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INTRODUCTION

Since 1991, Riverside Community College District’s Moreno Valley Campus (MVC) – a public, two-year institution – has brought flexible, highly-responsive academic programming to Southern California’s Riverside County, which borders the Los Angeles metropolitan area and stretches to California’s eastern edge. Located in Western Riverside County, Moreno Valley is one of a number of cities in what is known as California’s “Inland Empire,” – so-called because of its location 37 miles inland from the Pacific Ocean. Less well-known than its neighbor to the west, the Inland Empire serves a large minority population whose per capita income and educational levels lag behind state and national levels.

Comprised primarily of the Riverside-San Bernardino-Ontario Metropolitan Statistical Area (MSA), the Inland Empire was once an LA bedroom community. Today, with a population of

4.1 million, it is the second largest MSA in Southern California. Since the 1980s, the region’s population has grown 59%, with Riverside County’s population alone

| MVC SERVICE AREA: KEY CHARACTERISTICS | | | |
|---|------------------|-----------|-----------|
| <i>Characteristic</i> | <i>Svc. Area</i> | <i>CA</i> | <i>US</i> |
| Hispanic population | 42% | 36% | 15% |
| Families Below Poverty | 11% | 9.7% | 9.8% |
| Median Family Income | \$24,149 | \$28,049 | \$26,178 |
| % High School Grads | 75.4% | 80% | 84% |
| % Bachelors or Higher | 10% | 29% | 27.5 |
| <i>U.S. Census, 2005-2007 estimates; EMSI, 2009</i> | | | |

increasing an amazing 79% (U.S. Census 2009). Today, Hispanic residents make up 42% of the county’s population, with a high of 61% in Fontana. Over the next decade, their number is expected to grow 27% – moving our county toward minority-majority status (EMSI 2009).

Our region’s rapid growth and location translate to challenges for the residents we serve. In a difficult economy, employment for some Inland Empire residents means commuting to LA – a trip that can take up to two hours one way. In fact, *Forbes Magazine* has identified the region’s commutes as America’s most unhealthy, due to pollution and high traffic fatalities (2007).

While Riverside County’s crime rate stands slightly over the national average, San

Bernardino sees twice that amount of crime annually. According to the FBI's *Uniform Crime Reporting Program*, Riverside and San Bernardino Counties together reported 51,237 crimes in 2006, a total exceeding individual rates of all but one other California county (2007). While area crime has been connected to gang activity and methamphetamine production, area law enforcement has resulted in declining drug activity over the last decade (FBI 2007).

It is to this service area that MVC provides programs in General Education, Allied Health Sciences, Technology, Business, Vocational programs, and Basic Skills – providing pathways to occupational certificates, associates

| MORENO VALLEY CAMPUS OVERVIEW | | | |
|---|---------|---|---------|
| <i>Mission:</i> Responsive to the educational needs of its region, Moreno Valley Campus offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially in health and public service preparation. | | | |
| STUDENT CHARACTERISTICS | | FACULTY CHARACTERISTICS | |
| Headcount | 10,692 | Total FT | 69 |
| Part-time | 75% | Part Time | 451 |
| Female/Male | 52%/48% | Female | 54%/46% |
| Hispanic | 40% | Hispanic | 25% |
| Age 25 and up | 51% | Master's Degree + | 57% |
| % on Fin. Aid | 34% | Faculty:Student Ratio | 1:24 |
| Acad. Underprep. | 74% | <i>Fall 2008 figures Institutional Research, 2009</i> | |
| First Generation | 64% | | |

degrees, and baccalaureate transfer. With Hispanic enrollment mirroring the county's population, MVC is known as a regional center for Allied Health and human and public services programs preparing economically-challenged students for stable, in-demand occupations in the region.

Unique to our campus and crucial to our community-responsive programming is the ***Ben Clark Public Safety Training Center (BCTC)***, which houses MVC's Public Safety Education and Training (PSET) programming. Of BCTC's fall 2008 enrollment of 2,835, 63% were enrolled in these programs, comprised of the Fire Technology/Fire Academy and Administration of Justice/Law Enforcement programs (IR 2009).

Accredited through the California State Fire Marshall's Office, successful completers of MVC's Basic Firefighter Academy earn 16 individual certificates in topics ranging from Fire

Control to Hazardous Materials, and are eligible for the State of California Firefighter I certificate. Advanced Fire Academies provide training to employed firefighters in the region.

Law Enforcement programs, accredited by the Commission on Peace Officer Standards and Training (POST) and the California Board of Corrections, provide Basic Peace Officer and Corrections Officer Academy training for recruits hired and sponsored by area agencies, such as the Riverside County Sheriff’s Department. Advanced Peace Officer and Corrections Officer Academies provide specialized training appropriate for area law enforcement.

In addition to preparing students for area employment, public safety programs act as pathways to MVC’s Associate Degree programs in Law Enforcement, while articulation agreements with area four-year institutions support baccalaureate transfer. In fact, MVC is finalizing an agreement with California State University-San Bernardino to develop 2+2 programming to facilitate completion of Public Safety bachelor degrees offered at BCTC.

INSTITUTIONAL STRENGTHS, PROBLEMS, AND WEAKNESSES

MVC’s comprehensive institutional analysis reveals a host of strengths that speak to our mission to not only provide traditional transfer-oriented General Education coursework, but also to address residents’ need for programming preparing them for the regional workforce:

| ACADEMIC PROGRAM STRENGTHS | |
|--|--|
| <ul style="list-style-type: none"> ➤ Diverse academic programs in varied instructional formats, including traditional, hybrid, online delivery ➤ Average class size of 30, for high degree of faculty-student interaction ➤ Comprehensive systems to assess, counsel/advise, and orient students, to ensure enrollment appropriate to student goals and preparation levels ➤ Cooperative development of strong assessment and evaluation tools for academic review process | <ul style="list-style-type: none"> ➤ Flexible instruction for pre-collegiate students allows greater math and science access for underprepared Hispanic students ➤ Allied Health programming addresses demand in Radiology & Clinical Lab Tech., guided by industry advisory committee ➤ Allied Health cooperative relationships with U of CA Riverside, Loma Linda U. ➤ One of few community colleges in western U.S. to offer Physician’s Assistant program; enrolling diverse student population, program pass rate exceeds 95% |

| INSTITUTIONAL MANAGEMENT STRENGTHS | |
|---|--|
| <ul style="list-style-type: none"> ➤ Institutional planning process supports data-driven SWOT analysis, decision making, budget planning ➤ Commitment to serve growing numbers of students during severe economic downturn ➤ Qualified, experienced administrators, instructors, professionals, staff; competitive compensation; well-administered HR ➤ Long-range planning for facilities to meet growing educational demand ➤ Comprehensive, effective evaluation plans for administrative staff, faculty, staff | <ul style="list-style-type: none"> ➤ County interagency involvement and coordination, strengthening BCTC public safety programs ➤ Comprehensive, inclusive strategic planning facilitates shared governance ➤ Active community advisory boards for Allied Health, Public Safety Education and Training (PSET) and Allied Health ➤ Systematic, comprehensive student learning outcomes assessment ➤ Joint decision-making among administration, faculty, staff, students |
| FISCAL STABILITY STRENGTHS | |
| <ul style="list-style-type: none"> ➤ Implementation of sound business practices, strong resource management ➤ Budget planning process tied to planning process, tied to institutional goals | <ul style="list-style-type: none"> ➤ Consistently positive results on annual audit of institutional financial records conducted by independent accounting firms, with few comments or recommendations |

Our Public Safety Education and Training (PSET) programs at the Ben Clark Training Center (BCTC), boasting course completion rates of **91.2%**, are key strengths, providing exceptional educational and professional opportunities. Comprehensive analysis, however, reveals problems and weaknesses associated with these programs, and analysis also confirms that the time is right to address these weaknesses and problems.

ACADEMIC PROGRAM PROBLEM: Inability to expand access to and enrollment in high-demand programs

Reflecting steady area growth, since 2006 MVC FTE enrollment has increased over 12%. However, significant weaknesses prevent us from taking advantage of potential for sustained, long-term enrollment growth.

Contributing Weakness: Enrollment in high-demand academic programs at capacity

Waiting lists for MVC’s PSET programs reflect the extent to which these programs tap into the needs of service area employers and residents alike. Today, however, programs have reached enrollment capacity, while student and industry demand continue to grow.

Offered twice annually, MVC's full-time Basic Fire Academy consistently fills its 32-student capacity – the limit imposed by its resources and infrastructure. In addition to wait-listing an average of 18 to 20 applicants for each 12-week academy, we consistently field inquiries from students whose family and work responsibilities preclude attending the 60-hour weekly academy (6:00 a.m.-6:00 p.m. Mon.-Fri. plus periodic weekend hours). Area residents most in need of career stability are underrepresented in the Fire Academy; just 26% of cadets are Hispanic (compared to 42% in the service area and 40% for MVC), 17% are economically disadvantaged, and 13% are single parents. In a recent evaluation, Chief Blake Goetz, President of the Riverside County Fire Chief's Association, called upon MVC to increase academy enrollment among these underrepresented groups (2009). However, these time- and socioeconomically-challenged area residents simply cannot afford full-time attendance. And the nearest part-time academy, in Santa Ana, CA, requires a minimum 45-minute (one way) commute.

Meanwhile, by 2014, California projects a need to hire 6,900 fire service professionals, with nearly one-fourth of that growth occurring in Riverside and San Bernardino Counties, which together are expected to hire at least 1,610 fire service personnel over that period (Fire Technology/Fire Academy Annual Report, 2006; Riverside Co. Training Officers Association, 2008). Riverside County Fire Chief John Hawkins called upon MVC to address this need at the spring 2008 meeting among Riverside Community College District Partners Taskforce, a planning group that develops programmatic responses to regional workforce needs.

Regional demand is also strong for trained **law enforcement** professionals. With a current workforce of 3,037, the Riverside County Sheriff's Department projects a need to hire 1,500 uniformed deputies – 49% growth – from 2008 to 2011 (Sheriff Stan Sniff, 2008 RCCD Partners Taskforce Meeting 2008). This need coincides with a federal mandate requiring the county to release inmates when jails reach capacity – an order that resulted in the release of 6,000 inmates

in 2007. In response, Riverside County has finalized plans to construct a new correctional facility and build-out an existing jail to establish a new hub jail. Expanded staffing requirements call for MVC to support a minimum 42% enrollment increase in Peace and Corrections Officer academies (2008). While the recent economic downturn could delay hiring plans for up to 18 months, area officials confirm that under any circumstance, the county’s workforce must expand within three years.

Despite excellent employment prospects, Hispanic residents –42% of Riverside County’s population – are underrepresented in public safety professions. As summarized below, just 18% of county firefighters are Hispanic, and 14% work as Sheriff’s deputies (U.S. Census 2007, Riverside Co. Sheriff’s Dept. 2009).

| HISPANIC REPRESENTATION IN PUBLIC SAFETY OCCUPATIONS: RIVERSIDE COUNTY | |
|--|-----|
| Firefighters | 18% |
| Sheriff’s Deputies | 14% |
| Bailiffs, Correctional Officers, Jailers | 23% |
| Police Officers | 21% |
| <i>U.S. Census 2007; Riverside Co. Sheriff ’09</i> | |

For most area residents seeking training in these high-growth occupations, MVC provides the only viable options. Of four community college districts in the county, only Riverside Community College District-MVC provides **comprehensive** public safety programs. For county residents seeking certification from an accredited Firefighter-1 Academy – required by 95% of the state’s municipal fire departments – the next closest training options are in the cities of San Bernardino and Santa Ana – translating to one-way commutes of one to two hours. Meanwhile, MVC is the only provider of comprehensive law enforcement training in the area.

Contributing Weakness: Inadequate Law Enforcement Program access for underprepared students

Despite workforce need and student demand for access to public safety career pathways, too many area residents seeking PSET training experience a “bottleneck” at MVC, owing not only to capacity limitations but also to inadequate programming for underprepared students.

The majority of students in BCTC's Basic Peace Officer and Corrections Academies are recruits employed by area enforcement agencies – primarily the Riverside County Sheriff's Department – through a pre-screening process. However, according to Sheriff's Department figures, some 90% of applicants are never hired due to inadequate preparation in Basic Skills (English, Reading, Math, and ESL); that's a higher percentage of underprepared students than the 73% (76% of Hispanic students) testing into Basic Skills at MVC overall. But underprepared law enforcement applicants looking to MVC for instruction in the Basic Skills are stopped in their tracks – for **BCTC offers no instruction in academic Basic Skills**. Unable to get past pre-employment screening, the vast majority of students seeking training as Peace or Corrections officers will never make it into our Law Enforcement academies.

Certainly underprepared students may choose to take Basic Skills courses at the main campus, 14 miles from BCTC. Existing Basic Skills courses, however, are designed for liberal arts transfer degree areas. While contextualized education – incorporating real-world, job related content with academic instruction – has been accepted as an educational best practice for Basic Skills instruction, MVC Basic Skills course content “is the same regardless of the method of delivery...with a lack of contextual basis.” (Carrigan 2008; Pisa 2009). Sheila Pisa, MVC Basic Skills Initiative Coordinator, reports that “It is not uncommon for students to claim that they have learned nothing that will help them...outside of the classroom” (2009).

Contributing Weakness: Public Safety Academy curricula, strategies, and resources fall short of workforce needs

Ben Clark Public Safety Training Center is operated under the oversight of Riverside County. Yet despite our strong collaborative relationships with the primary entity hiring academy completers, area public safety professionals have identified multiple shortcomings interfering with graduates' readiness for area employment.

In recent years, technological advancements have greatly impacted firefighting tools and practices. But since 2001, MVC’s limited financial resources have prevented Fire Academy equipment updates, a weakness reinforced by Palm Springs Fire Department Chief Blake Goetz, who notes that “students that are provided access to modern tools and technology come to the workforce more fully prepared and oftentimes more successful as entry-level employees” (2009).

Breathing apparatus

on which our students train, for example, are not the current lightweight models – featuring fully-integrated communication systems and

...a quality program is one that mirrors the needs of the industry, including tools, equipment and technology that a student will encounter upon employment. Keeping the Fire Technology Program current with tools, equipment, and technology is a weakness for your program...Additionally, there [are] not enough tools and equipment for the students These tools include state of the art technology in breathing apparatus, thermal imaging devices, computer simulation software, personal protective clothing, fire apparatus, etc.

-Blake G. Goetz, Fire Chief – Palm Springs Fire Dept., Pres. of Riverside County Fire Chief’s Assoc.

personal alarm devices – now in routine use by firefighters. Because of the age of the equipment, we can scarcely locate replacement parts for the bulky, outdated models used by our cadets.

When we last updated Academy curricula, **thermal imaging cameras** – heat-sensing devices detecting human or living images in zero-visibility smoke conditions – were heavy, cumbersome, and used only by a few firefighters. Today’s updated, lightweight models not only provide clearer images, but they are considered standard firefighting equipment.

Nor can we provide training with industry-standard **safety clothing**, made of pliable, flexible material for greater range of motion and dexterity as well as improved protection.

Finally, as instructional technology has exponentially increased simulation and interactive training opportunities, our Fire Academy – stymied by instructional technology weaknesses discussed in the next section – continues to rely primarily on traditional, lecture-based instruction to prepare cadets to respond to real-world emergencies (Internal Eval., 2009).

Riverside County Sheriff Stanley Sniff points to similar weaknesses in Peace and

Corrections Officer Training Programs, which rely on theory-based instruction delivered in traditional classroom environments. We rely upon on-the-job field experience for interactive, situational training in critical life or death situations; such experience provides virtually no opportunity to test alternative strategies, and one error can lead to disaster. The burden of interactive, situational training is placed “on the backs of the public,” financially and otherwise.

Peace and Corrections Officer curricula also offer insufficient hands-on training in diverse roles played by law

enforcement officers. Sheriff

Sniff points out that students

are trained in general

Solid and realistic training requires that deputies being trained experience the exact environment and circumstances that will be faced in the field. Through a controlled training environment we can give “experience” without risk and improve the probability of our students’ survival and success in the field.

*Stanley Sniff, Riverside County
Sheriff-Coroner (2009)*

strategies but do not develop specific skill sets required of various officers in the field (2009).

First responders to an “active shooter” situation, for example, must be trained in tactical strategies for addressing the immediate danger of a gunman in a public location. But recruits must also practice skills in managing and coordinating field officers’ responses. Too often, our training does not support the development of these diverse skill sets.

Today, MVC has a unique opportunity to address the foregoing problem. Riverside County has committed \$3 million to construct an educational **Scenario Village** at BCTC. Designed to simulate modern-day community environments – including commercial, residential, high-rise, and corrections facilities – the 20-acre scenario village is slated for completion by 2011 and presents outstanding potential to infuse PSET programs with interactive training in real-world tools and strategies. But our ability to capitalize on this opportunity depends upon updated curricula supported by appropriate resources and updated equipment.

INSTITUTIONAL MANAGEMENT PROBLEM: Traditional student support inadequate to meet the needs of non-traditional, time- and place-bound students

Distinguished by their age (78% over age 25, vs. 51% for MVC overall) and part-time status (91% part-time, vs. 75% overall), BCTC trainees have unique student support needs that cannot be met by MVC's overwhelmingly traditional student services. Key systems – including Advising, Orientation, Tutoring, and Library services – are offered only on the main campus during traditional business hours; BCTC program students – such as those spending up to 12 hours a day in Basic Fire Academy training – are denied access to essential student services.

As previously indicated, BCTC does not host Basic Skills instruction. However, because of its location near a number of MVC feeder high schools, a part-time (20 hours per week) assessment/placement center has recently been located at BCTC. Students seeking Basic Skills or General Education placement testing, however, can access services only on the center's largely traditional schedule. On the single evening a week that the center is open, students arriving after 6:15 p.m. cannot be tested, leaving nontraditional students the narrowest of windows for placement testing.

Other paper-based and place-bound services are available only to BCTC students who can, during traditional business hours, drive to the main campus – a trip taking 45 minutes in gridlock traffic. Working students are effectively shut out from receiving support. Online services, meanwhile, are limited to a registration system hosted not by MVC but by the state of California.

Contributing Weakness: Insufficient technological infrastructure and access

A fundamental obstacle to accessible academic and student support is inadequate technological infrastructure across the entire MVC system. Web service for both the main campus and BCTC depends upon off-site servers – with the main campus relying upon a single Riverside District server housing web software for all campuses (total enrollment 52,163) and

BCTC dependent upon the County’s server – which also hosts web software for all county functions and which, according to county statistics, is used to 96% capacity daily.

These infrastructure limitations mean access obstacles and frustration for online users at both the main campus and at BCTC. Students, instructors, and staff report inconsistent and unreliable access to web-based instructional tools; email users routinely wait up to 60 seconds to open simple attachments. At both locations, it is common for web downloads to take 30 minutes, and staff at BCTC have recently reported hour-long waits for downloads.

BCTC’s outdated resources extend to classroom technology – well-established as crucial for interactive, hands-on training. While fire departments nationwide use simulation software for on-the-job training, our Fire Academy – unequipped with classroom instructional technology – relies upon traditional, lecture-based instruction. Potential employers of PSET trainees call for students’ greater exposure to interactive learning opportunities. BCTC facilities include traditional classroom space without **any** instructional technology associated with best practices in interactive instruction. Moreover, buildings housing the Fire Academy and the Peace and Corrections Officer Programs – located on 365 acres of land and separated from one another by over three football fields – provide **no** computer labs, long considered as standard college campus resources, for instructional or support access.

FISCAL STABILITY PROBLEM: Inadequate Resources to address students’ instructional and support needs

The cash-strapped state is delaying \$540 million in payments to the [community] colleges while it waits for revenues to come in. In the meantime, community colleges are on their own.
-“New Cash Crisis for California” *Chronicle of Higher Ed.*, 2009

With state budget shortfalls projected to reach \$25 billion by 2010, California’s “financial Armageddon” (Ayres 2008), has plunged MVC and other community colleges into fiscal crises of their own. Students “priced out” of University of California and California State

University system increasingly look to community colleges for affordable education, and California’s community colleges now serve

| MVC LOW EXPENDITURES PER-STUDENT | |
|----------------------------------|----------|
| University of CA system | \$14,459 |
| CA State Univ. System | \$8,457 |
| CA Comm. College system | \$3,875 |
| Moreno Valley Campus | \$2,512 |

75% of the state’s postsecondary students and account for 22% of nationwide community college enrollment. But, as illustrated above, the per-student revenues for community colleges lag far behind those of the state’s other postsecondary institutions. This situation leaves MVC – with even lower per-student expenditures than the state average – in a financial bind, especially as the college struggles to keep up with the rapidly-changing needs of its service area.

The virtual elimination of state funding threatens MVC’s ability to develop systems to support the increasing number of Hispanic, low-income students looking to us for educational opportunities and professional stability. State funding for faculty development was eliminated in 2006, leaving just \$75,456 in our general fund for professional development – an average of \$1,094 per full-time faculty member, with no funding at all for our 451 part-time faculty.

With no relief from this state funding crisis in sight, MVC cannot independently address identified problems and weaknesses threatening our ability to fulfill our commitment to the Hispanic, low-income students who depend upon us for access to pertinent programs in growth areas, such as MVC’s Fire Academy and Law Enforcement training.

DESCRIPTION OF ANALYSIS PROCESS

Our analysis of MVC’s Strengths, Problems, and Weaknesses has grown out of a comprehensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis process that ensures broad participation of all MVC stakeholder groups while feeding into District-wide analysis and planning. Evaluative input from MVC’s external stakeholders, including representatives of 35 statewide and regional public safety entities, has both facilitated comprehensive institutional analysis and provided crucial direction for our proposed Activity.

MVC’s dynamic institutional analysis process results in specific, long-term campus strategies that grow out of the District’s Five-Year Strategic Plan. At the heart of our analysis are comprehensive, annual instructional and student services reviews, conducted in response to District goals and informed by student evaluations and strategic planning involving both the Academic Planning Council and MVC’s Strategic Planning Committee. On the basis of this broad-based SWOT analysis, the Academic Planning Council, with members from all academic departments and instructional areas, makes recommendations regarding campus priorities, and appropriate college divisions and administrative units develop strategic goals that inform annual action plans reviewed by the campus-wide Strategic Planning Committee, the Academic Senate, and the President’s Cabinet. Approved Action Plans become the basis for annual campus strategies, which are tracked and evaluated for budget allocation, results, and improvements.

MVC Title V analysis and planning grew out of District-wide academic review designed to ensure that educational programs respond to the changing needs of students and community; academic standards, industry, professional, and occupational standards; and new technologies. Based on this review, MVC’s Academic Planning Council identified as an institutional priority the revision of Public Safety and Education Training curricula delivered at BCTC. Subsequent institutional, service area, and labor market research – including external evaluation by representatives of area fire and law enforcement agencies – reinforced the potential of these programs to provide opportunity for the region’s Hispanic, low-income residents. District-level analysis reinforced that improvement of these programs is not only critical to the institutional strength of MVC, but also consistent with the District Academic Master Plan. Specific project planning was conducted by a broad-based committee representing MVC and BCTC administration, faculty, and staff; students; and district-level institutional research.

The table below summarizes membership and roles of institutional stakeholder groups

involved in campus-wide SWOT analysis, strategic planning, development of specific campus strategies for addressing district strategic initiatives, and Title V-specific analysis and planning.

| BROAD REPRESENTATION IN INSTITUTIONAL ANALYSIS AND PLANNING | |
|---|--|
| Group: <i>Membership</i> | Nature of Involvement and Input, <i>Timeline</i> |
| MVCC Board of Trustees: <i>Six-members, incl. five elected reps. from district, 1 student trustee appointed annually</i> | Leadership in setting district planning priorities, SWOT Analysis. <i>Monthly meetings.</i> |
| President’s Cabinet: <i>Pres., VP for Ed. Svcs., VP Business Services, Deans, Ass’t Deans,</i> | Conduct SWOT Analysis; Advise President regarding issues affecting. <i>Meets monthly</i> |
| *Academic Planning Council: <i>Faculty Chairs, Ass’t Chairs</i> | Review of District Strategic Initiatives; academic program SWOT analysis and review. <i>Meets monthly</i> |
| Academic Senate: <i>Elected faculty representatives; open meeting attendance by all interested stakeholders</i> | Review of Strategic Planning Action Plans, District Strategic Initiatives and development of campus action strategies. <i>Meets monthly</i> |
| *Strategic Planning Committee/ Subcommittees: <i>Faculty, staff, students, community partners, industry representatives:</i> | Strategic action planning based on campus-wide SWOT and District Strategic Initiatives. <i>Subcomms. & planning comm. meet monthly;</i> |
| *Faculty Focus Groups: <i>Fire Academy, Law Enforcement faculty</i> | Provide input regarding instructional, professional development needs. <i>Ongoing; focused project discussions, Spring 2009</i> |
| *Riverside Community College District Partners Taskforce: <i>BCTC Captain Richard Coz, Riverside Co. Sheriff’s Dept., CAL Fire, Riverside Co. Fire Dept., State Fire Marshall, CA Highway Patrol; Riverside Comm. Coll.</i> | SWOT Analysis and Planning; Identification of workforce needs. <i>Annually, more often as necessary</i> |
| *External Consultants: <i>Riverside Co. Sheriff-Coroner Stanley Sniff; Riverside Co. Fire Dept. Chief John Hawkins, Batt. Chief Tony Mecham; Lt. Scott Madden; Palm Beach Fire Dept. Chief Blake Goetz; POST; CAL Fire/Regional County Fire Depts; Riverside Police Department; CA Highway Patrol</i> | Evaluation of PSET curricula, resources, instructional strategies; collaboration regarding scenario village curricular needs; development of Title V Activity priorities. <i>External Analysis and program evaluation, Spring 2009</i> |
| *Student Surveys: <i>End of Course evaluations of all PSET curricula</i> | Provide input regarding PSET curricula, instructional strategies. <i>Each semester.</i> |
| *Law Enforcement Advisory Committee: <i>Representatives of 22 municipal and county law enforcement agencies, program students</i> | SWOT Analysis; curriculum development. <i>Meet Quarterly and as needed</i> |
| *Fire Academy Advisory Committee: <i>CA State Fire Dept. and 13 regional fire departments, program students</i> | SWOT Analysis; curriculum development. <i>Meet Monthly and as needed</i> |
| *County of Riverside Human Resources: <i>Committees informing PSET curricula</i> | Input on curricula for Basic Skills Pre-Academy infusion; county employment trends |
| *Denotes involvement in Title V- specific analysis and planning | |

KEY INSTITUTIONAL GOALS

Institutional goals, emanating from Riverside District Five-Year Strategic Goals, have been developed through broad institutional analysis and planning. MVC goals addressing identified District Strategic Goals and directly addressed by our proposed Title V activity, follow:

| MORENO VALLEY CAMPUS: KEY INSTITUTIONAL GOALS | |
|---|--|
| <i>Academic Programs</i> | <p><i>District Strategic Goal: Increase student access to academic programming responsive to student and service area need</i></p> <ol style="list-style-type: none"> 1. Increase student access to and efficiency of Public Safety Education and Training to meet industry demand for entry-level employees. 2. Improve rates of certificate and degree completers. <p><i>District Strategic Goal: Improve Student Learning Outcomes</i></p> <ol style="list-style-type: none"> 3. Improve academic quality of Public Safety Education and Training. |
| <i>Institutional Management</i> | <p><i>District Strategic Goal: Improve Quality of the Student Experience</i></p> <ol style="list-style-type: none"> 4. Improve physical resources to support learner-centered curriculum. 5. Improve infrastructure to provide a wide range of accessible student services |
| <i>Fiscal Stability</i> | <p><i>District Strategic Goal: Increase enrollment-based revenue to support programs responding to student and service area demands</i></p> <ol style="list-style-type: none"> 6. Increase enrollment capacity in high-demand Public Safety Education and Training. |

INSTITUTIONAL OBJECTIVES

The following five-year measurable objectives are driven by MVC’s Title V-related goals.

New practices and improvements will build institutional capacity and self-sufficiency.

| OBJECTIVES & BASELINE DATA | INST. GOALS | NEW PRACTICES AND IMPROVEMENTS |
|---|-------------|--|
| 1. By September 2012, increase annual enrollment by at least 86 through expanded capacity Fire Academy, over 2008-2009 baseline 64. | 1, 3, 4, 6 | <ul style="list-style-type: none"> ➤ Curricular redesign infusing updated Student Learning Outcomes; hands-on situational training; updated, industry-standard equipment; instructional technology; and simulation tools ➤ Part-time Fire Academy expanding access to time- and place-bound students |
| 2. By September 2014, increase annual enrollment by at least 640 through expanded capacity Peace and Corrections Officer programs (+400 in Peace Officers programs, +240 in Corrections Officer programs), over 2008-2009 baseline 360. | 1, 3, 4, 6 | <ul style="list-style-type: none"> ➤ Curricular redesign infusing updated Student Learning Outcomes; hands-on training; updated, industry-standard equipment; instructional technology; and simulation tools – supported by County-sponsored Scenario Training Village |

| | | |
|---|------------|--|
| 3. By September 2014, admit minimum of 105 Basic Skills Pre Academy completers annually in Peace and Corrections Officer Programs (Baseline 0) | 1, 3, 5, 6 | <ul style="list-style-type: none"> ➤ Infusion of contextualized Basic Skills instruction in Law Enforcement Pre-Academy course ➤ Technological infrastructure and web portal to support broadly accessible student services ➤ Online student services, including Writing and Math Assessment/Placement, Tutoring, Advising |
| 4. By September 2014, increase percentage of Hispanic students in Public Safety Education Training by at least 10 percentage points over 2008 – 2009 baseline 28%. | 1, 5, 6 | <ul style="list-style-type: none"> ➤ Expanded capacity across PSET curricula ➤ Online student services ➤ Student Resource Centers for Fire Academy, Law Enforcement programs |
| 5. By September 2014, increase by 550 number of certifications awarded by all PSET Academies annually. (Fall 2008 baseline 1,763 certificates awarded) | 1 – 6 | <ul style="list-style-type: none"> ➤ Expanded capacity across PSET curricula ➤ Online student services ➤ Student Resource Centers for Fire Academy, Law Enforcement programs |
| 6. By September 2014, increase from 1 to 7 the number of student services accessible to time- and place bound nontraditional students (2008 – 2009 baseline 1 online service) | 4 | <ul style="list-style-type: none"> ➤ Technological infrastructure and web portal to support broadly accessible student services ➤ Online student services: Online Tutoring in Basic Skills, Online Writing, Math Assessment/Placement, Online Orientation, Online Advising, Online Library Services, Online Career Resources ➤ Student Resource Centers for PSET programs |

INSTITUTIONALIZING PRACTICES AND IMPROVEMENTS

MVC has developed an Activity promising to expand access to educational and professional opportunities for service area Hispanic and at-risk students. Numerous factors point to successful institutionalization of initiatives following the funding period. **Developmental** in nature, Activity elements have been designed in close coordination with key stakeholders – including the California Dept. of Forestry and Fire Protection (CAL Fire), 13 regional fire departments, the Riverside County Sheriff’s Department, and the Commander and management staff of BCTC – to reinforce, improve, and expand, but not to replace, existing operations. After development, pilot, and evaluation, initiatives will be reviewed for overall institutional impact and success, and each approved element will be subject to MVC governance and approval mechanisms.

Redesigned courses will be subject to the four-month institutional approval process and assumed by MVC's Department of Public Safety and Education Training (PSET), under the leadership of its Dean, Dr. Cordell Briggs. Approved redesigned courses will be placed in our established course and program evaluation and review cycle. Other new practices, namely newly-designed online student services, will be evaluated for cost effectiveness, and integrated into ongoing operations through regular departmental channels.

Continuous Evaluation of Activity Elements: Development, piloting, and evaluation of redesigned curricula and new online services, along with regular, planned, extensive formative and summative Activity evaluation, as described in the *Evaluation Plan*, will ensure institutionalization of only cost-effective practices developed through the project.

Personnel Costs will be institutionalized only for two positions – the full-time Public Safety Specialist and the 50%-time Online Student Services Specialist – to ensure continuation of successful project initiatives after grant funding has ended. MVC will absorb 25% of these positions in Year 3, 40% in Year 4, and 50% in Year 5; both positions will move to institutional funds post-grant. MVC will assume the balance of annual salaries and fringe benefits of \$177,807 in Year 6, with anticipated cost of living raises of 4% in subsequent years.

Equipment Upgrades and Maintenance: At the time of purchase, PSET equipment acquired with Title V funds will be placed on the same institutional upgrade/maintenance/replacement schedule as equipment purchased with other funds. MVC will assume projected recurring costs of \$98,949 annually (10% of purchase cost), for program-specific equipment, paying these costs out of the PSET budget. Ongoing costs associated with increased technological capacity will also be supported by the institution, with an estimated annual total of \$62,510 (10% of purchase cost) to be paid from MVC's Information Technology budget.

Revenues: The table below summarizes tuition and fee revenues to be generated by

increased enrollment capacity in target programs. As illustrated, conservatively-estimated tuition and fees will more than offset the projected expenses associated with new initiatives.

| POST TITLE V REVENUES AND EXPENSES | | | |
|---|------------------|---|-------------------------|
| <i>Revenue: Annual Enrollment Increase:</i> | | <i>Expenses: Personnel</i> | |
| ➤ FT Fire Academy (19 units) +36 x \$480 tuition/fees | \$17,280 | ➤ Public Safety Specialist: \$88,120 + \$30,386 fringe | \$118,506 |
| ➤ PT Fire Academy (19 units) +50 x \$480 tuition/fees | \$24,000 | ➤ Online Student Serv. Spec.: | \$59,301 |
| ➤ Basic Peace Academy (13 units) +400 x \$360 tuition/fees | \$144,000 | <i>Expenses: Equipment</i> | |
| ➤ Corrections Academy (18 units) +240 x \$460 tuition/fees | \$110,400 | <i>Upgrades/Maintenance</i> | |
| ➤ Basic Skills Pre Academy +200 x \$360 tuition/fees | \$72,000 | ➤ PSET Equipment | \$98,949 |
| | | ➤ Technology Costs | \$62,510 |
| | | Total Year 6 Expenditures | <u>\$339,266</u> |
| Total Rev. from Enrollment Increase | \$367,680 | Rev. after Expenditures, Yr. 6 | \$28,414 |

FIVE-YEAR PLAN FOR IMPROVING SERVICES TO HISPANIC AND LOW-INCOME STUDENTS

*(Per Dept. of Ed. instructions, does **NOT** count in page limits)*

MVC’s Five-Year Plan has been formulated to provide Hispanics (40% of student enrollment and 42% of service area population) and low-income individuals with the necessary tools to reach their academic and professional potential. The CDP and proposed Activity reflect our focus on redesigning curricula and student services to expand Hispanic access to high-demand educational and professional programs. Working in concert with these efforts are the following initiatives, all taking place over the five year period 2009 – 2014 unless otherwise specified:

Services to High School Population (2009 – 2014)

Continue efforts to streamline articulation and enrollment processes for Hispanic and low-income students; continue to develop 2+2 programs (**collaborative arrangement with LEA to encourage postsecondary enrollment**).

Continue extending access to MVC’s dual credit programs, including Early College High School and Middle College High School.

Provide services to service area Hispanic and other low income students who have dropped out of high school via Gateway to College program.

Continue to offer The Independent Living Program to former foster youth to help them complete a secondary education.

| |
|---|
| Continue the California H.S. Exit Exam (CAHSEE) Prep. Program for high school students that have not passed the CAHSEE after graduation. |
| <i>Services to Area Adult Population (2009 – 2014)</i> |
| Increase evening courses, online, hybrid, and ITV options, to expand service area adults’ access to higher education. |
| Provide outreach in the community, to nearby military bases/stations, and on campus for financial aid and college-preparation services |
| Increase exposure of all service area residents, including military families within the service area, to postsecondary education and its value. |
| Continue to offer Workforce Preparation Skills Classes (reading, writing, Business English, math, computer applications, and life management). |
| Continue CalWORKs program for TANF (Temporary Assistance for Needy Families) recipients with minor children |
| <i>Actions on Moreno Valley Campus (2009 – 2014)</i> |
| Increase efforts to recruit Hispanic faculty and staff with experience in working with high-risk, culturally diverse college student populations. |
| Increase professional development for faculty and staff in addressing diversity in instruction, and delivery of culturally relevant teaching. |
| Continue academic and support services through programs offered on campus, including Renaissance Scholars, On Course, CAP, and EOPS. |
| Increase marketing efforts to attract Hispanic and low-income students. |
| Continue to host Transfer Days providing information to current students on continuing educational opportunities. |
| Create center to address the academic/financial/ support needs of Hispanic students |
| Create institutional environments that are inviting/non-threatening to Hispanic, at-risk students. |
| Work with community Hispanic organizations to improve marketing efforts to attract Hispanic and low-income students. |
| Renovate and develop an Academic Excellence Center, a central place on campus to offer space and support for current students |
| Continue ESL services; including placement testing, counseling, registration assistance, academic and supplemental instruction. |
| Establish a Basic Skills Pre-Academy at BCTC (2009 – 2011) |
| Redesign Fire Academy at BCTC to improve service area employment readiness among at-risk students (2009 – 2011) |
| Develop a part-time Fire Academy to address the needs of working students (2010 – 2012). |
| Redesign Peace Officer and Corrections Officer Program Curricula to improve regional employment readiness of at-risk students (2011 – 2014) |
| Develop Online Orientation, Online Advising, Online Writing and Math Assessment/Placement, Online tutoring, and Online 24/7 Library Access to students (2009 – 2014). |

**INTRODUCTION TO ACTIVITY: ANSWERING THE CALL:
EXPANDING ACCESS TO PUBLIC SAFETY PROGRAMS**

MVC proposes a two-pronged Activity to expand access to industry-responsive Public Safety Education Training (PSET) programs, as well as to online student services designed for

non-traditional, time- and place-bound students.

Component 1 will improve **access** and **capacity** of MVC’s PSET programs:

(1) ***Redesigned Fire Academy curricula*** will infuse (a) updated Student Learning Outcomes (SLOs) to meet industry demand, and (b) hands-on, simulation training, supported by (c) updated, industry-standard equipment, instructional technology, and simulation software. A ***part-time Fire Academy*** will expand capacity and access for time- and place-bound students.

(2) ***Infusion of Contextualized Basic Skills into the Law Enforcement Pre-Academy*** course, *An Introduction to Law Enforcement and Physical Conditioning for Basic Academy Students*, will prepare students to meet employment requirements as Riverside County Sheriff’s deputy recruits – thereby leading to their enrollment in MVC Law Enforcement Officer Academies.

(3) ***Redesigned Law Enforcement Program curricula*** will infuse (a) updated SLOs to meet industry demand; and (b) hands-on, simulation training, supported by (c) industry-standard resources and instructional technology. Updated curricula and equipment, working in conjunction with a new County-funded Scenario Village, will also expand enrollment capacity.

Component 2 will expand access to student support to all MVC students through the development of a host of online student services, including Online Writing and Math Assessment/Placement, Online Basic Skills Tutoring, Online Orientation, Online Advising, Online Library Services, and Online Career Resources. Services will be supported by robust technological infrastructure across the institution. In Year 5, we will develop Student Resource Centers at BCTC to expand student service access among students in redesigned Fire Academy and Law Enforcement Programs.

Proposed Activity components are summarized in the following overview, which is followed by Five-Year Objectives and Performance Indicators.

| ANSWERING THE CALL: EXPANDING ACCESS TO PUBLIC SAFETY PROGRAMS | | | | |
|---|--|---|---|---|
| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| <i>Expand Access to High-Demand Public Safety Programs</i> | | | | |
| <u>Develop</u> <ul style="list-style-type: none"> ▪ Basic Skills Pre-Academy: English, Reading <u>Redesign</u> <ul style="list-style-type: none"> ▪ Full-time (FT) Fire Academy | <u>Pilot/Evaluate</u> <ul style="list-style-type: none"> ▪ Redesigned FT Fire Academy ▪ Basic Skills Pre-Academy: English, Reading <u>Develop</u> <ul style="list-style-type: none"> ▪ Part-time (PT) Fire Academy ▪ Basic Skills Pre-Academy: Math, ESL | <u>Pilot/Evaluate</u> <ul style="list-style-type: none"> ▪ PT Fire Acad. ▪ Basic Skills Pre-Academy: Math, ESL <u>Redesign</u> <ul style="list-style-type: none"> ▪ Peace Officer Prog. Curric. <u>Institutionalize</u> <u>Redesigned Fire Academies</u> | <u>Pilot/Evaluate</u> <ul style="list-style-type: none"> ▪ Peace Officer Prog. Curric. <u>Redesign</u> <ul style="list-style-type: none"> ▪ Corrections Officer Program Curricula | <u>Pilot/Evaluate</u> <ul style="list-style-type: none"> ▪ Redesigned Corrections Officer Program Curricula <u>Institutionalize</u> <u>Redesigned Law Enforcement Programs</u> |
| <i>Expand Student Support through Online Student Services</i> | | | | |
| <u>Develop</u> <ul style="list-style-type: none"> ▪ Web portal to support Online Student Services ▪ Online Tutoring: Basic Skills English, Reading <u>Design</u> <ul style="list-style-type: none"> ▪ Online Writing, Math Assessment/ Placement | <u>Pilot, Evaluate</u> <ul style="list-style-type: none"> ▪ Online Writing, Math Assessment/ Placement ▪ Online Tutoring: Basic Skills English, Reading <u>Design</u> <ul style="list-style-type: none"> ▪ Online Orientation, Advising ▪ Online Tutoring Basic Skills Math, ESL | <u>Pilot, Evaluate</u> <ul style="list-style-type: none"> ▪ Online Orientation, Advising ▪ Online Tutoring: Basic Skills Math, ESL <u>Design</u> <ul style="list-style-type: none"> ▪ Online Library Services | <u>Pilot, Evaluate</u> <ul style="list-style-type: none"> ▪ Online Library Services <u>Design</u> <ul style="list-style-type: none"> ▪ Online Career Resources | <u>Pilot, Evaluate</u> <ul style="list-style-type: none"> ▪ Online Career Resources <u>Develop, Pilot</u> <ul style="list-style-type: none"> ▪ Student Resource Centers to expand PSET Programs' access to online student services <u>Institutionalize</u> <u>Online Student Services</u> |

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

| YEAR 1 (2009-2010) | |
|---|---|
| <p>1. By Sept. 2010, at least 50 students enroll in fall pilot of redesigned Full-Time Fire Academy, an increase of 18 over FT Fire Academy baseline enrollment 32 (2008-2009).</p> | <p>a. By March 2010, 90% of Fire Academy Student Learning Outcomes (SLOs) updated to address industry need.</p> <p>b. By July 2010, FT Fire Academy instructors demonstrate competence with program resources, instructional technology, as verified by Act. Coord./Public Safety Spec.</p> <p>c. By Aug. 2010, 95% curriculum for FT Fire Academy redesigned to infuse updated SLOs, interactive instruction with industry-standard equipment and resources.</p> |

| | |
|---|---|
| <p>2. By Sept. 2010, at least 100 students referred by Riverside Sheriff’s Department enroll in fall pilot of Law Enforcement Pre-Academy contextualizing Basic Skills English and Reading (new curricula, no baseline).</p> | <p>a. By April 2010, 90% of infrastructure for development of online student services acquired and installed, as verified by Online Student Services Specialist.</p> <p>b. By Aug. 2010, curricula for Basic Skills Pre-Academy infusing English and Reading incorporates 95% of competencies for contextualized Basic Skills instruction, as verified by Activity Coord./Public Safety Spec. review of syllabi.</p> <p>c. By September 2010, 95% of online Basic Skills Tutoring for Basic Skills English and Reading developed and ready for pilot.</p> |
| <p>YEAR 2 (2010-2011)</p> | |
| <p>3. By Sept. 2011, number of students earning Basic Fire Academy certification increases to 45, or 45% over 2008-2009 baseline 31.</p> | <p>a. By July 2011, at least 85% of students in Fire Academy pilots express satisfaction with instructional tools and technology, as measured by student evaluations.</p> |
| <p>4. By Sept. 2011, at least 30 under-represented students (Hispanic students, econ. disadv., single parents) enroll in pilot of Part Time Fire Academy (2008-2009 baseline enrollment: 26% Hispanic, 17% econ. disadv., 13% single parents)</p> | <p>a. By July 2011, FT Fire Academy instructors demonstrate competence with program resources, instructional technology, as verified by Activity Coord./Public Safety Spec.</p> <p>b. By August 2011, 95% of curriculum for Fire Academy redesigned for part-time delivery over 10 months.</p> |
| <p>5. By Sept. 2011, 75% of students in pilots of Basic Skills Pre-Academy contextualizing Basic Skills English and Reading succeed (C or above) (new curricula, no baseline).</p> | <p>a. By Sept. 2011, 80% of students piloting Online Tutoring in Basic Skills English and Reading express satisfaction with service, as measured by online evaluation.</p> |
| <p>6. By Sept. 2011, at least 100 students referred by Riverside Sheriff’s Department will be placed and enroll in fall 2011 pilots of Law Enforcement Basic Skills Pre-Academy contextualizing Basic Skills in Math and ESL.</p> | <p>a. By July 2011, curriculum for Basic Skills Pre-Academy contextualizing Math and ESL incorporates 95% of competencies for contextualized Basic Skills instruction, as verified by Activity Coord./Public Safety Spec. review of syllabi.</p> <p>b. By Aug. 2011, at least 75 Public Safety Ed. program students pilot Online Assessment/Placement in Writing and Math.</p> <p>c. By Sept. 2011, 95% of online Tutoring for Basic Skills Math and ESL developed and ready for pilot.</p> |
| <p>YEAR 3 (2011-2012)</p> | |
| <p>7. By Sept. 2012, 75% of students in pilots of Pre Academy Basic Skills contextualizing Basic Skills Math and ESL will succeed (C or above) (newly designed course, no baseline).</p> | <p>a. By Aug. 2012 85% of students piloting Online Tutoring in Basic Skills Math and ESL express satisfaction with service, as measured by online evaluation.</p> |

| | |
|--|--|
| <p>8. By Sept. 2012, at least 40 Hispanic students earn certificates from Full Time and Part Time Basic Fire Academies, a 60% increase over 2008-2009 baseline 25.</p> | <p>a. By Sept. 2012, at least 50 Public Safety Education program students pilot newly-developed Online Orientation and Advising b. By Sept. 2012, at least 85% students in Part-Time Fire Academy pilot successfully complete academy.</p> |
| <p>9. By Sept 2012, at least 225 students enroll in fall pilots of Peace Officer Academy, a 50% increase over 2008 baseline enrollment of 150.</p> | <p>a. By April 2012, 90% of Basic Peace Academy SLOs updated to address industry need. b. By July 2012, Basic Peace Academy instructors demonstrate competence with program resources, instructional technology, as verified by Activity Coord./Public Safety Spec. c. By Aug. 2012, 95% of curricula for Basic Peace Academy redesigned to infuse updated SLOs, interactive instruction with industry-standard resources.</p> |
| <p>YEAR 4 (2012-2013)</p> | |
| <p>10. By Sept. 2013, number of Peace Officer Academy enrollees earning POST certification increases to 216, a 50% increase over fall 2008-baseline success of 144.</p> | <p>a. By Sept. 2013, at least 85% of Peace Officer Academy pilot students and instructors express satisfaction in instructional resources and tools, as measured by post-course evaluations.</p> |
| <p>11. By Sept. 2013, 85% of Online Library pilot participants express satisfaction with newly-developed system, as verified by online student evaluations.</p> | <p>a. By June 2013, at least 100 BCTC Fire Academy and Law Enforcement Program students pilot Online Library services.</p> |
| <p>12. By Sept. 2013, at least 150 students enroll in fall pilots of Corrections Officer Academy, a 87.5% increase over fall 2008 baseline enrollment of 80.</p> | <p>a. By April 2013, 90% of Corrections Academy SLOs updated to address industry need. b. By July 2013, Corrections Academy instructors demonstrate competence with program resources, instructional technology, as verified by Activity Coord./Public Safety Spec. c. By Aug. 2012, 95% curricula for Corrections Academy redesigned to infuse updated SLOs, interactive instruction with industry-standard resources</p> |
| <p>YEAR 5 (2013-2014)</p> | |
| <p>13. By Sept. 2014, number of California Board of Corrections certification increases to 145, an 86% increase over fall 2008 baseline success of 78.</p> | <p>a. By June 2014, at least 75 students in Law Enforcement Programs pilot Online Career Resources. b. By Aug. 2014, representatives of regional law enforcement agencies express satisfaction with appropriateness and relevance of Law Enforcement Program curricula tools, as measured by on-site evaluation.</p> |
| <p>14. By September 2014, increase percentage of Hispanic students in Public Safety Education Training by at least 10 percentage points over 2008 – 2009 baseline 28%.</p> | <p>a. By September 2014, 85% of BCTC PSET enrollees express satisfaction with Student Resource Center resources. b. By September 2014, redesigned curricula and online student services institutionalized.</p> |

RELATIONSHIP OF ACTIVITY OBJECTIVES TO CDP

The table below illustrates the relationships between CDP Goals, Problems, Activity Objectives, and Outcomes.

| PROBLEMS | INSTITUTIONAL GOALS | OBJ. | NEW PRACTICES |
|--|---|---------------------------------------|--|
| <p><i>Academic Program</i></p> <ul style="list-style-type: none"> ➤ Inability to expand access to and enrollment in high-demand programs | <ol style="list-style-type: none"> 1. Increase student access to and efficiency of PSET to meet industry demand for entry-level employees. 2. Improve rates of certificate and degree completers. 3. Improve academic quality of PSET. | <p>1, 2, 3, 4, 5, 6, 7, 8, 10, 11</p> | <ul style="list-style-type: none"> ➤ Infusion of contextualized Basic Skills into Law Enforcement Pre-Academy course ➤ Redesigned Basic Fire Academy curricula ➤ Part-Time Fire Academy ➤ Redesigned Peace and Corrections Officer program curricula |
| <p><i>Institutional Mgmt.</i></p> <ul style="list-style-type: none"> ➤ Traditional student support inadequate to meet the needs of non-traditional, time- and place-bound students. | <ol style="list-style-type: none"> 4. Improve physical resources to support learner-centered curriculum. 5. Improve infrastructure to provide wide range of accessible student services. | <p>2, 4, 5, 6, 7, 9, 10, 11</p> | <ul style="list-style-type: none"> ➤ Infrastructure to support online student services ➤ Online student services ➤ BCTC Student Resource Centers |
| <p><i>Fiscal Stability</i></p> <ul style="list-style-type: none"> ➤ Inadequate resources to address students’ instructional and support needs | <ol style="list-style-type: none"> 6. Increase enrollment capacity in high-demand Public Safety Education and Training. | <p>1, 2, 5, 11</p> | <ul style="list-style-type: none"> ➤ Increased financial resources from enrollment revenues |

IMPLEMENTATION STRATEGIES

MVC’s proposed Activity to expand access to high potential programs leading to career stability for Hispanic, low-income, and other at-risk students has been informed by literature, authorities, other colleges’ experience, and MVC’s own success in addressing area educational needs.

Component 1: Expand Access to High-Demand Public Safety Programs

Our Activity focuses upon Public Safety Education and Training (PSET) programs promising particular opportunity for Hispanics – who represent 42% of Riverside County’s population but less than 25% of public safety professionals – and other at-risk residents.

Statewide, positions for **firefighters** are projected to grow 18% from 2008 to 2014, exceeding already-strong national demand. The greatest opportunities are projected for areas of population growth such as ours, particularly as firefighters retire: in Riverside County 74% of new hires replace retirees (*California Occ. Guides 2009*). Earning potential is strong, with base annual salary of \$54,564 at the Riverside City Fire Department and \$52,032 at the Palm Springs Fire Department (2009). Those who pursue further education and front line management positions can annually earn \$95,904 in Riverside City and \$80,076 in Palm Springs City (2009).

Law Enforcement professionals look forward to similar opportunity, with positions for Corrections Officers and Jailers projected to grow 20% statewide from 2008 to 2014, while police and sheriff's patrol officers will see 18% growth. Median salaries for California's Correction Officers/Jailers and Police and Sheriff's Patrol Officers, at \$65,900 and \$71,000 respectively, exceed national averages (Career InfoNet 2009). Riverside County Deputy Sheriffs earn a higher \$68,163 annually, with \$28,973 in benefits. A recent cost of living increase means that in 2009, the average salary will increase to \$70,683, with \$30,557 in benefits.

Regional demand for certified Law Enforcement officers exceeds statewide averages. By federal mandate, Riverside County must release inmates when already-crowded jails reach capacity, making it necessary not only to expand and adequately staff current facilities, but to construct and staff a new jail. These expansions necessitate the hiring of 1,500 more uniformed deputies. Despite current economic challenges, county officials reinforce the need to establish these facilities within the next three years. At the same time, officers are retiring; statewide, 60% of all new hires replace retiring officers; in Riverside County, that percentage is an even higher 65% (*CA Occ. Guides, 2009*).

Proposed curricular redesign addresses the goal of developing an educated public safety workforce, as stressed by Michael Buerger in "Educating and Training the Future Police Officer"

(*FBI Law Enforcement Bulletin*, 2004). Area public safety leaders, including Riverside County Sheriff Stanley Sniff, have called for **hands-on instruction** for the public safety workforce. We propose interactive **simulation training** using updated, industry-standard equipment and resources, whereby “the learner is placed in a ‘world’ defined by the teacher. [Instructional scenarios] represent a reality within which students interact. The teacher...uses [this simulated world] to achieve the desired instructional results” (*Instr. Strategies Online 2009*).

Today, fire departments look to software and classroom technology to provide state-of-the-art simulations that allow trainees to “understand the nuances of a concept or circumstance....Since they are living the activity the opportunity exists for increased engagement” (*Instr. Strategies Online 2009*). Infusion of Smart technology and fire simulation software makes training “interactive and more interesting... [challenging] the firefighters as they test their skills with fire scenarios,” according to Training Officer Doug Baker of the Searcy, AR Fire Department, whose trainees “test their skills fighting a virtual fire in controlled classroom environment,” through the use of a touch-sensitive screen allowing them to write over applications, access websites, play videos, and capture images (*Smart Profile*, 2007).

| |
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| <p><i>We know that for any mission into which we send our young men and women the most significant indicator of success will be experience. Absent experience, the next best way that law enforcement organizations can insure success is through solid, realistic training.</i> <i>-Stanley Sniff, Riverside County Sheriff-Coroner (2009)</i></p> |
|--|

Initiatives to infuse Public Safety Education curricula with interactive simulation training and hands-on experience with industry-standard equipment dovetail with a unique and exciting opportunity for MVC and the Ben Clark Public Safety Training Center, in the form of a state-of-the-art Scenario Training Village that Riverside County has pledged to fund and construct on the grounds of BCTC by 2011. This three million dollar, 20-acre facility – coupled with redesigned Student Learning Outcomes, appropriate equipment, and instructional resources– will facilitate enhanced curricula

with training environments reflecting the diverse settings awaiting public safety professionals across our service area, including commercial, residential, high-rise, and jail facilities.

As we improve PSET curricula, we will also extend access to populations who are currently shut out of these promising

programs. The Part-Time Fire Academy, designed to address the needs of our area’s time- and place-bound residents, has been modeled on part-time academies at other institutions – such as Santa Ana (CA)

[We recommend] offering a part-time fire academy in addition to the two full time academies that RCC runs each year. Our thought is that by accommodating those that have to work full-time, you will have greater success in attracting women, single parents, and the economically disadvantaged to your program.
-Blake G. Goetz, President – Riverside County Fire Chief’s Association

College, whose part-time Academy enrolls up to 48 students each time it is offered, including increased numbers of female and single parent trainees (2009).

To address the needs of the up to 90% of area law enforcement applicants who are denied employment and training due to academic underpreparation, we propose to infuse contextualized Basic Skills instruction into BCTC’s Law Enforcement Pre-Academy course. Founded upon the well-established educational practice of “providing...functional context instruction, focused on teaching to learners’ immediate educational, job, or life-skill needs,” contextualized instruction has been shown to “...engage hard-to reach students and [motivate] them in areas of math, written and oral communication, critical thinking skills, and problem solving” (Carrigan 2008, Gillespie, 2003 Research & Planning Group, 2007). In designing this initiative, we looked to successful programs such as the Career Bridge Program offered by Daley Community College (Chicago, IL) to prepare students for college technical programs. After ten weeks of contextualized instruction, most participants (60%) proceeded into advanced coursework (2008).

Component 2: Expand Support through Online Student Services

Expanded access to highly-relevant PSET programming will be reinforced by broadened

student services access, supported by robust infrastructure ensuring that even working students enrolled full-time, including those in MVC’s public safety academies, can connect to a host of fundamental services, fulfilling expectations of “the same services from higher education as they would get when shopping online” (Morris & Miller, *Online Journal of Distance Learning Administration* 2006). As early as 2002, Johnstone identified five stages of online services, progressing from static informational web pages (Stage 1) to maximal individual connection between the student and the institution (Stage 5) (Crawley, *Student Affairs Online*, 2004). Five years after this study, MVC remains in Stage 1, with just online registration – which is provided by the state, not by the College. We recognize the need for a robust infrastructure to develop 24/7, interactive, responsive student support – all built upon a newly developed web portal, the key “first contact” between the online student and the institution (Winterstein, *Online Journal of Distance Learning Admin.*, 2005).

MVC’s success with programming that is highly responsive to service area need reinforces our commitment to the comprehensive Activity we propose. Throughout the region, MVC is recognized as the health and public services education center of choice in the Inland Empire. Overall success rates of averaging 91.2% in Public Safety Education and Training programs are indicative of our ability to provide effective instruction; curricular redesign will allow us not only to continue to meet students’ instructional needs, but also to address more effectively the needs of public safety entities throughout the region.

IMPLEMENTATION STRATEGY TIMELINE

The timeline below reflects standard MVC practices and has been reviewed and approved as achievable by the Dean of Public Safety Education and Training.

| SPECIFIC TASKS | KEY PARTIC. | METHODS; <i>TANGIBLE RESULTS</i> | TIMEFRAME |
|---|--|--|------------------------------|
| YEAR ONE (2009 – 2010) | | | |
| Release Proj. Director, hire Project Act. Coord./Public Safety Spec., Online Student Svcs. Coord., Admin. Asst. | President, Proj. Dir. following release, Human Resources | Follow institutional procedures for announcing appointments, advertising, screening, interviewing; issue letters of employment. <i>Positions filled with qualified staff oriented to objectives, roles, responsibilities.</i> | Award Announcement – 12/2010 |
| Conduct ongoing formative evaluation. | Pres., Proj. Dir., Act. Coord./Public Safety Spec., Eval. Team | Convene Evaluation Team at least quarterly; review documentation, review project data. <i>Team reviews strategies, objectives, data; Project Director writes evaluation report.</i> | 10/2009 – 9/2010 |
| Purchase, install technology infrastructure, equipment and supplies to support curricular redesign/pilots. | Proj. Dir., Act. Coord./Public Safety Spec., Online Student Svcs. Spec., Purchasing | Follow normal institutional procedures for bidding, purchasing equipment and supplies. <i>Appropriate technological infrastructure, resources in place to support target program redesign and development of online student svcs.</i> | 11/2009 – 4/2010 |
| Redesign Fire Academy to infuse updated Student Learning Outcomes (SLOs); interactive simulation training. | Act. Coord./ Public Safety Spec., Industry Experts, Fire Acad. Faculty | Meet with regional fire dept. reps. to align SLOs with industry standards (1/10 – 4/10); Conduct training on SLOs, strategies for simulation-based instruction (4/10 – 6/10), train pilot instructors in instructional tech. (6/10 – 7/10); Finalize redesign (7/10 – 8/10). <i>Redesigned FT Fire Academy ready to pilot; students identified for fall pilot.</i> | 1/2010 – 8/2010 |
| Conduct Mid-Year Evaluation. | Proj. Dir., Act. Coord./Public Safety Spec., Eval. Team, Ext. Eval. | Convene Evaluation Team; review documentation, project data; make recommendations. <i>Project Director submits Interim Performance Report to Dept. of Ed.</i> | 3/2010 – 4/2010 |
| Design and develop Online Writing and Math Assessment/Placement | Act. Coord./Public Safety Spec., Online Student Supp. Spec., Basic Skills faculty, Student Svcs. staff, IT | Review model Online Assessment/Placement systems (3/10 – 5/10); develop system (5/10 – 6/10); train Basic Skills instructors, student services staff in new system (6/10 – 8/10). <i>Online assessment/placement ready for pilot.</i> | 4/2010 – 8/2010 |

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| Infuse Law Enforcement Pre-Academy course with contextualized Basic Skills instruction in English and Reading. | Act. Coord./ Public Safety Spec., Basic Skills Faculty, Law Enforcement Academy Faculty | Basic Skills faculty, Law Enforcement faculty coordinate to infuse Law Enforcement content into Basic Skills English and Reading instruction (3/10 – 6/10); train in instructional technology (6/10 – 7/10); Finalize design of Basic Skills Pre-Academy curricula (7/10 – 8/10). <i>Law Enforcement Basic Skills Pre-Academy ready for pilot.</i> | 4/2010 – 8/2010 |
| Coordinate with Riverside County Sheriff’s Dept. to refer, place students in pilots of Basic Skills Pre-Academy contextualizing Basic Skills English and Reading. | Act. Coord./ Public Safety Spec., Riverside County Sheriff’s Dept., Online Student Support Spec. | Identify Sheriff’s Dept. applicants in need of Basic Skills instruction; test and place students into pilot of revised Law Enforcement Basic Skills Pre-Academy. <i>At least 200 students enrolled in Year 2 Basic Skills Pre-Academy pilots.</i> | 5/2010 – 9/2010 |
| Design and Develop Online Tutoring: Basic Skills English and Reading | Act. Coord./ Public Safety Spec., Online Student Svcs. Spec., Basic Skills faculty | Review model online tutoring systems; develop online tutoring to address needs of Basic Skills. <i>Online tutoring system ready for pilot in conjunction with pilot of Pre-Academy contextualizing Basic Skills English and Reading.</i> | 6/2010 – 9/2010 |
| Conduct formal year-end evaluation. | Pres., Proj. Dir., Act. Coord., Eval. Team, External Eval. | Convene Eval. Team; review Activity documentation, qualitative and quantitative data. External Eval. reviews, writes report. <i>Annual report prepared, submitted to Dept. of Ed.</i> | 8/2010 – 9/2010 |
| YEAR 2 (2010 – 2011) | | | |
| Pilot redesigned Fire Academy, Law Enforcement Pre-Academy contextualizing Basic Skills instruction in English and Reading. | Act. Coord./Public Safety Spec., Fire Academy and Basic Skills faculty, students | Teach redesigned Full-time Fire Academies and two nine-week Law Enforcement Pre-Academies contextualizing Basic Skills English and Reading; evaluate. <i>Modify Academies as needed.</i> | Fall 2010 – 8/2011 |
| Purchase, install technology infrastructure, equipment and supplies to support curricular redesign/pilots. | Proj. Dir., Act. Coord./ Public Safety Spec., Online Student Svcs. Spec., Purchasing | Follow normal institutional procedures for bidding, purchasing equipment and supplies. <i>Appropriate technological infrastructure, resources in place to support target program redesign and development of online student svcs.</i> | 10/2010 – 2/2011 |
| Pilot Online Assessment/ Placement in Writing, Math. Pilot Online Tutoring in Basic Skills Engl., Reading. | Online Student Svcs. Spec., faculty, staff, Students | Pilot newly-developed student services; evaluate; modify as necessary. <i>Online assessment/placement and tutoring supports appropriate assessment and success in Basic Skills.</i> | 10/2010 – 8/2011 |

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| Conduct ongoing formative evaluation. | Pres., Proj. Dir., Act. Coord./Public Safety Spec., Eval. Team | Convene Evaluation Team at least quarterly; review documentation, review project data. <i>Team reviews strategies, objectives, data; Project Director writes evaluation report.</i> | 10/2010 – 9/2011 |
| Design Part-Time Fire Academy to deliver instruction over 10 months, infusing updated SLOs and interactive simulations. | Act. Coord./ Public Safety Spec., Industry Experts, Fire Acad. Faculty | Review model part-time fire academies for best practices; (1/11 – 3/11); redesign curricula and delivery systems for Part-Time Fire Academy (3/11 – 6/11), train Academy instructors in instructional technology (6/11 – 7/11); Finalize design of PT Fire Academy (7/11 – 8/11). <i>PT Fire Academy ready to pilot.</i> | 1/2011 – 8/2011 |
| Infuse Law Enforcement Pre-Academy course with contextualized Basic Skills instruction in Math, ESL. | Act. Coord./ Public Safety Spec., Basic Skills Faculty, Law Enforcement Academy Faculty | Basic Skills faculty and Law Enforcement faculty coordinate to infuse Law Enforcement content into Basic Skills Math and ESL instruction (3/11 – 6/11); train in instructional technology (6/11 – 7/11); Finalize design of Pre-Academy to infuse contextualized Basic Skills instruction (7/11 – 8/11). <i>Law Enforcement Basic Skills Pre-Academy ready for pilot.</i> | 4/2011 – 8/2011 |
| Coordinate with Riverside County Sheriff’s Department to refer and place students in pilots of Pre-Academy contextualizing Basic Skills instruction in Math and ESL. | Act. Coord./ Public Safety Spec., Riverside Cty. Sheriff’s Dept., Online Student Support Spec. | Identify Sheriff’s Dept. applicants in need of Basic Skills instruction; test and place students into pilot of revised Law Enforcement Basic Skills Pre-Academy. <i>At least 200 students enrolled in Year 3 Basic Skills Pre-Academy pilots.</i> | 4/2011 – 9/2011 |
| Design and develop Online Orientation and Advising. | Act. Coord./ Public Safety Spec., Online Student Support Spec., Advisors, Stud. Svcs. Staff, IT | Review model Orientation and Advising systems (1/11 – 3/11); develop system (3/11 – 6/11); train student services staff, advisors in new system (6/11 – 8/11). <i>Online Orientation and Advising ready for pilot.</i> | 1/2011 – 8/2011 |
| Design and Develop Online Tutoring: Basic Skills English and Reading | Act. Coord./ Public Safety Spec., Online Student Svcs. Spec., Basic Skills faculty | Review model online tutoring systems; develop online tutoring to address needs of Basic Skills. <i>Online tutoring system ready for pilot in conjunction with Basic Skills Pre-Academy infusing Basic Skills English and Reading.</i> | 6/2011 – 9/2011 |
| Conduct formal year-end evaluation. | Pres., Proj. Dir., Act. Coord., Eval. Team, External Eval. | Convene Eval. Team; review Activity documentation, qualitative and quantitative data. External Eval. reviews, writes report. <i>Annual report prepared, submitted to Dept. of Ed.</i> | 8/2011 – 9/2011 |

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| YEAR 3 (2011 – 2012) | | | |
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| Pilot PT Fire Academy, Law Enforcement Pre-Academy contextualizing Basic Skills instruction in Math and ESL. | Act. Coord./Public Safety Spec., Fire Academy and Basic Skills faculty, students | Teach redesigned Full-time Fire Academy and Law Enforcement Pre-Academy contextualizing Basic Skills Math and ESL; evaluate. <i>Modify Academies as needed; FT and PT Fire Academies institutionalized.</i> | Fall 2011 – 8/2012 |
| Pilot Online Orientation and Advising | Online Student Supp. Spec., Basic Skills instructors, Student Svcs. staff, IT, students | Conduct Online Orientation and Advising pilots; evaluate; modify as necessary. <i>Online services support non-traditional, time-bound students.</i> | Fall 2011 – 8/2012 |
| Purchase, install technology infrastructure, equipment and supplies to support curricular redesign/pilots. | Proj. Dir., Act. Coord./ Public Safety Spec., Online Student Svcs. Spec., Purch. | Follow normal institutional procedures for bidding, purchasing equipment and supplies. <i>Appropriate technological infrastructure, resources in place to support target program redesign and development of online student svcs.</i> | 10/2011 – 2/2012 |
| Conduct ongoing formative evaluation. | Pres., Proj. Dir., Act. Coord./Public Safety Spec., Eval. Team | Convene Evaluation Team at least quarterly; review documentation, review project data. <i>Team reviews strategies, objectives, data; Project Director writes evaluation report.</i> | 10/2011 – 9/2012 |
| Pilot Online Tutoring in Basic Skills ESL and Math. | Online Stud. Svcs. Spec., fac., staff, students | Pilot newly-developed online tutoring; evaluate; modify as necessary. <i>Online tutoring supports success in Basic Skills.</i> | 10/2011 – 8/2012 |
| Redesign Peace Officer program curricula to infuse updated Student Learning Outcomes (SLOs); interactive simulation training. | Act. Coord./ Public Safety Spec., Industry Experts, Peace Officer program faculty | Meet with regional law enforcement agencies to evaluate current SLOs; align with industry standards (1/12 – 4/12); Conduct training on updated SLOs, strategies for hands-on, simulation-based, interactive instruction incorporating scenario village and upgraded resources (4/12 – 6/12), train pilot instructors in instructional technology (6/12 – 7/12); Finalize redesign (7/12 – 8/12). <i>Redesigned Peace Officer Program Curricula ready to pilot.</i> | 1/2012 – 8/2012 |
| Design and develop Online Library Services. | Act. Coord./ Public Safety Spec., Online Student Supp. Spec., Librarians, Student Svcs. Staff, IT | Review model Online Library systems (1/11 – 3/11); develop system (3/11 – 6/11); train student services staff, librarians in new system (6/11 – 8/11). <i>Online Library system ready for pilot.</i> | 1/2012 – 8/2012 |

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| Conduct formal year-end evaluation. | Pres., Proj. Dir., Act. Coord., Eval. Team, External Eval. | Convene Eval. Team; review Activity documentation, qualitative and quantitative data. External Eval. reviews, writes report. <i>Annual report prepared, submitted to Dept. of Ed.</i> | 8/2012 – 9/2012 |
| YEAR 4 (2012 – 2013) | | | |
| Pilot redesigned Peace Officer curricula. | Act. Coord./Public Safety Spec., Peace Officer curricula instructors, students. | Teach redesigned Peace Officer curricula, evaluate. <i>Modify curricula as needed.</i> | Fall 2012 – 8/2013 |
| Pilot online Library Services. | Online Student Supp. Spec., Librarians, Student Svcs. staff, IT, students | Deliver online Library Services, evaluate. <i>Online services support non-traditional, time-bound students. Modify as necessary</i> | Fall 2012 – 8/2013 |
| Purchase, install technology infrastructure, equipment and supplies to support curricular redesign/pilots. | Proj. Dir., Act. Coord./Public Safety Spec., Online Student Svcs. Spec., Purch. | Follow normal institutional procedures for bidding, purchasing equipment and supplies. <i>Appropriate technological infrastructure, resources in place to support target program redesign and development of online student svcs.</i> | 10/2012 – 2/2013 |
| Conduct ongoing formative evaluation. | Pres., Proj. Dir., Act. Coord./Public Safety Spec., Eval. Team | Convene Evaluation Team at least quarterly; review documentation, review project data. <i>Team reviews strategies, objectives, data; Project Director writes evaluation report.</i> | 10/2012 – 9/2013 |
| Redesign Correction Officer program curricula to infuse updated Student Learning Outcomes (SLOs); interactive simulation training. | Act. Coord./ Public Safety Spec., Industry Experts, Correction Officer program faculty | Meet with regional law enforcement agencies to evaluate current SLOs; align with industry standards (1/13 – 4/13); Conduct training on updated SLOs, strategies for hands-on, simulation-based, interactive instruction incorporating scenario village and upgraded resources (4/13– 6/13, train pilot instructors in instructional technology (6/13 – 7/13); Finalize redesign (7/13 – 8/13). <i>Redesigned Correction Officer Program Curricula ready to pilot.</i> | 1/2013 – 8/2013 |
| Design and develop Online Career Resources for Fire Academy, Law Enforcement programs. | Act. Coord./Public Safety Spec., Online Student Supp. Spec., Student Svcs. Staff, IT | Review model online career resources; coordinate with regional public safety entities to identify career resources content (1/13 – 3/13); develop system (3/13 – 6/13); train student services staff, program faculty in new system (6/13 – 8/13). <i>Online Career Resources ready for pilot.</i> | 1/2013 – 8/2013 |

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| Conduct formal year-end evaluation. | Pres., Proj. Dir., Act. Coord., Eval. Team, External Eval. | Convene Evaluation Team; review Activity documentation, qualitative and quantitative data. External Evaluator reviews, prepares written report. <i>Report prepared, submitted to Dept. of Ed.</i> | 8/2013 – 9/2013 |
| Conduct formal year-end evaluation. | Pres., Proj. Dir., Act. Coord., Eval. Team, External Eval. | Convene Eval. Team; review Activity documentation, qualitative and quantitative data. External Eval. reviews, writes report. <i>Annual report prepared, submitted to Dept. of Ed.</i> | 8/2013 – 9/2013 |
| YEAR 5 (2013 – 2014) | | | |
| Pilot redesigned Corrections Officer curricula. | Act. Coord./Public Safety Spec., Correction Officer curricula instructors, students. | Teach redesigned Correction Officer curricula, evaluate. <i>Modify curricula as needed. Institutionalize Peace Officer and Corrections Officer program curricula.</i> | Fall 2013 – 8/2014 |
| Pilot online Career Resources for Fire Academy and Law Enforcement programs. | Act. Coord./Public Safety Spec., Online Student Supp. Spec., Student Svcs. Staff, IT, students | Deliver online Career Services, evaluate. <i>Online services support transition to employment for target program students. Modify as necessary. Institutionalize Online Student Services.</i> | Fall 2013 – 8/2014 |
| Purchase, install technology infrastructure, equipment and supplies to support curricular redesign/pilots. | Proj. Dir., Act. Coord./Public Safety Spec., Online Student Svcs. Spec., Purchasing | Follow normal institutional procedures for bidding, purchasing equipment and supplies. <i>Appropriate technological infrastructure, resources in place to support target program redesign and development of online student services.</i> | 10/2013 – 2/2014 |
| Conduct ongoing formative evaluation. | Pres., Proj. Dir., Act. Coord./Public Safety Spec., Eval. Team | Convene Evaluation Team at least quarterly; review documentation, review project data. <i>Team reviews strategies, objectives, data; Project Director writes evaluation report.</i> | 10/2013 – 9/2014 |
| Develop Student Resource Centers for Public Safety Education programs at Ben Clark Training Center | Proj. Dir., Act. Coord./Public Safety Spec., Online Student Support Spec., IT | Install technology and other supplies and resources to develop Student Resource Center. <i>Student Resource Center supports instruction and expands access to online services for Fire Academy and Law Enforcement programs</i> | 2/2014 – 3/2014 |
| Conduct formal project-end evaluation. | Pres., Proj. Dir., Act. Coord., Eval. Team, External Eval. | Convene Evaluation Team; review Activity documentation, qualitative and quantitative data. External Evaluator reviews, prepares written report. <i>Final project report prepared, submitted to Dept. of Ed.</i> | 8/2013 – 9/2013 |

KEY PERSONNEL

Quality of Key Personnel will be assured through the Riverside Community College District and MVC standard hiring practices, in compliance with GEPA and federal and state laws.

As **Project Director** (50%, 12 months, Years 1-5), responsible for project, budget, and personnel management and evaluation, we propose Maureen Chavez, whose experience directing individual and cooperative Title V projects at MVC has prepared her for these management responsibilities. With an MS in Education, experience with workforce development, and five years of experience at MVC, Ms. Chavez exceeds position qualifications. Her abbreviated resume follows the position description.

| PROJECT DIRECTOR (50%, 12 MONTHS) | |
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| <i>Responsibilities</i> | <i>Qualifications</i> |
| <ul style="list-style-type: none"> ➤ Oversee all elements of project; provide leadership and ensure accomplishment of project objectives ➤ Facilitate, oversee implementation of effective and objective project evaluation ➤ Supervise, evaluate Activity Coord./Public Safety Spec. ➤ Oversee project personnel hiring process ➤ Keep college administration apprised (monthly or weekly as necessary) of project progress, concerns ➤ Assume responsibility for project budget, approving expenditures, ensuring appropriate use of federal funds ➤ Oversee project reporting, including fiscal and technical reports for MVC, the Riverside Community College District, and the U.S. Dept. of Ed. ➤ Maintain effective communication to ensure project's congruence with institutional goals ➤ Remain current regarding Title V and U.S. Dept. of Ed. policies, grant terms, and conditions to ensure project compliance throughout grant period. | <ul style="list-style-type: none"> ➤ Master's degree in Education or similar field ➤ Minimum 2 years' grant management experience ➤ Minimum 2 years' experience budget management experience ➤ Minimum 2 years' experience in personnel management ➤ Experience in curricular design ➤ Community college experience, preferred ➤ Excellent leadership, verbal and written communication ➤ Experience with Hispanic, non-traditional, and/or other at-risk students, preferred |
| <i>Maureen Chavez, Proposed Project Director</i> | |
| <i>Education</i> | MA – Education, Curric., and Instruction: Chapman Univ., Orange, CA, 2002 BA – Soc. Sciences, Soc., and Psych.: Chapman Univ., Orange, CA, 2000 |
| <i>Professional Experience</i> | <u>Riverside Comm. College – Moreno Valley Campus:</u> -Title V Coop. Director, 2004-2009 <ul style="list-style-type: none"> <li style="width: 50%;">➤ Program Development <li style="width: 50%;">➤ Project Evaluation <li style="width: 50%;">➤ Personnel Supervision <li style="width: 50%;">➤ Internal and External Project Reporting <li style="width: 50%;">➤ Budget and Fiscal Oversight |

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| | <p>-Title V Director, 2004-2008</p> <p>-Instructor, Ed. Department, Teacher Prep. Program, 2005-2006</p> <p>-Assistant Grant Writer, 2006</p> <p>➤ Research and assist in writing Title V Cooperative Grant, established partnerships with colleges and universities</p> <p><u>Riverside County Office of Education, 2001-2004</u></p> <p>-Program Specialist</p> <p>➤ Designed, developed, implemented comprehensive WIA Youth Opp. Center</p> <p>➤ On-Site Youth Opportunity Center Administrator</p> <p>-Instructor, GED Prep. and Basic Skills</p> <p>➤ Curriculum Development; Community workforce preparation</p> |
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The **Activity Coordinator/Public Safety Specialist** (new hire, 100%, 12 months, Years 1-5, retained) will report to the Project Director. In addition to assuming responsibility for accomplishment of objectives and supervision of Activity staff, this position will lead infusion of contextualized Basic Skills curricula into the Law Enforcement Pre-Academy course, redesign of target Public Safety curricula, and design of the Part-Time Fire Academy – working closely with regional public safety professionals and PSET faculty to realign SLOs and infuse interactive simulation training and hands-on instruction with industry-standard tools. The position will also coordinate professional development necessary to support course redesign and pilots.

| ACTIVITY DIRECTOR/PUBLIC SAFETY SPECIALIST (100%, 12 MONTHS, YRS. 1-5, RETAINED) | |
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| <i>Responsibilities</i> | <i>Qualifications</i> |
| <ul style="list-style-type: none"> ➤ Manage all Activity elements; ensure accomplishment of implementation strategies, approved Activity objectives ➤ Maintain Activity records ➤ Ensure that required evaluation data is gathered; assist Project Director in analyzing data for project evaluation ➤ Assist in hiring searches for Activity staff ➤ Oversee curricular redesign to realign SLOs, reinforce Basic Skills, and incorporate interactive learning strategies into Public Safety curricula ➤ Lead development of Basic Skills Pre-Academy curriculum, in conjunction with Basic Skills faculty ➤ Oversee Online Student Service Specialist to ensure development of online student services ➤ Supervise bidding, installation of equipment to enhance scenario village hands-on, interactive training ➤ Serve on appropriate institutional committees | <ul style="list-style-type: none"> ➤ Master’s Degree in Education, Public Safety, or related field ➤ Minimum 2 years’ experience in Public Safety ➤ Familiarity with regional public safety issues and needs ➤ Instructional experience required, community college experience preferred ➤ Familiarity with career technical programs, preferred ➤ Experience with Hispanic, non-traditional, and/or other at-risk students, preferred |

The *Online Student Services Specialist* (new hire, 50%, 12 months, Years 1-5, retained), will lead the design and implementation of online student services. The position will ensure that a robust technological infrastructure – including the web portal and on-site servers at MVC and BCTC – are acquired, installed, and appropriately utilized to develop effective, 24/7, user-friendly support. The position will develop professional training related to online services, and will provide technological troubleshooting to ensure successful implementation of newly-developed services.

| ONLINE STUDENT SERVICES SPECIALIST (50%, 12 MONTHS, YEARS 1-5, RETAINED) | |
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| <i>Responsibilities</i> | <i>Qualifications</i> |
| <ul style="list-style-type: none"> ➤ Lead development of a full complement of online student services ➤ Oversee development and installation of technological infrastructure to support online services ➤ Ensure coordination between existing MVC network/support systems and newly-acquired tech./online support ➤ Design, implement, and deliver professional training appropriate to newly designed online support ➤ Provide technological troubleshooting for online student support pilots | <ul style="list-style-type: none"> ➤ BS in Information Technology, Computer Science, or related field ➤ Demonstrated expertise in technological networking systems ➤ Experience in development and delivery of online services ➤ Experience in Blackboard course management system, preferred ➤ Effective verbal and written communication skills ➤ Demonstrated ability to work both independently and as a member of a team ➤ Experience with Hispanic, non-traditional, and/or other at-risk students, preferred |

To support project administration and data collection, project staff will also include an *Administrative Assistant* (100%, 12 months, Years 1-5). Finally, target program faculty will earn stipends to participate in curricular redesign, led by the Activity Director/Public Safety Specialist, and redesigned course pilots.

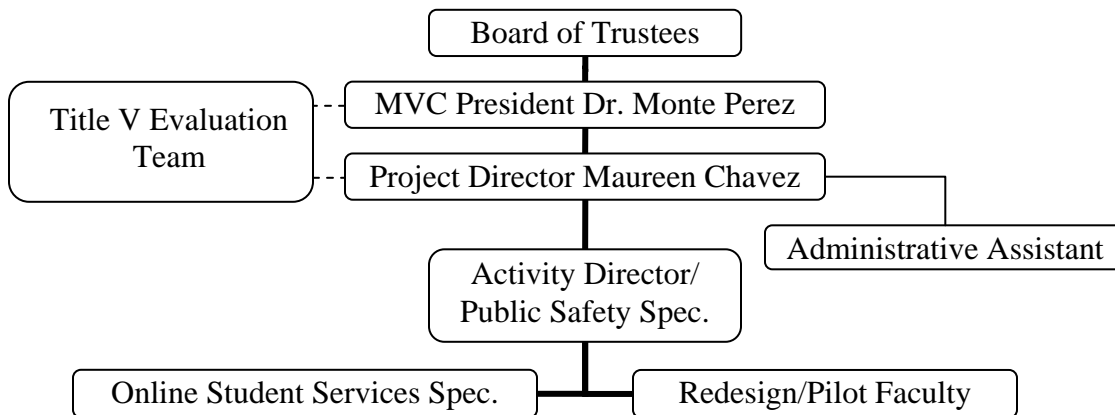
PROJECT MANAGEMENT

The planned outcomes of project management are to achieve (1) full compliance with institutional, state, and federal requirements; (2) accurate, appropriate use of Title V funds and compliance with EDGAR regulations and OMB Circulars; (3) timely progress toward objectives

and overall project goals; (4) measurable impact in strengthening MVC; and (5) dissemination of information regarding Project progress and evaluation to all MVC stakeholders.

The policies and procedures for Title V project management and evaluation will comply with federal regulations to ensure efficient, effective project implementation and expenditure of funds in support of Activity objectives.

Authority of Key Personnel: Ultimate project authority and responsibility rests with MVC President Dr. Monte Perez, who will delegate administrative and supervisory authority to Title V Project Director Maureen Chavez. Ms. Chavez, who will verify accomplishment of objectives, oversee the budget, ensure that all federal regulations are followed, and coordinate formative and summative project evaluation, will report and have direct access to President Perez. The Activity Coordinator/Public Safety Specialist (hired upon notification of funding) will also have access to the President, as well as to key administrators at the Ben Clark Public Safety Training Center, and will have sufficient authority to direct Activity implementation. Position descriptions and Ms. Chavez’s abbreviated resume appear in **Key Personnel**.



Project Management Procedures: The following Project Management Procedures provide outputs and procedures for effective project management. The Title V Evaluation Team, which will, along with other responsibilities outlined in the **Evaluation Plan**, serve as an advisory committee to the President, will be appointed by President Perez during the first two months of the project and will meet quarterly, Yrs. 1-5, to review Project documentation and data collected throughout implementation.

| The Title V Evaluation Team will include the Dean of Public Safety Education and Programming and other key MVC and BCTC administrators, Riverside County Sheriff’s Department lieutenants, | TITLE V EVALUATION TEAM MEMBERSHIP | |
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| | <ul style="list-style-type: none"> ➤ VP, Ed. Services ➤ Dean of Public Safety & Education Training ➤ Riverside Sheriff’s Dept. Lieutenants ➤ CAL Fire/Riverside Co. Regional Fire Dept. Captains ➤ BCTC Dir. of Law Enforcement Program | <ul style="list-style-type: none"> ➤ BCTC Dir. of Fire Technology/Fire Academy Program ➤ Law Enforcement Program Faculty ➤ Correctional Deputy Program Faculty ➤ Fire Technology/Fire Academy Faculty ➤ PSET Students |

area Fire Department captains, PSET faculty, and students. By serving on the Project Evaluation Team and regularly disseminating information about the Project, the Project Director will ensure that the project is **fully integrated into normal College processes** while adhering to the U.S. Department of Education requirements for administering a Title V project, including budgeting for allowable activities and delivering annual performance reports.

| PROJECT MANAGEMENT PROCEDURES | |
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| Project Manual | <ul style="list-style-type: none"> • Comprehensive manual developed by Project Director to specify all standard operating guidelines, policies, and procedures, staff responsibilities, lines of authority, job descriptions for Activity staff, examples of required forms, and reporting procedures and timelines. • Distributed to Title V staff, President’s staff, and Title V Evaluation Team; all personnel have access to document in Title V office. |
| Title V Staff Meetings | <ul style="list-style-type: none"> • Bimonthly meetings of project staff, with more frequent meetings in Yr. 1, to discuss progress, plans for future; additional meetings as necessary. • Minutes recorded, filed in Project Manual. |
| Time/Effort Reports | <ul style="list-style-type: none"> • Monthly reports detailing time and effort by every full-time and part-time Title V employee, submitted to the Project Director. |

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| Monthly Activity Progress Reports | <ul style="list-style-type: none"> • Progress reports by project staff to Project Director, detailing implementation progress, including travel, use of consultants, acquisition of and installment of equipment and supplies, development and piloting of courses and student resources, formative evaluation issues, unanticipated problems, potential solutions, anticipated delays in projected timeline, requests for assistance. • Project progress, obstacles encountered, and possible remedies, reported by Project Director to the President and Title V Evaluation Team. • Progress reported by Project Director to all faculty and staff to ensure full institutionalization of the activity and to promote discussion about the project and its institutional impact. |
| Quarterly Activity Reports | <ul style="list-style-type: none"> • Director reports to the President, who summarizes progress toward Activity Objectives for Board of Trustees; quarterly briefings for other MVC administrators and staff, as necessary and appropriate. |
| Annual Performance Reports | <ul style="list-style-type: none"> • Annual summative reports and a final summative report submitted by Project Director to President, Evaluation Team, the Board of Trustees, the funding agency, and administration and staff, as appropriate. • The President reports to the Board of Trustees annually, based upon input and reports from the Project Director and key project staff. |
| Fiscal Responsibility, Accounting Reports | <ul style="list-style-type: none"> • Monthly reports of project expenses and budget status from the Business Office to the Project Director. • Compliance with “Single Audit Requirements.” • Verification of expenditures prior to drawdown. |
| Separation of Funds | <ul style="list-style-type: none"> • Title V funds to be separate, restricted funds, with separate records for financial transactions. |
| Title V Funds Not to Supplant College Funds | <ul style="list-style-type: none"> • Documentation to ensure federal funds are not used to replace or supplant funds that would otherwise support such activities; audits by external evaluator to verify appropriate use of funds. |
| Personnel Procedures | <ul style="list-style-type: none"> • Institutional policies and procedures followed for filling Title V positions, including open competition for vacancies, adherence to all required state and federal affirmative action policies. • Project Director maintains information regarding grant-funded professional project personnel (copies of résumés, job descriptions, other relevant data). • Only personnel approved in official budget paid with Title V funds • Title V funds for personnel not to supplant existing personnel costs. • New positions must be advertised in publications and locations mandated by MVC, state. |
| Record Keeping | <ul style="list-style-type: none"> • Project Director maintains records of evaluation data, fund drawdowns. • All equipment purchased through Title V funds tagged accordingly. Project Director maintains up-to-date equipment inventory. |
| Inst. Governance Representation | <ul style="list-style-type: none"> • Project Dir. and Activity Coord./Public Safety Spec. meet quarterly with Eval. Team; serve on appropriate institutional committees and task forces, including those at the Ben Clark Public Safety Training Center. |
| Communication | <ul style="list-style-type: none"> • Prominent exposure in appropriate College publications: student newspaper, employee newsletter, alumni mailings, the college catalog, |

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| | reports to the community, Title V newsletter and website. |
| Reports to Board of Directors | <ul style="list-style-type: none"> • President presents information about the Title V project to the Board of Trustees at its regularly scheduled meeting, as appropriate. • President reports to the Board of Trustees at project’s year end, based upon reports and input from the Project Director, key project staff. |

PROJECT EVALUATION

MVC’s Activity has been designed to embed continuous and ongoing evaluation to measure the extent to which we achieve our annual, measurable *Activity Objectives* and *Performance Indicators*, and to establish performance feedback loops to facilitate modifications throughout each grant year. Evaluation strategies will further allow assessment of the project’s contribution to addressing institutional weaknesses and problems, and to realizing MVC’s *Institutional Goals* and *Objectives*. Post-grant, these strategies will allow MVC to capture and track data relating to GPRA measures associated with the Title V program.

Systematic Activity evaluation has been built upon a number of *key tasks*, in order to answer *key questions* regarding project impact, summarized below:

| MVC PROJECT EVALUATION | |
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| <i>Key Questions</i> | <i>Key Tasks</i> |
| <ul style="list-style-type: none"> • Do redesigned PSET curricula meet industry standards? • Do redesigned PSET curricula meet enrollment goals? • Are students successfully completing certifications associated with redesigned PSET curricula? • Do students express a high degree of satisfaction with redesigned curricula and instructional resources, as measured by student evaluations? • Do pilot students exhibit a high degree of satisfaction with newly-designed online services, as measured by evaluations? • Do pilot students exhibit a high degree of satisfaction with newly-developed student resource centers at BCTC? • Have activity initiatives increased capacity to | <ul style="list-style-type: none"> • Collecting valid <i>quantitative</i> and <i>qualitative data</i> to assess achievement of objectives; • Conducting <i>formative and summative analysis</i> of project outcomes; • Establishing <i>appropriate controls</i> providing for independent evaluation; • Establishing <i>evaluative benchmarks</i>, allowing us to <i>identify and address problems</i>, on an <i>ongoing basis</i>, before they impair the project’s effectiveness; • Performing <i>annual and final reports</i> to communicate project progress and success; • Promoting <i>institutionalization</i> of new practices/improvements into ongoing operations; • Ensuring <i>compliance</i> with applicable |

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| <p>high-demand certifications?</p> <ul style="list-style-type: none"> • Has Hispanic and under-represented population enrollment in PSET curricula increased as a result of Project initiatives? • Has MVC increased enrollment-based revenues as a result of project strategies? • How and to what degree has the project helped MVC realize its <i>Academic Program, Institutional Management, and Fiscal Stability</i> goals? | <p>Education Department Guidelines and Administration Regulations (EDGAR) and OMB Circulars;</p> <ul style="list-style-type: none"> • Establishing <i>processes to continue tracking outcomes</i> of project initiatives (such as enrollment and completion in redesigned programs) beyond the end of the project period, to evaluate contribution to meeting GPRA Performance Measures. |
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With the overarching goal of realizing enrollment capacity through improvement and expansion of high-demand programs, MVC’s proposed Activity does not lend itself to experimental evaluation methods, but is modeled on key evaluation design elements described by the Fund for Postsecondary Education (FIPSE, 2001), summarized below. We will employ *formative* evaluation to track effectiveness of project development and implementation and to facilitate programmatic change during the project period and *summative* evaluation to measure attainment of activity objectives and to document the impact of the project.

| FIPSE PRINCIPLES GUIDING MVC PROJECT EVALUATION |
|---|
| <ul style="list-style-type: none"> • Evaluation limited to <i>clear and specific objectives with measurable outcomes</i> • Measures specifying who, when, how data will be collected, analyzed, reported • <i>Evaluation measures</i> built into the routines of program procedures (e.g. enrollment reports) • Use of <i>multiple measures (Performance Indicators)</i> when possible; • Use of project documents and records in <i>ongoing process evaluation</i>; • <i>Consultation with evaluation experts</i> in designing evaluation • Engagement of <i>independent evaluator</i> • <i>Evidence of the project’s wider impact</i>, speaking to project adaptability, likelihood of institutionalization |
| <p>Source: <i>Notes on Evaluation Design</i>, FIPSE, 2001</p> |

Internal Monitoring: Early in Year 1, President Perez will appoint representatives of stakeholder groups, including professionals representing county and regional public safety entities and PSET faculty – to the **Title V Evaluation Team**, which will elect its own chair and meet at least quarterly each year to independently monitor progress toward **Performance Indicators** – benchmarks toward Activity Objectives – as well as to measure project success. The

Title V Evaluation Team will, from the initial stages of the Activity, employ an *independent, external evaluator* (see below), who will assist in (1) reviewing evaluation questions, (2) verifying baseline data, (3) identifying and developing data collection instruments, (4) establishing evaluative controls, and (5) developing analysis techniques, modifying them as necessary to reflect project evolution. On an *ongoing basis*, the Team will monitor data collection, analysis, and application of analysis; and review external evaluation reports, communicating project progress and success to MVC constituencies.

External, Independent Evaluation: To ensure objective evaluation, and in accordance with recommendations of both NSF and FIPSE, *throughout project implementation* MVC will contract with an independent evaluator, external to the institution and with no personal or professional interest in project outcome. From the project’s outset, the Evaluator will bring current expertise in evaluation techniques and methodologies to ensure effective evaluation, making regular visits to MVC and routinely consulting with the Evaluation Team and project staff regarding data elements, collection and evaluation instruments, and data analysis. The Evaluator will assess progress toward Activity Objectives and Performance Indicators and compliance with timelines, making recommendations and providing written reports to the Evaluation Team. MVC will seek the services of an evaluator with at least five years of evaluation experience – including experience in Title V and vocational/technical program evaluation – with hiring preference for American Evaluation Association (AEA) members.

Formative evaluation, to “assess ongoing project activities and provide information to monitor and improve the project,” has been embedded into numerous points of project development, allowing us to evaluate *implementation* – “whether the project is being conducted as planned” as well as *progress*, “collecting information to learn whether or not the benchmarks

of participant progress were met and to point out unexpected developments” (NSF *Project Evaluation Handbook*, 2002). Evaluation based on immediate analysis of data collected on an ongoing basis will allow us to identify problems that may be hindering progress, guiding regular, timely, and necessary changes to advance the project. For example, online student evaluations of online service pilots will identify issues, such as ease of navigation, and level of interactivity, influencing effectiveness of those services, informing our ongoing adjustments to services.

Summative evaluation will include *year-end* evaluations to assess data on outcome indicators such as student enrollment to measure attainment of yearly objectives. Annual summative reports will also include a description of *unanticipated results* and how these results will impact the project in the subsequent year. In addition to ongoing formative evaluation guiding project implementation (described above), an annual Plan of Action, based on results of annual summative evaluation, will describe remedies or project modifications anticipated for the next project year. Annual summative reports and a final summative report will be submitted to President Perez, MVC’s planning groups, the Title V Evaluation Team, the Board of Trustees, and the funding agency. Summary reports will also be distributed across all levels of the College, describing project impact. **Project end summative evaluation** will assess the total project’s success in reaching its objectives and its contribution to realization of institutional and programmatic goals. This evaluation will also identify components that were most effective, and modifications necessary for institutionalization.

Data Elements: Both *qualitative* (e.g. industry evaluation of redesigned PSET curricula, program evaluations, online satisfaction evaluations) and *quantitative data* (e.g. Academy and institutional enrollment, including enrollment of Hispanic and underrepresented groups; program completion/certification; and course success data) will be collected and analyzed, contributing to

formative and summative evaluation. For comparison, we have identified baseline data, to be verified by the Project Director, with the assistance of the External Evaluator, at the beginning of the project (or project component). *In-process data* will be collected by Activity staff as the Activity is implemented, and compared to baseline data as part of the *formative* evaluation component; and *project-completion* data will be collected by the Project Director and Activity staff at the Activity's end as part of final **summative** evaluation.

For *each type of Activity Objective* we propose, the *Title V Evaluation Matrix* starting on page 46 summarizes: (1) the Institutional Goal to which the identified Activity Objectives and Evaluation methods pertain; (2) data elements, (3) data collection instruments; (4) data collection methods; (5) data collection timeframes; (6) how data will be analyzed, (7) reports and outcomes of data analysis, and (8) formative and summative evaluation allowing MVC to monitor progress.

As Evaluation Matrix illustrates, much of the data required to evaluate Activity objectives are expressed as absolute numbers/percentages, and can be analyzed using simple mathematical calculations. However, when necessary, we will employ statistical methods including t-tests to verify the validity of a student or faculty sample; item analysis to identify the relationships among single survey questions and overall results, and other methods to assess the statistical significance of outcomes' variance from Activity Objectives.

In addition to ongoing data collection, analysis, and evaluation throughout the project, MVC commits to continued evaluation of project impact after the grant's end, and will track, collect, and provide to the Dept. of Education data pertaining to applicable GPRA measures (Guidelines, page 45). GPRA measures associated with particular project elements and goals are listed in Evaluation Matrix.

| TITLE V PROJECT EVALUATION MATRIX (All types of objectives represented) | | | | |
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| Increasing Enrollment (CDP Goals 1, 3, 4, 6) (Post Project GPRA 1, 2, 3, 5) | | | | |
| <i>(Act. Obj. 1, 2, 4, 6, 9, 12, 14) Sample Objective: By Sept. 2011, at least 30 under-represented students (Hispanic students, econ. disadv., single parents) enroll in pilot of Part Time Fire Academy (2008-2009 baseline enrollment: 26% Hispanic, 17% econ. disadv., 13% single parents)</i> | | | | |
| Data Elements: 20 th -day enrollment for PT Fire Academy Instruments: Enrollment rosters, prov. by Registrar | Collection Methods: Act. Coord./ Public Safety Spec. verifies baseline data; confirms, records enrollment, determines FTE. Timeframe: Enrollment data collected for each pilot | Data Analysis: Act. Coord./ Public Safety Spec. determines FTE in redesigned courses, compares to target. | Reports & Outcomes: Summary report developed, distributed to Eval. Team, participating faculty, appropriate administrators; report incorporated into Project Final Perf. Report. | Summative Evaluation: Eval. Team, Ext. Eval. analyze results to identify elements influencing enrollment, recommend modifications for institutionalization |
| Academy and Program Completion and Certification (CDP Goals 1, 2, 3, 4) (Post Project GPRA 2, 3, 4, 5) | | | | |
| <i>(Act. Obj. 3, 5, 7, 8, 10, 13) By Sept. 2012, at least 40 Hispanic students earn certificates from Full Time and Part Time Basic Fire Academies, a 60% increase over 2008-2009 baseline 25.</i> | | | | |
| Data Elements: Certificates earned in pilot programs Instruments: Certification records, provided by Office of Adm. & Records Mid-pilot student surveys, focus grps.; Post-pilot student evaluations, incl. comment section | Collection Methods: Activity Coord./Public Safety Spec. compiles certification results; classifies comments from surveys and evaluations, for formative evaluation. Timeframe: Certifications recorded at pilot completion; midpoint surveys, post pilot student evals. | Data Analysis: Act. Coord./ Public Safety Spec. compares certifications to target; student surveys/evaluation comments analyzed to inform adjustments and modifications. | Reports & Outcomes: Mid-pilot and Summary reports including quantitative and qualitative data developed, distributed to Eval. Team, participating faculty, appropriate administrators and stakeholders; annual results incorporated into Project Annual perf. Report. | Formative & Summative Evaluation: Eval. Team, Ext. Evaluator analyze: Mid-pilot qualitative results to recommend timely mid-pilot modifications; End-of-pilot quantitative results identify issues affecting certification rates, recommend modifications for future pilots, institutionalization. |
| Student Success (CDP Goals 1, 2, 3, 5) (Post Project GPRA 2, 3, 4) | | | | |
| <i>(Act. Obj. 5, 7) Sample Objective: By Sept. 2012, 75% of students in pilots of Pre Academy Basic Skills contextualizing Basic Skills Math and ESL will succeed (newly designed course, no baseline).</i> | | | | |
| Data Elements: Pre-Academy grades Instruments: Final | Methods: Act. Coord./Public Safety Spec. compiles grades; classifies | Data Analysis: Act. Coord./ Public Safety Spec. | Reports & Outcomes: Mid-pilot and Summary reports including quantitative and | Formative & Summative Evaluation: Eval. Team, Ext. Evaluator analyze qualitative |

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| grade sheets provided by Registrar; Mid-pilot student surveys, focus grps.; Post-pilot student evaluations, incl. comment section | comments from surveys and evaluations, for formative evaluation Timeframe: Grades recorded at pilot completion; midpoint surveys, post pilot student evals. | compares success rates to baseline; student surveys/eval. comments analyzed to inform adjustments and modifications. | qualitative data developed, distributed to Eval. Team, participating faculty, appropriate administrators, stakeholders; annual results incorporated into Project Annual perf. Report. | results to recommend timely mid-pilot modifications; analyze pilot-end quantitative results to identify issues affecting certification rates, recommend modifications for future pilots, institutionalization. |
| Student Satisfaction (CDP Goals 4, 5) (Post Project GPRA 2, 3, 5) | | | | |
| <i>(Act. Obj. 11) By Sept. 2013, 85% of Online Library pilot participants express satisfaction with newly-developed system, as verified by online student evaluations.</i> | | | | |
| Data Elements: Avg. ratings from online evals; comments regarding online svc. Instruments: Mid-pilot and pilot-end online student surveys, focus groups | Methods: Online Student Services Spec. develops, administers online survey, focus groups Timeframe: Surveys and focus groups conducted at mid-pilot and during last month of pilot. | Data Analysis: Online Student Svcs. Spec. records, classifies eval. data; determines satisfaction with specific elements of online service | Reports & Outcomes: Summary of surveys, focus groups (qualitative data) developed, distributed to Eval. Team, appropriate staff and administrators; results incorporated into Project Annual Performance Report. | Formative & Summative Evaluation: Eval. Team, Ext. Eval. analyze: mid-pilot data to recommend timely mid-pilot modifications; End-of-pilot qualitative results identify issues influencing satisfaction; recommend modifications for future pilots, institutionalization. |

BUDGET NARRATIVE

MVC's budget request is **necessary** and **reasonable** in relation to project objectives, which focus upon improving access to and capacity in high-demand programming that offers particular opportunity to Hispanic, low income, and other at-risk residents of our area. Our budget is therefore designed primarily to increase institutional capacity to expand access to highly-relevant Public Safety Education and Training (PSET), thereby reaching a greater number of students in need of these educational opportunities, and addressing the demands of area law enforcement entities for workforce-ready program completers who are appropriately trained in the competencies and tools necessary for effective service throughout the region. Costs detailed in the separately-uploaded **Budget Detail Form** reflect our comprehensive analysis of the costs necessary for implementing the activity – including our thorough analysis of personnel requirements and technology and instrumentation pricing, based on vendor cost quotes.

Personnel and **Fringe Benefits** comprising 41% of the proposed budget are consistent with MVC institutional standards. Requested salaries reflect the high cost of living (120% the national average). Administrative positions of Project Director (50%) and Activity Coordinator (50%, combined with the 50% Public Safety Specialist), supported by an Administrative Assistant (50%) will provide necessary oversight, conduct ongoing formative and summative evaluation, and ensure compliance with U.S. Dept. of Education requirements. The positions of Public Safety Specialist (50%, combined with the 50% Activity Coordinator) and Online Student Services Specialist (50%) are necessary and sufficient to ensure the implementation of each of our two activity components. MVC will absorb these positions over Years 3-5, building capacity to continue supporting project initiatives after the funding period.

Necessary **Travel**, budgeted at 1% of the total five-year request, has been determined

based upon identified needs to build capacity among target faculty to deliver redesigned curricula. The wealth of public safety expertise in our own region makes regional travel critical to our establishing benchmarks for our PSET curricula design and instructional strategies.

Requested **Equipment** and **Supplies**, together comprising **56%** of our budget request, are crucial to our Activity's success. Riverside County's commitment to construct a three million dollar scenario training village at MVC's Ben Clark Public Training Center provides MVC with an unprecedented opportunity to infuse our public safety programs with the extensive, hands-on simulation training that our regional public safety entities need and have asked us to provide. We have worked extensively with the region's Fire Departments, Sheriff's Departments, and other public safety entities to identify, prioritize, and price specific equipment and tools that will best support redesigned Student Learning Outcomes for public safety trainees.

Requests for instructional technology and improvements to technological infrastructure are critical for meeting our objectives to broaden student access. Request such as web portal and infrastructure hardware (Years 1 and 5) will both lay the foundation for development of a host of 24/7 online services and ensure that the institution has the capacity to deliver those services to increasing numbers of time- and place-bound students, including those working students in public safety academies, for whom traditional on-campus support is not a viable option. In the later years of the project, we propose to establish a direct connection to Cenic, a provider of robust, high-capacity internet communications throughout the state's higher education system. Connection to Cenic requires an OC3 connection, which will improve our capacity to provide highly interactive services that will not "time out" during download.

Contractual costs of totaling 1% of the budget will allow us to build target instructors' capacity to provide simulation training activities, through consultation with regional specialists

in specialized areas, such as Search and Rescue and Jail Training. These costs are reasonable based upon the type and scope of work to be completed by these external specialists.

At 1% (\$30,000) of the budget, **Other** costs will support external evaluation of the project, necessary for ensuring that the project is not only meeting its goals, but also that appropriate and effective methods of ongoing formative evaluation and summative evaluation are taking place to drive continuous improvement of project strategies.

Per U.S. Department of Education Instruction, Budget Detail has been uploaded separately.