning resource programs and create an inviting atmosphere for students to learn and study. The LLC will consolidate the campus computer labs into a single location and improve accessibility for all students.

The proposed location for the new LLC is at the new center of campus, linking the existing portion of the campus with the expansion to the southeast. The LLC occurs at the hinge point between two main open spaces on campus providing easy access and a welcoming experience for students at the campus core. Vertically bridging the change in topographic levels, the new LLC creates a hub for students and provides key programmatic links at the interface conditions on both levels.

The placement of the LLC is planned to allow the Lion's Den food service facility and the Student Activities Center to remain until they are replaced by permanent facilities.



SCIENCE BUILDING (SB)

The new Science Building (SB) will shift the high demand for natural science programs out of the limiting and inefficient PSC building into a new building. The new Science Building will be programmed and designed to support state-of-the-art science labs and classrooms along with study and office space.

The proposed location for the new SB is shaped by the existing topography and provides a building edge that defines the new Science Plaza. Working in tandem with two new adjacent facilities, a new academic plaza is created with laboratory gardens that directly support the programs within.

INSTRUCTIONAL BUILDING (IB)

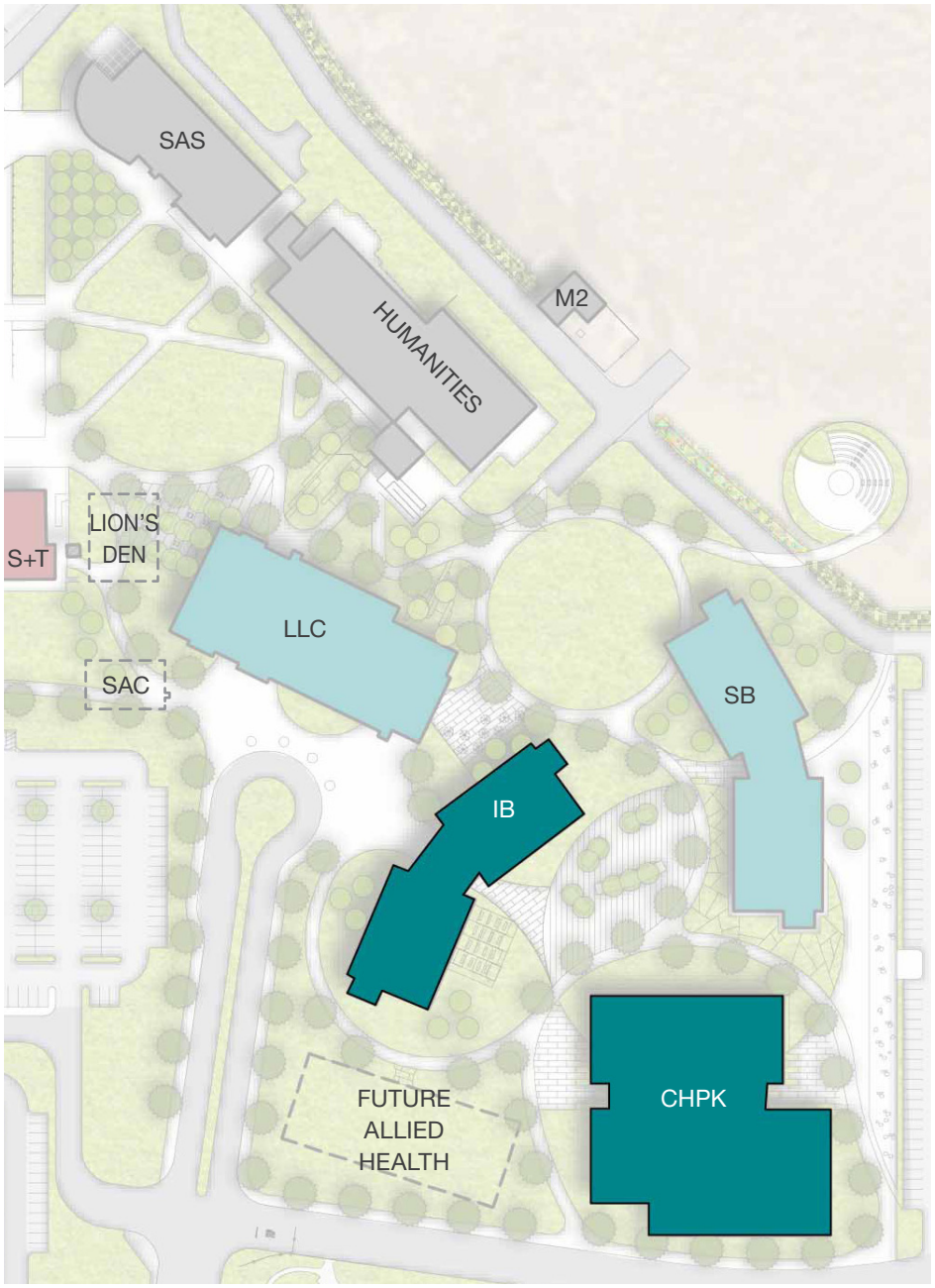
Based on the projected enrollment and program growth identified in Chapters 2 and 5 of this CMP, additional instructional space will be needed on the MVC campus. A new Instructional Building (IB) is recommended to address this need and will provide permanent interdisciplinary lecture and lab space, along with study and office space.

The proposed location for the new IB helps define the new western edge of the campus. Working in conjunction with the new Science and Kinesiology Buildings, the new IB forms a boundary for the Science Plaza while providing the opportunity for smaller scaled outdoor classroom experiences that extends from within the new facility.

CENTER FOR HUMAN PERFORMANCE + KINESIOLOGY (CHPK)

MVC is unable to provide a comprehensive physical education program due to the lack of available facilities. This project addresses this need and includes the development of a new Center for Human Performance and Kinesiology Building (K). The new K Building will be designed to address the Kinesiology program needs for current and future projected enrollment. Flexible, multi-purpose spaces will support a variety of instructional program needs, including the need for music recital performance space, and increase the programming and efficient scheduling of this facility.

The proposed location for the new K Building is strategically located to support the fields within the athletic zone while maintaining a strong connection to the campus core. Placed adjacent to new parking Lot G, students and visitors will have direct and immediate access to the new facility for campus and community events.



NEW FACILITIES

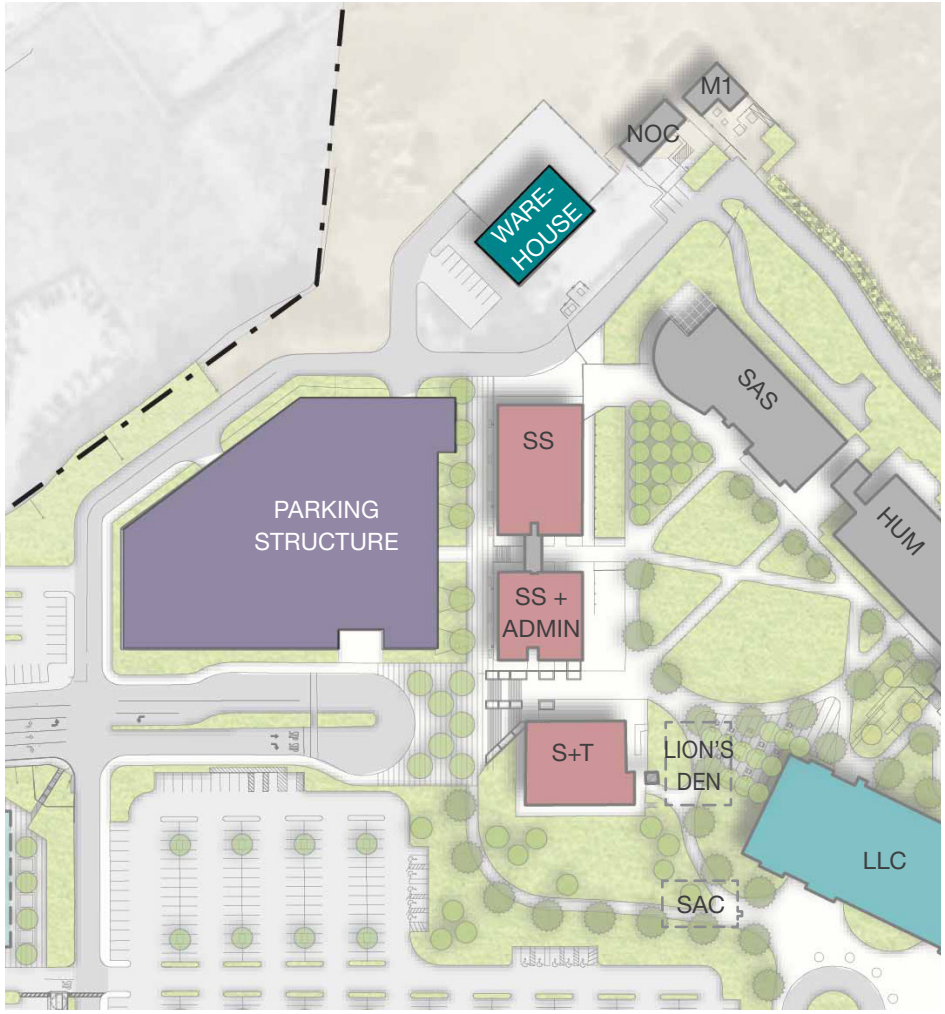
WAREHOUSE (W)

The MVC main campus warehouse is currently located in a temporary facility which is slated for removal. This project includes the development of a new Warehouse Building to support the operational needs of the campus.

The proposed location for the new Warehouse places it nearby to other campus support facilities in a location at the northwestern edge of campus. Located along the existing campus service road, the new location takes advantage of its proximity to the existing campus core while maintaining a subtle separation from the busy pedestrian routes at the front of campus.

PARKING STRUCTURE (PS)

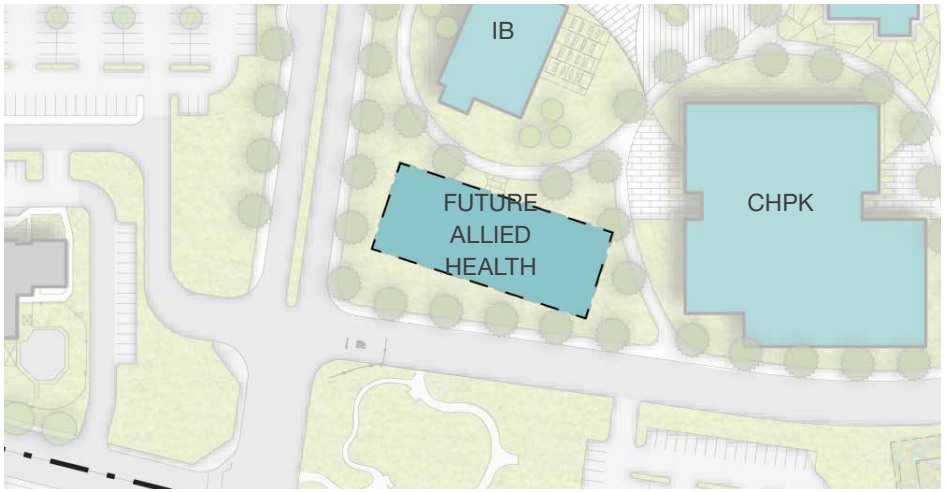
A three story parking structure is recommended in the northwest corner of the campus, on the current site of Lot A. This additional space will increase the overall campus parking capacity and address the projected demand estimated for the master plan build-out. It is estimated the parking structure will provide 162 spaces per floor, for a total of approximately 486 parking spaces. If conditions change, and the need for parking is reduced, a one level parking structure would meet the horizon 1 headcount projection.



ALLIED HEALTH (FUTURE)

A new Allied Health Building is identified as a future project, as part of the overall build-out of the MVC Main Campus. The new facility will provide space to consolidate and expand the allied health programs, including the Dental Education programs, currently housed in modular buildings.

The site for this facility was chosen to complete the western expansion of the campus and bring the balance of academic programs into the campus core. Once implemented, this facility will enhance the open space of the Science Plaza and complete a family of buildings dedicated to science, health and wellness.



COMMUNITY JOINT-USE (FUTURE)

Following the construction of the new Allied Health Building, the land at the front of the campus becomes available. This high visibility location has been identified as a location for a potential joint use community building to support a partnership with MVC and the city or with a local business partner. Future discussion are recommended in order to identify potential partnerships that would be most beneficial to MVC.

FACILITIES RECOMMENDATIONS

REPURPOSING

Most of the Moreno Valley College Main Campus buildings were constructed in the 1990's and have many useful years remaining. As functions move out of some of these buildings into new facilities, there are opportunities to repurpose spaces to address current and projected program needs. Three buildings are identified to be repurposed and have a change of use as part of the CMP recommendations.

The three buildings are recommended to be programmed as a complex at the same time in order to maximize opportunities to create optimal zoning of functions both horizontally and vertically.

LIBRARY (LIB)

Following the construction of the new Library Learning Center, spaces will be vacated in the existing Library and will be repurposed to support the following functions:

FIRST FLOOR
- Bookstore
- Student Services (first contact)
- Maintenance + Operations Support

SECOND FLOOR
- Student Activities

THIRD FLOOR
- Student Activities
- Meeting Rooms

STUDENT SERVICES (SS)

Following the construction of the new Library Learning Center, the existing Student Services Building will be reprogrammed to expand into services into the neighboring Library and PST Buildings. This will provide opportunities to improve the organization and delivery of services and increase access to students.

FIRST FLOOR
- Student Services (first contact)

SECOND FLOOR
- Student Services (second contact)

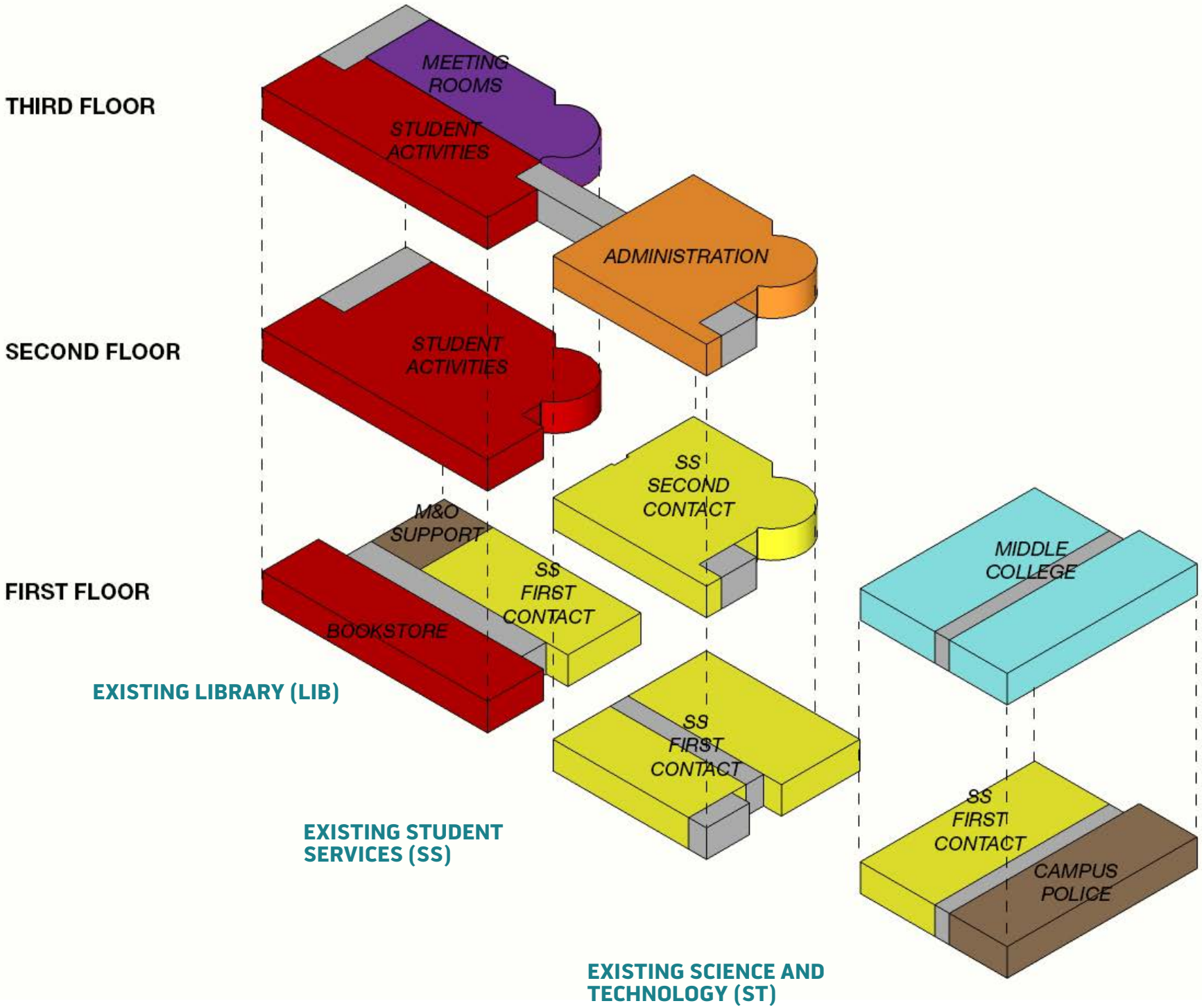
THIRD FLOOR
- Administration (replacing space currently located in temporary facilities)

SCIENCE AND TECHNOLOGY (ST)

Following the construction of the new Science Building, spaces will be vacated in the existing ST Building and will be repurposed to support the following functions:

FIRST FLOOR
- Campus Police
- Student Services (first contact)

SECOND FLOOR
- Middle College


THIRD FLOOR
SECOND FLOOR
FIRST FLOOR
MEETING ROOMS
STUDENT ACTIVITIES
ADMINISTRATION
STUDENT ACTIVITIES
SS SECOND CONTACT
M&O SUPPORT
SS FIRST CONTACT
BOOKSTORE
MIDDLE COLLEGE
SS FIRST CONTACT
SS FIRST CONTACT
CAMPUS POLICE
EXISTING LIBRARY (LIB)
EXISTING STUDENT SERVICES (SS)
EXISTING SCIENCE AND TECHNOLOGY (ST)

SUMMARY

SITE IMPROVEMENT RECOMMENDATIONS

When creating a campus environment, both the architectural language and the landscape language are of equal importance. Campus landscape connects the buildings on a campus and by design is the unifying element that creates the campus as a whole.

With sustainability in mind, the site improvement recommendations pay attention to the use of native species, the enhancement and restoration of native ecosystems and habitat, the replenishment of ground water, the reduction of landscape waste. They also create opportunities for outdoor education and recreation. The CMP site improvement recommendations focus on achieving three unifying goals.

The locations of the existing Lion's Den food service facility and the Student Activities Center (SAC) are shown on plans on the following pages. These buildings are planned for removal in the implementation of the Horizon 1 recommendations. Following their removal, the building sites will be repurposed as shown in these site improvement recommendations.

SITE IMPROVEMENT RECOMMENDATIONS

- / Vehicular Circulation
- / Parking
- / Pedestrian and Bicycle Circulation
- / Landscape Guidelines
- / Landscape Plan
- / Site Projects
- / Storm Water Strategy

SITE IMPROVEMENT RECOMMENDATIONS

VEHICULAR CIRCULATION

The graphic plan on the opposing page illustrates the site improvement recommendations related to vehicular circulation.

CAMPUS GATEWAYS

One of the challenges Moreno Valley College will face is the configuration of the campus gateways. Given the location and configuration of existing roadways, the intersection of Lasselle Street/College Drive will remain the primary campus gateway.

As part of the planning process a second primary campus gateway was considered. This included the modification of the intersection of Lasselle Street/ Cahuilla Drive to be a full access intersection and providing a secondary access to/from the east from Grande Vista Drive.

Reconfiguring the intersection of Lasselle Street and Cahuilla Drive would require significant modifications to Lasselle Street given the adjacent intersection of Lasselle Street/Calle Agua.

Connecting Clinton Keith Road to Grande Vista Drive was also considered. Given the residential nature of Clinton Keith Road, it was not recommended as a secondary campus gateway. However, it is recommended Clinton Keith Road be connected to Grande Vista Drive to provide any emergency egress in the event of an emergency.

Based on the anticipated campus growth, the primary campus gateway at Lasselle Street/Cahuilla Drive is anticipated to operate at acceptable levels with the anticipated campus growth. As previously mentioned, the intersection is configured to facilitate vehicles coming into and leaving the campus. No additional campus gateway is anticipated to be required to sustain the estimated campus growth.

LOT B

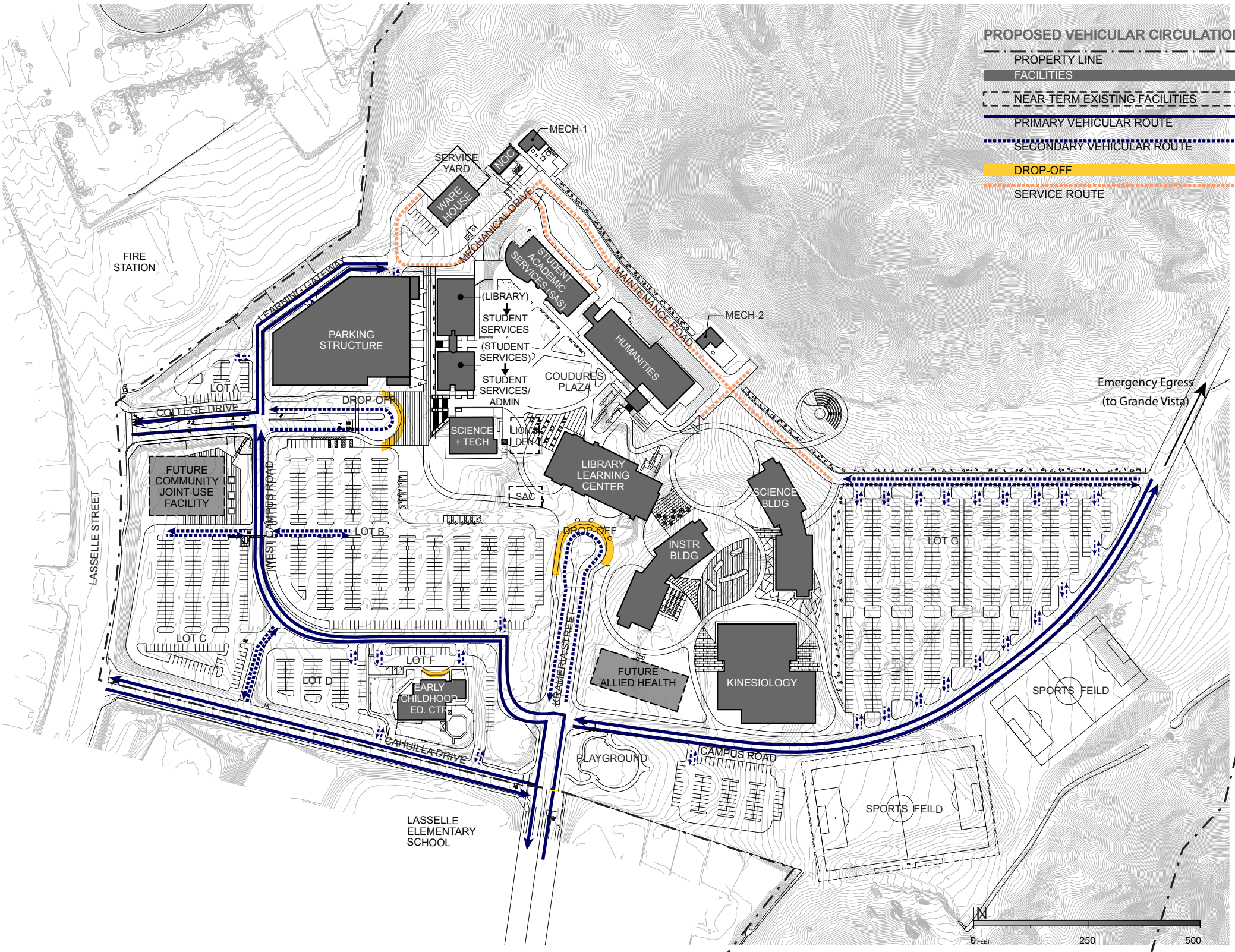
In order to eliminate vehicular/pedestrian conflicts and provide a safe and direct route to access the campus, the closure of Lot B Drive is recommended. This closure will result in the development of pedestrian pathways, open space and additional parking.

With the closure of Lot B Drive, the on-campus circulation will need to be modified to account for this change. As shown on the opposing page, West Campus Road and Mountain Lion Drive are realigned to provide vehicular access from the primary campus gateway off Campus Drive to all of the existing and proposed parking lots. This includes the new parking Lot G on the east side of the campus. The realigned roadway will serve as the on-campus backbone, providing vehicular connectivity and access from all campus gateways.

With the closure of Lot B Drive, College Drive east of West Campus Road and Krameria Street north of Campus Road become secondary vehicular routes. At the ends of both College Drive and Krameria Street there will be a designated pedestrian drop-off area. Along College Drive, the existing bus stop will be maintained and a pull-out area will be developed on the north side to improve vehicular circulation flow in this area of the campus.

TRAFFIC STUDY

The *Moreno Valley College 2015 Comprehensive Master Plan* Development process included many discussions regarding vehicular circulation. It is recommended that a comprehensive, detailed traffic study be performed which will further analyze all conditions and address the potential impacts of the proposed campus growth on the roadway network, with a particular focus on off-site impacts.


PROPOSED VEHICULAR CIRCULATION
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NEAR-TERM EXISTING FACILITIES
PRIMARY VEHICULAR ROUTE
SECONDARY VEHICULAR ROUTE
DROP-OFF
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SERVICE YARD
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SITE IMPROVEMENT RECOMMENDATIONS

PARKING

The graphic plan on the opposing page illustrates the recommended parking lot configurations and parking structure locations.

As described in *Chapter 5*, a detailed parking survey was performed to determine the current parking demand at Moreno Valley College. Based on the data collected, the existing MVC - Main Campus parking counts provide a 6.15 to 1 ratio (student headcount to parking spaces). Student headcount is used in this parking ratio formula and accounts for all areas of parking, including faculty, staff and visitors.

A 6:1 parking ratio is recommended to provide additional capacity.

Based on the CMP Horizon 1, a total of 2,000 parking spaces will be needed to support a student headcount of 12,000. The campus currently provides 1,159 spaces, which translates to a need for an additional 842 spaces.

Reconfiguration of surface parking lots and a new parking structure are recommended to provide this additional space.

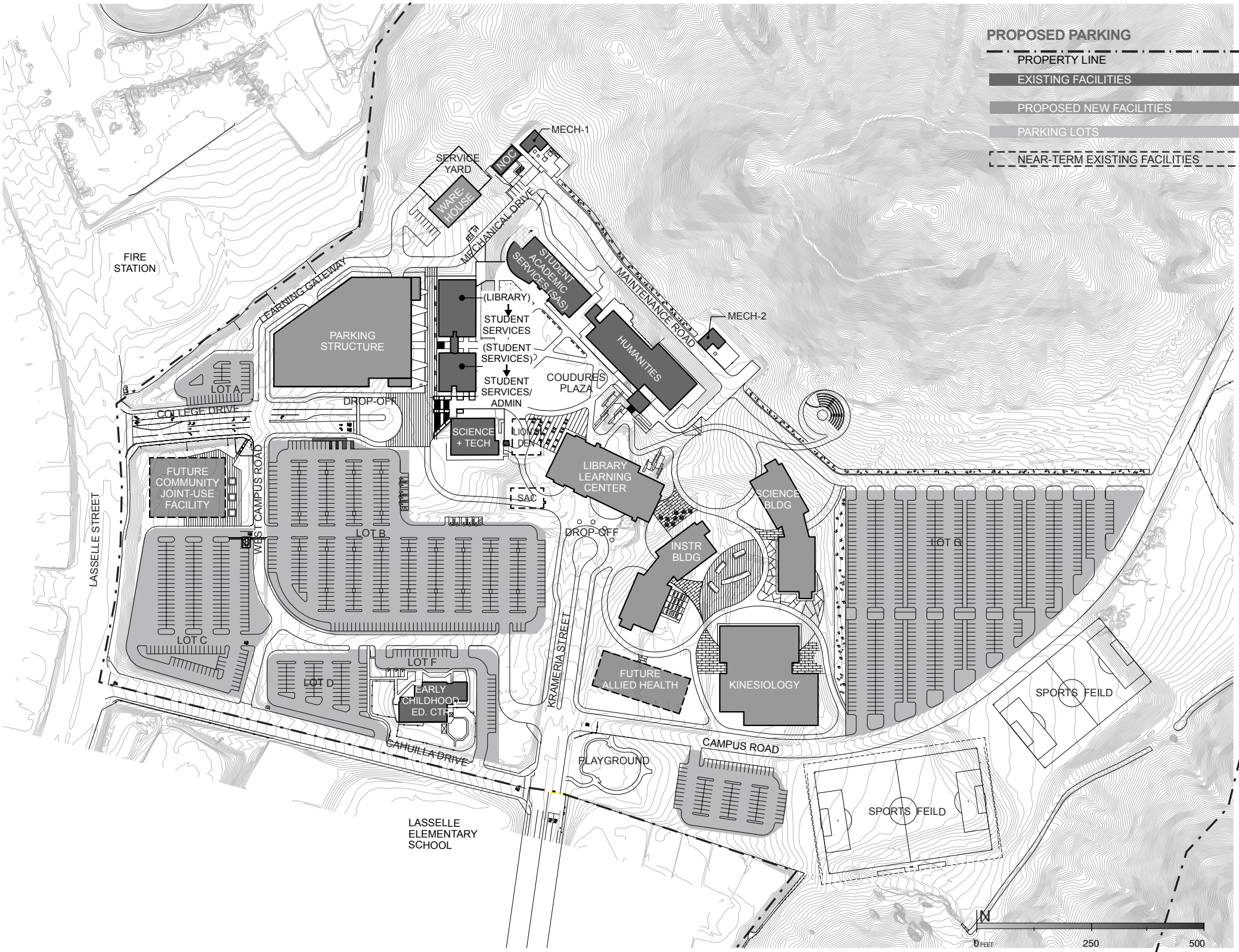
SURFACE PARKING LOTS

Realignment of roads and reconfiguration of existing surface parking lots are recommended to increase the campus parking capacity. Based on the preliminary analysis this will result in an increase of surface parking from 1,159 to 1,550.

PARKING STRUCTURES

In order to address the Horizon 2 parking needs at campus build out, a 3 story structure is recommended. Each floor would accommodate approximately 150 spaces and would increase the total campus parking capacity to 2,000.

See additional details related to the parking structure project in the *New Facilities* section of this chapter.


PROPOSED PARKING
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PROPOSED NEW FACILITIES
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LEARNING GATEWAY
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SITE IMPROVEMENT RECOMMENDATIONS

PEDESTRIAN AND BICYCLE CIRCULATION

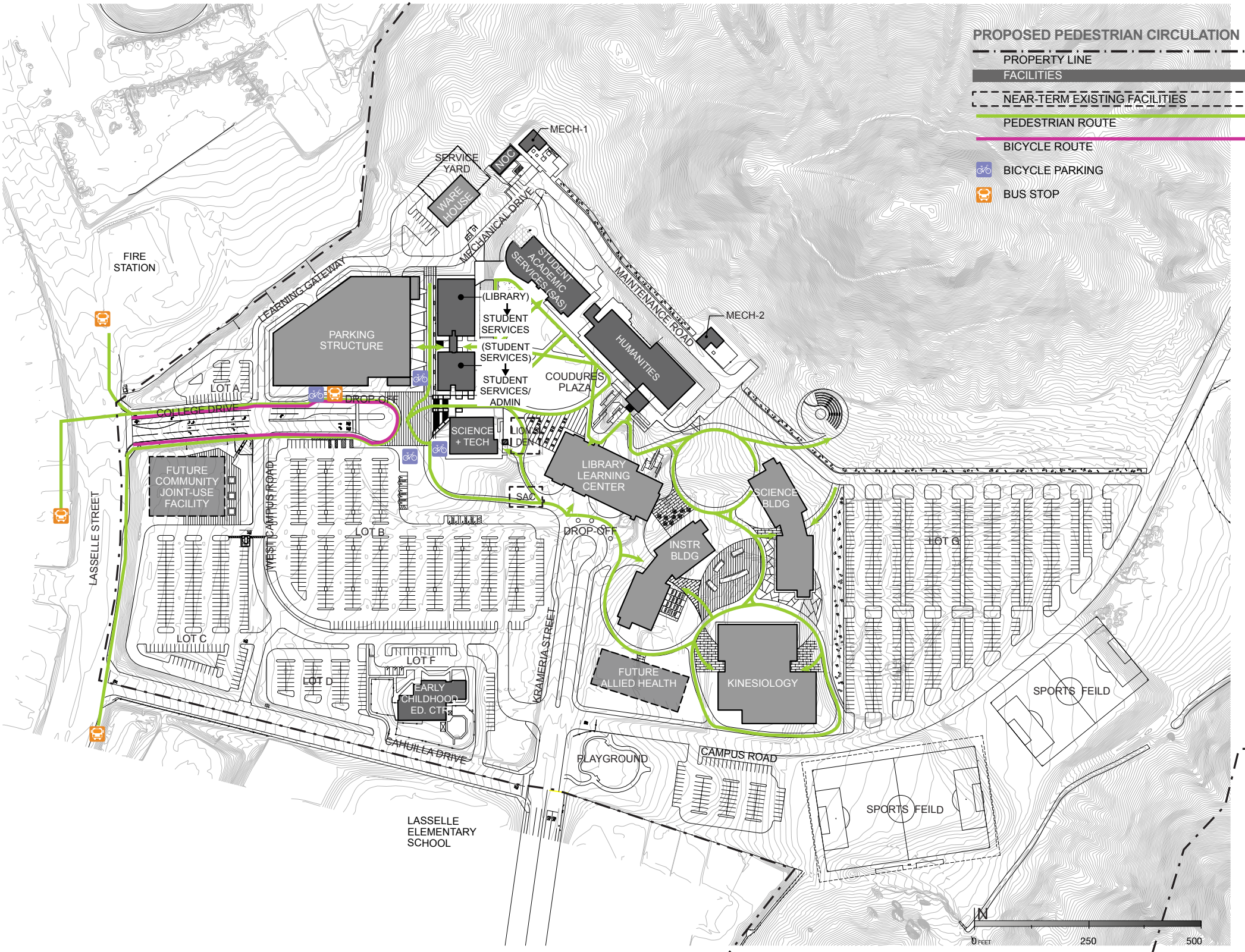
PEDESTRIAN CIRCULATION

Recommendations to reconfigure vehicular circulation routes will improve pedestrian and bicycle circulation on campus. Pedestrian circulation will be clearly defined, and passenger loading zones will be provided at key locations at the campus core.

With the closure of Lot B Drive, pedestrian-vehicle conflicts will be eliminated and both students and staff will have a safe and direct route to access the campus. Once on campus, a series of walking paths will provide pedestrians access to all part of the campus, as shown on the opposing page.

BICYCLE CIRCULATION AND PARKING

Given the relatively small and compact nature of Moreno Valley College, bicycle circulation is not proposed within the campus. Since Lasselle Street is a Class III bicycle route, the proposed circulation plan recommends bicyclists enter the campus via College Drive and proceed to the campus core. Bicyclists will then park their bicycles at one of the various bike racks placed around the drop-off area, as shown on the opposing page. Once secured, the students and faculty will be able to walk throughout the campus via the pedestrian routes.


PROPOSED PEDESTRIAN CIRCULATION
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NEAR-TERM EXISTING FACILITIES
PEDESTRIAN ROUTE
BICYCLE ROUTE
BICYCLE PARKING
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LEARNING GATEWAY
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STUDENT ACADEMIC SERVICES (SAS)
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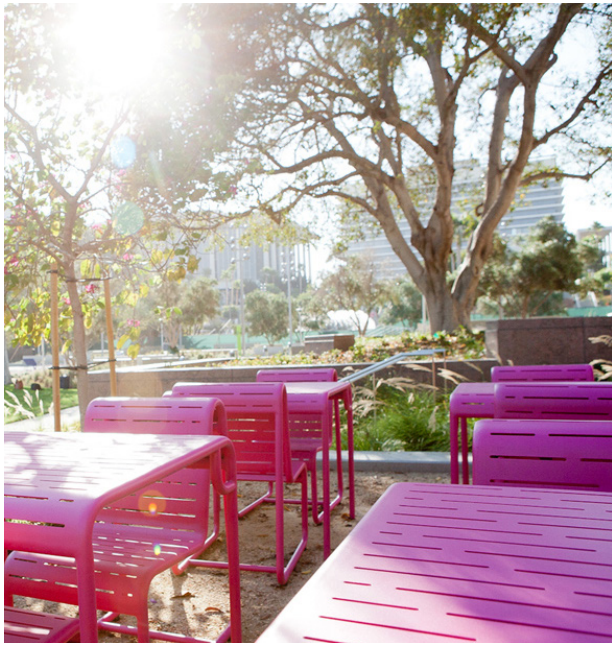
GENERAL LANDSCAPE GUIDELINES

While guideline specifications are not part of this CMP, some general landscape guidelines are identified for site improvement projects as they develop.



SOFTSCAPE

- Species selection should encourage drought-tolerant materials and the use of California native plants.
- The use of plant species listed as having high-moderate water needs by WUCOLS III should be restricted to limited areas. Areas where high water use plants are tolerated are the sports fields, entry gardens and passive storm water management areas.
- Plants should be preserved and cared for by a staff that is properly trained for the maintenance of California native landscapes. If the current staff is not familiar with native species, maintenance training is recommended.
- Plant species should be selected for both their visual, educational, habitat, and maintenance qualities.
- Mulch should be provided in all planted areas. Mulch can be both organic and inorganic materials such as pebble or cobble.

- Invasive plants listed by the California Invasive Plant Council in Southern California should not be permitted on campus. Existing invasive species found on campus should be managed carefully and/or removed.
- Extensive lawn areas should be minimized, with the exception of the sport facilities, Coudrures Lawn, and the Lawn Bowl.
- Trees should be installed in a range of container sizes, with the minimum container size of 24” box.

SOILS

- Improve health of degraded soils through soil restoration, reuse, and rehabilitation to achieve conditions similar to regional reference soil to enhance on-site and surrounding ecosystem services.
- Reduce waste through the practice of on-site composting.
- Reuse excess vegetative materials as an amendment to maintain soil health and water, mineral, and nutrient holding capacity.
- Avoid the use of pollutants, chemicals, or soil amendments that can harm human and ecological health.

HARDSCAPE

- Hardscape areas and pedestrian routes should be identical and coordinated to achieve a unified character.
- Use enhanced paving materials to help identify interest and character to key plaza areas.
- Encourage the use of recycled materials where feasible.
- All hardscape should be ADA accessible and made of approved ADA materials.
- Limit the use of dark colored paving materials in order to reduce the urban heat island effect. Select colors that are endemic to the area's natural landscape.
- Provide adequate shade in all hardscape areas.
- Promote the use of local resources, manufacturers, material and suppliers.

SITE FURNITURE

- A common set of landscape furniture elements should be selected for use along the campus open space and pedestrian circulation systems.
- Promote the use of local manufacturers and recycled materials whenever possible. Site furniture should be graffiti proof.
- Benches should be placed and oriented to provide refuge and comfort, but not impede access or circulation.

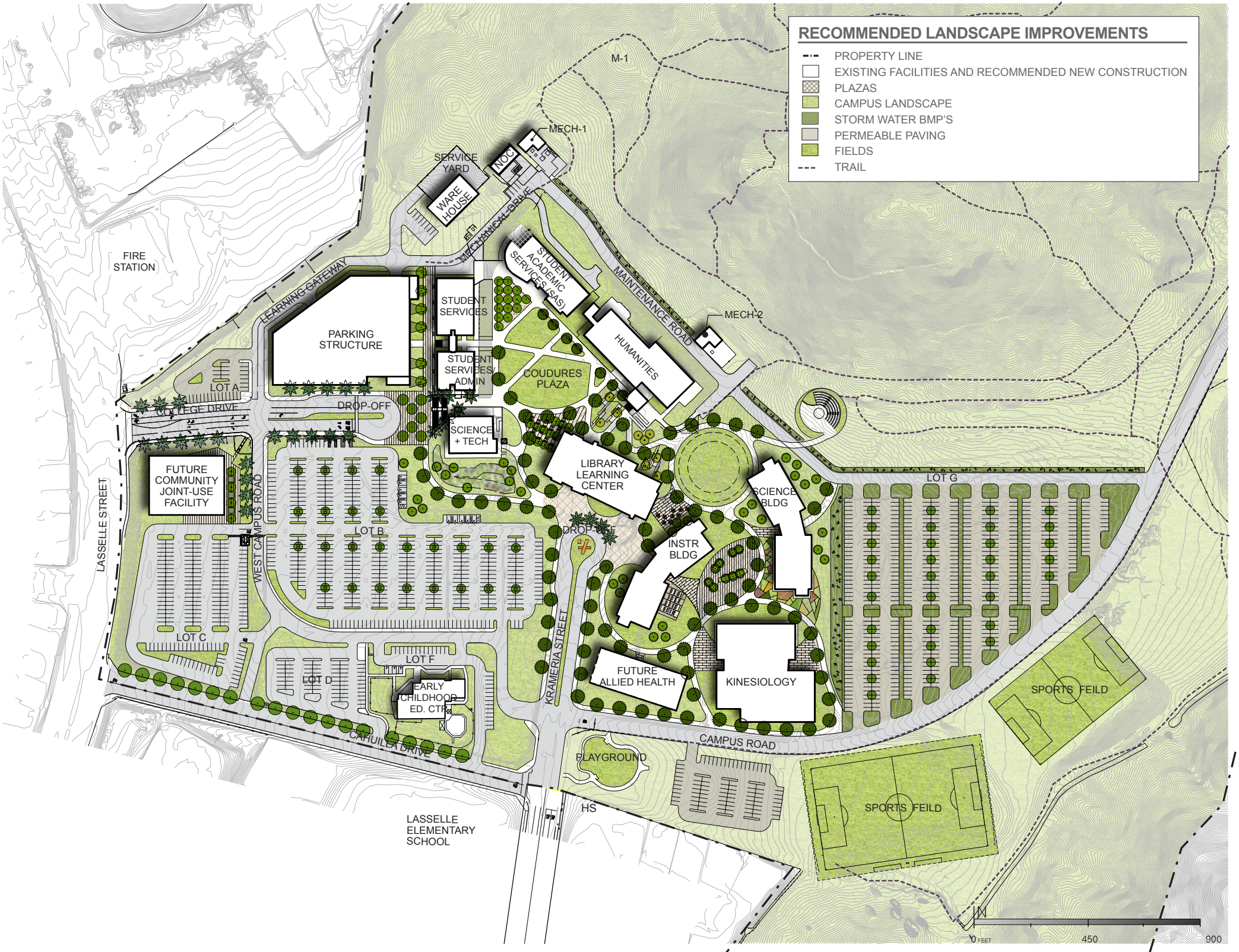
SITE IMPROVEMENT RECOMMENDATIONS

SITE PROJECTS

The recommended site improvement projects address issues that were identified and validated throughout the planning process. Descriptions of these projects are organized into groups based on campus location and/or project type. It is important to note that while drawings appear specific, the recommendations are conceptual sketches that require further study and discussion with a designated user group.

SITE PROJECTS

- / Campus Arrival
- / Entry Garden
- / Streetscape
- / Parking Lots
- / The Yards
- / Activities Yards
- / Science Yards
- / The Outback


RECOMMENDED LANDSCAPE IMPROVEMENTS
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EXISTING FACILITIES AND RECOMMENDED NEW CONSTRUCTION
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CAMPUS LANDSCAPE
STORM WATER BMP'S
PERMEABLE PAVING
FIELDS
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SERVICE YARD
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WARE HOUSE
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LEARNING GATEWAY
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STUDENT SERVICES
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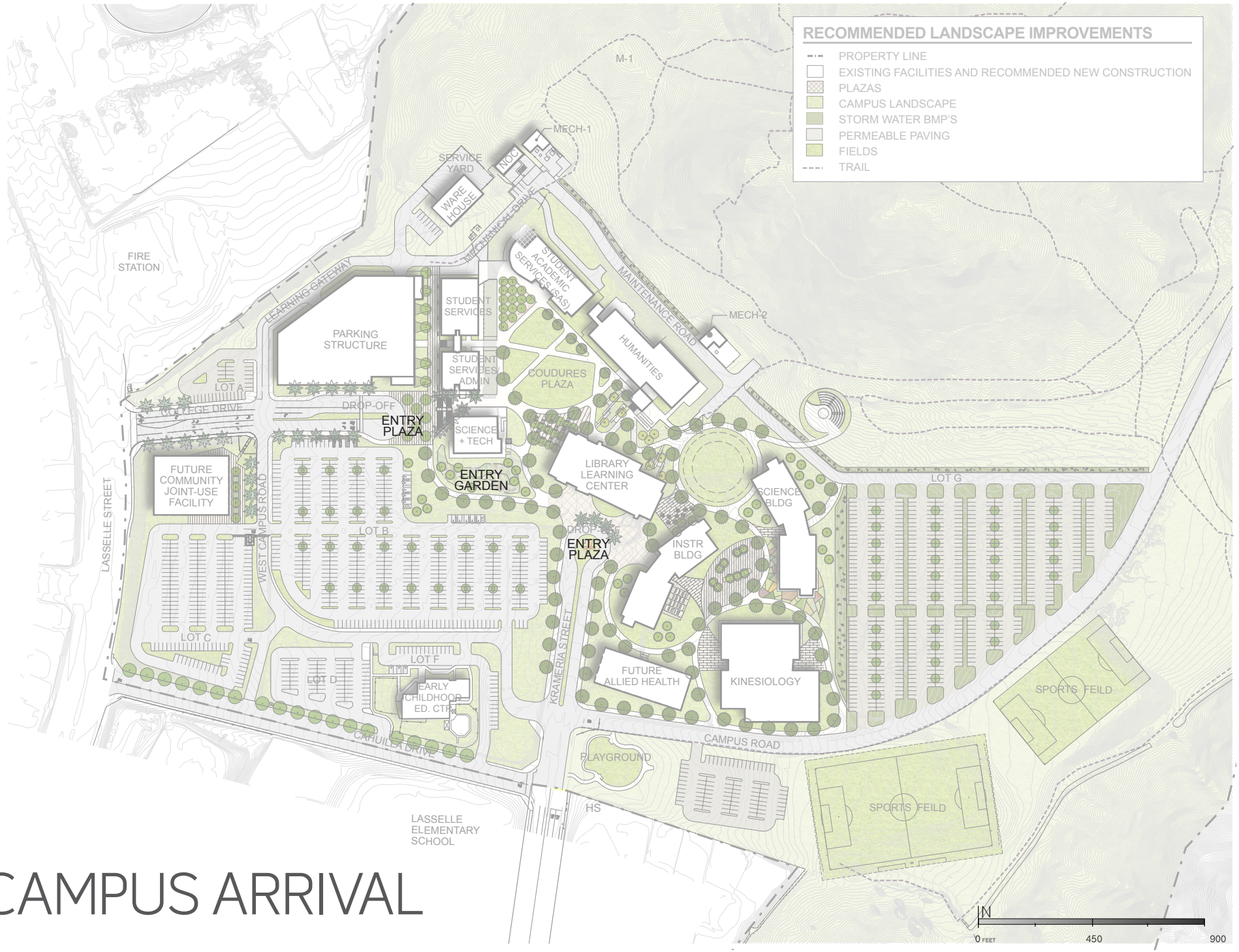
CAMPUS ARRIVAL

Two plazas are proposed at the main entry/drop off area for the Campus, one replacing the existing plaza at the end of College Drive and the other at the end of Krameria Street in front of the proposed Library Learning Center building. As entry and primary drop-off points, these areas should be designed to accommodate high volumes of vehicular and pedestrian traffic and provide ample seating areas that are well shaded.

Specific design recommendations include:

- Have a formal design character.
- Use enhanced architectural paving drop-off areas and plazas.
- Encourage the use of alternative modes of transportation to and from the Campus by incorporating public transit information, bus stops, and bike racks into the plaza designs.
- Provide Wi-Fi connections.
- Use canopy trees planted in a formal grid pattern to highlight the entry and provide shade for the seating areas.
- Provide clear gateway and campus wayfinding signage.
- Incorporate public or student art.

CSUN Matador Square by AHBE



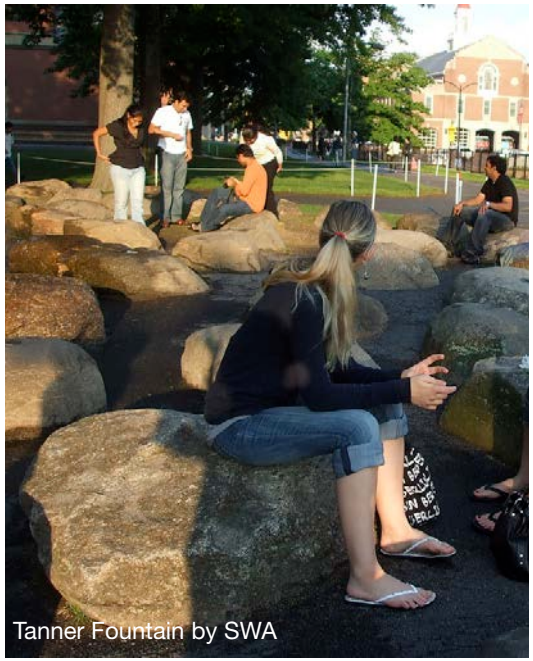
CAMPUS ARRIVAL

ENTRY GARDEN

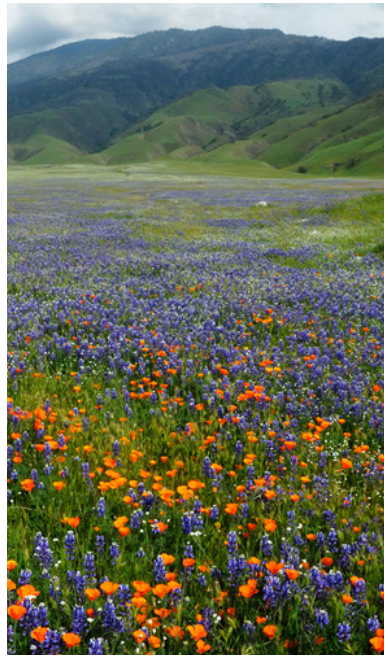
A large garden area is proposed as part of the entry sequence. The garden, in contrast to the more formal design character of the plaza areas, is intended to have a much more naturalized character and double as a large-scale storm water treatment area for a portion of the sites run-off. In addition to a storm-water treatment area this area should be designed to provide habitat for some of the area wildlife, such as the migrating swallow population.

Specific design recommendations include:

- To ensure storm water runoff capacity, this garden should have a slight depression from its surrounding areas.
- Select species that can tolerate periodic wet conditions during storm events. Native riparian and wet-meadow plants are recommended.
- Use boulders found on-site and incorporate them into the garden design as potential seating areas.
- Provide educational signage about storm water run-off and how the garden treats it naturally.
- Incorporate bird, butterfly, and bat houses into the design.
- Work with the biology department to ensure this area can be used as a living laboratory.



Tanner Fountain by SWA



STREETSCAPE

The two main streets on campus, College Drive and Krameria will stay relatively the same in terms of layout and configuration, with some improvements proposed to enhance the pedestrian experience and encourage bike traffic.

Specific design recommendations include:

- Plant canopy trees along all roadways. Space trees in a regular pattern and at a minimum of 25’ on center.
- Select tree species with a uniform character and ample canopy to provide shade for pedestrians. Continuation of the existing pines along Krameria Street, date palms along College Drive, and Sycamore trees along Cahuilla Drive is recommended.
- Plant central medians and roundabouts with shrubs and groundcovers.
- Incorporate Green Street storm water BMP’s where feasible.
- Provide enhanced crosswalks at all pedestrian crossings.
- Provide pedestrian sidewalks on both sides of the street from the entry plazas to the property boundaries.
- Incorporate a dedicated bike lane or shared lane into the lane configurations.

PARKING LOTS

The edges of the campus are dominated by surface parking lots, effectively creating a “desert of asphalt” as the primary visual as one enters the Campus. These barren lots contribute negatively to the aesthetic image of the campus and provide minimal pedestrian amenities. With parking in high demand, new facilities and lot configurations/circulation are being recommended.

Specific design recommendations include:

- Alter the current lot configuration and circulation to eliminate pedestrian/vehicular conflicts.
- Plant regularly spaced canopy trees to reduce heat gain and provide shade.
- Incorporate clearly defined pedestrian walkways, crosswalks, and connections.
- Provide clear directional and wayfinding signage.
- Create terraced lots in Parking Lot G that respond to the existing grade changes and incorporate LID BMP’s into the design, including bioswales and sub-surface detention.
- Incorporate storm water management into parking lot design including permeable paving, sub-surface storage, and passive vegetative filtration such as bio-swales.
- Add solar panels over a portion of the parking lots if and where feasible.
- Incorporate pedestrian safe lighting into the parking lot design.

THE YARDS

Ensconced within the academic core of the Campus, The Yards are the exterior places envisioned as the main venue for outdoor gathering and socializing. Planned around opportunities for convergence, these places present a variety of settings intended for both individual and group activities; such as outdoor classes, special events, and informal gatherings. The Yards will be designed to support how the adjacent buildings are being used.

The two main central campus yards are the Activities Yard and the Science Yard. Both of these areas are further sub-divided into smaller areas that relate to the use of the adjacent buildings and are described in greater detail below.

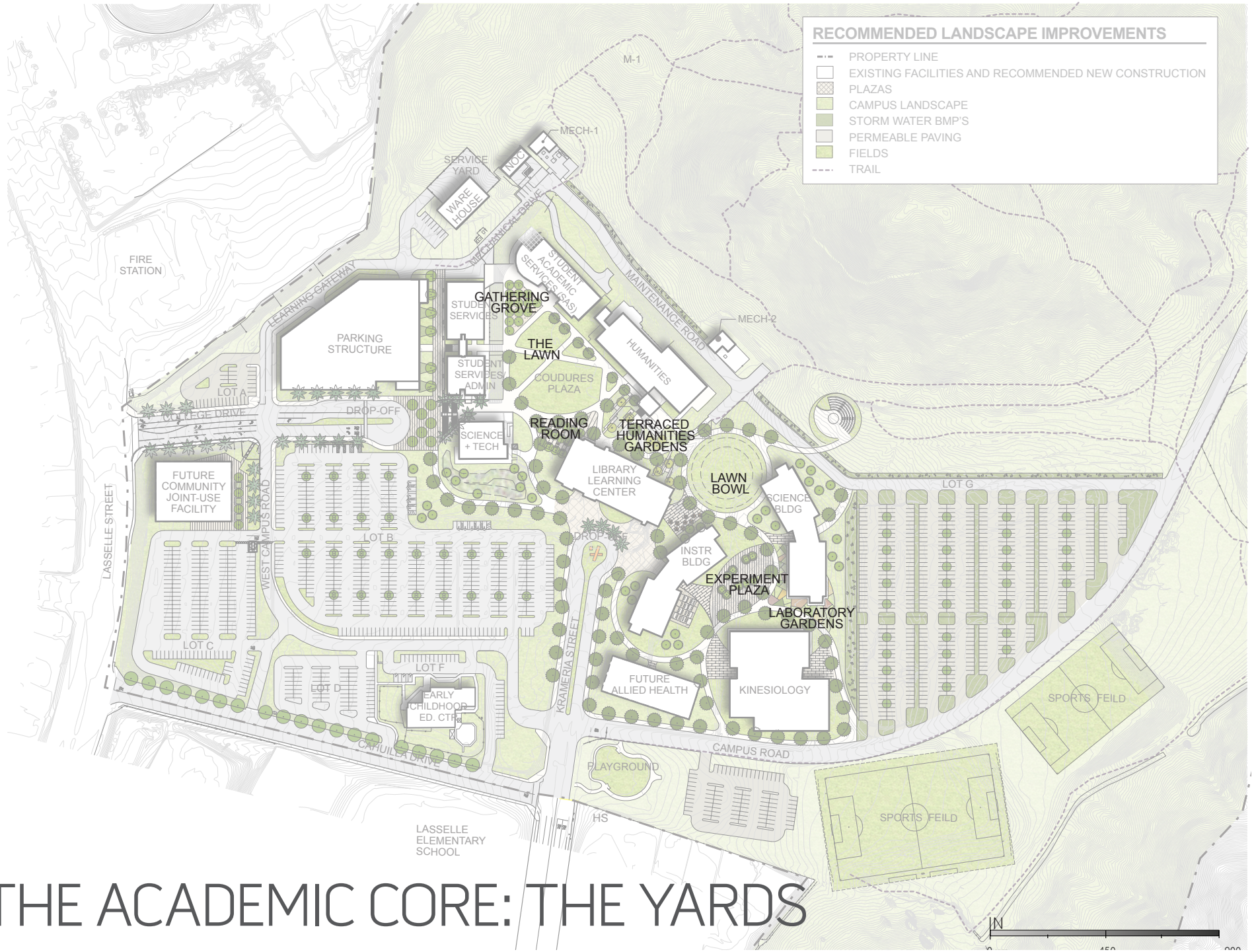
ACTIVITIES YARD

COURDURES' "LAWN"

Currently, this area is the primary outdoor space within the existing campus. Unfortunately the existing configuration limits its use to small group gatherings. The FMP recommends re-configuring this area to accommodate large gatherings and functions, such as a graduation ceremony. To achieve this, selected trees will be removed and new trees limited to the perimeter of the lawn area. The lawn will be segmented with walkways to provide direct access between the surrounding buildings. The existing seating areas will be removed and replaced with the Gathering Grove and Reading Room.

Specific design recommendations include:

- Remove the existing concrete seating areas, associated vegetation, and trees to open up the space for larger gathering functions.
- Create pedestrian pathways in the most direct path of travel to limit pedestrian activity on the lawn surface.
- Use low water use grass that can tolerate high volumes of pedestrian traffic.
- Provide power access to this area for large assemblies and gatherings.



THE ACADEMIC CORE: THE YARDS

GATHERING GROVE

A gathering area planted with a dense grove of trees is proposed at the north end of the activities yard, between the newly constructed Student Academic Services building and the re-purposed Student Services building.

Specific design recommendations include:

- Use single trunked evergreen trees planted in a formal grid to provide year-round shade.
- Use a permeable walking surface, such as decomposed granite, permeable concrete or pavers beneath the tree grove.
- Provide freestanding tables and chairs that can be easily moved around into a variety of configurations.
- Create a look-out point at the far northern end of the grove that looks out over the lake and development below.

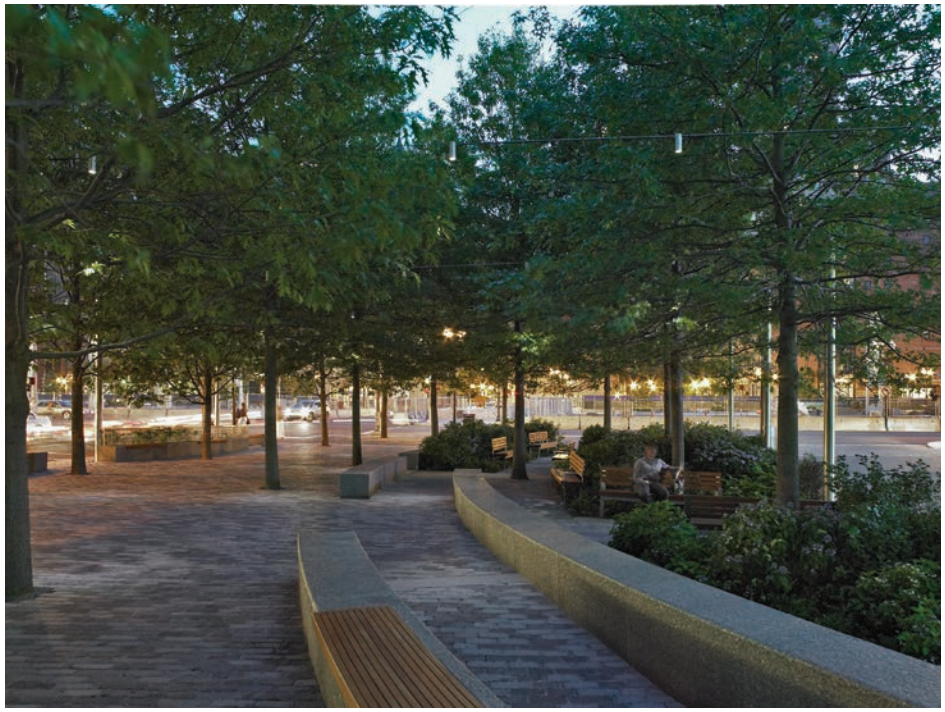
Rice University

READING ROOM

In addition to the proposed Gathering Grove, a second seating area is planned adjacent to the proposed Library Learning Building. This area is intended to be an extension of the adjacent building and provide outdoor space for study, student groups, and classes.

Specific design recommendations include:

- Provide a variety of seating areas and configurations for a variety of group functions. Seating options should include a variety of table sizes.
- Provide exterior lighting.
- Provide power outlets and Wi-Fi access for computer use.
- Use evergreen shade trees to provide year-round shade.



TERRACED HUMANITIES GARDEN

A significant grade change occurs between the proposed Library Learning Building, the existing Humanities building, and the proposed lawn bowl creating a need for a long meandering path and terraced garden levels. Like the gathering grove and reading room, this area is intended for student gathering, however it's set within an ornamental garden environment.

Specific design recommendations include:

- Selected garden plants should display varieties from Mediterranean climate zones from around the world. These include the Mediterranean Basin, California, Western and Southern Australia, Southwestern South Africa, Central Asia, and Central Chile.
- A selection of plants should have plaques that identify the plant, a short narrative about the plants cultural value, and its name displayed in English, Latin and the native language from where it is from.
- Create at least five seating areas that incorporate built in seating and table surfaces into the terrace retaining walls.
- All walking surfaces shall be made of a permeable material within the garden.
- Use canopy trees to provide shade for the seating areas.
- Incorporate outdoor art and sculpture into the design of these gardens.

LA Police Headquaters by AECOM/Melendrez

Crafton Hills College by AHBE

SCIENCE YARDS

EXPERIMENT PLAZA

A proposed Experiment Plaza is intended to be the hub of the proposed building expansion on campus. The plaza itself is envisioned as a large hardscape area where vegetation, lighting, and seating areas are incorporated into its design. While it is a place for everyone on campus, its design character should be closely linked to the planned academic programs in the buildings around its perimeter and offer opportunities for outdoor science related education.

Specific design recommendations include:

- Use decorative architectural concrete to create a graphic pattern that is based on a specific geometry or mathematical formula.
- Use a variety of paving materials that demonstrate a range of solar reflectance index (SRI value).
- Incorporate an outdoor classroom into the plaza design.
- Create a dedicated habitat garden and provide educational signage for a selection of the species.
- Provide a variety of seating areas and configurations for a variety of group functions.
- Use a range of materials in the design and provide signage that highlight lessons on sustainability. For example a sign could talk about how much oxygen a tree produces, or the heat gain of a particular material, or how much energy went into producing/manufacturing it.

LAWN BOWL

A second open lawn area is proposed within the campus core called the lawn bowl. This area is intended to provide a variety of gathering areas as well as double as a storm water retention area during the rainy season. The circular lawn is slightly depressed to assist in the capture of storm water but also to make a more intimate setting.

Specific design recommendations include:

- Use a drought tolerant grass or a groundcover that can tolerate pedestrian traffic.
- The pedestrian path should follow the entire perimeter of the lawn bowl area and have seating and shade trees incorporated into the design.
- The bowl shall have a slight depression, roughly 2’ at the center of the circle to allow for storm water collection. The capacity of the bowl must be designed by a civil engineer. The lawn bowl is described in greater detail within the stormwater strategies section of this document.

LABORATORY GARDENS

While the entire campus is envisioned as a living laboratory, a dedicated garden area is proposed as part of the Science Yard. This area is intended to provide an area where student and teachers can create their own gardens and as an educational resource.

Specific design recommendations include:

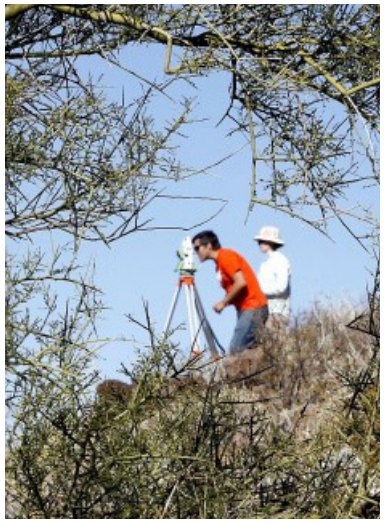
- Subdivide the area into a series of garden plots of 60 SF each at a minimum.
- Plant half of the plots with permanent garden installations that are themed for educational purposes. Garden themes could include a medicinal garden, a genetically modified vegetable garden, an heirloom vegetable garden, a butterfly garden, a utilitarian garden that highlights plants used to create tools such as grasses for baskets, or gourds for bowls, and/or an on-site nursery that propagates plants that can then be planted around the campus.

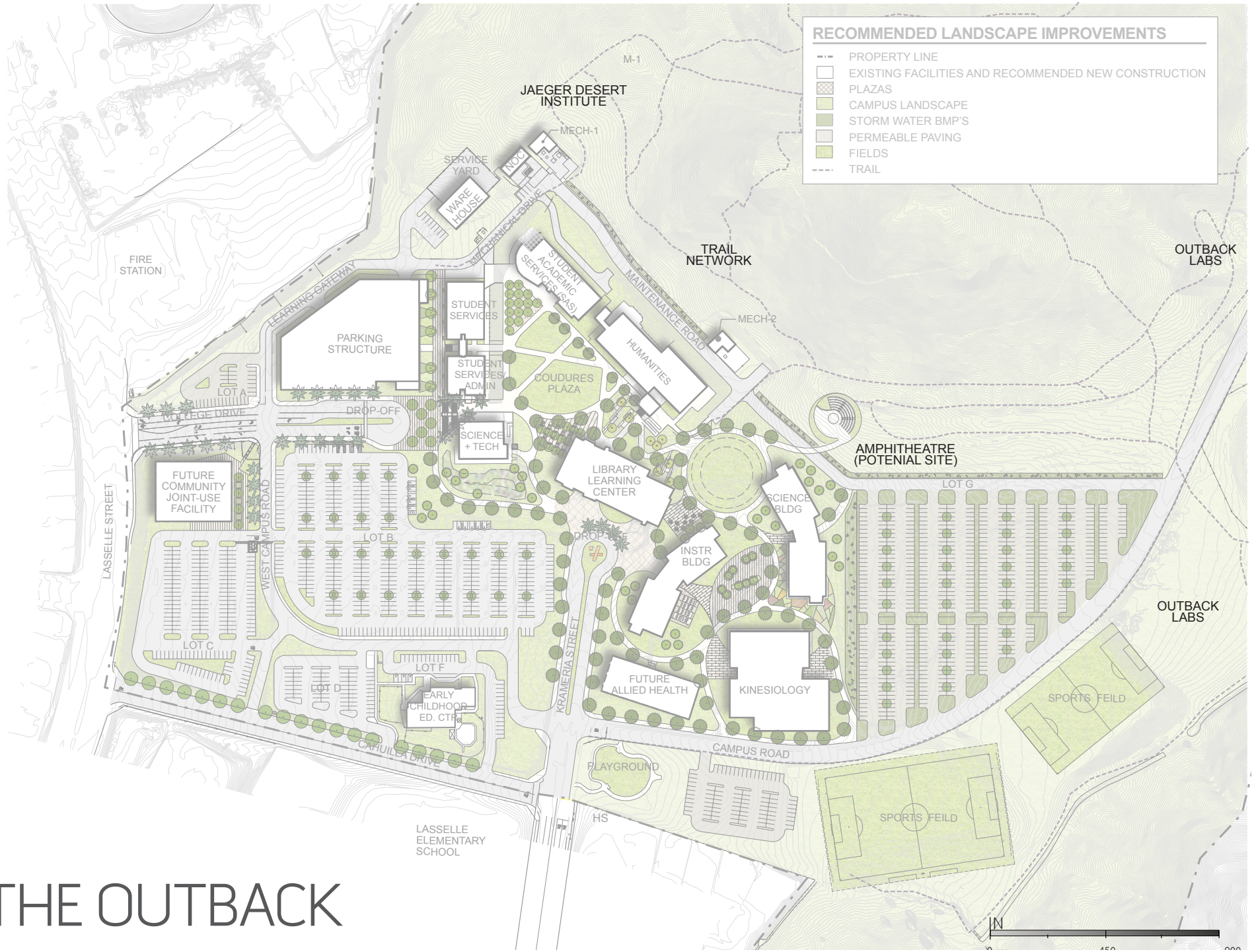
THE OUTBACK

The final terrace is the "Outback". This area is essentially all the undeveloped naturalized area behind the campus. Currently this area is underutilized and the FMP proposes some small interventions that could transform this area into a valuable and unique resource for the campus.

Specific design recommendations include:

- Create an outdoor amphitheatre on one of the existing hillsides that can accommodate medium to large groups. The amphitheatre should be sited to take advantage of the natural hillside slope and views, and to be far enough away from any classroom buildings that could be disturbed during an outdoor performance.
- Create a hillside trail map that everyone has access to and provide clear wayfinding signage along the mapped trails.
- Enhance and maintain the existing Jaeger institute so that it can be a valuable educational resource about the desert and its unique species of flora and fauna.
- Create a series of outback laboratories that can be used as an academic and recreational resource for the community and the campus. Ideas include installing weather stations, creating an astronomy platform for star gazing and/or a habitat viewing area.




RECOMMENDED LANDSCAPE IMPROVEMENTS
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EARLY CHILDHOOD ED. CTR
KRAMERIA STREET
FUTURE ALLIED HEALTH
KINESIOLOGY
SPORTS FEILD
CAHUILLA DRIVE
CAMPUS ROAD
PLAYGROUND
HS
SPORTS FEILD
LASSELLE ELEMENTARY SCHOOL
N

THE OUTBACK

STORM WATER STRATEGY

Due to developing regulatory concerns regarding the control of storm and urban water runoff, and the pollutants it conveys, the CMP recommends that the College anticipate the need for post-construction structural BMPs that emphasize retention, infiltration, and/or reuse. By controlling runoff volume, these BMPs reduce the possibility of transporting pollutants from the campus to receiving waters, while also replenishing groundwater supplies or allowing runoff retention and irrigation reuse.

The topography and apparent soil conditions that underlay the campus imposes constraints on the use of on-site storm water retention BMPs. Most of the existing impervious surfaces are concentrated near the west and south sides of the campus and there appears to be limited opportunities to construct traditional surface or below surface infiltration systems without sacrificing existing developed structures. These limitations support consideration of a broad range of BMP opportunities. Treatment BMPs, like those currently in use, can reduce pollutant concentrations, but generally do not reduce the increased volume of runoff or the perception that the increased runoff might by itself be contributing to erosion problems downstream from the site (hydromodification). They also generally have high maintenance costs and are falling out of regulatory favor due to water shortages in Southern California. For these reasons, BMPs that incorporate retention and reuse are recommended.

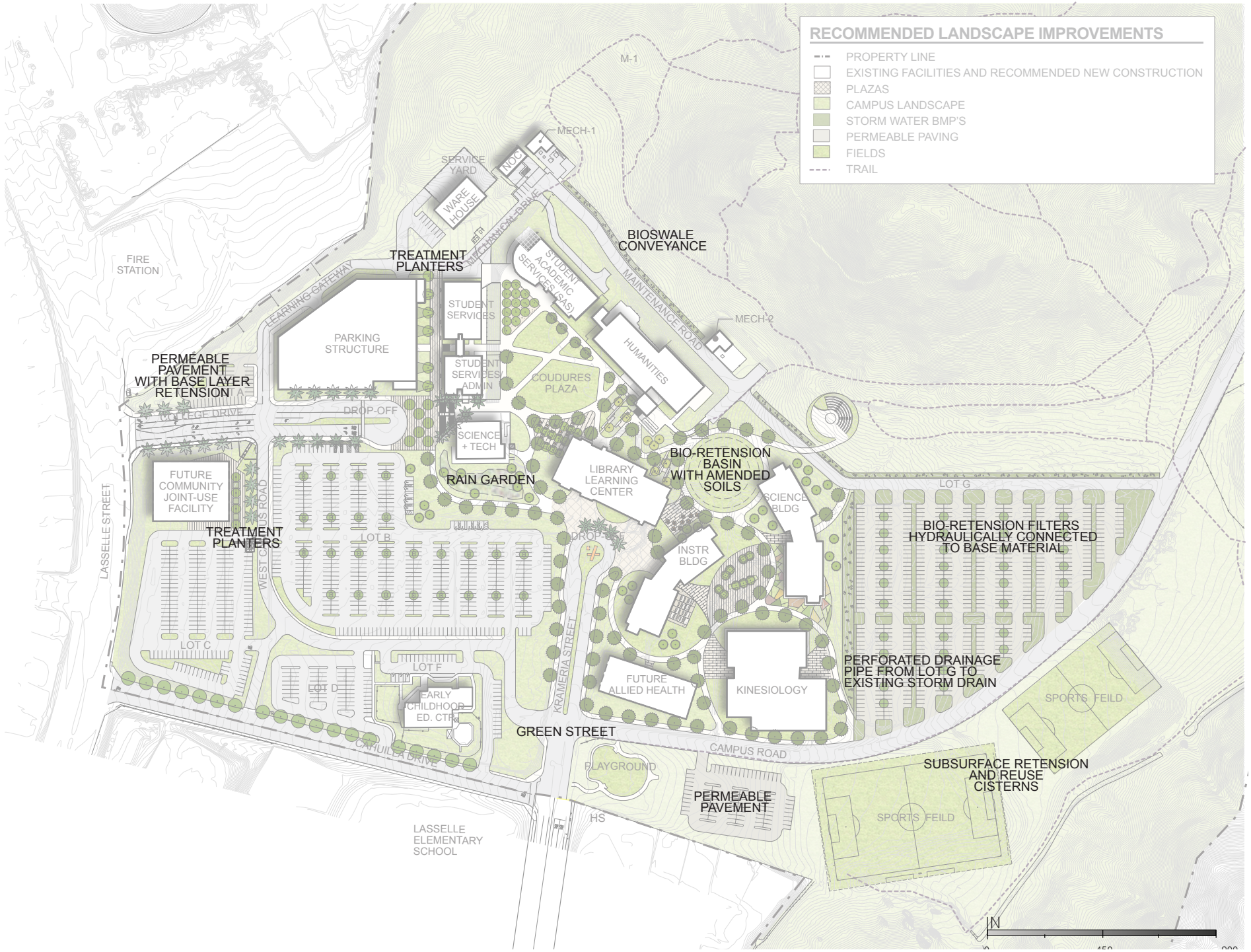
While opportunities exist for cost effective BMPs such as the proposed rain gardens, bioretention basins, flow through treatment planters and bioswales, the overall site topography, apparent subsurface geology, evolving regulatory considerations, and existing and proposed development objectives in combination suggest consideration of a runoff water reuse scenario that would eliminate much of the campus runoff discharge during the majority of storm events.

A runoff reuse scenario, based on local design storm parameters, is most compatible with current water quality protection and conservation objectives. This suggestion is primarily a result of the large impervious area and potential for the campus to utilize runoff flows from the west catchment. Retention and reuse offer sustainable means for irrigation and groundwater replenishment while reducing the problematic possibility of transporting pollutants downstream to highly regulated receiving waters. However, a complete geotechnical evaluation of soil infiltration rates will be required for proper design of such retention structures.

The proposed rain gardens, treatment planters, green street and infiltration basin offer immediate opportunities to retain runoff and provide aesthetically pleasing landscaping within the main campus. While relatively expensive to build and operate, incorporating an onsite retention and reuse system near parking lot G should receive favorable regulatory consideration, be attractive to grant support from water conservation agencies, and reduce or eliminate the substantial unknowns related to future runoff management regulations. Utilizing the proposed features within the main campus should provide a variety of opportunities for storm and urban water management while providing an aesthetically pleasing environment.

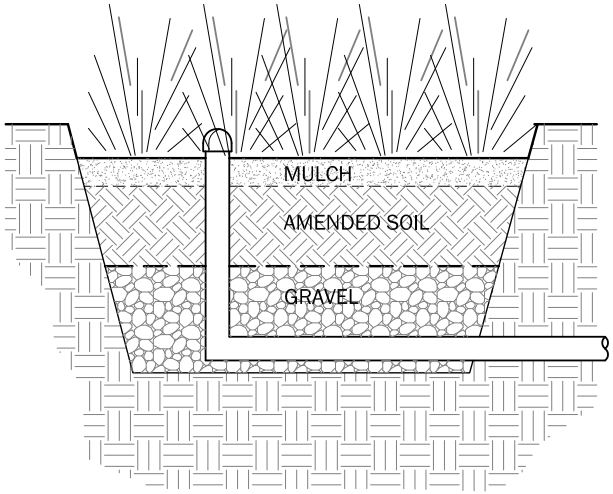
Specific recommendations include:

- A bioretention basin, in the proposed lawn bowl area between the planned Science, Humanities and Library buildings offers a potential location for storm water collection during the winter. Opportunities for features like this exist around many of the proposed buildings, especially around the perimeter of the proposed parking structure on the northwest portion of the campus. These can accept and hold rooftop flows, or divert water into the ground as opposed to directing it over walkways and into the storm drain system.
- Rain gardens offer appropriate aesthetic advantages while accepting flows to reduce runoff and direct water away from buildings.
- Parkings lots A through F can be reconstructed to incorporate median bioswales to reduce runoff volumes from the adjacent extensive impermeable areas.
- Enhancing Krameria Avenue into a green street may be achieved using parkway bioswales or an inverted street cross section with a landscaped center median.
- Parking lot G, offers a significant opportunity for incorporating runoff reducing LID structural BMPs. During typical small storms of less than an inch, rain could either drain through porous parking lot pavement or be collected in bioretention medians that are hydraulically connected with the parking lot base material. The depth of base material, under the pavement, would be determined using the applicable regulatory water quality design storm criteria and should incorporate subsurface terraces or check dams to evenly spread and retain water under the entire parking lot, despite necessary surface slopes or drainage gradients.

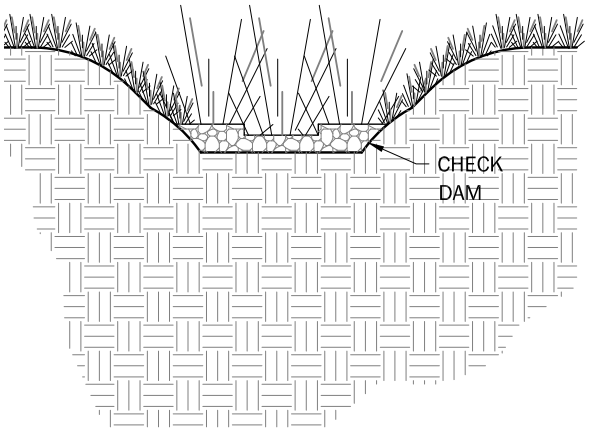

RECOMMENDED LANDSCAPE IMPROVEMENTS
PROPERTY LINE
EXISTING FACILITIES AND RECOMMENDED NEW CONSTRUCTION
PLAZAS
CAMPUS LANDSCAPE
STORM WATER BMP'S
PERMEABLE PAVING
FIELDS
TRAIL
M-1
MECH-1
MECH-2
SERVICE YARD
NOC
WARE HOUSE
BIOSWALE CONVEYANCE
TREATMENT PLANTERS
FIRE STATION
LEARNING GATEWAY
STUDENT ACADEMIC SERVICES (SAS)
MAINTENANCE ROAD
STUDENT SERVICES
PARKING STRUCTURE
HUMANITIES
PERMEABLE PAVEMENT WITH BASE LAYER RETENSION
STUDENT SERVICES ADMIN
COUDURES PLAZA
COLLEGE DRIVE
DROP-OFF
SCIENCE + TECH
BIO-RETENSION BASIN WITH AMENDED SOILS
FUTURE COMMUNITY JOINT-USE FACILITY
RAIN GARDEN
LIBRARY LEARNING CENTER
SCIENCE BLDG
LOT G
LASSELLE STREET
WEST CAMPUS ROAD
TREATMENT PLANTERS
LOT B
DROP-OFF
INSTR BLDG
BIO-RETENSION FILTERS HYDRAULICALLY CONNECTED TO BASE MATERIAL
LOT C
LOT F
LOT D
EARLY CHILDHOOD ED. CTR
KRAMERIA STREET
FUTURE ALLIED HEALTH
KINESIOLOGY
PERFORATED DRAINAGE PIPE FROM LOT G TO EXISTING STORM DRAIN
SPORTS FEILD
GREEN STREET
CAMPUS ROAD
CAHUILLA DRIVE
PLAYGROUND
SUBSURFACE RETENSION AND REUSE CISTERNS
PERMEABLE PAVEMENT
SPORTS FEILD
HS
LASSELLE ELEMENTARY SCHOOL
N

STORM WATER STRATEGY (CONT'D)

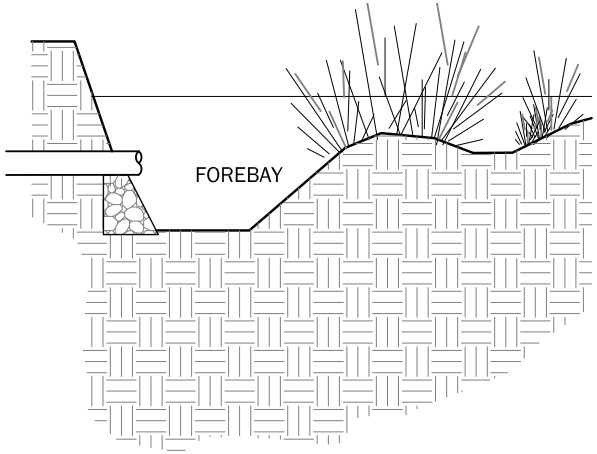
- Westerly draining subsurface water should be intercepted, prior to draining onto the campus by perforated pipes within a proposed drainage interception trench between the parking lot and main campus, then conveyed south to the existing storm drain or alternatively to a cistern located under the athletic fields.
- Runoff from the hills located to the north, could be collected in a bioswale and conveyed offsite along the main campus perimeter with minimal treatment, since the origin of the runoff is the natural hillside and there is little potential for anthropogenic pollution.
- During extremely rare large storm events, runoff or mudflows from the hills to the north and east may exceed the conveyance capacity of the existing drains. The parking lot is planned as a series of terraces, each with a median constructed as a bioswale, with a concrete curb on the western side. As runoff cascades through the parking lot, each terrace is intended to detain a portion of the flow in a shallow pond over the pavement.
- Cisterns can be useful for storing rain for use as irrigation water. Due to the likely poor infiltration potential of the native soils, incorporating a cistern under the athletic fields could provide multiple benefits. With adequate pretreatment, the substructure could harvest runoff from Lot G and most of the adjacent north and east catchment slopes to provide seasonal irrigation of the athletic fields.



- Flow-through planters and Rain Gardens (Biofiltration BMP)
  As storm water passes down through the planting soil of these planters, pollutants are filtered, adsorbed, and biodegraded by the soil and plants. Because they are not contained within an impermeable structure, they may allow for infiltration. For sites not passing the infiltration feasibility screening, an impermeable liner may be needed to prevent incidental infiltration.



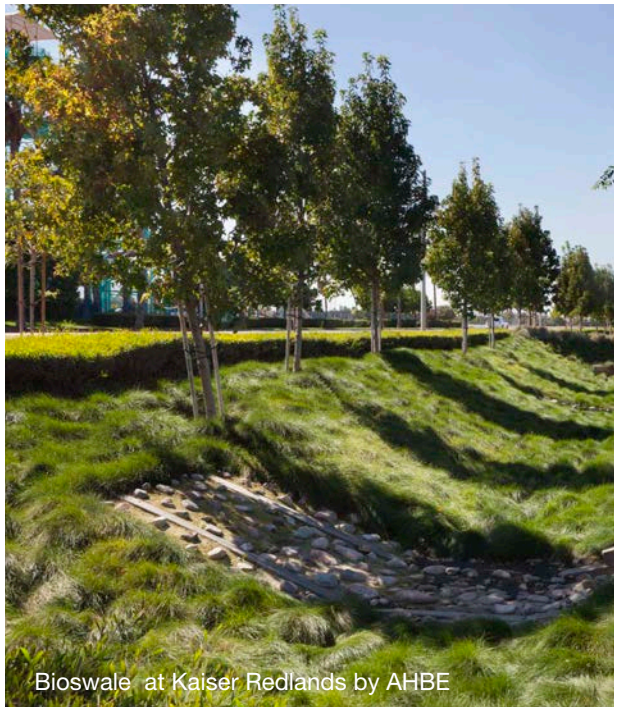
- Bioswale/ Vegetated Swales (Biofiltration BMP)
  Vegetated swales are broad, shallow channels with vegetation covering the side slopes and bottom that collect and slowly convey runoff to downstream discharge points. The design of swales seeks to reduce storm water volume through infiltration, improve water quality through infiltration and vegetative filtering, and reduce runoff velocity by increasing flow path lengths and channel roughness.



Rain Garden

Rain Garden Meadow

- Constructed Wetlands
  (Treatment Control Measures)
  These are engineered shallow marsh systems that facilitate pollutant removal through the settling of larger solids and course organic material and also by uptake in the aquatic vegetation. Pocket wetlands are designed with three distinct zones: a forebay immediately after the inlet to receive storm water, the wetland area, and a micropool immediately prior to the outfall.

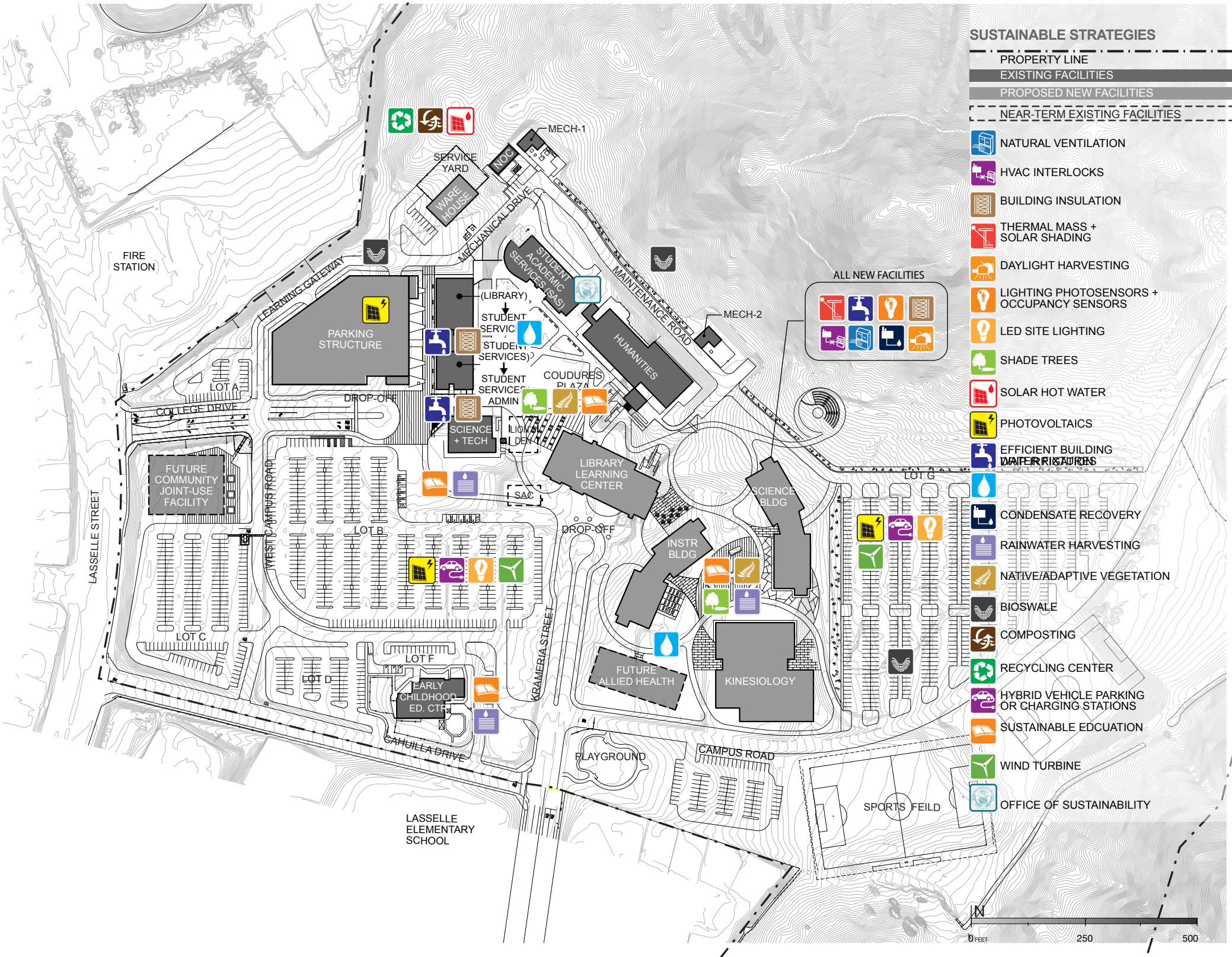

Bioswale at Kaiser Redlands by AHBE

Inverted Median on Green Street

RECOMMENDATIONS

GOALS AND STRATEGIES FOR SUSTAINABILITY

The CMP recommendations for Moreno Valley College include sustainability goals and strategies reflecting the College's commitment to creating a sustainable and environmentally responsible campus. The following eight sustainability goals were developed by the planning committee in an interactive sustainability workshop and are based on the existing environmental conditions of the campus outlined in chapter 6. These goals guided the identified sustainable opportunities and recommended strategies reflected on the campus site plan on the opposite page. These goals and strategies identified will serve as a starting point to guide the integration of a sustainable approach and focus into campus development as projects are implemented and can provide a foundation for the development of a more comprehensive campus sustainability plan and further research into the identified strategies.


SUSTAINABLE STRATEGIES
PROPERTY LINE
EXISTING FACILITIES
PROPOSED NEW FACILITIES
NEAR-TERM EXISTING FACILITIES
NATURAL VENTILATION
HVAC INTERLOCKS
BUILDING INSULATION
THERMAL MASS + SOLAR SHADING
DAYLIGHT HARVESTING
LIGHTING PHOTOSENSORS + OCCUPANCY SENSORS
LED SITE LIGHTING
SHADE TREES
SOLAR HOT WATER
PHOTOVOLTAICS
EFFICIENT BUILDING WATER FIXTURES
CONDENSATE RECOVERY
RAINWATER HARVESTING
NATIVE/ADAPTIVE VEGETATION
BIOSWALE
COMPOSTING
RECYCLING CENTER
HYBRID VEHICLE PARKING OR CHARGING STATIONS
SUSTAINABLE EDCUATION
WIND TURBINE
OFFICE OF SUSTAINABILITY
ALL NEW FACILITIES
MECH-1
MECH-2
SERVICE YARD
NOC
WARE HOUSE
MECHANICAL DRIVE
MAINTENANCE ROAD
FIRE STATION
LEARNING GALLEWAY
PARKING STRUCTURE
(LIBRARY)
STUDENT SERVIC
STUDENT SERVICES)
STUDENT ACADEMIC SERVICES (SAS)
HUMANITIES
COUDURES PLAZA
STUDENT SERVICES ADMIN
DROP-OFF
LOT A
COLLEGE DRIVE
SCIENCE + TECH
LIBRARY LEARNING CENTER
SAC
FUTURE COMMUNITY JOINT-USE FACILITY
LASSELLE STREET
WEST CAMPUS ROAD
LOT B
DROP-OFF
SCIENCE BLDG
INSTR BLDG
LOT G
LOT C
LOT F
LOT D
EARLY CHILDHOOD ED. CTR
KRAMERIA STREET
FUTURE ALLIED HEALTH
KINESIOLOGY
CAHUILLA DRIVE
PLAYGROUND
CAMPUS ROAD
SPORTS FEILD
LASSELLE ELEMENTARY SCHOOL
N
0 FEET
250
500

RECOMMENDATIONS

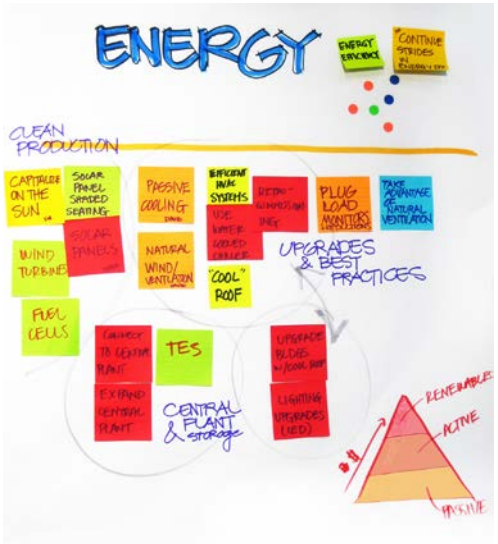
GOALS AND STRATEGIES FOR SUSTAINABILITY

- Leadership and Culture: Be role models for the community by demonstrating sustainable principles throughout the campus, restoring the natural environment and celebrating the unique character of the desert.
- Water and Landscape: Conserve water through efficient plumbing fixtures, drought tolerant landscaping and retention and reuse of rain water.
- Energy: Conserve energy through best practices such as passive solar building design, energy efficient upgrades to existing building systems, and clean energy production.
- Environmental Quality, Comfort, Health and Wellness: Support a healthy indoor and outdoor environment by providing access to fresh air, views, natural lighting and walking trails.
- Waste: Reduce meaningless waste by organizing a campus culture based on the principle of reduce, reuse and recycle.
- Curriculum and Training: Create a 'green' mentality for the campus by supporting professional development in sustainability and capitalizing on the classroom by implementing researched based learning.
- Transportation: Reduce emissions caused by transportation to the campus by promoting and/or providing alternative transportation practices such as carpooling, mass transit, biking amenities and preferred parking for alternative fuel vehicles.
- Green Business Practices: Adopt green purchasing practices, rely on efficiency of technology rather than hardcopy materials, and opt to reuse rather than repurchase.

While the strategies and opportunities are shown for Moreno Valley College's main campus, many of the goals can also be applied to the Ben Clark Training Center as it is developed.

LEADERSHIP & CULTURE
INFUSE SUSTAINABILITY IN ALL CURRICULA
BE ROLE MODELS
CELEBRATE THE DESERT
SERVING COMMUNITY
PARTNERSHIP
MINIMAL FOOTPRINT
RESPECT NATURAL ENVIRONMENT
HABITAT
INCREASE DENSITY TO ACCOMODATE GROWTH
Sustainability Task Force
DEMONSTRATE SUSTAINABILITY THROUGHOUT COLLEGE
CULTURE OF AWARENESS
KNOW WHERE OUR STUDENTS WILL GO AFTER THEY
DON'T RELY TOO MUCH ON TECHNOLOGY
CONNECTION BETWEEN MOV + INLAND EMPIRE
BE OPEN TO CREATIVE ANSWERS
MARKET SUSTAINABILITY TO PUBLIC, PARTS

WATER & LANDSCAPE
WELL-USED/LINED OUTDOOR SPACES
SMART H2OUSE
MAKE IT NICE TO WALK OUTSIDE
USE TOPOGRAPHY FOR ENHANCEMENT
FLUSH OUR OWN TOILETS
GRAY WATER SYSTEM
DRIP IRRIGATION
CAPTURE + RE-USE STORMWATER
IRRIGATE @ NIGHT
DON'T IRRIGATE IF YOU DON'T NEED IT
SITE LIGHT SHIELDING
STUDENT GATHERING PLACES
DEMONSTRATION GARDEN
OUTDOOR LIVING LABS
NATIVE CALIFORNIA VEGETATION
SHADE
SHADED ARCADES
REDUCE GRASS/TURF
LAND SCAPE COLOR
TREES!
SUSTAINABLE + CULTURAL LANDSCAPE
SUPPORT NATIVE WILDLIFE
CELEBRATE NATURAL FLORA + FAUNA
USE NATURAL LANDSCAPE
RETENTION BASIN
BEAUTIFUL and APPROPRIATE PLANTING INTEGRATION


ENERGY
CLEAN PRODUCTION
CAPTURE ON THE SUN
SOLAR PANEL SHADED SEATING
PASSIVE COOLING
PLUG LOAD MONITORS
TAKE ADVANTAGE OF NATURAL VENTILATION
WIND TURBINE
SOLAR PANELS
NATURAL WIND/VENTILATION
"COOL" ROOF
UPGRADES & BEST PRACTICES
FUEL CELLS
TES
CENTRAL PLANT & storage
EXPAND CENTRAL PLANT
RENEWABLES
ACTIVE
PASSIVE

and outdoor
INDOOR AIR QUALITY & COMFORT
RETROFIT (E) FACILITIES
SHADE
DEEP OVERHANGS
OVER-HANGS @ CORRIDORS
SOLATUBES
INVITE NATURAL DAYLIGHT
DAY-LIGHTING
CONNECT BETWEEN HEALTH + SUSTAINABILITY
FULLER SPECTRUM (natural) LIGHT
HEALTH & WELLNESS
VIEW CORRIDORS + connection to outside
WALKING TRAILS
USER ADAPTED SHADE

WASTE
RECYCLE PROGRAM
E-WASTE
RE-USABLE BOTTLES
AVOID MEANINGLESS CONSUMPTION
EDUCATE STUDENTS ON HOW TO RECYCLE
USE LESS PAPER

CURRICULUM/ TRAINING
PROFESSIONAL DEVELOP
CORE SCHEDULING
Sustainability Club
Research-Based Learning
CAPITALIZE ON THE CURRICULUM
CREATE A GREEN MENTALITY

TRANSPORTATION
COORDINATE BUS SCHEDULES
BUSES OVERRIDE SIGNALS
BIKE + PED FRIENDLY
MORE FROM THE BIKES
LOOP CORE SCHEDULING TO MITIGATE FLOW
INCENTIVE FOR CARPOOLS
EXPAND CHOICES
USE UNUSED PARKING
ENCOURAGE FOOT TRAFFIC

GREEN BUSINESS PRACTICES
GREEN PURCHASING PROGRAM
HIGHER USE OF TECH.
DON'T BUY NEW, BUY REFILLS
INCENTIVE FUNDING SOURCES

RECOMMENDATIONS

MVC–BEN CLARK TRAINING CENTER

In March of 2010, the RCCD Board of Trustees approved a resolution to seek state recognition of the MVC-Ben Clark Training Center as an education center. As RCCD and MVC moved toward the implementation of this resolution, the state imposed a moratorium on the recognition of new education centers. The moratorium has been lifted and MVC, RCCD, and Riverside County have have renewed their commitment to seek and support center status.

The recommended steps to establish the MVC-BCTC as a state-recognized educational center and develop its facilities are summarized in the following list.

MVC-BCTC RECOMMENDATIONS:

- Enter into a long-term ground lease with Riverside County to support the future growth and expansion of the MVC-Ben Clark Training Center.
- Enter into an operational agreement with Riverside County.
- Apply for education center status in order to make MVC-Ben Clark Training Center eligible for state funding.
- Plan for local RCCD funding of the initial phase of development.
- Apply for state capital outlay funding in order to fund subsequent phases of development.

RECOMMENDATIONS

MVC–BEN CLARK TRAINING CENTER

JOINT-USE OPPORTUNITIES

Since 2010, when a site was first selected and a ground lease was pursued, Riverside County has established and begun to implement their Conceptual Master Plan for the Ben Clark Training Center. In order to restart the planning for MVC-BCTC site and facilities, it was important to understand the County's master plan and the joint-use opportunities that it affords. The MVC Comprehensive Master Plan process included meetings attended by the Riverside County partners, MVC, and RCCD. The County partners that participated in these meetings represent the California Department of Forestry and Fire Protection/Riverside County Fire Department and the Riverside County Sheriff's Department.

PHASED IMPLEMENTATION

Following these discussions, a master plan space program was developed to accommodate MVC-BCTC program needs. The MVC-BCTC Master Plan Space Program, which is summarized on the table on page 6.51, provides space for functions required for state-recognized centers and elements described in the Memorandum of Agreement. The program for the initial Center Status phase provides for near-term needs and is scaled to support immediate implementation using available local funds. The program for Future Growth provides space to house functions that are needed in the long term, but may be deferred until additional funding is available.

PROGRAMMING REQUIREMENTS FOR STATE RECOGNITION OF EDUCATION CENTER STATUS FOR MVC-BCTC:

The Center Status phase of the MVC-BCTC space program provides space to meet the following requirements for center status:

- Access to student services
- On-site administration
- Access to the general student population
- Offering of general education courses

SITE SELECTION CRITERIA

The establishment of a master plan space program is an important step toward setting the criteria for the selection of a site by quantifying facilities space needs. Other site selection criteria include the following:

- Adjacency to county-owned joint-use facilities
- Buildable topography
- Vehicular circulation and parking access
- Site utility infrastructure access
- Alignment with MOA implementation elements

MVC-BEN CLARK TRAINING CENTER MASTER PLAN SPACE PROGRAM

Space Code	Type of Space	CENTER STATUS	FUTURE GROWTH
100s	Classroom	2,500	13,000
210-255	Labs	1,400	5,400
300s	Office (including Student Services)	2,827	750
400s	Library/LRC/Tutorial	2,910	400
530-535	AV/TV (Distance Learning)	-	1,000
520-525	PE/Fitness (Multi-purpose)	1,200	500
630-635	Food Service/Bookstore	-	1,000
670-690	Multi-purpose	-	3,270
	Other	350	1,600
	Total Assignable Area	**11,187**	**26,920**
	65% efficiency		
	Gross Building Area	**17,211**	**41,415**

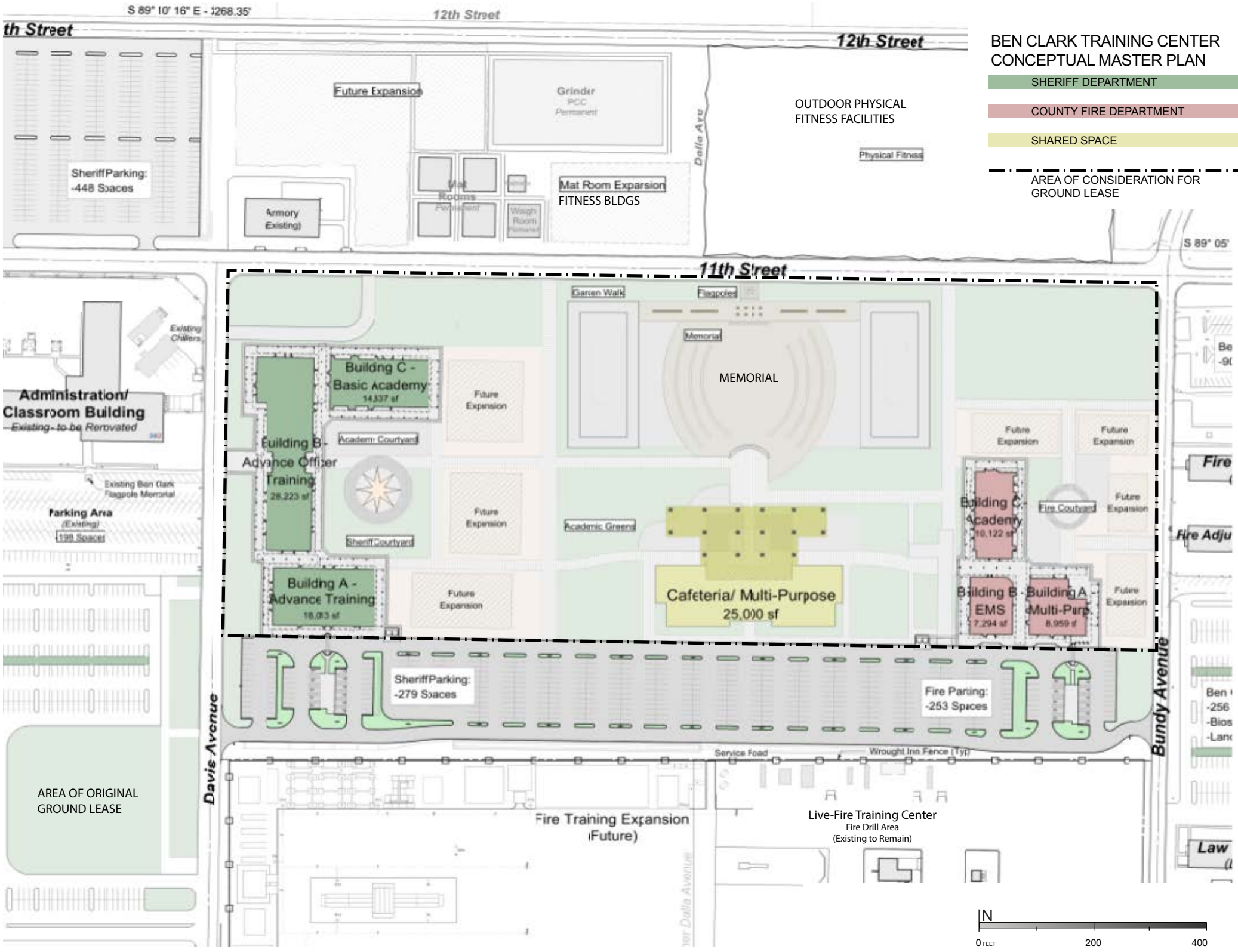
RECOMMENDATIONS

MVC–BEN CLARK TRAINING CENTER

RCCD intends to enter into the long-term ground lease of a site on which to build facilities that will provide for near-term and long-term needs. During the CMP planning discussions, the Riverside County partners asked MVC/RCCD to consider a location within the campus core in the northern portion of the BCTC site, as shown in the County's Conceptual Master Plan graphic on the opposing page.

This area satisfies the site selection criteria. It is rough-graded and generally level. The proximity to the planned locations for the Sheriff and Fire Department instructional facilities, as well as the planned cafeteria/multipurpose space, supports the joint use of these facilities. Planned outdoor fitness facilities are conveniently located across 11th Street. This area provides the added benefit of access to shared parking lots that are planned by the County. Vehicular access is available via Davis Avenue, 11th Street, and Bundy Avenue. The area is served by in-road utility mainlines for sanitary sewer, water, natural gas, and electricity in 11th Street.

Locating facilities for MVC-BCTC within the campus core, adjacent to the County's instructional and student service facilities, supports the creation of a hub for student life. The specific site location (or locations) will be determined through discussions with the Riverside County partners and consideration will be given to programmatic needs and the terms of the MOA.


BEN CLARK TRAINING CENTER
CONCEPTUAL MASTER PLAN
SHERIFF DEPARTMENT
COUNTY FIRE DEPARTMENT
SHARED SPACE
AREA OF CONSIDERATION FOR GROUND LEASE
AREA OF ORIGINAL GROUND LEASE
S 89° 10' 16" E - 1268.35'
12th Street
11th Street
Davis Avenue
Bundy Avenue
Dalla Ave
Future Expansion
Grinder
PCC
Permanent
OUTDOOR PHYSICAL FITNESS FACILITIES
Physical Fitness
Sheriff Parking:
-448 Spaces
Armory
Existing)
Mat Rooms
Permanent
Weigh Room
Mat Room Exparsion
FITNESS BLDGS
S 89° 05'
Existing Chillers
Administration/
Classroom Building
Existing- to be Renovated
Existing Ben Clark
Flagpole Memorial
Parking Area
(Existing)
198 Spaces
Garden Walk
Flagpoles
Memorial
MEMORIAL
Building C -
Basic Academy
14,337 sf
Future Expansion
Academy Courtyard
Building B -
Advance Officer
Training
28,223 sf
Sheriff Courtyard
Building A -
Advance Training
18,083 sf
Academic Greens
Cafeteria/ Multi-Purpose
25,000 sf
Building C -
Academy
10,122 sf
Fire Courtyard
Building B -
EMS
7,294 sf
Building A -
Multi-Purp.
8,959 sf
Sheriff Parking:
-279 Spaces
Fire Parking:
-253 Spaces
Service Road
Wrought Iron Fence (Typ)
Fire Training Expansion
(Future)
Live-Fire Training Center
Fire Drill Area
(Existing to Remain)
N
0 FEET
200
400

MORENO VALLEY COLLEGE
2010
BEACON ON THE HILL

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