MORENO VALLEY CAMPUS
Riverside Community College District

2007 Institutional Self-Study Report
In Support of Initial Accreditation

Submitted by the Moreno Valley Campus
16130 Lasselle Street, Moreno Valley, CA 92551

To the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Murals by local artist and RCC alumnus Tim Taylor

CONTENTS

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

DATE: May 15, 2007

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: Moreno Valley Campus, Riverside Community College District

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's initial accreditation.

We certify that there was broad participation by the college community, and we believe the self-study report accurately reflects the nature and substance of this institution.

Mary Figueroa
President, Board of Trustees
Riverside Community College District

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ELIGIBILITY REQUIREMENTS
MORENO VALLEY CAMPUS

The Moreno Valley Campus affirms it is in compliance with the eligibility requirements for initial accreditation and that this Self-Study Report constitutes part of the application for full college status sent to the State Chancellor's Office in May 2005.

#1 – Authority

The Moreno Valley Campus is part of the Riverside Community College District. Riverside City Campus holds the current accreditation for all district campuses and educational centers. City Campus is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California Department of Education and the California Community Colleges Chancellor's Office.

#2 – Mission

On June 20, 2006, the RCCD Board of Trustees approved the following Moreno Valley Campus mission statement:

"Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, profe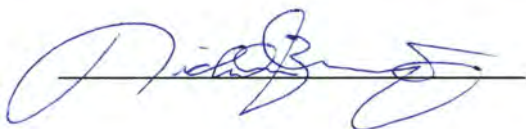ssional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially in health and public service preparation."

The Moreno Valley Campus mission statement appears in the RCCD Academic Master Plan/Strategic Plan and is published in the latest edition of the district Catalog.

#3 – Governing Board

The Moreno Valley Campus is one of three educational institutions in the Riverside Community College District. The district is governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Members are elected for four-year terms, and these terms are staggered. The Board members have no employment or personal financial interest in the institution.

#4 – Chief Executive Officer

The Interim President was recommended by the District Chancellor and approved by the Board of Trustees. The President reports directly to the District Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.

#5 – Administrative Capacity

The Moreno Valley Campus has 15 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the new college's mission and purpose. In addition to the President, administrative appointments include Vice Presidents of Educational and Business Services; Deans of Instruction, Student Services, Health Sciences, and Public Safety Education and Training; an Assistant Dean of Library/Learning Resources; Directors of the Law Enforcement Training Program, Fire Technology/Fire Academy Program, Title V, Talent Search, and the Middle College High School; a Supervisor of Student Services; a Director of Plant Operations and Maintenance; and a half-time Public Relations Officer.   An organizational chart is included in this report.

#6 – Operational Status

The Moreno Valley Campus has been operational since it opened its doors in March 1991. Currently, there are over 8,500 students enrolled in classes which are held six days per week. Many are actively pursuing occupational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal development, career enrichment, or remediation in basic skills.

#7 – Degrees

To meet its stated mission, the Moreno Valley Campus offers the Associate of Arts and Associate of Science degrees and a variety of certificates, primarily in health, human, and public services. The institution has over 24 degree and/or certificate programs. The requirements for these programs can be taken completely on the Moreno Valley Campus and its off-campus educational sites.

#8 – Educational Programs

The degree programs offered at the Moreno Valley Campus are congruent with its mission, based on recognized higher education fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. All course outlines of record in both degree credit and non-degree credit courses meet predetermined student learning outcomes achieved through class content, assignments, and activities; and all course outlines are subjected to periodic, rigorous program review.

#9 – Academic Credit

The Moreno Valley Campus awards academic credit based on accepted practices of California community colleges under California Code of Regulations, Title V. Detailed information about academic credit is published in the college Catalog.

#10 – Student Learning and Achievement

The 2007-08 edition of the college Catalog contains the board-approved comprehensive statement of General Education student learning outcomes (SLOs) for students enrolled in each of the academic programs offered. Additionally, program and discipline level student learning outcomes have been developed. The curriculum is district-wide, courses taught on the Moreno Valley Campus list student learning outcomes on the course outlines of record, and the SLOs are achieved and assessed by a variety of methods. Coordinated by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, follows the course outline of record.

#11 – General Education

All degree programs require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program is scrutinized for rigor and quality by the campus and district Academic Senates, the Matriculation Committee, and appropriate constituencies, and the district will adhere to the newly approved requirements for mathematics and writing effective at the state level in 2009.

#12 – Academic Freedom

The Moreno Valley Campus supports academic freedom. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Board Resolution, passed June 2005, endorsing the American Association of University Professors Statement on Academic Freedom. In spring 2007, the Board of Trustees approved a policy on academic freedom. The institution prides itself on offering an

open, inquiring, yet respectful and transparent educational experience, evidencing our commitment to intellectual freedom and independence of thought.

#13 – Faculty

The Moreno Valley Campus has 68 full-time faculty and over 300 part-time faculty. All faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California community college faculty established in California Code of Regulations, Title 5. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty handbooks (Faculty Survival Guide and Online Faculty Handbook) and the Agreement between the Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA. Faculty carry out program review, develop student learning outcomes, and assess student learning.

#14 – Student Services

The Moreno Valley Campus prides itself on strong student service programs, providing a comprehensive array of services for all its students, as well as basic skills courses for those students requiring preparation for college level work. Each department works to support the mission of the college and the academic success of our students.

#15 – Admissions

The Moreno Valley Campus has adopted and adheres to admissions policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5. Student admission policies support the Moreno Valley Campus mission statement and ensure that all students are appropriately qualified for our program and course offerings. Information about admissions requirements is available in the Catalog, the schedule of classes, and on the district web page. Students are encouraged to apply online although paper applications are also accepted.

#16 – Information and Learning Resources

The Moreno Valley Campus provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of students. The library is staffed to assist students in the use of campus resources. Internet access and online computer search capabilities are available without charge to students in the library, student support programs, and in computer laboratories. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

#17 – Financial Resources

The Moreno Valley Campus, through the Riverside Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The Moreno Valley Campus Strategic Planning Council includes a Financial Resources Subcommittee which ensures the campus has the financial resources and plans for financial development adequate to support our mission and educational programs and services, to improve institutional effectiveness, and to assure financial stability.

#18 – Financial Accountability

The Riverside Community College District regularly undergoes and makes publicly available an annual external financial audit for the district and its educational centers by a contracted certified public accountant. The audit is conducted in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. To support appropriate and effective utilization of the Moreno Valley Campus budget, a Vice President of Business Services was hired in summer 2006.

#19– Institutional Planning and Evaluation

The Moreno Valley Campus has an established institutional planning process and works with the Riverside Community College District to provide planning for the development of the campus, including integrating plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the Moreno Valley Campus Academic Planning Council, the Strategic Planning Committee and its nine subcommittees, and the Moreno Valley Campus Academic Master Plan, the campus is in a constant state of review and improvement. The campus and district systematically evaluate how well and in what ways the campus is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

#20 – Public Information

The Riverside Community College District currently publishes a single Catalog for all three campuses and a schedule of classes that contains separate listings of classes offered on each campus. These documents, along with the district website and other appropriate publications, publicize accurate and current information about the institution that announces its mission and goals; admission requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs, and courses; degrees offered and degree and graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators, names of Board of Trustees members; and all other items relative to attending the institution.

#21 – Relations with the Accrediting Commission

The Riverside Community College District Board of Trustees provides assurance that the Moreno Valley Campus adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the campus in identical terms to all its accrediting agencies (including the Accreditation Review Committee on Physician Assistant Education, the Commission on Accreditation of Allied Health Education, and the American Dental Association's Committee on Dental Accreditation), communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution are complete, accurate, and honest.

INTRODUCTION

SELF-STUDY PARTICIPANT LISTS

Accreditation Steering Committee

Sheila Pisa, Faculty Co-Chair, Associate Professor, Mathematics
Lisa Conyers, Administrative Co-Chair, Vice President of Educational Services
Dan Clark, Self-Study Editor, Associate Professor, English

Patricia Bufalino, Interim Dean of Instruction (formerly, Associate Professor of Nursing)
Daria Burnett, Dean of Student Services
Angie Arballo, Administrative Assistant to the President
Jonell Guzman, Secretary IV, Student Services
Gail Byrne, Student Services Specialist
Pearl Alonzo, Student
Nickolas Burciaga, Student

Standard I.
James Namekata, Chair, Associate Professor, Mathematics

Standard II.
Patricia Bufalino, Chair, Interim Dean of Instruction

Standard III.
Donna Lesser, Chair, Assistant Professor, Dental Hygiene

Standard IV.
Cordell Briggs, Chair, Associate Professor, English

Standard Committees

Standard I

Coordinating Chair: **James Namekata**, Associate Professor, Mathematics

I.   Institutional Mission and Effectiveness
James Namekata, Chair, Associate Professor, Mathematics
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Patricia Bufalino, Interim Dean of Instruction
Maureen Chavez, Director, Title V
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Travis Gibbs, Associate Professor, Psychology
Jackie Grippin, Administrative Assistant, Business Services
Irving G. Hendrick, Interim President
Marilyn Heyde, Instructor, Dental Hygiene
Tracy Jalensky, Student Financial Services Support Specialist
Fen Johnson, Assistant Professor, Mathematics
Donna Lesser, Assistant Professor and Director of the Dental Hygiene Program
Diane Marsh, Associate Professor, Chemistry
Shawanna McLaughlin, Student
Delores, Middleton, Associate Professor and Director of the Physician Assistant Program
Dominique Moise-Swanson, Outcomes Assessment Specialist
Peggie Negrete, Instructional Department Specialist
Mark Palencia, Custodian
Carmen Payne, Secretary IV, Health Sciences
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Jessica Rivera, Student
Clint Sandusky, Senior Officer, College Safety and Police
Richard Tworek, President Emeritus
Adviye Tolunay, Instructor, Psychology
Kellie Wells, Clerk Typist, Emergency Medical Services Program
Edd Williams, Associate Professor, English

Standard II.

Coordinating Chair: **Patricia Bufalino**, Interim Dean of Instruction, formerly Associate Professor of Nursing and President of the Moreno Valley Campus Academic Senate (special support for II.B. from **Joe Reynolds**, Assistant Professor Disabled Student Services, and **Daria Burnett**, Dean of Student Services; and for II.C. from **Cid Tenpas**, Assistant Dean, Library/Learning Resources)

II.A. Instructional Programs
Patricia Bufalino, Chair, Interim Dean of Instruction
Pilar Alvizo, Secretary II, Dental Hygiene and Assisting Programs
James Banks, Assistant Professor, Human Services

Matthew Barboza, Assistant Professor, Computer Information Systems
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Fabian Biancardi, Assistant Professor, Political Science, and CTA Representative
Cordell Briggs, Associate Professor, English
Dee Chapman, Workforce Preparation Counselor/Case Manager
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Teri Currie, Instructional Department Specialist
Sean Drake, Associate Professor, Mathematics
Jose Duran, Associate Professor, Business Administration
Gregory Elder, Associate Professor, History
Sabina Fernandez, Instructional Department Specialist
Vivian Gonzales, Instructional Department Specialist
Irving G. Hendrick, Interim President
Wolde-Ab Isaac, Dean of Health Sciences
Susan Lauda, Administrative Assistant, Educational Services
Donna Lesser, Assistant Professor and Director of the Dental Hygiene Program
Rebecca Loomis, Associate Professor, Anatomy/Physiology
Diane Marsh, Associate Professor, Chemistry
Rosario Mercado, Associate Professor, Spanish
Delores Middleton, Associate Professor and Director of the Physician Assistant Program
Dominique Moise-Swanson, Outcomes Assessment Specialist
James Namekata, Associate Professor, Mathematics
Peggie Negrete, Instructional Department Specialist
Chris Nollette, Assistant and Director of the Emergency Medical Services Program
Donna Plunk, Tutorial Services Clerk
Bonavita Quinto, Instructor, Spanish
Liz Romero, Secretary IV, Office of Instruction
Sheila Pisa, Associate Professor, Mathematics
Donna Plunk, Tutorial Services Clerk
Lynne Soules, Clerk Typist, Workforce Preparation
Richard Tworek, President Emeritus
Carlos Tovares, Instructor, Geography
Bill Vincent, Dean of Public Service Education and Training
Edd Williams, Associate Professor, English

II.B. Student Support Services

Joe Reynolds, Co-Chair, Assistant Professor, DSPS Counselor/Learning Disabled Specialist
Daria Burnett, Co-Chair, Dean of Student Services
Lori Alford, Secretary, Middle College High School
Pearl Alonzo, Student
Gail Byrne, Student Services Specialist
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Madelaine Dibler, Academic Evaluations Specialist
Debbie Endeman, Library Technical Assistant I
Deborah Engel, Student Financial Services Support Specialist
Lisa Frantz, Academic Evaluations Specialist
Jonell Guzman, Secretary IV, Student Services
Maria Hansen, Student
Irving G. Hendrick, Interim President

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Lidia Hulshof, Instructor, Dental Assisting
Akia Marshall, Student Services Technician
Kim Metcalfe, Assistant Professor, Early Childhood Studies
Frankie Moore, Instructor, Student Activities
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Sonya Nyrop, Instructor, Reading
Maria Pacheco, Associate Professor, Counseling
Susana Perez, Student
Sheila Pisa, Associate Professor, Mathematics
Margarita Romero, Student
Johnny Rubalcaba, Senior Groundsperson
Sal Soto, Instructor, Counseling
Eric Thompson, Instructor, Sociology
John Thrower, Student Services Supervisor
Carmen Valencia, Matriculation Specialist
Diana Webster, Associate Professor, Business Management

II.C. Library and Learning Support
Cid Tenpas, Chair, Assistant Dean of Library/Learning Resources
Anna Marie Amezquita, Associate Professor, English
James Banks, Assistant Professor, Human Services
Fred Brose, Associate Professor, Library Services
Larisa Broyles, Instructor, Anthropology
Dan Clark, Associate Professor, English
Gilbert Deleon, Evening/Weekend Receptionist
Sean Drake, Associate Professor, Mathematics
Gregory Elder, Associate Professor, History
Michael Fiedler, Student Services Technician
Yxstian Gutierrez, Secretary II, Title V Grant
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Susan Ingham, Associate Professor, English
Judith James, Counseling Clark II
Ellen Lipkin, Associate Professor, Microbiology
Sheila Pisa, Associate Professor, Mathematics
Donna Plunk, Tutorial Services Clerk
Abel Sanchez, Laboratory Technician
Kathy Saxon, Associate Professor, Mathematics
Angela Thomas, Instructional Media Broadcast Technician
Joanna Werner-Fraczek, Instructor, Biology

Standard III.

Coordinating Chair: **Donna Lesser**, Assistant Professor, Dental Hygiene (special support for III.A. from **Lori Fiedler**, Educational Advisor)

III.A. Human Resources
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Edward Alvarez, Student Services Specialist

Steve Brcak, Groundsperson
Trinette Briggs, Talent Search Director
Fred Brose, Associate Professor, Library Services
Gail Byrne, Student Services Specialist
Dan Clark, Associate Professor, English
Mershawnt Collins, Student Services Specialist
Diane Conrad, Associate Professor, Speech Communications
George Gage, Associate Professor, Community Interpretation in Spanish
Travis Gibbs, Associate Professor, Psychology
Jackie Grippin, Administrative Assistant, Business Services
Susan Lauda, Administrative Assistant, Educational Services
Ellen Lipkin, Associate Professor, Microbiology
Sheila Pisa, Associate Professor, Mathematics
Larry Pena, Associate Professor, Counseling
Sharisse Smith, Educational Advisor (Talent Search)
Paula Stafford, Instructor, Physician Assistant Program
Teresa Thetford, Assistant Professor, Physician Assistant Program
Diana Webster, Associate Professor, Business Management

III.B. Physical Resources
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Ignacio Alvarez, Educational Advisor, Assessment Center
Angie Arballo, Administrative Assistant, Office of the President
Dale Barajas, Director, Plant/Operations and Maitenance
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Lauren Bishop, Student
Tonette Brown, Library Clerk II
Nickolas Burciaga, Student
Lisa Conyers, Vice President of Educational Services
Dan Clark, Associate Professor, English
Verna Dean, Food Service Worker I
Olga Dumer, Associate Professor, English as a Second Language
Don Foster, Instructor, Music
Judi Grimes, CDC Site Supervisor
Marie Hansen, Student
Irving G. Hendrick, Interim President
Abigail Hermosillo, Food Service Worker I
Terry Janecek, Custodian
Christina Leon, Support Center Technician
Gary Morris, Maintenance Mechanic
Bill Orr, Vice President of Business Services
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Jeff Rhyne, Instructor, English
Johnny Rubalcaba, Senior Groundsperson
Lizette Tenorio, Student Services Technician
Teresa Thetford, Assistant Professor, Associate Professor, Physician Assistant
Ingrid Wicken, Associate Professor, Physical Education

III.C. Technology Resources

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Dipen Bhattacharya, Assistant Professor, Physics
Dan Clark, Associate Professor, English
Robert Clinton, Instructional Support Specialist
Julio Cuz, Microcomputer Support Specialist
Jose Duran, Associate Professor, Business Administration
Matthew Fast, Instructor, CIS
Bob Fontaine, Instructor, Emergency Medical Services
Felipe Galicia, Instructor, Biology, and Faculty Co-Chair of the Strategic Planning Committee
Renee Lindsay, Secretary II, Physician Assistant Program
Rosario Mercado, Associate Professor, Spanish
Lori Ogata-Keeler, Associate Professor, Reading
Sheila Pisa, Associate Professor, Mathematics
Terry Redfern, Instructor, Mathematics
Rolando Regino, Part-time Instructor, English
Joe Reynolds, Assistant Professor, DSPS Counselor/Learning Disabled Specialist
Ron Ricard, Microcomputer Support Specialist
Chris Rocco, Assistant Professor, Humanities
Jose Rodriguez, Custodian
Gustavo Segura, Instructional Media/Broadcast Coordinator, and CSEA President

III.D. Financial Resources

Donna Lesser, Chair, Assistant Professor and Director of the Dental Hygiene Program
Howaida Al-Ali, Laboratory Technician
Angie Arballo, Administrative Assistant, Office of the President
Amy Balent, Assistant Professor, Art
Rodney Black, Custodian
Dan Clark, Associate Professor, English
Diane Conrad, Associate Professor, Speech Communications
Lisa Conyers, Vice President of Educational Services
Efren Cornejo, Groundsperson
Shaun Frantz, Senior Officer
Lisa Hausladen, Instructor, Medical Assisting
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Carmen Medina, Laboratory Technician
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Gustavo Segura, Instructional Media/Broadcast Coordinator
Jason Siegel, Director, Middle College High School
Carmen Valencia, Matriculation Specialist
Steve Wagner, Instructor, Anatomy/Physiology

Standard IV.

Coordinating Chair: **Cordell Briggs**, Associate Professor, English

IV. Leadership and Governance

Cordell Briggs, Chair, Associate Professor, English
Ignacio Alvarez, Educational Advisor, Assessment Center
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Lauren Bishop, Student
Catherine Blair, Student
Nickolas Burciaga, Student
Dan Clark, Associate Professor, English
Diane Conrad, Associate Professor, Speech Communications
Lisa Conyers, Vice President of Educational Services
Travis Gibbs, Associate Professor, Psychology
Lisa Hausladen, Instructor, Medical Assisting
Irving G. Hendrick, Interim President
Marilyn Heyde, Instructor, Dental Hygiene
Cheryl Honore, Associate Professor, Accounting
Shufen Huang, Assistant Professor, Mathematics
Tremann Humphrey, Student
Susan Ingham, Associate Professor, English
Ellen Lipkin, Associate Professor, Microbiology
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Gustavo Segura, Instructional Media/Broadcast Coordinator, and CSEA President
Sal Soto, Instructor, Counseling
Eric Thompson, Instructor, Sociology

The Steering Committee acknowledges with gratitude the following district personnel for their essential input:

RESPONSE TO 2001 SITE VISIT RECOMMENDATIONS

In the spring of 2004, Riverside Community College District (RCCD) prepared an extensive Midterm Report addressing the five recommendations made by the visiting Accreditation Team in 2001. At the midterm visit, no further recommendations were made. It should be noted that the 2001 accreditation recommendations, as well as subsequent responses and actions, focused on the district, not on specific campus operations. In May 2004, the Moreno Valley Campus applied for and received eligibility to be accredited as an independent college. This report reflects the replies to the 2001 recommendations included in the district's Midterm Report and considers the ongoing changes and responses at both district and campus levels.

Recommendation 1: The team recommends that Riverside Community College proceed with its plan to "establish a process for regular review and [. . .] revision of the mission statement" to better guide planning and to recognize the unique aspects of the District's emerging three-college status (1.3, 1.4).

Following the decision of the Board of Trustees in March 2002 to move to a three-college system, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Early in 2003, as a response to this recommendation, the Moreno Valley Campus developed its first mission statement. The institution engaged in ongoing dialogue during spring 2006 to ensure that the new mission statement represents our goals and those of our students and communities. On June 20, 2006, the Board of Trustees approved a revised mission statement, as follows:

> Responsive to the educational needs of its region, Moreno Valley College 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.

Further discussion of the Mission Statement and how it is used to guide the development of programs and services for students at the Moreno Valley Campus is found in Standard I of this self-study.

The Moreno Valley Campus has also established a cyclical process for revising and refining the mission statement through regular review by the Moreno Valley Campus Strategic Planning Committee, the Academic Senate, and the Moreno Valley Campus Academic Planning Council, thus ensuring the continued integrity of the Moreno Valley Campus mission statement and its explicit role in guiding planning procedures.

Recommendation 2: The team recommends that Riverside Community College formalize and make known to the college community its developing strategic planning process, which should integrate educational, financial, facilities, and human resource planning (3.B.3, 4.B.1, 8.5, 10.A.3), provide for involvement of faculty, staff, and students and effectively involve all three campuses (3.B.1, 10.B.6, 10.B.9, 10.B.10). The planning process should utilize information from program reviews (3.A.4, 3.B.2, 4.D.1, 4.D.6), more closely integrate college planning and budgeting processes (3.B.1, 9.A.1), and include regular evaluation and reporting of institutional outcomes (3.A.3, 3.C.1, 3.C.2).

Prior to the 2001 self-study process, the district had planning and program review processes in place, but they were not fully integrated across all planning entities. As the midterm report reflects, the Board of Trustees adopted the Curriculum-Centered Strategic Planning Model and the Learner-Centered Curriculum Model (District Strategic Plan) in March 2002. Using the commission's recommendations as a starting point, the district initiated a comprehensive approach to planning.

Starting in 2001, multiple retreats were held to ensure opportunities for reflection, questions, and dialogue regarding the change in focus. Several significant improvements have resulted, including the evolution of a three-college district

model, the development of a District Academic Master Plan, and the establishment of 11 district planning initiatives ("Strategic Initiatives 2005-2010"). To ensure that the three colleges provide opportunities for integrated planning and focus at the campus level, the district established a Strategic Planning Committee with subcommittees designed to reflect the former 10 accreditation standards. The SPC's membership consists of administrators and faculty leaders from the district and campuses. As mentioned in the Midterm Report, the SPC has met regularly since its inception and is now referred to as the District Strategic Planning Committee.

In response to the commission's recommendation to make the strategic planning process widely known, strategic planning documents are available on a website which is easily accessed by anyone in the RCCD community. Documents may also be downloaded for further review. Please refer to http://www.rcc.edu/administration/academicAffairs/

In its report of August 2006, RCCD discussed the planning process it had undertaken to ensure an integrated strategic planning process to meet the needs and demands of a 21st-century educational environment and student population. The creation of this process involved three phases: (1) the development of planning principles and the evolution of a planning *culture* (2001-04); (2) the development of a strategic planning *process* (2004-05); and (3) The *implementation* of that planning process to guide decisions about the future of the campuses and their progress toward becoming independently accredited colleges (2005-present).

The first phase used five interlocking planning activities—identifying and defining key performance indicators, detailing a learner-centered curriculum architecture, conducting an external environmental scan, conducting an internal environmental scan, and creating an action planning process. From these activities, the Learner Centered Curriculum Framework emerged and led to two guiding principles:

- a firm commitment to a learner-centered approach based on the principles of a common core curriculum that enables students to move seamlessly among the three colleges

- a desire to utilize the service advantages of a single district while allowing the independently accredited colleges to serve their local communities.

The second phase, in a process of self-reflection and evaluation, built on the strategic planning culture evolved from phase one to develop a structure that would support and institutionalize the values established in the first phase. The second phase included a review of curriculum, staffing, resource needs, and changes impacting units. Ongoing dialogue yielded important initiatives to strengthen the infrastructure of the district and the local campuses:

1. delineation of the strategic planning process
2. development of a District Academic Master Plan
3. major revision of the district's Program Development Process for occupational programs
4. revision of the faculty hiring process
5. formation of a faculty and administrative committee to investigate and make recommendations on a new program review process.

Since 2000, when the Program Review Committee was first formed, the process has undergone many revisions, though the philosophy behind it has remained constant. The committee determined that program review needed to be regular and ongoing as well as serve as the foundation for strategic planning throughout the district. During program review, units examine how their programs align with the campus and district missions, review their history and curriculum, determine future plans and needs, and develop a student learning outcomes assessment plan. As disciplines, programs, and student services units have undergone this self study, the cumulative result has been a more complete and comprehensive assessment of institutional effectiveness.

In 2006, the program review process was modified to improve its efficacy and provide a firmer foundation for the planning process. The District Strategic Planning Process Structure (displayed in Standard I) summarizes the basic

structure of this process. Currently, the planning process begins with a comprehensive program review undertaken every four years and includes a campus-based annual component that links resource needs to campus structures through three committees:

1. The Moreno Valley Campus Academic Planning Council (APC)
2. The Moreno Valley Campus Strategic Planning Committee (MVSPC)
3. The nine Moreno Valley Campus Strategic Planning Subcommittees.

At the Moreno Valley Campus, a Site Committee, comprised of administrators and faculty members and established in the mid-1990s, had been the original campus body responsible for local facilities and financial resources planning. This Site Committee served as the liaison between the campus and the district planning units. Upon implementation of Phase III of the new RCCD planning process, the Site Committee was superseded by the new campus-wide Moreno Valley Campus Strategic Planning Committee, which was launched in fall 2005 along with nine subcommittees – each co-chaired by a faculty member and a classified employee.

In addition, a department chair council (called the Academic Planning Council) was formed as the gateway to the larger organization; this council is facilitated by the dean of instruction. The various strategic planning process meetings are open to all campus constituencies and provide the means for ongoing dialogue.

The Moreno Valley Strategic Planning Committee is made up of the following nine subcommittees, each of which has the specific responsibility of ensuring dialogue and informed decision-making related to the enhancement of student learning and improved institutional effectiveness at the Moreno Valley Campus:

- Financial Resources
- Human Resources
- Instructional Programs
- Institutional Mission and Effectiveness
- Library and Learning Support Services
- Physical Resources
- Student Support Services
- Technology Resources
- Leadership and Governance.

These subcommittees have begun working collaboratively to effect changes in budgetary decision-making processes and in the distribution of financial resources, and to ensure faculty and student input into capital expenditures. Working alongside the Academic Planning Council, these subcommittees will revise the Moreno Valley Campus Academic Master Plan on an annual basis to ensure learner-centered curriculum is enhanced and supported throughout the campus's facilities, programs, and processes.

In addition, the District Program Review Committee has established an annual Program Review Update process, through which instructional disciplines, student services, and administrative units present their needs for staffing, facilities, and equipment. These updates facilitate the writing of departmental master plans, which are in turn an integral part of the Moreno Valley Campus Academic Master Plan.

Recommendations from the Moreno Valley Campus Strategic Planning Committee and Sub-Committees and the Academic Planning Council are submitted to district-level planning groups (District Academic Planning Council, District Strategic Planning Committee, Executive Cabinet); final decisions and recommendations from these district planning groups are then brought to the Board of Trustees.

The development of a District Academic Master Plan has provided a summary of the characteristics, objectives, short-term and long-term goals, and resource needs of the academic departments across the district. Each campus

contributes to the development and revision of this document at regular intervals. At the Moreno Valley Campus, the District AMP is one of several sources of information used in the planning process, along with recommendations from instructional and student services program reviews, as well as supplementary reports and surveys supplied by the District Office of Institutional Research.

In response to the 2001 recommendations, the district announced a five-year plan—"Riverside Community College District Strategic Initiatives: 2005 – 2010." Eight initiatives were determined by administration to facilitate RCCD's effort to focus on effective approaches to its Learner-Centered Curriculum Framework:

- Increase Student Access
- Increase Course Retention
- Increase Successful Course Completion
- Improve Student Persistence
- Improve Student Learning Outcomes
- Increase the Number of Awards, Certificates and Transfers
- Improve the Quality of the Student Experience
- Develop a Comprehensive Enrollment Management Program.

The campus prepared a "Moreno Valley Campus Response to Strategic Initiatives" (see RCCD Fact Book). This response represents a campus-wide discussion by faculty and administration of the implications of the District Strategic Initiatives for the Moreno Valley Campus in particular. The campus has prepared clearly delineated action plans to respond to these district-wide goals.

Through participation in program review with the assistance of the District Assessment Committee (DAC), faculty have developed general education student learning outcomes (gen ed SLOs) at the district level and have written integrated SLOs for nearly all course outlines of record. Some disciplines and programs have already developed student learning outcomes at the program level as well. Regular assessment of the effectiveness of course- and program-based SLOs has been integrated into all district and campus decisions through the adoption of a new template for integrated course outlines of record (CORs) and the incorporation of assessment into program review.

The general education SLOs for academic and occupational degree programs within the district were approved by the Board of Trustees in December 2006. In addition, the DAC has proposed a pilot project for assessment of the district's general education SLOs.

Responding to the institutional shift towards consistent and meaningful assessment of student learning, disciplines have begun to make improvements in their teaching strategies and modifications to their SLOs based on ongoing assessment activities. To date, 25 disciplines have completed some portion of the assessment project that they proposed in their Program Review Self-Studies, still more are in progress, and several course-based assessment projects have been initiated. Eleven disciplines report that they have made changes to curriculum, instructional methods, methods of delivery, or SLOs as a result of assessment. (See "Outcomes Assessment and Student Learning Outcomes" report on page 9 of this self-study.)

The most recent revisions to the program review process have created a discipline-based, cross-district review process on a four-year cycle. This comprehensive review process is supplemented by an annual campus-based update, through which disciplines and instructional units can communicate to the departments and planning committees at each of the campuses regarding current facilities, staffing, and resource needs. The Program Review Committee (PRC), with input from the District Assessment Committee (DAC), expects to facilitate the completion of the first round of full program reviews for all instructional units by spring 2007. In addition, those disciplines that completed the first full program review in 2001-2002 will have begun the second round of the four-year cycle. Student Services also completes a comprehensive review annually.

Recommendation #3: The team recommends that Riverside Community College ensure that its curriculum review and approval process include regular updates and review of all course outlines, specific approval of distance education courses, and accepted practices for the establishment of course sequences (4.B.2, 4.B.3, 4.D.5, 4.D.6).

As explained above, as part of the regular four-year cycle of program review for all instructional units, and to ensure development of SLOs at the course level, the Program Review Committee has required the updating and review of all course outlines of record, including examination of distance education modalities and course prerequisites. No later than spring 2007 (coinciding with the completion of the first cycle of program review for all disciplines and for the major student services units) the majority of district course outlines will have been brought up to date. The Curriculum Committee has also written and distributed district-wide the document "Writing a Course Outline: A Step-by-Step Guide," which includes detailed instructions for preparing integrated course outlines of record, the writing of appropriate SLOs, and other information about prerequisites and the curriculum approval process. Workshops have been conducted on a regular basis since 2004 to train faculty and administrators on developing appropriate SLOs and writing integrated course outlines, and on the proper procedures for obtaining prerequisite and/or distance education approval.

As a result of recommendations from the last accreditation visit, the District Academic Senate established a Sub-committee on Prerequisites, Co-requisites, Advisories and Limitations on Enrollment (PCAL). Any new or revised course outline passing through the Curriculum Committee containing prerequisite/advisory elements must obtain prior approval from this subcommittee before the course outline is placed on the Curriculum Committee agenda for discussion. The district Curriculum Committee also developed and implemented a Distance Education Approval Form whose requirements must be completed to the committee's satisfaction before an established or new course is offered in a distance education mode (online, hybrid, teleweb, or web-enhanced).

Anticipating the district's move to three colleges, the District Academic Senate has recommended the formation of campus-based curriculum committees, which will be responsible in the future for course approval at the local level. Any differences of opinion or questions needing resolution will be referred to a redefined District Curriculum Committee, whose major function will be to advise and make recommendations on curricular issues and to ensure that all curriculum is the same across the district. The district has resolved to have "one curriculum" and "one student contract" district-wide. This intent is contained in the adoption of the Learner-Centered Curriculum Model, LCCM (Board Resolution 25-02/03, December 2002).

Curriculum leaders have been identified at the Moreno Valley Campus to lead the campus through transition to full autonomy in reviewing and approving course outlines generated by Moreno Valley Campus faculty. Existing practice has been for each campus department to provide one representative for the District Curriculum Committee, and these representatives have typically been responsible for reviewing curriculum proposals generated by their departments. So the framework for a campus curriculum committee is already in place. Further, as part of the planning process, each department nominated at least one faculty member to attend the Statewide Academic Senate Curriculum Institute in July 2007, and members of the existing curriculum committee encourage newer faculty members to attend the curriculum meetings as a department "shadow." The intention of these mentoring mechanisms is to provide the campus with an informed and confident committee.

Recommendation #4: The team recommends that hiring and evaluation practices for all categories of staff move from practice to policy; that policies to ensure fairness in hiring be adopted for all categories of employees, including adjunct and interim faculty; and that all written hiring and evaluation procedures be followed consistently, according to current adopted procedures and timelines (7.D.1, 7.D.2, 7.D.3).

The District Strategic Planning Council, in collaboration with the District Academic Senate, developed a document delineating the hiring process for new full-time faculty. In 2001, a task force was formed to review the faculty hiring

process. The task force, initially chaired by the associate vice president of Human Resources, and later facilitated by the dean of faculty, included broad participation of faculty and administrators.

A draft Plan for Tenure Track Faculty Hiring was completed on October 16, 2003. The 2003 draft has undergone additional revisions to reflect current organizational structure and was approved by both the District Academic Senate and the District Strategic Planning Committee. Subsequently, the Hiring Plan for Full-Time Faculty was presented to the Board of Trustees in spring 2004. This document was revised in spring 2006 to reflect organizational changes and was presented as an information item to the board in June 2006.

Policies for fairness in hiring have been adopted for all categories of employees and are reflected in the wording of job announcements. All written hiring and evaluation procedures for faculty are followed consistently.

Recommendation #5: The team recommends that the Board of Trustees implement a self-evaluation procedure (10.A.5).

Following discussion throughout the spring of 2002, the Board of Trustees approved Board Policy 1044—Board of Trustees Self-Assessment Process—on October 15, 2002. This process established a continuous, quarterly self-assessment process to consider its effectiveness and demonstrate its commitment to continuous improvement. Dialogue is structured around seven dimensions of board effectiveness:

     A. Commitment to Learners
     B. Constituency Interface
     C. Community College System Interface
     D. Economic/Political System Interface
     E. District Policy Leadership
     F. Management Oversight
     G. Process Guardianship.

HISTORY OF THE MORENO VALLEY CAMPUS

The planning for a **Moreno Valley College** began 20 years ago. On March 16, 1987, 112 acres of privately owned land in Moreno Valley were donated to the college by the Robert P. Warmington Company; in 1989, 20 more acres were added to the site. The initial construction phase (Phase I), provided the buildings which marked the opening of the Campus in 1991: the Library, Student Services Building, Science and Technology Building, and the Tiger's Den. The Humanities Building (Phase II) opened in 1996. Planning is currently underway for a multi-use Student Academic Services Building (Phase III) and a Network Operations Center.

During the 16 years it has offered classes, the Moreno Valley Campus has come to be a campus of approximately 8,500 students (fall 2006 headcount) and to be described in terms of its distinct occupational programmatic emphases—health and public services. In accordance with the Riverside Community College District mission and master plan the Moreno Valley Campus has developed many site and curricular partnerships with the greater Moreno Valley community. Representative of our efforts are agreements with the Riverside County Regional Medical Center, the March Joint Powers Authority, the Ben Clark Public Safety Training Center partners, and other educational and professional-training entities. Exemplary are our nationally accredited programs: Physician Assistant, Dental Hygiene, and Paramedic.

The curricular innovations developed by the Moreno Valley Campus have been integrated into a single, district-wide body of curriculum. We take pride, not only in our professional and pre-professional programmatic offerings, but also in our full array of liberal arts and sciences offerings. Adhering to the value of "local responsiveness," we will build on our university-equivalent transfer base with new courses and programs that address the needs and learning objectives of our diverse student community. Our Honors Program, for example, provides an enhanced learning experience for those qualified students who seek additional intellectual challenges, and it encourages instructional innovations that resonate across the curriculum.

Our curricular outreach extends into our feeder school districts by means of three middle/early college high schools— each providing two-plus-two enrollment initiatives and career pathway opportunities in health sciences and other fields. We also offer a range of basic skills and English as a second language courses appropriate to our service area, and we are developing plans for an ESL enrollment alliance with K-12 and adult education programs. Student support services, meanwhile, have grown to include matriculation, assessment, counseling, admissions and records, a bookstore, college safety and police, a career and transfer center, disabled student programs and services, equal opportunity programs and services, food services, job placement, outreach, student financial services, health services, student activities, and tutorial services.

The racial-ethnic composition of the student body mirrors the evolving diversity of our service area: 38 percent Hispanic, 28 percent white, 18 percent African American, 10 percent Asian, and 6 percent other. Our students are taught by 68 full-time and over 300 part-time instructors from five academic departments. The Campus continues to make progress in ensuring that student learning is supported and assessed, and, to that end, student learning outcomes are now imbedded in goals and objectives at every level: course, program, student support, and institutional. A curriculum-centered strategic planning process and a campus-based shared governance structure guide the work of the faculty. Our faculty and staff, our very supportive community, and our students themselves have participated resourcefully and resolutely in making our institution what it is today: a campus which has matured sufficiently to seek status now as an accredited college.

STUDENT LEARNING OUTCOMES
AND OUTCOMES ASSESSMENT
RIVERSIDE COMMUNITY COLLEGE DISTRICT

History and First Steps

In fall 2000 a new effort to assess student learning began with the formation of the District Assessment Committee (DAC), which was tasked with developing and implementing a comprehensive assessment plan for all campuses in the Riverside Community College District. At the same time, a Program Review Committee was formed to develop a new process for review of instructional programs (both academic and occupational) and student support programs. Also, in fall 2000 the District Curriculum Committee completed a revision of its Curriculum Handbook which discussed the importance of including clearly written student learning outcomes in each course outline and writing SLOs for higher education courses which included critical thinking skills and measurable outcomes wherever possible. After several revisions and continuing dialogue, in May 2005 the Curriculum Committee approved a new template (COR Guide) for an integrated course outline of record, placing central emphasis on the incorporation of appropriate SLOs into each course outline.

Although outcomes assessment and development of formalized SLOs at Riverside Community College District began as a response to extrinsic pressures, faculty and administration came to understand the intrinsic purpose of developing appropriate SLOs and conducting outcomes assessment. A series of institutional actions has promoted the embrace of student learning outcomes as a practical tool for improving programs, curriculum, teaching, and learning:

- the district's shift to a Learner-Centered Curriculum Framework, developed in 2000-2002 and approved by the Board of Trustees in 2002
- the formation of a District Assessment Committee (DAC), comprised of a group of dedicated instructors, administrators, support staff, and occasional student members
- the formation of a Program Review Committee (linked with DAC) to review instructional and student services programs on a regular basis as a means of
  - (a) providing increased communication between disciplines and strategic planning groups as they make recommendations about future facilities, staffing, and equipment
  - (b) encouraging disciplines and programs to develop and then assess student learning outcomes at the program, discipline, and course levels
- the gradual revision of every course outline of record in the district to include SLOs that incorporate critical thinking skills and, wherever possible, measurable outcomes.

The **District Assessment Committee (DAC)** was originally established as a kind of informal sub-committee of the District Academic Senate in Fall 2000 with a core group of about 10-15 faculty members, drawn from a wide variety of disciplines. Today, it is a formal committee co-chaired by a faculty member and the Associate Vice Chancellor for Institutional Effectiveness. Two elected faculty members from each campus act as the voting body on the committee, but all faculty and staff with an interest in outcomes assessment have been welcome to join. DAC typically meets once a month during the academic year, and coordinates its activities with the Program Review Committee, closely integrating the outcomes assessment process with the program review process for all disciplines and non-instructional units. Lately, the faculty co-chair has become very active in advocacy for assessment issues at the state and national levels.

The **District Program Review Committee (PRC)**, established in Fall 2000, underwent many changes as the committee was re-defined through its interactions with the DAC, the Curriculum Committee, and the District Academic

Senate. Some of these changes have been driven by the district's transition to three-college status.[1]   The formal committee is now a sub-committee of the District Academic Senate. The PRC is headed by a faculty co-chair and the associate vice chancellor for Institutional Effectiveness. Committee membership includes elected faculty representatives from each campus, a representative from the District Assessment Committee, and staff representation from the Office of Institutional Research and from Student Support Services/Counseling. PRC typically meets once a month during the academic year.

The current emphasis of the PRC is on comprehensive, regular program review by defined academic units at the college on a four-year rotating cycle, with annual campus-based updates. Student Services completes a comprehensive review annually. The purpose of program review is threefold:

- to provide training and guidance for those disciplines undergoing program review
- to review instructional program reviews and make recommendations for acceptance or revision of these studies
- to continue to evaluate and, when necessary, make recommendations for revisions to the program review process and the role of the PRC.

Committee Dialogue for Institutional Change

In 2003, the DAC and PRC began to work together more closely to coordinate their respective responsibilities for assessment of programs, courses, and student learning.   Initially, these two committees made recommendations for changes to the district course outlines of record to include SLOs incorporating critical thinking skills. SLOs were to focus on what students should have accomplished upon successful completion of a course.

Meeting this goal clarified the need for DAC and PRC to dialogue with the Curriculum Committee on revising the entire course outline template for the district. After several meetings and discussions with all three committees, the Curriculum Committee members received training in how to develop and write an integrated course outline of record by defining appropriate SLOs using Bloom's Taxonomy of Educational Objectives as a guide, and aligning SLOs with clearly delineated methods of instruction and evaluation.

Through a process of constant dialogue and study, in coordination with the PRC and the DAC, the Curriculum Committee developed a new integrated course template requiring course originators to list appropriate student learning outcomes (SLOs). By fall 2003, all new and revised course outlines were being changed to include SLOs that incorporated critical thinking skills. After several revisions, a new COR template and step-by-step guide were approved in Fall 2005 that met all the objectives laid out by the District Assessment Committee and the Program Review Committee.

To assure widespread faculty awareness of the need for integrated SLOs and assessment of learning effectiveness, all faculty were encouraged to use **4faculty.org.** This is a web-based series of training modules for community college faculty developed by more than 200 faculty and administrators in the state, and maintained by the RCCD Office of Institutional Effectiveness. 4Faculty provides instructors with advice on creation of student learning outcomes,

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[1] *The **PRC** was initially formed to revise the process of program review. The old process was not being followed; it was perceived by departments and faculty as somewhat pointless, since the recommendations of these reviews were not being used in planning for resources, staffing, and facilities by the District. The PRC began by researching and learning about the various types of PR studies. In 2001 a new process devised by the PRC was piloted by five disciplines. After much feedback and discussion, revisions were made to the process, and a second group of disciplines began their reviews. A significant lag in the promised completion dates caused the PRC to recognize a need for training and a written guide to the self study process prior to undergoing the self-study. Since 2003, as new groups have undergone program review, revisions have been made to the training, the handbook, and the process itself. All of these revisions have grown out of (1) dialogue with program review teams as various instructional units complete the process, (2) discussions among PRC members, and (3) interaction with the DAC, whose co-chair is now a permanent advisory member of the PRC meetings.*

assessment methodologies, and teaching techniques to improve student learning. The Quick Start Guide, largely targeted at part-time faculty, assists faculty in understanding their students as learners, planning their courses, building their syllabi using SLOs and clear assessment methods, making a good first impression, and preparing vital records. A module on SLOs, introduced in fall 2005, helps faculty see the link between the creation of SLOs and assessment.

Current Status of Student Learning Outcomes Development at RCCD

The district and its campuses have made considerable progress over the past six years in the establishment of student learning outcomes at the district, campus, program, and course levels :

- General education SLOs for academic and occupational degree programs have been established for the district and colleges as a whole. They were approved by the Board of Trustees in December 2006 and will be printed in the 2007-08 district Catalog.
- Individual disciplines have begun an SLO audit in which they discuss the alignment of their SLOs with General Education SLOs.
- Specific SLOs for disciplines or programs as a whole have been established for most instructional disciplines and for all student support units.
- By fall of 2007, course outlines of record for a majority of courses in the district will be updated to include integrated student learning outcomes. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- Twenty-five disciplines have completed some portion of the assessment project that they proposed in their program review self-studies.
- Eleven disciplines report that they have made changes to curriculum, instructional methods, delivery methods, or SLOs as a result of assessment.
- Student Services has developed student learning outcomes for its programs as appropriate.

RCCD General Education Student Learning Outcomes for Academic and Vocational Degree Programs

1. **Critical Thinking** (including problem-solving, argumentation, evaluation of rival hypotheses, generalizing appropriately, identification of assumptions and biases)

2. **Information Skills** (including computer literacy and effective location and use of information)

3. **Communication Skills** (including the ability to write, read, listen, and speak effectively)

4. **Breadth of Knowledge** (including the understanding of the basic content and modes of inquiry of the major knowledge fields, the use of the symbols and vocabulary of mathematics, the ability to respond to and evaluate artistic expression)

5. **Application of Knowledge** (including life-long learning, the ability to set goals for personal and professional development, the ability to transfer academic and technical skills to the workplace)

6. **Global Awareness** (including the demonstration of teamwork skills, understanding of diversity and of alternate viewpoints, appreciation for civic responsibility).

These outcomes are posted in every classroom on the Moreno Valley Campus.

Activities and Evidence Regarding Effectiveness of SLOs and Assessment Outcomes Projects, 2001-2006

The District Assessment Committee's involvement in the development and refinement of assessment guidelines for disciplines undergoing program review has been discussed above. Activities leading to more effective assessment of student learning have included the following:

- In the 2001-02 school year, the District Assessment Committee secured a commitment from eight faculty members (English, History, Mathematics, and Computer Information Systems) for several classroom-based assessment projects. These faculty members were trained in assessment methods before starting their projects.
- The following year (2002-03), these classroom-based assessment projects were completed and evaluated. The committee also developed an assessment plan for the district and continued to offer workshops and training sessions on assessment.
- In 2003-04, DAC administered the CCSEQ (Community College Student Experiences Questionnaire) to a representative sample of students as an indirect measure of student learning gains, and developed an inventory of institutional effectiveness measures.
- In 2004-05, DAC continued to consult with disciplines undertaking program review and conducted additional training sessions and workshops on assessment, including an all-day workshop.
- In 2005-06, DAC worked to define more clearly its assessment requirements for disciplines undergoing program review; administered the CCSEQ a second time; and began discussion with an occupational education taskforce regarding the implementation of SLOs in occupational programs.

Evidence of progress in the development and utilization of SLOs and assessment projects to enhance student learning includes

- development of institutional level SLOs and a fully-articulated RCCD Assessment Plan
- development of a six-step rubric for describing program and instructional discipline assessment efforts as a way of encouraging progress in undertaking assessment projects and refining SLOs
- collection of data on perceived student learning gains via two administrations of the CCSEQ (in 2004 and 2006)
- successful implementation of classroom-based assessment plans for disciplines undertaking program review
- development of an assessment audit for disciplines to inventory the work already being done in their area on measurement of student learning
- significant progress towards inclusion of appropriate SLOs within integrated course outlines for all courses in the district
- initial progress towards inclusion of course outline SLOs within all instructor syllabi for all courses taught in the district
- funding through a Title V grant of outcomes assessment specialist (OAS) positions at all three campuses in the district. One key function of the OAS job description is to assist disciplines with the development, collection, analysis, and interpretation of SLO data.

Plans for Continued SLO Development and Assessment Outcomes Projects

The DAC and PRC are developing a comprehensive set of measures and processes that will enable the district to report on, assess, and improve its effectiveness, and a means of assuring that current data more actively and consistently improve learning in all institutions within the district. Other plans for assessment and outcomes development include

- continued efforts to assist all instructional disciplines in implementing a course-focused assessment cycle, with the results of those assessments reported in comprehensive and annual program reviews
- the completion of a matrix that aligns course outcomes with the district's general education SLOs—for each course in the district that meets general education requirements
- continued refinement and testing of the validity of course SLOs for instructional disciplines undergoing program review
- assistance to disciplines in providing evidence that students taking courses with gen-ed alignments actually achieve the declared learning outcomes of those courses
- direct assessment of student artifacts (for example, an e-portfolio) to measure the work of students taking general education courses against a carefully designed rubric focusing on a single general education competency
- assessment project on the newly approved general education student learning outcomes
- collaboration with the Office of Institutional Research on analysis and review of existing data that might contribute to assessment.

RCCD has made considerable progress in creating and implementing student learning outcomes at the institutional, program, and course levels. Further, the district is making a consistent effort to conduct outcomes-based assessment in a variety of modalities with the goal of using the results of assessment and data collection to improve student learning at all district campuses and sites.

DEMOGRAPHIC DATA

City Population Estimates with Annual Percent Change
2005 & 2006

City/County	Total Population		Percent
	2005	**2006**	**Change**
BANNING	28,130	28,128	0.0%
BEAUMONT	19,105	23,145	21.1%
BLYTHE	22,089	22,179	0.4%
CALIMESA	7,482	7,415	-0.9%
CANYON LAKE	10,981	10,939	-0.4%
CATHEDRAL CITY	50,957	51,081	0.2%
COACHELLA	30,964	35,207	13.7%
CORONA	144,992	144,661	-0.2%
DESERT HOT SPRINGS	19,507	22,011	12.8%
HEMET	66,873	69,544	4.0%
INDIAN WELLS	4,810	4,865	1.1%
INDIO	66,539	71,654	7.7%
LA QUINTA	36,377	38,340	5.4%
LAKE ELSINORE	38,289	40,985	7.0%
MORENO VALLEY	166,385	174,565	4.9%
MURRIETA	85,648	92,933	8.5%
NORCO	26,846	27,263	1.6%
PALM DESERT	49,595	49,539	-0.1%
PALM SPRINGS	46,000	46,437	1.0%
PERRIS	44,880	47,139	5.0%
RANCHO MIRAGE	16,520	16,672	0.9%
RIVERSIDE	287,321	287,820	0.2%
SAN JACINTO	28,618	31,066	8.6%
TEMECULA	81,921	93,923	14.7%
BALANCE OF COUNTY	507,482	515,819	1.6%
RIVERSIDE COUNTY	1,888,311	1,953,330	3.4%

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006.* Sacramento, California, May 2006.

General Population – Selected Cities
2006

**Percentage Growth, General Population, 2005-06
Selected Cities in RCCD Service Area**

	Population 2006	% Change 2005-06
RIVERSIDE COUNTY	1,953,330	3.4
CORONA	144,661	-0.2
MORENO VALLEY	174,565	4.9
NORCO	27,263	1.6
PERRIS	47,139	5.0
RIVERSIDE	287,820	0.2
SAN BERNARDINO COUNTY	1,991,829	2.1
FONTANA	165,462	3.2

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006.* Sacramento, California, May 2006.

Population Changes for Selected Cities
2000 - 2006

2000-06 Percentage Change in Population for RCCD Service Area Cities

(Students from these cities accounted for 75% of all Fall 2005 RCCD students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Total Population, 2000	255,166	142,381	124,966	36,189	128,929	24,157
Total Population, 2006	287,321	166,385	144,992	44,880	160,409	26,846
Percent Change 2000-2006	13%	17%	16%	24%	24%	11%

Source: RCCD Institutional Research, 2006; State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006.* Sacramento, California, May 2006.

Ethnicity
2000

2000 Ethnicity for RCCD Service Area Cities

(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
White, Non-Hispanic, 2000	116,356	45,847	58,734	8,251	30,814	16,330
Black, Non-Hispanic, 2000	18,117	27,480	7,748	5,573	14,569	1,474
Other Races, Non-Hispanic, 2000	23,475	14,238	13,871	2,063	9,025	845
Total Hispanic (All Races) 2000	97,218	54,674	44,613	20,338	74,392	5,508
Total Population, 2000	255,166	142,239	124,966	36,225	128,800	24,157

Source: State of the Cities Data Systems (SOCDS), http://socds.huduser.org/index.html

Riverside Community College District
RCCD Service Area
Educational Attainment
2000

2000 Educational Attainment for RCCD Service Area Cities

Legend: ■ Did Not Graduate High School ■ High School Graduate ■ Some College / Associate Degree ■ College Graduate or Higher

(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Did Not Graduate High School	64,047	36,307	24,243	14,114	44,609	5,943
High School Graduate	58,688	35,310	26,743	9,445	32,232	6,233
Some College / Associate Degree	83,694	50,972	46,487	10,241	38,937	9,107
College Graduate or Higher	48,737	19,933	27,493	2,388	13,280	2,875
Total Population	255,166	142,523	124,966	36,189	129,058	24,157

Source: State of the Cities Data Systems (SOCDS), http://socds.huduser.org/index.html

Feeder School Enrollments
by District and Grade Levels
2001-02 through 2005-06

Feeder District		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alvord	2005-06	1,564	1,625	1,542	1,910	1,201	1,265	1,302
Alvord	2004-05	1,650	1,548	1,671	1,754	1,142	1,437	1,152
Alvord	2003-04	1,496	1,646	1,604	1,366	1,451	1,254	1,156
Alvord	2002-03	1,619	1,584	1,341	1,460	1,285	1,229	1,207
Alvord	2001-02	1,574	1,308	1,413	1,251	1,244	1,255	1,035
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Corona-Norco	2005-06	3,833	3,719	3,724	3,892	3,842	3,597	3,266
Corona-Norco	2004-05	3,589	3,612	3,638	3,864	3,584	3,237	3,071
Corona-Norco	2003-04	3,466	3,604	3,640	3,532	3,237	3,072	2,905
Corona-Norco	2002-03	3,403	3,540	3,282	3,193	3,059	2,934	2,830
Corona-Norco	2001-02	3,301	3,164	2,999	3,003	2,871	2,797	2,579
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Jurupa	2005-06	1,769	1,711	1,587	1,707	1,742	1,531	1,458
Jurupa	2004-05	1,735	1,638	1,708	1,765	1,581	1,561	1,322
Jurupa	2003-04	1,624	1,705	1,753	1,600	1,626	1,409	1,260
Jurupa	2002-03	1,687	1,758	1,603	1,633	1,489	1,348	1,239
Jurupa	2001-02	1,727	1,641	1,594	1,536	1,409	1,333	1,223
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Moreno Valley	2005-06	2,891	3,007	2,922	3,272	3,121	2,837	2,246
Moreno Valley	2004-05	2,874	2,848	2,907	3,199	3,061	2,705	2,103
Moreno Valley	2003-04	2,726	2,857	2,850	3,106	2,984	2,508	1,930
Moreno Valley	2002-03	2,852	2,794	2,713	3,033	2,765	2,462	1,942
Moreno Valley	2001-02	2,690	2,784	2,627	2,809	2,729	2,264	1,959
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Riverside	2005-06	3,338	3,343	3,341	4,478	3,864	3,116	2,725
Riverside	2004-05	3,152	3,360	3,503	4,957	3,171	2,952	2,564
Riverside	2003-04	3,171	3,566	3,397	4,612	3,121	2,873	2,522
Riverside	2002-03	3,319	3,482	3,197	4,253	3,098	2,827	2,564
Riverside	2001-02	3,180	3,280	3,236	3,532	3,208	2,874	2,360
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Val Verde	2005-06	1,425	1,439	1,449	1,311	1,295	1,035	1,004
Val Verde	2004-05	1,245	1,284	1,216	1,697	837	923	635
Val Verde	2003-04	1,145	1,077	1,083	1,629	688	470	642
Val Verde	2002-03	1,005	1,047	906	1,509	579	473	657
Val Verde	2001-02	979	882	876	1,313	449	711	609

Source: California Department of Education Data Quest web page; http://data1.cde.ca.gov/dataquest. Sacramento, California, August 2006.
RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Feeder School District Enrollments
by Grade Levels
2001-02 through 2005-06

Feeder School Enrollments by Grade Levels
2001-02 through 2005-06

		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District Totals	2005-06	14,820	14,844	14,565	16,570	15,065	13,381	12,001
District Totals	2004-05	14,245	14,290	14,643	17,236	13,376	12,815	10,847
District Totals	2003-04	13,628	14,455	14,327	15,845	13,107	11,586	10,415
District Totals	2002-03	13,885	14,205	13,042	15,081	12,275	11,273	10,439
District Totals	2001-02	13,451	13,059	12,745	13,444	11,910	11,234	9,765

Source: California Department of Education Data Quest web page; http://data1.cde.ca.gov/dataquest. Sacramento, California, August 2006.
RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area
RCCD Feeder High School District Graduates
2000-01 through 2004-05

Graduates from RCCD Feeder School Districts

Legend: ALVORD, CORONA-NORCO, JURUPA, MORENO VALLEY, RIVERSIDE, VAL VERDE

Graduates from RCCD Feeder School Districts, 2000-01 to 2005-06

	2000-01	2001-02	2002-03	2003-04	2004-05	Change from 2000-01 to 2005-06
ALVORD	843	1,035	1,207	872	899	7%
CORONA-NORCO	2,080	2,170	2,134	2,479	2,707	30%
JURUPA	836	797	923	1,029	1,055	26%
MORENO VALLEY	1,605	1,694	1,738	1,724	1,837	14%
RIVERSIDE	2,113	2,248	2,529	2,455	2,636	25%
VAL VERDE	472	558	664	618	685	45%
TOTAL	7,949	8,502	9,195	9,177	9,819	24%

Source: California Department of Education Data Quest web page; http://data1.cde.ca.gov/dataquest. Sacramento, California, August 2006.

College Going Rates for
RCCD Feeder Districts
2000 - 2005

RCCD College Going Rates, 2000-2005

	College Going Rate
2000	32.9%
2001	34.7%
2002	42.2%
2003	37.9%
2004	42.0%
2005	44.2%

"College Going Rate" is the percent of recent high school graduates from our service area who are 19 years and under and attending **_any_** community college, California State University, or University of California Campus during the fall term for the first-time. High school districts in RCCD's service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source: California Postsecondary Education Commission webpage; http://www.cpec.ca.gov/.

Capture Rates for
RCCD Feeder Districts
2000 - 2005

RCCD Capture Rates, 2000-2005

	Capture Rate
2000	15.2%
2001	15.2%
2002	24.0%
2003	21.4%
2004	25.9%
2005	27.3%

"Capture Rate" is the percent of recent high school graduates from the service area who are 19 years and under **_and_** attending Riverside Community College during the fall term for the first-time. High school districts in RCCD's service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source: California Postsecondary Education Commission webpage; http://www.cpec.ca.gov/

Moreno Valley Campus
Student Demographics
Age Groups
Fall 2004, 2005 & 2006

Student Headcount by Age Group

Legend: Under 20 ◆ | 20-24 ■ | 25-34 ▲ | 35 and over ✕

Fall 2006

- Under 20 25%
- 20-24 28%
- 25-34 24%
- 35 and over 23%

Age Groups	2004	2005	2006
Under 20	2,154	2,226	*2,319*
	31%	*33%*	*25%*
20-24	2,249	2,287	2,699
	33%	*33%*	*29%*
25-34	1,254	1,249	*2,217*
	18%	*18%*	*24%*
35 and over	1,191	1,079	2,169
	17%	*16%*	*23%*
Total	**6,848**	**6,841**	**9,404**
	100%	*100%*	*100%*

Source for all Moreno Valley Campus data: Internal RCCD MIS Data Repository

Moreno Valley Campus
Student Demographics
Educational Goal
Fall 2004, 2005 & 2006

Student Percentage by Educational Goal

Educational Goal	2004	2005	2006
BA W/AA	2,014	1,995	2,112
BA W/O AA	391	346	*344*
AA W/O TRANSFER	297	285	*304*
2YR VOC DEG WO TRANS	147	114	116
2YR VOC CERT WO TRANS	163	118	226
Program Based Subtotal	*3,012*	*2,858*	*3,102*
	44%	*42%*	*33%*
PLANNING IN PROGRESS	147	130	150
NEW CAREER PREP	273	243	447
UPDATE JOB SKILLS	248	155	1,607
MAINTAIN CERT OR LIC	110	94	110
ED DEVELOPMENT	186	172	173
IMPROVE BASIC SKILLS	104	121	117
COMPLETE HS CRED/GED	254	267	*221*
General Education Subtotal	*1,322*	*1,182*	*2,825*
	19%	*17%*	*30%*
UNDECIDED	1,491	1,256	*1,305*
UNCOLLECTED/UNREPORTED	1,024	1,548	2,172
Undecided Subtotal	*2,515*	*2,804*	*3,477*
	37%	*41%*	*37%*
Total	6,849	6,844	9,404

Fall 2006

Moreno Valley Campus
Student Demographics
Ethnicity
Fall 2004, 2005 & 2006

Percentage of Student Ethnicity

Ethnicity	2004	2005	2006
White	2,047	1,918	3,192
	30%	*28%*	*34%*
African American	1,275	1,218	1,306
	19%	*18%*	*14%*
Hispanic	2,462	2,617	3,543
	36%	*38%*	*38%*
Asian	694	668	755
	10%	*10%*	*8%*
Other	370	420	608
	5%	*6%*	*6%*
Total	**6,848**	**6,841**	**9,404**
	100%	*100%*	*100%*

2006

Other 6%
Asian 8%
Hispanic 38%
White 34%
African American 14%

Moreno Valley Campus
Student Demographics
Gender
Fall 2004, 2005 & 2006

Student Gender

Gender	2004	2005	2006
FEMALE	4,385	4,388	4,885
	64%	64%	52%
MALE	2,449	2,419	4,487
	36%	36%	48%
Total	6,834	6,807	9,372
	100%	100%	100%

2006

FEMALE 52%

MALE 48%

Moreno Valley Campus
Student Demographics
Prior Education
Fall 2004, 2005 & 2006

Prior Education	2004	2005	2006
AA Degree	209	203	538
	3%	3%	6%
BA Degree or higher	171	153	596
	2%	2%	6%
Concurrent HS Student	287	403	486
	4%	6%	5%
Foreign HS Graduate	140	125	149
	2%	2%	2%
HS Equiv, Prof Cert, etc	252	261	345
	4%	4%	4%
Not HS Grad	340	388	353
	5%	6%	12
Unknown	82	5	6
	1%	0%	0%
US HS Graduate	5,368	5,306	6,928
	78%	78%	74%
Total	6,849	6,844	9,401
	100%	100%	100%

Moreno Valley Campus
Student Demographics
Day or Evening Student
Fall 2004, 2005 & 2006

Day or Evening Student

Legend: Day Only, Evening Only, Both, Online Only

Time of Day	2004	2005	2006
Day Only	2,848	3,029	5,134
	42%	44%	55%
Evening Only	1,778	1,681	2,009
	26%	25%	21%
Both	2,085	1,965	2,069
	30%	29%	22%
Online Only	138	169	196
	2%	2%	2%
Total	6,849	6,844	9,408
	100%	100%	100%

Fall 2006

Day Only 55%
Evening Only 21%
Online Only 2%
Both 22%

Student Unit Load
Fall 2004, 2005 & 2006

Student Unit Load

Student Load	2004	2005	2006
< 6 units	1,834	1,823	4,022
	27%	27%	43%
6-11 units	2,900	2,937	3,010
	42%	43%	32%
> 11 units	2,115	2,084	2,375
	31%	30%	25%
Total	6,849	6,844	9,407
	100%	100%	100%

Fall 2006

< 6 units 43%

6-11 units 32%

> 11 units 25%

Retention Rates, Disciplines A-D
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Accounting	865	77.5%
Administration of Justice	2,858	96.7%
Air Conditioning / Refrig.	125	92.8%
American Sign Language	395	88.4%
Anatomy & Physiology	774	82.6%
Anthropology	971	88.5%
Arabic	63	92.1%
Architecture	56	96.4%
Art	1,457	90.0%
Astronomy	342	82.7%
Automotive Body	121	91.7%
Automotive Technology	416	95.2%
Biology	1,001	80.8%
Business Administration	1,560	85.9%
Chemistry	962	85.6%
Chinese	39	89.7%
Community Interpretation	87	92.0%
Computer Applications	1,050	88.5%
Computer Information Systems	2,821	87.0%
Construction	223	96.9%
Cosmetology	365	98.1%
Culinary Arts	173	97.7%
Dance	814	84.3%
Dental Assisting	42	100.0%
Dental Hygiene	266	93.2%
Dental Technology	51	96.1%

Source: Internal RCCD MIS Data Repository.

The retention rate is calculated by dividing the numerator (enrollments with A, B, C, D, F, CR, NC, I) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Retention Rates, Disciplines E-L
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Early Childhood Studies	1,366	92.8%
Economics	808	83.3%
Education	158	85.4%
Electronics	42	85.7%
Emergency Medical Services	339	93.2%
Engineering	352	86.1%
English	8,357	86.8%
English as a Second Language	1,117	93.5%
Fire Technology	1,296	99.0%
French	129	79.1%
Geography	866	86.1%
Geology	204	85.3%
German	34	88.2%
Graphics Technology	258	89.5%
Guidance	1,397	90.8%
Health Sciences	1,988	90.4%
Healthcare Technician	51	92.2%
History	2,748	83.8%
Human Services	157	87.9%
Humanities	786	84.0%
Italian	82	84.1%
Japanese	170	86.5%
Journalism	124	82.3%
Library	113	82.3%

Retention Rates, Disciplines M-Z
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Machine Shop	13	92.3%
Management	254	85.4%
Manufacturing Technology	23	95.7%
Marketing	170	89.4%
Math	9,621	82.4%
Medical Assisting	262	87.4%
Microbiology	284	78.9%
Military Science	18	88.9%
Music	2,186	90.1%
Nursing Practice	18	100.0%
Oceanography	106	84.0%
Paralegal Studies	120	88.3%
Philosophy	1,110	85.8%
Photography	265	78.1%
Physical Education	4,276	89.9%
Physical Sciences	193	87.0%
Physician's Assistant	160	96.9%
Physics	457	82.9%
Political Science	1,436	84.3%
Psychology	3,177	85.1%
Reading	1,282	85.3%
Real Estate	494	91.1%
Registered Nursing	827	99.0%
Sociology	2,212	89.6%
Spanish	1,052	83.9%
Speech	2,137	87.4%
Telecommunications	311	88.4%
Theatre	643	92.7%
Vocational Nursing	288	91.3%
Welding	160	90.6%
Work Experience	160	87.5%
Grand Total	74,554	**87.4%**

Success Rates, Disciplines A-D
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Accounting	865	47.7%
Administration of Justice	2,858	91.3%
Air Conditioning / Refrig.	125	74.4%
American Sign Language	395	69.1%
Anatomy & Physiology	774	68.0%
Anthropology	971	74.4%
Arabic	63	66.7%
Architecture	56	82.1%
Art	1,457	74.2%
Astronomy	342	52.3%
Automotive Body	121	83.5%
Automotive Technology	416	80.5%
Biology	1,001	59.2%
Business Administration	1,560	63.8%
Chemistry	962	71.7%
Chinese	39	82.1%
Community Interpretation	87	78.2%
Computer Applications	1,050	54.6%
Computer Information Systems	2,821	54.7%
Construction	223	84.3%
Cosmetology	365	89.3%
Culinary Arts	173	82.1%
Dance	814	69.9%
Dental Assisting	42	95.2%
Dental Hygiene	266	89.8%
Dental Technology	51	92.2%

Source: Internal RCCD MIS Data Repository.

The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Riverside Community College District
Student Outcomes

Success Rates, Disciplines E-L
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Early Childhood Studies	1,366	74.5%
Economics	808	57.3%
Education	158	71.5%
Electronics	42	66.7%
Emergency Medical Services	339	69.6%
Engineering	352	70.5%
English	8,357	65.5%
English as a Second Language	1,117	73.1%
Fire Technology	1,296	94.7%
French	129	55.8%
Geography	866	66.2%
Geology	204	70.1%
German	34	58.8%
Graphics Technology	258	80.6%
Guidance	1,397	70.4%
Health Sciences	1,988	66.4%
Healthcare Technician	51	86.3%
History	2,748	57.1%
Human Services	157	86.0%
Humanities	786	66.2%
Italian	82	70.7%
Japanese	170	68.2%
Journalism	124	66.1%
Library	113	58.4%

Success Rates, Disciplines M-Z
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Machine Shop	13	46.2%
Management	254	63.8%
Manufacturing Technology	23	82.6%
Marketing	170	64.7%
Math	9,621	53.5%
Medical Assisting	262	69.8%
Microbiology	284	67.6%
Military Science	18	50.0%
Music	2,186	75.9%
Nursing Practice	18	100.0%
Oceanography	106	67.0%
Paralegal Studies	120	70.0%
Philosophy	1,110	60.3%
Photography	265	65.3%
Physical Education	4,276	81.8%
Physical Sciences	193	58.5%
Physician's Assistant	160	86.3%
Physics	457	66.7%
Political Science	1,436	60.6%
Psychology	3,177	56.2%
Reading	1,282	63.7%
Real Estate	494	67.8%
Registered Nursing	827	83.1%
Sociology	2,212	65.6%
Spanish	1,052	70.7%
Speech	2,137	67.8%
Telecommunications	311	64.0%
Theatre	643	76.0%
Vocational Nursing	288	69.1%
Welding	160	71.9%
Work Experience	160	77.5%
Grand Total	**74,554**	**66.8%**

Fall-to-Fall Persistence Rates
Fall 2003, 2004 & 2005

**RCCD Fall to Fall Persistence Rates,
2003, 2004, and 2005**

Bar chart showing persistence rates:
- Fall 2003: 43.5%
- Fall 2004: 43.1%
- Fall 2005: 42.5%

	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	31,801	13,838	43.5%
Fall 2004	32,219	13,872	43.1%
Fall 2005	31,567	13,428	42.5%

Fall to fall Persistence Rate is the percent of any students taking at least one course at any RCC Campus during a Fall semester and then subsequently taking at least one course at any RCC Campus in the following fall semester.

Retention Rates, All Disciplines
Fall 2006

Enrolled Spaces	Discipline	Retention Rates	Enrolled Spaces	Discipline	Retention Rates
112	Accounting	67.0%	51	Healthcare Technician	92.2%
2,275	Administration of Justice	99.3%	567	History	87.3%
25	American Sign Language	88.0%	157	Human Services	87.9%
260	Anatomy & Physiology	80.4%	224	Humanities	87.1%
195	Anthropology	89.7%	26	Journalism	73.1%
204	Art	91.2%	73	Management	79.5%
24	Astronomy	87.5%	51	Marketing	92.2%
235	Biology	89.8%	1,998	Math	83.1%
247	Business Administration	79.4%	262	Medical Assisting	87.4%
128	Chemistry	91.4%	92	Microbiology	87.0%
87	Community Interpretation	92.0%	283	Music	92.6%
243	Computer Applications	93.4%	202	Philosophy	90.1%
619	Computer Information Systems	86.4%	13	Photography	100.0%
85	Dance	89.4%	747	Physical Education	91.0%
42	Dental Assisting	100.0%	27	Physical Sciences	96.3%
266	Dental Hygiene	93.2%	160	Physician's Assistant	96.9%
51	Dental Technology	96.1%	79	Physics	93.7%
385	Early Childhood Studies	94.5%	329	Political Science	88.8%
100	Economics	95.0%	767	Psychology	84.9%
30	Education	70.0%	262	Reading	86.6%
339	Emergency Medical Services	93.2%	125	Real Estate	90.4%
1,913	English	87.2%	411	Sociology	89.8%
243	English as a Second Language	93.8%	201	Spanish	89.6%
1,296	Fire Technology	99.0%	406	Speech	92.4%
186	Geography	72.0%	53	Theatre	90.6%
334	Guidance	91.9%	46	Work Experience	89.1%
496	Health Sciences	90.7%	**18,032**	**Grand Total**	**90.1%**

*Administration of Justice includes classes at Ben Clark Training Center.

The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Source: RCCD Institutional Research, 2006.

Success Rates, All Disciplines
Fall 2006

Enrolled Spaces	Discipline	Success Rates	Enrolled Spaces	Discipline	Success Rates
112	Accounting	54.5%	567	History	65.8%
2,275	Administration of Justice	97.2%	157	Human Services	86.0%
25	American Sign Language	72.0%	224	Humanities	71.0%
260	Anatomy & Physiology	66.5%	26	Journalism	50.0%
195	Anthropology	79.0%	73	Management	57.5%
204	Art	81.9%	51	Marketing	60.8%
24	Astronomy	83.3%	1,998	Math	54.6%
235	Biology	69.4%	262	Medical Assisting	69.8%
247	Business Administration	59.1%	92	Microbiology	82.6%
128	Chemistry	89.8%	283	Music	76.7%
87	Community Interpretation	78.2%	202	Philosophy	65.3%
243	Computer Applications	52.3%	13	Photography	84.6%
619	Computer Information Systems	56.9%	747	Physical Education	78.4%
85	Dance	76.5%	27	Physical Sciences	88.9%
42	Dental Assisting	95.2%	160	Physician's Assistant	86.3%
266	Dental Hygiene	89.8%	79	Physics	86.1%
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1,913	English	68.4%	201	Spanish	77.1%
243	English as a Second Language	77.0%	406	Speech	78.3%
1,296	Fire Technology	94.7%	53	Theatre	83.0%
186	Geography	41.4%	46	Work Experience	82.6%
334	Guidance	81.4%			
496	Health Sciences	75.4%	**18,032**	**Grand Total**	**73.7%**
51	Healthcare Technician	86.3%			

*Administration of Justice includes classes at Ben Clark Training Center.

The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator

Source: Internal RCCD MIS Data Repository.

Fall-to-Fall Persistence Rates
Fall 2003, 2004 & 2005

**Moreno Valley Fall to Fall Persistence Rates,
2003, 2004, and 2005**

	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	6,880	2,313	33.6%
Fall 2004	6,849	2,406	35.1%
Fall 2005	6,844	2,452	35.8%

Fall to fall Persistence Rate for Moreno Valley is the percent of any students taking at least one course at the Moreno Valley Campus during a Fall semester and then subsequently taking at least one course at the Moreno Valley Campus in the following fall semester.

Source: RCCD Institutional Research, 2007

DISTRICT/CAMPUS ORGANIZATION CHARTS

As of Spring 2007

and

As of July 2007

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Chancellor's Office
(as of Spring 2007)

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                          ┌──────────────────┐
                          │ Board of Trustees│
                          └──────────────────┘
                                   │
   ┌──────────────┐      ┌──────────────────┐      ┌────────────────────────┐
   │  Director    │      │   Chancellor     │      │ Chief of Staff/        │
   │ Internal Audits──────  Salvatore Rotella──────  Executive Assistant to │
   │  (Vacant)    │      └──────────────────┘      │ the Chancellor         │
   └──────────────┘                                │ Chris Carlson          │
                                                    └────────────────────────┘
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Vice Chancellor Academic Affairs Ray Maghroori	Vice Chancellor Administration & Finance Jim Buysse	Vice Chancellor Diversity & Human Resources Melissa Kane	Vice Chancellor Student Services & Operations Debbie DiThomas (Interim)

President Moreno Valley Campus Irv Hendrick (Interim)	President Riverside City College Linda Lacy (Interim)	President Norco Campus Brenda Davis

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Chancellor's Office
(as of July 2007)

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                              │   Board of Trustees │
                              └─────────────────────┘
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┌──────────────────────────┐  ┌─────────────────────┐  ┌──────────────────────────┐
│ Associate Vice Chancellor│  │      Chancellor     │  │ Chief of Staff/Executive │
│ Facilities, Planning,    │──│ James Buysse        │──│ Assistant to the         │
│ Design, & Construction   │  │ (Interim)           │  │ Chancellor               │
│ (Vacant)                 │  │                     │  │ Chris Carlson            │
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│ Director                 │
│ Internal Audits          │
│ (Vacant)                 │
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| Vice Chancellor Academic Affairs Ray Maghroori | Vice Chancellor Administration & Finance Aaron Brown (Interim) | Vice Chancellor Diversity & Human Resources Melissa Kane | Vice Chancellor Student Services & Operations Debbie DiThomas (Interim) |

| President Moreno Valley Campus Irv Hendrick (Interim) | President Riverside City College Linda Lacy (Interim) | President Norco Campus Brenda Davis |

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Chief of Staff/Executive Assistant to the Chancellor
(as of Spring 2007)

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                  │  Chief of Staff/Executive │
                  │  Assistant to the Chancellor │
                  │       Chris Carlson       │
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                  ┌─────────────────────────┐
                  │ Associate Vice Chancellor │
                  │ Public Affairs & Institutional │
                  │        Advancement        │
                  │       James Parsons       │
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┌─────────────────┐  ┌─────────────────┐  ┌─────────────────┐
│ Director, RCC   │  │ Director,       │  │ Director,       │
│ Foundation      │  │ Communications  │  │ Administrative  │
│ & Alumni Affairs│  │ & Web Development│  │ Support Center  │
│ Amy Cardullo    │  │ Darren Dong     │  │ Robert Rodriguez│
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┌──────────┐ ┌──────────────┐              │ Warehouse     │
│ Campaign │ │ Assistant    │              │ Supervisor    │
│ Manager  │ │ Director     │              │ Anthony Puzzuto│
│ Kathy    │ │ RCC Foundation│             └───────────────┘
│ Chennault│ │ Patricia     │
└──────────┘ │ Kohlmeier    │
             └──────────────┘
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RIVERSIDE COMMUNITY COLLEGE DISTRICT
Chief of Staff/Executive Assistant to the Chancellor
(as of July 2007)

Chief of Staff/
Executive Assistant to the Chancellor
Chris Carlson

Associate Vice Chancellor
Public Affairs & Institutional
Advancement
Jim Parsons

Director, RCC Foundation
& Alumni Affairs
Amy Cardullo

Director, Communications
& Web Development
Darren Dong

Director
Administrative Support Center
Robert Rodriguez

Assistant Director,
RCC Foundation
Patricia Kohlmeier

Warehouse Supervisor
Anthony Puzzuto

Campaign Manager
(Vacant)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Academic Affairs
(as of Spring 2007)

Vice Chancellor
Academic Affairs
Ray Maghroori

Associate Vice Chancellor
Workforce Development
Shelagh Camak

Dist. Dean/Dir. Inst'l
Reporting & Academic Serv.
Raj Bajaj

Associate Vice Chancellor
Institutional Effectiveness
Kristina Kauffman

Associate Vice Chancellor
Instruction
Sylvia Thomas

Associate Vice Chancellor
Occupational Education
Ronald Vito

District Dean
Open Campus
Robert Bramucci

Associate Dean,
Grants & Contracts
Lyn Greene

Information Architect
Mark Knight

District Dean
Institutional Research
David Torres

Director, Career &
Technical Education
Projects (Vacant)

Director
Distance Education
Glen Brady

Director, Grants &
Contract Services
Richard Keeler

Director, Foster &
Kinship Care Ed. Prog.
Penny Davis

Associate Director
Institutional Research
Daniel Martinez

Community Education
Supervisor
Cynthia Pardee

Assoc. Director, Grant
& Contract Services
Colleen Molko

Project Director
Gateway to College
Jill Marks

Dean (50%), Technology &
Economic Development
John Tillquist

Director, TriTECH Small
Bus. Dev. Ctr.
Mark Mitchell

Director, Foster Youth
Emancipation Program

Executive Dean,
Technology & Learning
Resources
Cecilia Wong

Director, Corporate
& Bus. Dev.
Robert Grajeda

Statewide Director
Ctr. for Int'l Trade Dev.
Jeffrey Williamson

Director, Workforce Prep.
Grants and Contracts
Michael Wright

Instructional Media
Center
Manager
Henry Bravo

Library/Learning
Resources
Administrative Manager
Terry Welker

Director
Ctr. for Int'l Trade Dev.
Robert Corona

Director
Procurement Assist. Ctr.
Susanne Adams

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Academic Affairs
(as of July 2007)

Vice Chancellor
Academic Affairs
Ray Maghroori

Dean (50%)
Technology & Economic Development
John Tillquist

Associate Vice Chancellor
Instruction
Sylvia Thomas

District Dean
Open Campus
Robert Bramucci

Associate Vice Chancellor
Institutional Effectiveness
Kristina Kauffman

District Dean
Institutional Reporting & Academic Services
Raj Bajaj

Associate Vice Chancellor
Occupational Education
Ronald Vito

Associate Vice Chancellor
Workforce Development
Shelagh Camak

Director
Procurement Assistance Center
Susanne Adams

Director
Center for International Trade Development
Robert Corona

Statewide Director
Center for International Trade Development
Jeffrey Williamson

Director
Corporate & Business Development
Robert Grajeda

Director
TriTECH Small Business Development Center
Mark Mitchell

Director
Center for Applied Competitive Technology
Henry Rogers

Director
Distance Education
Glen Brady

Community Education Supervisor
Cynthia Pardee

Information Architect
Mark Knight

District Dean
Institutional Research
David Torres

Associate Director
Institutional Research
Daniel Martinez

Director
Career & Technical Education Projects
Julianne Pehkonen

Director
Foster & Kinship Care Education Program
Penny Davis

Dean/Principal, Gateway to College, Early College HS & Riverside School for the Arts Charter School
Jill Marks

Director
Foster Youth Emancipation Program
John Sousa

Director
Workforce Preparation Grants and Contracts
Michael Wright

Associate Dean
Grants & Contracts
Lyn Greene

Director
Grants & Contracts
Richard Keeler

Assoc. Director, Grants & Contract Services
Colleen Molko

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Administration & Finance
(as of Spring 2007)

```
                        Vice Chancellor
                    Administration & Finance
                          Jim Buysse
```

Associate Vice Chancellor
Finance
Aaron Brown

- District Budget Manager
  Elizabeth Gomez
- District Controller
  Bill Bogle
  - Payroll Manager
    Reyna Philp

Associate Vice Chancellor
Information Services
Steve Gilson

- Assistant Director
  Operations
  Patrick Feeney
- Director
  Software Development
  Rick Herman
- Microcomputer Support
  Supervisor
  Shirley McGraw
- Network Manager
  Mark Oliver

Associate Vice Chancellor
Facilities Planning, Design & Construction
Aan Tan

- Director
  Design and Construction
  Robert Gurrola
- Director
  Capital Planning
  Rick Hernandez
- Construction
  Program Manager
  (Vacant)

Director
Administrative Services
Ed Godwin

- Purchasing Manager
  Doretta Sowell

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Administration & Finance
(as of July 2007)

Vice Chancellor
Administration and Finance
Aaron Brown (Interim)

Associate Vice Chancellor
Finance
Patricia Braymer
(Interim Contract)

District Budget Manager
Elizabeth Gomez

District Controller
Bill Bogle Jr.

Payroll Manager
Reyna Philp

Accounting Services
Manager
(Vacant)

Associate Vice Chancellor
Information Services
Steve Gilson

Director
Software Development
Rick Herman

Assistant Director
Operations
Patrick Feeney

Network Manager
Mark Oliver

Microcomputer Support
Supervisor
Shirley McGraw

Director
Administrative Services
Ed Godwin

Purchasing Manager
Doretta Sowell

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Facilities, Planning, Design, and Construction
(as of Spring 2007)

Please see Administration & Finance, page 60

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Facilities, Planning, Design, and Construction

(as of July 2007)

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                    ┌─────────────────────────────────────────┐
                    │         Associate Vice Chancellor        │
                    │  Facilities, Planning, Design, & Construction │
                    │                 (Vacant)                 │
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   │      Director       │                          │      Director       │
   │  Capital Planning   │                          │ Design and Construction │
   │  Richard Hernandez  │                          │      (Vacant)       │
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                                                              │
                                                   ┌─────────────────────┐
                                                   │ Construction Manager │
                                                   │      (Vacant)       │
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RIVERSIDE COMMUNITY COLLEGE DISTRICT
Diversity & Human Resources
(as of Spring 2007)

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                        ┌─────────────────────────────┐
                        │      Vice Chancellor         │
                        │ Diversity & Human Resources  │
                        │        Melissa Kane          │
                        └─────────────────────────────┘
        ┌───────────────────────┬───────────┴──────────┬───────────────────────┐
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│      Director       │ │ Risk Management │ │    District Director    │ │            Director              │
│ Diversity & Human   │ │  and Benefit    │ │ Diversity, Equity &     │ │ Contracts, Compliance & Legal    │
│    Resources        │ │    Services     │ │      Compliance         │ │          Services                │
│   Art Alcaraz       │ │                 │ │     Chani Beeman        │ │         Ruth Adams               │
└─────────────────────┘ └─────────────────┘ └─────────────────────────┘ └──────────────────────────────────┘
           │
┌─────────────────────┐
│  Human Resources    │
│ Administrative Manager │
│    Gina Salazar     │
└─────────────────────┘
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RIVERSIDE COMMUNITY COLLEGE DISTRICT
Diversity & Human Resources
(as of July 2007)

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                    ┌─────────────────────────────┐
                    │      Vice Chancellor        │
                    │  Diversity & Human Resources│
                    │       Melissa Kane          │
                    └─────────────────────────────┘
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          ┌───────────────────────┼───────────────────────┐
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│     Director      │  │     Director      │  │  District Director │
│Contracts, Compliance│ │Diversity & Human  │  │Diversity, Equity &│
│& Legal Services   │  │Resources          │  │Compliance         │
│   Ruth Adams      │  │   Art Alcaraz     │  │  Chani Beeman     │
└───────────────────┘  └───────────────────┘  └───────────────────┘
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                       ┌───────────────────┐
                       │  Human Resources  │
                       │Administrative Manager│
                       │   Gina Salazar    │
                       └───────────────────┘
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RIVERSIDE COMMUNITY COLLEGE DISTRICT
Student Services & Operations
(as of Spring 2007)

Vice Chancellor
Student Services & Operations
Debbie DiThomas (Interim)

Associate Vice Chancellor
Student Services & Operations
Monica Green (Interim)

District Dean Physical Education & Athletics
Barry Meier

District Director
Health Services
Renee Kimberling

Director/Chief
College Safety & Police
Lee Wagner

District Dean
Student Financial Services
Eugenia Vincent

District Dean
Disabled Student Programs & Services
Paula McCroskey

District Director
Sports Info./Athletic Event Supervisor
Robert Schmidt

Health Services
Supervisor
Clara Garibay

Supervisor/Sergeant
College Safety & Police
Richard Henry,
Jack Kohlmeier,
Robert Klevano

Assistant Director
Financial Services
Grace Plascencia

Contracted Service
Bookstore

Manager
Food Services
Mary Black

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Student Services & Operations
(as of July 2007)

Vice Chancellor
Student Services & Operations
Debbie DiThomas (Interim)

- Manager
  Food Services
  Mary Black

- Associate Vice Chancellor
  Student Services & Operations
  Monica Green (Interim)

- Contracted Service
  Bookstore

- District Dean
  Disabled Student Program & Services
  Paula McCroskey

- Director/Chief
  College Safety & Police
  Henry Rosenfeld (Interim Contract)
  - Supervisor/Sergeant
    College Safety & Police
    Jack Kohlmeier
  - Supervisor/Sergeant
    College Safety & Police
    Robert Klevano
  - Supervisor/Sergeant
    College Safety & Police
    Richard Henry

- District Dean
  Student Financial Services
  Eugenia Vincent
  - Assistant Director
    Financial Services
    (Vacant)

- District Dean
  Physical Education & Athletics
  Barry Meier
  - District Director, Sports
    Information/Athletic Event
    Supervisor
    Robert Schmidt

- District Director
  Health Services
  Renee Kimberling
  - Health Services Supervisor
    Clara Garibay
  - Health Services Supervisor
    (Vacant)
  - Health Services Supervisor
    (Vacant)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Moreno Valley Campus
(as of Spring 2007)

President
Irving G. Hendrick (Interim)

Director
Title V Grants
Maureen Chavez

Outcomes Assessment
Specialist
Dominic Moise-Swanson

Vice President
Educational Services
Lisa Conyers

Vice President
Business Services
Bill Orr

Director, Plant Operations &
Maintenance
Dale Barajas

Dean of Instruction
Patricia Bufalino (Interim)

Director, Law Enforcement
Training Program
Patricia Clothier

Dean, Public Safety, Education,
and Training
William Vincent

Director, Fire Tech./Fire
Academy Program
Natalie Hannum (Interim)

Director
Middle College HS
Jason Siegel

Director
Talent Search
Trinette Briggs

Dean
Student Services
Daria Burnett

Student Services
Supervisor
John Thrower

Inst./Dean
Health Sciences Prog.
Wolde-Ab Isaac

Assistant Dean, Library/Learning
Resources
Cid Tenpas

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Moreno Valley Campus
(as of July 2007)

```
                          President
                      Moreno Valley Campus
                       Irv Hendrick (Interim)


     Vice President              Vice President              Director
    Business Services          Educational Services        Title V Grants
        Bill Orr                  Lisa Conyers            Maureen Chavez


  Director, Plant, Operations,
       & Maintenance
        Dale Barajas
```

| Dean Public Safety, Education & Training Cordell Briggs (Interim) | Director Middle College High School (Vacant) | Dean of Instruction Patricia Bufalino (Interim) | Dean Student Services Daria Burnett | Assistant Dean Library/Learning Resources Cynthia Tenpas | Instructor/Dean Health Services Program Wolde-Ab Isaac |

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  Director, Fire Tech. Fire                              Talent Search Director
     Academy Program                                       Trinette Briggs
   Natalie Hannum (Interim)


  Director, Law Enforcement                            Student Services Supervisor
     Training Program                                       John Thrower
    David Kroh (Interim)
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DISTRICT-CAMPUS FUNCTIONS MAPS

Function #1: Academic Affairs

Function	District	Campus
1. Academic Web Services	• Directs web policies, practices, and procedures related to academic websites • Manages academic web servers • Oversees system management tasks • Assists academic departments and programs, and individual faculty in the development of websites • Researches, tests, and implements new web-based technologies • Ensures that accessibility standards for the disabled are met (federal, state, and district levels) • Manages online accreditation materials and accreditation portal system • Publishes district Academic Affairs information.	• Provides training and assistance to faculty in web development and design
2. Assessment of Courses and Programs	The District Assessment Committee, (DAC), in collaboration with the District Program Review Committee, provides training in assessment and assists instructional and non-instructional programs in the development of program-based assessment.	Discipline faculty on each campus create and implement appropriate course and classroom-based assessments and use the results to inform succeeding discipline program reviews as well as for improvement in student learning and instructional effectiveness.
3. Child Development Centers	• Monitors regulations for operation of centers • Monitors enrollments in relation to contract awards for state funding • Maintains all records and reporting requirements for personnel, financial, grant, state and federal agencies • Facilitate outreach/marketing plan for all centers • Collaborates with other divisions/departments • Facilitates supervision of all staff (management, certificated, classified) at all centers as needed by the campuses	• Provides oversight for operation of campus based center • Refers students for service at the center • Coordinates services for special classes of students such as CalWORKS • Provides maintenance for physical environment • Facilitates integration between Center and the related academic departments • Provides direct services to students and children • Supervises staff (management, certificated, classified) at campus center

Function	District	Campus
4. Community Services	• Provides a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings for residents of the District • Produces, publishes, and distributes Community Education class brochures and other program marketing pieces • Develops program offerings with broad-based appeal to District residents as well as targeting more specific needs • Fosters partnerships with various programs and department within the District • Serves as a marketing tool for entry into college credit and non-credit programs; raises community awareness	• Classes and programs offered through Community Education are made available to each college and off-site center within the District, with the goals of: • Serving the continuing education and life enrichment needs of the residents of the college community
5. Contracts, Agreements and Memoranda of Understanding (Faculty Bargaining Unit)	The Agreement between the District and the Faculty Association is negotiated on behalf of the Board of Trustees by the Administration and the faculty bargaining unit for the District Faculty Association CCA/CTA/NEA. It is approved by both the Faculty Association membership and the Board of Trustees. The District: • Conducts negotiations on successor agreements or reopeners with RCCD Faculty Association • Communicates new provisions to staff • Sunshines district proposal for contract with Faculty Association • Administers union contract • Assists in the development of MOU/ MOA as appropriate • Reviews all contracts between the District and outside entities dealing with Academic Affairs or Student Services related matters • Prepares and/or reviews and agendizes Board reports for Academic Affairs and Student Services • Coordinates grievance matters through the Grievance Committee	• Campus representative acts as a first contact in grievance matters
6. Course Scheduling	• Sets FTES and approximate course section targets for each college • Establishes time patterns for scheduling classes • Facilitates and oversees the production of the schedule for each college • Ensures that the schedules for each of the colleges are produced in a timely manner in conformance with pre-set deadlines for submission, proofing, printing and distribution	• Class schedules are developed by each department in collaboration with the Dean of Instruction or other supervising dean and the CIO on each campus • Some disciplines collaborate to ensure that course offerings are balanced across the district • The college CIO, deans and department chairs develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner

Function	District	Campus
7. Data Reporting & Enrollment Management	*Reporting:* • Apportionment attendance report and apprenticeship attendance report four times annually • Establishes standard procedures; obtains certification for reporting District's Full Time obligation to the state • Standard procedures and reports to the State Chancellor's office • Efficiency measures, analysis, historical performance trends, and external influences on enrollment; projections compared to the annual budget goal • Monitors and evaluates the accountability of the District (AB1417) or standards developed by the State Chancellor's Office • Develops and maintains data repositories • Website for Institutional Data Reporting • Institutional Data district-wide • Facilities and Planning - long range forecasting *Compliance:* • Assures compliance with education code, regulations, advisories, and related publications; oversees record retention • Works with internal auditors for supporting documentation on apportionment reporting • Evaluates work flows and works with service areas/Datatel to ensure compliance to any state-mandated changes on reporting or accountability *Planning and Scheduling:* • Provides institutional data for decision support, planning, program review and assessment • Develops and maintains the district's scheduling grid and exam schedule • Develops and maintains inventory of courses and course schedules *Operational:* • Leads Core Operations Task Force (COTF) to ensure dialogue between Academic Affairs, Information Services and Student Services • Collaborative decision-making for implementation of new projects or existing enhancements through COTF	• Develops goals and targets for FTES and section counts for each campus/college • Provides training sessions on the fundamental use of data for decision-making and accountability • Develops and maintains exception reports to facilitate reasonable section setups and assignments by campus • Provides information fill ratios and scheduling patterns to enable campus to optimize on scheduling and room utilizations • Provides data support to campus Title V coordinator to facilitate surveys and assists the campus with accountability of the program • Assists each campus/college in enrollment management

Function	District	Campus
8. Economic Development	• Provides business development services including one-on-one business counseling, workshops, conferences, and workforce, organizational, and management training. All are focused on community business development, from internationalization to manufacturing to high technology business services Includes: • Center for International Trade Development, Center for Advanced Competitive Technologies, CITD Statewide Director, Customized Solutions, Procurement Assistance Center, TriTech Small Business Development Center OED activities include: • Liaison with district credit and non-credit sites as well as with community colleges statewide • Training programs for local economic and business development needs; new markets to meet industry needs • Working partnerships with community civic leaders, businesses, and economic development groups. Strategic planning and system building for community business and economic development • Resource for district and statewide community college system for training, planning, and implementation needs • Business development services by contract • No-cost business consulting and low-cost training for existing small businesses and future entrepreneurs • Assists businesses and entrepreneurs to commercialize new technologies, develop products and services, and to identify capital and knowledge resources • Reviews and revises as necessary existing programs; work with Technical Advisory Committees • Assists business firms to market their goods and services to federal, state and local government agencies and prime contractors • Liaison with community businesses and state officials to develop, expand, refine, and implement academic curriculum • Financial and manpower resources to support and expand academic programs	

Function	District	Campus

9. Institutional Effectiveness	• Facilitates the assessment of student learning outcomes throughout the district in coordination with the District Assessment Committee
	• Facilitates accreditation self-study:
	  ▪ Coordinating district contributions
	  ▪ Compiling evidence
	  ▪ Providing training for campus based self-studies
	Oversight and coordination of:
	• Faculty, program, discipline and department websites
	• Improvement of instruction and tenure review processes for faculty
	• The work of the Office of Institutional Research
	• Program review process in coordination with the District Program Review Committee
	• District wide strategic planning activities and committees
		• Discipline, course and classroom based assessment plans
		• Campus/college accreditation self-study
		• Utilizes program review documents in planning processes
		• Provides input into faculty, program, discipline and department websites
		• Improvement of instruction and tenure review processes for faculty

Faculty Development Activities	• District-wide professional and organizational development for faculty in collaboration with the campus Faculty Development Coordinators • District orientation for new faculty • Maintenance, creation of 4faculty.org (hosted by RCCD Office of Institutional Effectiveness for colleges nationwide)	• Provides professional development opportunities for faculty through the activities of the Faculty Development Coordinators and the Faculty Development Committee • Provides new faculty campus orientation and adjunct orientation

Planning	• Program Review as the foundation for strategic planning: includes a review of curriculum, staffing, resource needs and changes impacting "units"
	• Discipline and unit planning: district or college/campus based.
	• PR submits recommendations from campus strategic planning committees to district-level planning groups charged with ensuring adherence to established planning principles:
	  ▪ District Academic Planning Council
	  ▪ District Strategic Planning Committee
	  ▪ Executive Cabinet
	• Brings planning recommendations to the Board of Trustees for review and approval.
		• Program Review includes a campus-based component that links resource needs to campus structures through the three committees:
		  ▪ Campus Academic Planning Council
		  ▪ Campus Strategic Planning Committee
		  ▪ Campus Strategic Planning Subcommittees

Function	District	Campus
Planning, cont.	• With OIR, provides external and internal environmental scanning information for planning • Creates and updates the District Academic Master Plan, Technology Plan, Facilities Plans and other special plans as needed. • Facilitates development of campus master plans • Develops district-wide strategic initiatives in collaboration with the campuses	• Campus Strategic Planning Committees include faculty, students, staff, and local administrators with subcommittees led by faculty and staff co-chairs: ▪ Financial Resources ▪ Human Resources ▪ Instructional Programs ▪ Institutional Mission and Effectiveness ▪ Library and Learning Support ▪ Physical Resources ▪ Student Support Services ▪ Technology ▪ Leadership & Governance • Campus creates Educational Master Plan which includes academic, student services and facilities components • Campus responds to and develops localized strategic initiatives
Program Review	• Each discipline in the District prepares a Comprehensive Program Review, at least every four years, addressing each mission and curriculum in addition to related topics • Each non-instructional District entity (e.g,. Diversity & Human Resources, Financial Services), prepares a comprehensive program	• Each discipline prepares an Annual Program Review update which addresses resource needs and assessment activities for individual colleges. This document provides the basis for department planning, strategic planning and budget development and informs the direction of the college's educational master plan.
10. Institutional Research	• Institutional research for campuses and district; specialized data sets as needed • Publication of statistical studies (such as enrollment trends, graduation and persistence rates) to assist in district policy and program planning and development • Research studies to meet district, campus/college, departmental, community, grant and state/federally mandated requirements • Assists faculty, staff and other individuals with all aspects of research activities • Coordinates college and district data collection requests from outside agencies • Labor market analysis for occupational education, workforce development and economic development • Matriculation-based research, including validation of assessment test course placement instruments • Administers surveys to students, staff and community members • Develops and maintains outside data sources (NSC, CalPass) • Research for program review, including productivity measures, course/program student success data, student demographics, etc.	• Administers surveys of students, staff, faculty and administration • Identifies and assists in gathering and preparing of campus-specific research • Conducts research to support college program needs, such as program monitoring and evaluation • Assists in data gathering for research • Reviews report drafts, disseminates research findings, and uses research results in planning and decision making • Uses "research protocol" for requesting permission to conduct research for non-college-specific purposes

Function	District	Campus
11. Library	• Updates the Library's automated systems and trains necessary personnel • Receives, catalogues, and processes books and media • Establishes a consistent circulation policy	• Checks in and out library materials and other resources, collects overdue fines and replacement moneys, releases holds on student records • Answers reference and directional questions, provides reference workshops and orientations, provides guidance in the use of electronic, web-based and print resources • Develops, maintains, and weeds the collection according to the specialties and programs of the campus • Provides study rooms • Provides access to library resources, and library specific information on website • Conducts outreach to various campus agencies, divisions, and departments, as well as to community organizations
12. Occupational Education	Provides leadership, oversight and assistance to many aspects of the college. These include: • Assists faculty in understanding and utilizing the RCCD Process and Approval of New or Substantially Changed Programs • Assists faculty in securing program approvals through the State Chancellor's Office • Administration and oversight of VTEA IB, IC and State Leadership grants • Liaison between RCCD and State Chancellors Career Technical Education division • Leadership to department for the development and maintenance of occupational education programs • Supervision of work experience programs • Oversight of Production Printing and Graphics Center • .LEA for Region 9 State Leadership grant • Responsible for all operations of the Rubidoux Annex	• Calls and facilitates educational occupational education advisory meetings • Seeks and maintains required programmatic accreditation • Provides administrative representation to district Career Technical Education Council

13. Open Campus (Distance Education)	• Supports District infrastructure allowing for delivery of technology-mediated classes including:
	  ♦ Servers
	  ♦ Application Service Providers
	  ♦ Student information system integration
	  ♦ Reporting for RCC administration, the state Chancellor's office, national organizations, and other constituencies
	  ♦ Software licenses for technology-mediated instruction	

Function	District	Campus
(13) Open Campus (Distance Education)	Responsible for technology-mediated instruction, faculty technology training and community education. *Technology-Mediated Instruction* ♦ Online ♦ Hybrid ♦ Web-Enhanced ♦ Telecourse, Teleweb *Faculty Technology Training* ♦ Operation of Faculty Innovation Center (FIC) ♦ One-on-one training ♦ FLEX workshops ♦ Hybrid Academies	♦ Center for Faculty Development will offer technology training and workshops on campus
14. Policies, Procedures, Ed Code and Title 5 Regulations	• Oversees and coordinates revision and development of board policies (BP), administrative regulations (AR) related to academic matters in consultation with the Academic Senate • Liaison to Executive (Chancellor's) Cabinet and Board Committees for BPs and ARs; prepares board docket items related to new or revised BPs • Liaison with Human Resources for use of CCLC policy subscription service, for consultation and updated legal recommendations • Maintains BP and AR links to Academic Affairs manuals on the Internet and on Intranet. Explanations of policies and procedures as needed • Communicates BP and AR changes and updates to faculty and staff • Ensures compliance with Ed Code and Title 5 Regulations • Establishes (in consultation with the Academic Senate) procedures and processes for matters related to Academic Affairs such as curriculum approval and new program development	• Policies impacting the educational mission are reviewed and recommended for approval by the campus Academic Senate
15. Program and Course Development	• District Curriculum Committee ensures that the Board Policy of one curriculum, one student contract is maintained, ensuring that course outlines of record are the same at all three colleges • District Academic Planning Council and District Strategic Planning Committees recommend programs for approval by the Board of Trustees • The district provides supporting research necessary to develop new programs such as labor market analysis and community demographics • Maintains and updates the District's course and program inventory • Updates master course information in administrative system • Oversees and facilitates the annual update, production and distribution of the Catalog	• New programs are proposed to the campus Strategic Planning Committee • Faculty initiate each new course and program through the Curriculum Committee and district-wide course/program approval processes

Function	District	Campus

16. Workforce Prep	• Develops and delivers programs and services to specific learner populations. Works in partnership with education, business and industry to align college program and development with regional workforce needs
	
	• Coordinates and manages the following career education and workforce development programs and services:
	   ▪ CalWORKs Program
	   ▪ TANF-Child Development Careers Program
	   ▪ Independent Living Program (ILP) & Foster/Kinship Care Education (FKCE) Program
	   ▪ Workforce Preparation Skills
	   ▪ Riverside County Emancipation Services
	   ▪ Gateway to College Early College High
	
	• Represents District on local, regional and state workforce prep committees
	
	• Maintains liaison with state workforce prep agencies as well with other community colleges
		• Facilitates delivery of services and provides program feedback

Function #2: Administration and Finance

Function	District	Campus
1. Accounting Services	• Interaction with program directors, federal, state and local program agencies and external auditors on compliance and audit issues • Internal reports for the Board of Trustees and other district users • Quarterly and annual financial reports to the State Chancellor's Office and Riverside County Office of Education • Comprehensive Annual Financial Report • Reconciliation procedures for district activities with Riverside County Office of Education and all district bank accounts • Maintenance of Chart of Accounts, general subsidiary ledgers special journals • Receipt and allocation of district revenues from local, state and federal sources • Budget processing, monitoring of expenditures for compliance, special project reports • Processing of payments by students and employees; payment authorization to outside parties after verification of service/work received • Student financial aid transcripts, records, and disbursements • Manages and collects grant over-awards • Maintenance of moveable equipment inventory (fixed assets), upgrades, tagging, deletions and transfers of equipment • Inventory reports and reconciliation • Public auctions of surplus property • Maintenance of district records; delivery and return of records to storage	
2. Accounts Payable	• Payment processing of general obligations of the district in accordance with current state and federal laws, education code, district policies and procedures and audit practices • Oversight of accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements • Payments to students, tuition refunds, stipends, other reimbursements • Interpretation and information on district, state and federal regulations re: accounts payable functions • Implementation of new district policies and procedures • Timely and accurate payment to vendors; response to inquiries; preparation of vendor 1099s • Oversight of payment schedules, satisfactory credit ratings, interest expense and/or late payment penalties	

Function	District	Campus
(2) Accounts Payable	• Maintenance and archiving of vendor records /files in accordance with county, local and state requirements and IRS regulations • Preparation of schedules, documentation and files to internal/ external auditors • Coordination of accounts payables with Purchasing and Budget Control departments and the Riverside County Office of Education	
3. Audit Compliance	Independent review, assessment and constructive feedback regarding operations throughout the district. Internal auditor provides the district with a backup to various fiscal functions including: • accounting research and budget analysis • bond issuance • accounting and managerial function • compliance with written policies/procedures, plans, laws, regulations which impact operations • investigation of waste and fraud and detection measures • evaluation of district financial activity • custody of evidence responsibility • Review of reliability and integrity of financial and operating information analysis of means of safeguarding assets • Appraisal of economy and efficiency in use of resources are employed recommendations for appropriate use • Review of program operations for achievement of stated goals and objectives • Reports prepared for the Board of Trustees on a quarterly basis	• Provides access to all college activities, records, property and personnel • Develops, implements and monitors corrective action plan based on audit recommendations
4. Auxiliary Services/Cashiers' Offices	• Internal controls and fraud prevention systems for cashiering locations • Maintenance of a secure location • Returned check collection for all district funds • Disbursement of reimbursement checks for travel, supplies, etc.. for ASRCC and Foundation functions • Disbursement of payroll checks not handled by direct deposit	
5. Budget	• Coordination of annual budgetary process (establishes expenditure levels based on expected revenues; revision of budget; monthly financial budget comparison reports) • Bond projects coordination and reporting on bonds to BOT and Bond Oversight Committee • Coordination of final attendance enrollment reports to the Chancellor's Office	• Allocation of discretionary funds to departments, disciplines and programs • Submission of annual campus budget request to district • Participation in Budget Bunch and resource allocation processes

Function	District	Campus
(5) Budget	• Compliance with external reporting requirements • Preparation of information for the Budget Bunch; coordination of meetings to review budget requests • Monitoring of cash balances to assure liquidity; responsible for monthly cash flow of general fund	
6. Facilities Maintenance	• Coordination of facilities operation for District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers • Technical expertise or assistance to campuses on an as-needed basis	• Each college and off-site center has ongoing and direct responsibility for maintenance and operation of its facilities
7. Facilities Planning	• Oversight and coordination, technical assistance and support for planning of all major capital outlay projects within the district, including implementation of the district's Measure "C" local Bond • Development of the district's Five Year Construction Plan • Facility planning expertise provided to campuses • Screening and hiring recommendations for architects, engineers, space planners, and environmental consultants • Research on facilities planning issues; input to constituent groups regarding long term needs of students and modern educational delivery systems • Liaison with state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review Responsibility for: • architectural standards for facility development; • leases of property and facilities • coordination and implementation of major construction and renovation projects • long-range planning to maximize efficient use of facilities for all district sites • all documentation relating to district facilities. (blueprints, construction documents; work standards for future architects and engineers) • Maintenance, management and upgrade of building automation systems. Systems designed and installed to provide support while maximizing efficient use of energy • Application for, maintenance of all operational permits required by state, local or national codes/regulations • Definition of scope of work and development of budget for scheduled Maintenance and Hazardous Materials and Facility *Con't.*	• Works collaboratively to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific projects • Serves as liaison for the district to campus committees dealing with facility planning and development • Facilitates input and preparation of the campus's Facility Master Plan (slated for completion in 2006) • Provides technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community • Develops and tests disaster preparedness plans (i.e., fire drills)

Function	District	Campus
(7) Facilities Planning	• Modification projects • Development, updates of building and construction specifications; monitoring of facility standards for new construction and remodel projects • Technical assistance to the district related to building maintenance, grounds and custodial service	
8. Grounds		• Repairs and maintains landscaping in addition to athletic fields (plants, trees, irrigation systems and internal roadways)
9. Information Services	Provides: • Network for inter- and intra- campus networks; institutional access to Internet and World Wide Web • Comprehensive administrative system for recording, storing and reporting on data for student, financial, academic and administrative transactions • Centralized internal telephone system • Development, deployment and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other district resources • Leadership and assistance in planning technology for new buildings, offsite learning centers and other District projects	
Administrative Systems	Responsibility for: • Implementation and support of Datatel administrative system suite (Colleague and Benefactor) and related software packages • WebAdvisor for web-based student and faculty services • Planning/support solutions for ancillary administrative functions such as document scanning systems, directory services (LDAP), forms and workflows, electronic signatures, account creation and portal software solutions. • Student email services	
Data Center Operations	• Maintenance of application server farm, data storage farm, data processing operations; forms used by Academic Affairs, Student Services, HR and Accounting	
District Help Desk	• Provides central system for incoming help desk requests and distributing work assignments as appropriate including desktop/laptop support; open campus assistance requests; network support; e-mail problems; campus laboratory support; WebAdvisor; wireless access	

Function	District	Campus
Microcomputer Support	• Service and installation of desktop and laptop computers throughout the district	• Classroom and laboratory technical support • Faculty workstation support
Network Administration	Responsibility for providing: • District-wide Cisco-based Gigabyte Ethernet (CENICWork) Network services to all District offices and off-site locations • Free wireless Internet service to registered student, staff or faculty member in District • Centralized security and intrusion detection, anti-spam filtering, network monitoring Enterprise level solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs.	• Upon accreditation the college will be directly connected to the Internet via the CENIC organization • Network Operation Center to be built in 2007
Telephone Group	Responsibility for: • Centralized telephone system for the District • Purchase of outbound circuit connectivity for local and long distance calling for district • Contracts for District cell phones and Blackberry server • Account reconciliation with all vendors • Planning, construction and maintenance of the District cable plant and related infrastructure	
10. Payroll	Responsibility for: • Classified and academic payroll, including retroactive and adjustment payment; analysis of payroll documents to ensure proper payment to employees • Continued liaison with Riverside County for changes, additions, deletions and rates of pay • Audits and reconciles with county payroll reports • Records and maintenance of employee deductions, sick leave and vacation accrual; W-2 forms; employee benefits payments • Compliance with federal, state, and district rules and regulations • Audits and reconciles annual, quarterly and monthly reports to STRS, PERS, Social Security, Medicare, unemployment, etc.	• Maintains attendance and other reports and submits to Payroll
11. Purchasing	Responsibility for: • Compliance with federal, state, district rules and regulations. • Procurement of merchandise and services required by district • Competitive quotation / bid process; cooperative purchasing	

Function	District	Campus
(11) Purchasing	• Awards of bids for service contracts, equipment and supplies • Maintenance of contractor insurance and bonding certificates • Maintenance of database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities • Execution of service contracts; services for centralized maintenance agreements • Training for the online requisitioning system • Maintenance of Record Retention & Destruction Board Policy	

12. Risk Management	Oversight of:
	  • District's workers' compensation; liaison between insurance provider/district/employee; legal decisions with assistance of Vice Chancellor and legal counsel
	  • District's property/liability insurance program. Evaluation and purchase of necessary insurance coverage for district
	  • Processing and administering claims filed against the district
	  • Liaison between district and legal counsel
	  • Certificates of insurance for district functions and outside vendors
	  • Insurance premiums
	• Compliance with Cal/OSHA regulations
	• Assistance and consultation on safety and loss control issues
	Responsibility for:
	  • Processing request for DMV records, approving District drivers
	  • Investigation, processing and replacement of lost or stolen district owned items
	  • Data collection /reporting for Cal-OSHA;Self-Insurers report
		• Represents the campus's needs and interests in academic and support issues (extra liability in paramedic, physician assistant, etc.)

13. Warehouse	• Receipt and delivery of shipments to departments and sites of supplies and equipment • Return of items to vendors as needed • Follow-up on non-delivery or late delivery of orders • Delivery of surplus property from storage site to requestor	• Receipt and delivery of shipments to departments and sites of supplies and equipment • Return of items to vendors as needed • Follow-up on non-delivery or late delivery of orders

Function #3: Chancellor's Office

Function	District	Campus
1. Administrative Support Center (formerly Communications Center)	• Prints and photocopies materials that support instructional and other organizational communication goals • Services including word processing, copy editing, binding, and presentation production; service of electronic requests	• Prints and photocopies materials that support instruction and services.
2. Foundation	• College fundraising activities in close collaboration with community relations • Comprehensive program of educational philanthropy for the college; staff support to a volunteer board of directors • Fundraising activities to generate revenue for specific college needs including scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fundraising opportunities • Funds for scholarships and other program needs • Monitoring of foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations	• Collaborates with district and greater community on fundraising activities • Generates interest and support on campus for scholarship recognition
3. Governmental Relations	• Strategies to secure funding or legislation in support of the institution's mission and programs • Implementation of comprehensive governmental relations program that meets the needs of the District • Liaisons and partnerships with private and public organizations at the federal, state and local levels • Development of alternative sources of funding for programs	• Provides information about the impact of proposed legislation on operations/students
4. Grants & Contracts	• Support for District acquisition and management of external resources • External resources development assistance including resource development and analysis for District initiatives • Compliance with external resources (excluding categorical programs) by providing consultation and training services to District personnel • Technical assistance related to external resources and contracts to District personnel	• Responds to grant RFP's • Maintains grant budgets and complies with grant required reporting
5. Mailroom	• Mail services (sorting, distribution) to all District sites; delivery of mail to post office	• Prepares mail for delivery to post office • Sorts incoming campus and US mail/packages; distributes to departments and staff/faculty mailboxes • Posts workplace regulations and reporting mechanisms

Function	District	Campus
5. Mailroom (cont)		• Sends and receives fax correspondence • Maintains department and faculty mailboxes
6. Public Affairs		
Public Affairs & Community Relations	• Internal and external communications related to District educational programs and initiatives • Community relations efforts with various external constituencies • Strategic communications programs to cultivate support for the District and campuses, including participation in community events, production of print and electronic communications material, and service on select community and business committees • Capacity-building initiatives that increase community ability to take advantage of college programs • Development and maintenance of programs that generate community goodwill and financial support for the district	• Represents and interprets instructional and support programs to the general public
Marketing	• Communication with current and potential students through publications, websites, electronic media, and other methods • Assistance to campuses, centers and programs with marketing/promoting their educational offerings and services • Market analysis and marketing strategies in association with the development of new academic programs and initiatives • Implementation of comprehensive enrollment marketing strategies and programs	• Proposes marketing strategies and materials to promote programs and opportunities
Media Relations	• Media relations re: college related topics; communication between college staff and faculty • Production of media releases, features and editorials, as needed, in all media • Official college spokesperson in all matters, in consultation with senior administration	• Interfaces with print and broadcast media, in collaboration with the district office • Pitches stories, in collaboration with the district office, to the media to generate coverage of specific campus programs, events, and other news • Facilitates more effective communication with outside information sources

Function	District	Campus
Publications	• Development of collateral material in support of marketing and communications efforts • Advertising and marketing project design for placement in print and electronic media (with Graphics Technology) • Project organization for instructional, informational, public relations and marketing purposes	• Proposes the development and production of publications and collateral materials in support of the campus mission and programs
Website (District and Campuses)	• Maintenance of website infrastructure for the District and campuses, including administrative information, course offerings, college publications and announcements • Website development (in collaboration with information architect) for disciplines, departments and faculty • Publication of e-mail newsletters • Web services for public and internal utilization • Identification of new technologies to support the growth of the district	• Develops, and maintains currency of, content for web publication • Proposes marketing efforts to promote programs and activities
7. Sports Information	• Information regarding campus athletic programs to promote interest in their academic offerings • Interaction with athletic department administrators to effectively deliver sports information	

Function #4: Governance

Function	District	Campus
1. Academic Senates	• Input to the Chancellor on professional and academic policy matters • Advice to the Board of Trustees on professional and academic policy matters • Recommendation of step and column increases and sabbatical leave • District faculty representation on the state academic senate Coordination of: • Campus curriculum committees • District-wide instructional assessment • District-wide discipline program review • Campus academic standards committees • Faculty participation in state academic senate conferences • Faculty appointments to equivalency committees • Faculty appointments to hiring, district, and local committees	• Develops local procedures related to professional and academic matters • Provides input to the Chancellor on professional and academic policy matters • Advises the Board of Trustees on professional and academic policy matters • Reviews and approves curriculum related to the campus • Makes recommendations related to academic standards • Collaborates with bargaining unit with regard to calendar, and policies related to hiring, leave and evaluation • Appoints faculty to equivalency committees • Appoints faculty to hiring, district, and local committees • Represents district faculty to the state academic senate • Has authority over faculty roles and involvement in accreditation processes

2. Associated Student Governments
  a. ASRCCD
  b. ASRCC, Riverside Campus
  c. ASRCC, Moreno Valley Campus
  d. ASNC, Norco Campus
	ASRCCD has responsibility for:
	• Input to the Chancellor and Board of Trustees and addresses questions re: governance, student issues and concerns, student legislation, activities and events on a District-wide level
	• Budget for District-wide operations; review and approval of budgets of all three campuses
	• Legislation affecting students within the District
	• Student Trustee Elections process in all three
	• Organization and coordination of District-wide events (e.g., Homecoming)
	• Development of leadership opportunities through District wide retreats, orientations, workshops
	• Interaction with student governing bodies at Norco, Riverside, and Moreno Valley to develop and sustain effective communication channels
	• Interaction with Student Trustee in maintaining and improving communication channels with the Board of Trustees, the Chancellor, and District administrators
	• Assisting the Student Trustee in representing the entire district student body in the governance process
	• Student participation in the governance process and in multicultural events throughout the District
		• Through the Senate and the Executive Board, provides input into planning and the development of local procedures related to student government and activities, participates in the local governance process, and represents its respective student body
		The student government organization:
		• Coordinates programs and events for a diverse student body
		• Institutes a variety of programming for students focusing on social, intellectual, and emotional development
		• Provides funding and support to student clubs and organizations through the Inter Club Council
		• Provides an environment through which students can make recommendations to improve the college student experience
		• Oversees, in conjunction with the District Judicial Board, the election process
		• Maintains accurate records of all meetings and budgetary transactions
		• Develops and maintains informational publications for the student body, faculty, and staff
		• Develops and maintains line item budget for operational purposes as prescribed and allocated by the ASRCCD each academic year

Function	District	College
(2) Associated Student Governments a. ASRCCD b. ASRCC, Riverside Campus c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus	• Resolutions and conflict-resolution on a District-wide level between student governing bodies and student leaders • Maintenance of accurate records of meetings and all budgetary transactions Publications informing students of campus activities, news, and student-related issues	• Holds publicly elected and appointed student officers accountable according to the by-laws of the student government • Initiates, approves, and implements any amendments to campus by-laws and in accordance with the Election Code • Initiates and supports legislation affecting the student population of the campus • Passes resolutions and engages in conflict resolution between all committees and boards within the student government • Empowers students to be proactive regarding student concerns and causes • Develops student leadership opportunities through retreats, conferences and workshops • Provides resources for club advisors to oversee effectively the campus organizations • Works closely with the ASRCCD and the Student Trustee to ensure that the campus is effectively represented on the governance level • Creates learning environments that allow students to implement theories learned in the classroom and develop skills that can be transferred well into their professional and community endeavors • Protects the rights of assembly and freedom of speech for all students regardless of age, race, sex, political views, sexual orientation, religious affiliation or not, gender, physical ability, and ethnicity • Works closely with faculty to develop and implement academically oriented co-curricular programs and activities • Participates in the strategic planning process through membership on the Moreno Valley Strategic Planning Committee and its subcommittees
3. Board of Trustees	• Reflects the public interest in Board activities and decisions • Establishes structure and policies related to governance of the district • Selects the Chancellor and establishes a policy for evaluation • Ultimate responsibility for educational quality, legal matters, and financial integrity of RCCD • Establishes policies consistent with District mission statement to ensure quality, integrity and improvement of student learning programs and services	

Function #5: Human Resources

Function	District	Campus
1. Benefits	• Liaison between employees, broker, and insurance carrier regarding insurance related problems Responsibility for: • Contract management and negotiation with benefit providers • Providing information on benefit provisions to employees • Employee documentation and assistance pertaining to employee and retiree health and welfare benefits • Pro-rated premiums for payroll deduction • Employee benefit files maintenance • Responsible for insuring compliance with federal COBRA/HIPAA regulations • Compiling data for annual Medicare report • Compliance of Section 125 plan health care and dependent day care accounts with current IRS regulations • Checking consistency of insurance providers' certificates of insurance with carrier contracts	
2. Classification, Grading, and Pay	• Maintenance of salary schedules; Notices of Employment in compliance with Education Code; employee job descriptions • Job classification of new positions; processing of job reclassifications	
3.Contracts, Compliance and Legal Services *Policy matters*	 • Responsible for the development, review and revision of District policies and procedures	
Legal Services	• Assistance to Human Resources on personnel matters • Assistance to administration in coordinating District's legal affairs, including civil litigation, administrative hearings, business negotiations • Advice to Vice Chancellor, Human Resources, relating to EEO, Sexual Harassment and Discrimination and District responsibilities • In-service training for personnel regarding legal issues, new legislation, court decisions and trends • Liaison with District General Counsel in drafting documents, resolutions and other legal instruments • Oversight on compliance for diversity, grants, human resources and the District	

Function	District	College
(3) Contracts, Compliance and	• Recommendations of outside legal counsel as appropriate. Liaison between the district and outside legal counsel on contractual issues	
Contracts	• Design, administration, and implementation of the district's complete contracts process, including preparation of documents for BOT approval • Drafting of leases, agreements, contracts, memoranda of understanding, and amendments for the BOT • Coordination with Risk Manager and Director of Purchasing to ensure timely and comprehensive handling of contractual matters • Technical assistance to campuses and educational centers for contracts, leases, license agreements and other legal documents • Training sessions for college and district employees regarding contract policy and procedures	• Drafts items such as leases, agreements, contracts, memoranda of understanding, and amendments for the Board of Trustees' meeting agendas • Assists in negotiation for offsite educational facilities, drafts, review and revises contracts, leases, license agreements and other legal documents for submission to the Board of Trustees
4. Diversity and EEO Compliance	• Monitoring compliance relating to EEO, ADA, Sexual Harassment, and Discrimination • Monitoring the screening and selection process of all employment vacancies or promotions • EEO in-service training programs for faculty, staff and students • Policies and procedures related to employer/employee relations, discrimination complaints, grievances, conflict resolutions and disciplinary action • Recruitment strategies, and special recruitment efforts directed toward ethnic minorities, women, and other underrepresented groups • Investigation and resolution of employee and student complaints of unlawful discrimination and harassment • Assistance to administration with mid-to-long range goals for assertive hiring of underrepresented faculty and staff • Assistance to campuses with comprehensive and on-going recruitment and employment programs • Assistance with annual update of District Faculty and Staff Diversity plan and programs • Tabulation of data on faculty and staff diversity • Receives, investigates, and seeks to resolve complaints .	In conjunction with the District Director of Diversity, Equity and Compliance: • Plans and establishes mid-to-long range goals for the assertive hiring of underrepresented faculty and staff • Promotes diversity with faculty, staff and students

Function	District	Campus
5. Employee Relations	Responsibility for: • Guidance, counseling, and assistance in implementing progressive disciplinary measures • Monitoring employee evaluation systems for management and staff • Employee handbooks • Employee accommodation and return-to-work processes • Training in grievance handling and disciplinary processes • Coordination & implementation of District's group benefit and insurance programs	
6. Hiring	Responsibility for: • Recruitment strategies; position advertising; applications input into tracking system • Review of minimum qualifications; identification of leading candidate group; selection committee membership review; prescreening process • Screening committee training on position needs, EEO, and interviewing protocol; orientation of screening committee; review of committees screening criteria and interview questions • Interview scheduling; communication of status of candidacy to applicants • Reference checks, employment offers; salary placement; applicant employment processing including entrance into database and salary processing to Payroll; new employee benefit information; • Notification of hire for Board approval, PERS/STRS • Employee orientation *For District level personnel, responsibility for:* • Formulating selection committee; selection criteria/interview questions • Paper screening; interviews • Recommendation of finalist, reference checks, final interview • Recommends candidate for appointment	• Submits personnel requisition to initiate hiring *Hiring of campus personnel* ▪ Formulates selection committee in accordance with hiring procedures for campus personnel ▪ Recommends suggested selection criteria/interview questions ▪ Participates in paper screening as required ▪ Conducts interviews ▪ Recommends finalists ▪ Conducts final interview ▪ Conducts reference checks ▪ Recommends candidate for appointment

Function	District	Campus
7. Professional Development/	• Professional development opportunities for staff; review of requests for professional development • Staff, management and faculty diversity; equity training and related legal considerations Survey of staff training needs; delivery of training on a variety of topics • Mandatory staff, management and faculty harassment training	• Provides professional development activities for staff
8. Staff/Confidential Contracts	• Negotiations on successor agreements or re-openers with CSEA • Communication of new provisions to staff • Sunshining of district proposal for contract with CSEA • Administration of union contracts • Assistance with development of MOU booklets or agreements	• Administers union contracts in accordance with the agreements

Function #6: Student Services

Function	District	College
1. Athletic Program	• Oversight of district athletic programs in consultation with the campuses • Administrative representative to Orange Empire Conference	• Oversight for the improvement and maintenance of athletic facilities • Supervision of on-site athletic events • Collaboration with district Dean of Athletics in the operation of campus athletic programs
2. Admissions	Responsibility for • Timely admissions and registration process • Management of enrollment system for semester-long, short-term, and hourly courses; specialized support for customized training programs • Construction of functional parameters for enrollment services processing and infrastructure monitoring in partnership with Information Services (IS) • Implementation of state and local academic policies as appropriate • Coordination with Student Accounts and cashiering operations for consistency across campuses • Monitoring of consistency of policy for all operations	• Application check for completeness/correctness, residency, CAP status • Input and/or error check of applications, registration, adds/drops, CAP forms and transcripts • Year-round application, registration, and enrollment services to current and prospective students • Management of attendance, census, grade, positive attendance rosters, course adds/drops, and other operations through WebAdvisor, phone registration and over the counter services • Oversight and management of extenuating circumstance petitions initiated by students and grade changes per instructor authorization • Veterans services to students seeking to use veterans' benefits • Evaluation of student education records and graduation petitions, awarding of certificates and diplomas
3. Bookstore	• Oversight of operations and monitoring of contract with Barnes & Noble for district bookstore operations • Management of bookstore operations in consultation with campuses	• Provides indirect oversight and conveys to district personnel any student or faculty concerns regarding bookstore operations • The following services are contracted out and provided by Barnes and Noble: • Initiates and coordinates with faculty and other personnel the acquisition of textbooks, supplies and special related material required for instructional programs • Conducts opening and closing buy-back of used books at least three times per year and expands to off-campus sites and locations *Con't.*

Function	District	Campus
(3) Bookstore		• Purchases supplies and emblematic clothing and soft goods to meet the needs of all students and the college community • Orders announcements and graduation attire for graduates. Takes orders for graduation attire for faculty • Maintains accounting records for special student programs including EOPS book grants, Department of Rehabilitation vouchers, scholarships, Veterans Administration and other student support programs established by the Associated Student Government • Plans/operates convenience store services inside the bookstore
4. College Police	Responsibility for: • Administration of policy and procedures for centralized operation • District safety and parking operations • Monitoring mutual enforcement agreements with local law enforcement agencies • Compliance with local, state, and federal laws and regulations • Appropriate disaster plans and adequate staff training	• Conveys safety concerns to the district administration and Chief • Assists in the coordination of disaster plans and selection of disaster team • Ensures that safety personnel and equipment are available during disasters and emergencies
5. Disabled Students Programs and Services	Responsibility for: • Compliance with state and federal governments regarding ADA regulations • Policy development and implementation in collaboration with the Vice Chancellor Student Services • Daily supervision of DSPS certificated staff • Coordination of interpreting services, alternate media, adaptive technology and workability III contract	• Works collaboratively with district administration to ensure proper staffing and support for disabled student population • Works collaboratively with district administration to ensure access and reasonable accommodations for students with disabilities
6. Financial Aid *Accounting Matters:*	• Central processing hub for all federal and state student aid applications *Responsibility for:* • FISAP and MIS reports, program accounts, mail disbursements, monthly reconciliation with IFAS, invoices of overpayments and over-awards to students, monthly expenditures balances with Student Employment; fraud and forgery issues • Disbursement of checks, financial aid reports, technical support in creating required types of reports; interfacing with mainframe	• Indirect supervision of student financial services • Direct supervision of campus financial services staff • Works collaboratively with District Dean of Financial Services and campus administration to develop policies and procedures for the disbursement of funds

Function	District	Campus
(6) Financial Aid *Accounting Matters, cont.:*	• Processing of Title IV refunds and over-award repayments • Reconciling Federal Work Study earnings for year-end reporting • Verifications and analyses of tax returns • Financial Aid applications and corrections, performing needed analysis to derive an Expected Family Contribution • Clearance of discrepancies, edit checks, data matches and NSLDS • Title IV center for federal processing • Ordering all student disbursement checks • Managing program funds regarding awarding of financial aid • Completion of FISAP, COD, MIS reports and fund reconciliation • Maintenance of all required financial aid records associated with program reviews and audits • Oversight of student loan program • Administration of institutional scholarship program • Decision-making regarding expenditures of BFAP Administrative Allowance; purchase of equipment, marketing items, organizing financial aid events and the BFAP year-end report • Documentation and handling for FAFSA, Cal Grants B & C, Disbursement Schedule, Award Policy, Student Budget, SAP policy, Policy and Procedure Manual	
Legal Matters:	• District-wide student financial services policy oversight • Compliance with federal and state regulations • Implementation of state and federal assistance programs	
Training:	• Counseling students and parents in the application process and the completion of required documents • Classroom presentations for in-reach purposes • Online loan workshop and exit counseling for student loans • Processing of FFELP loans, preparing and reconciling loan checks for disbursement • Internal staff training on new policies and procedures • Conferences, training and workshops to maintain professional currency • In-servicing staff and administrators about changes in regulations • Financial aid outreach coordination and awareness programs communitywide	
Records:	• Maintenance of financial aid forms and documents • Maintenance of student files	

Function	District	Campus
Other Services	• Oversight of satisfactory academic progress and appeal committee meetings, special circumstances, dependency overrides • In-services for Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student Activities, Academic counselors, faculty, Outreach, scholarships, and Information Services offices • Coordination of enrollment file, SSCR, Clearing House and GPA verification transmittal with IS	
7. Food Services	Oversight of: • Operations and consultant contracts with providers • Food service operation including review and negotiation of contracts (vending, beverage) • Management of food service operation in consultation with campus administration	• Provides indirect oversight for food service operations • Conveys to district personnel any student or faculty concerns regarding food service operations
8. Health Services	• Scheduling of nurses to assure adequate coverage in clinics • TB testing for faculty and staff • Responsible for health center policies, procedures and protocols • Responsible for contracts for psychological and medical service providers, vaccine, pharmaceutical and medical suppliers • Reporting of student, visitor and staff injuries to Risk Management • Members of RCCD Safety Committee • District representation in state and national Health Services organizations	Provides a wide range of ambulatory care services for students including: • Health care services to all eligible students • Immunizations, TB testing, blood testing • Physician/nurse practitioner appointments • Low cost medications and prescriptions • Co-sponsors campus-wide health events such as blood drives, health fairs • Emergency response on campus including integrated AED program • Psychological services including crisis intervention • Educational programs to promote wellness • Medical and psychological referral services • Staff and faculty first aid and influenza vaccinations • Referral to external providers in the greater Riverside area
9. Matriculation		
Admissions & Assessment	• Registration blocks for 1st time freshman until AOC is complete • Policies (retests, appeals, challenges) • Upgrades/solutions to Accuplacer, Information Services problems • Coordination of placement services • Tech support for all sites	• Enforces block on first-time freshman • Offers placement tests on college campuses • Data entry for informed ed goal after SEP is completed • Maintains communication with other placement leaders • Assists in implementation of cut-score validation
Coordination & Training	• Responsibility for District Matriculation Newsletter; accuracy of MIS data; matriculation information updates and accuracy checks in all District publications and website	• Ensures all new personnel receive necessary training • Ensures accuracy of MIS data • Ensures all Matriculation regulations are enforced

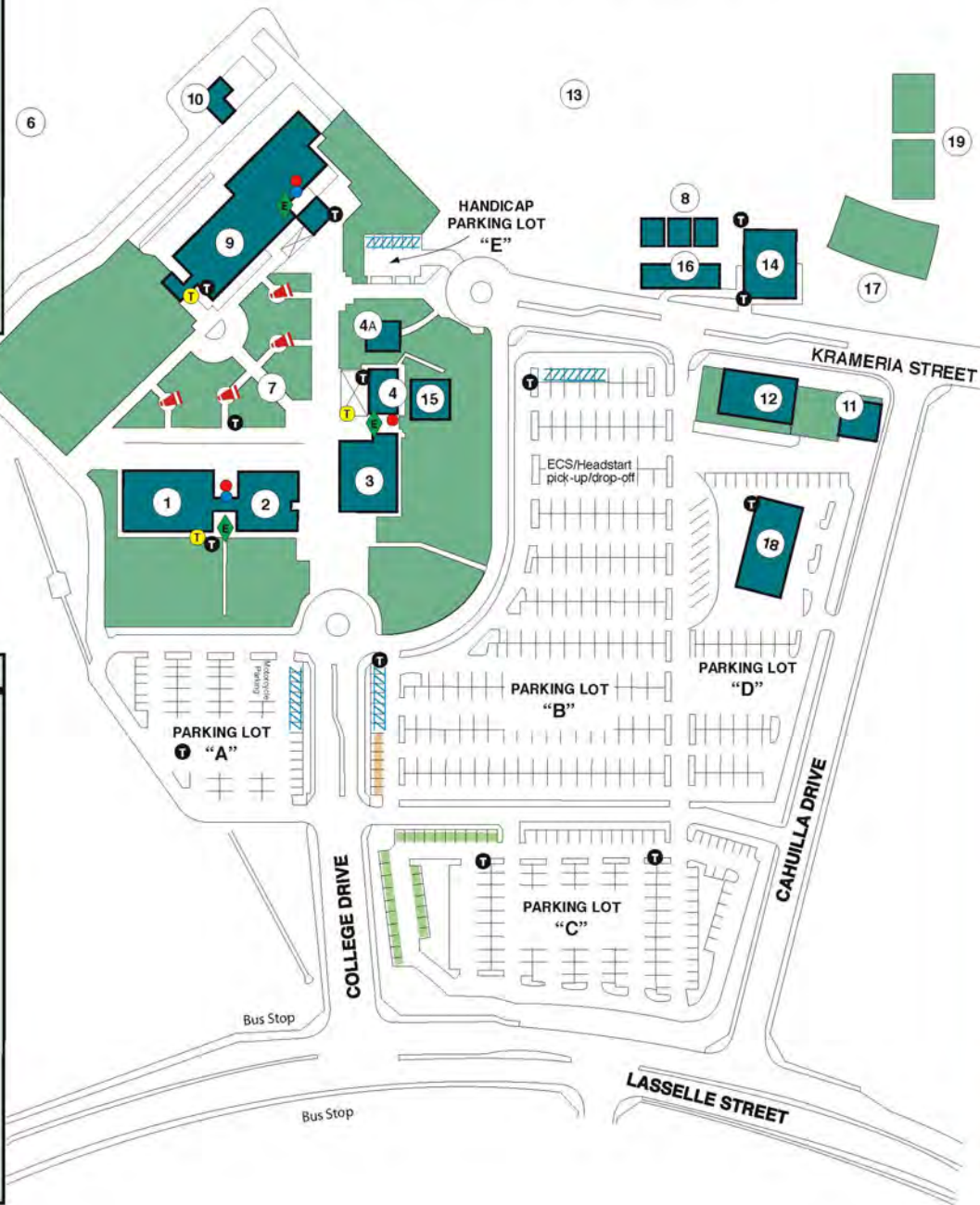| Function	District	College
Counseling & Follow-Up	• Daily SARS upload • District counseling interventions • Probation/dismissal process • Early Alert process and evaluation	• Provides counseling services • Provides intrusive counseling to developmental skills, "unde-cided," and transfer student populations • Implements probation/dismissal and Early Alert processes
Orientation	• Student Handbook production	• Mandatory orientation/counseling for 1st time freshmen Orientation/Counseling sessions • Editing/revising Student Handbook
Prerequisites	• Assistance to Prerequisite Subcommittee/Curriculum Committee • Participation in District Curriculum Committee	• Prerequisite enforcement, appeals processing; campus Prerequisite Subcommittee/ Curriculum Committee represen-tation
Research	• Revalidation of cut scores and matriculation-related research as mandated by regulations	• Accurate documenting of services received by students • Accurate reporting of data
10. Records	• Enrollment information for comprehensive enrollment management reports • Maintenance of integrated student records database for district-wide single student transcript • FERPA directory information in coordination with staff and faculty development efforts • Transcript and record keeping services • Record retention policy review and scheduling • Electronic and paper versions of key A&R forms • Archive management for admissions records and backup documentation • In conjunction with Information Services, responsible for annual review and update of website pages; analysis of enrollment reports and state 320 report; review of at-tendance collection, weekly/ daily census and positive attendance; review and up-date of programs related to registration such as prerequisite checks, course repetition checks, testing, and class waiver checks	• Processes all student transcript and enrollment verification requests • Manages record retention of all Class I, II, and III education records, including imaging and storage • Assists in management of archive of admissions records and backup documentation • Oversees scanning, imaging, and organization of education records • Maintains auditable admissions, registration, attendance, and transcript files
11. Student Services	• Input on board policies relating to student matters **Responsibility for:** • Program development, student records, state reporting, state and federal compliance, and audit • Student expulsion hearings and conduct procedures • Policy review and development with campuses and academic leadership • Legal matters related to students records, including student rights • Student Services at off-campus sites • Student services representation in budget and planning issues • Equitable provision of matriculation services district-wide • Enrollment management process coordination	• Responsible for Student Services program on campus serving as liaison with district and academic leadership

Moreno Valley Campus

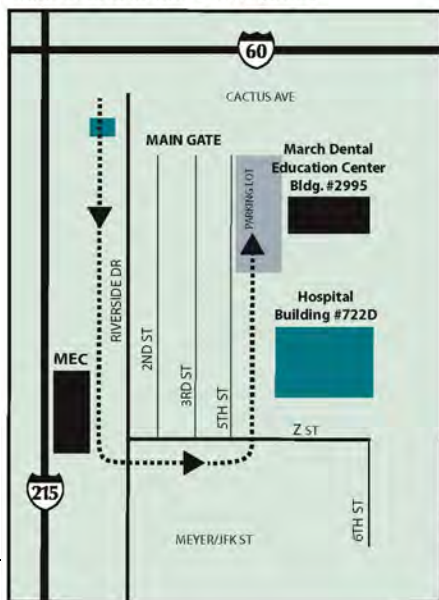## Ben Clark Public Safety Training Center

60
VAN BUREN BLVD
91
11TH STREET
PLUMMER RD
Training Center Headquarters
Classrooms 100-200
CTC
DAVIS AVE
TRACK
PARKING LOT
BUNDY AVE
215

PARKING
3407 STUDENT HOUSING
3408 CLASSROOM 300
3409 AUDITORIUM & CAFETERIA
3417 GUEST HOUSING
3418
PARKING

March Education Center (MEC)

60
CACTUS AVE
MAIN GATE
RIVERSIDE DR
2ND ST
3RD ST
5TH ST
PARKING LOT
March Dental Education Center Bldg. #2995
Hospital Building #722D
Z ST
6TH ST
MEC
215
MEYER/JFK ST

Campus Map Legend

- **T** Emergency Telephones
- **T** Telephone
- Elevators
- Restrooms
- Handicap Restrooms
- Free Speech Area
- Handicap Parking
- All Day Metered Parking
- 30 Minute Metered Parking

1. **LIBRARY**
   IMC Office
   KRCC TV, Channel 25
   Middle College High School Office

2. **STUDENT SERVICES**
   Admissions
   Assessment and Placement Testing
   Career and Transfer Center
   Counseling
   Dean of Student Services
   E.O.P.S.
   Financial Services
   Health Services
   Job Placement
   Outreach
   Provost's Office
   Title V Office
   Educ. Talent Search Office
   Tutorial Services

3. **SCIENCE AND TECHNOLOGY**
   Computer Lab
   Disabled Student Program and Services
   Science Labs

4. **TIGERS' DEN**

4a. **BOOKSTORE**

5. **PHASE 1 MECHANICAL BUILDING**

6. **EDMUND C. JAEGER DESERT INSTITUTE**

7. **JOHN M. COUDURES, JR., PLAZA**

8. **MODULAR FACULTY OFFICES and CLASSROOMS**

9. **HUMANITIES**
   Workforce Preparation
   Dean of Instruction
   Academic Departments:
   · Mathematics, Sciences, and Physical Education
   · Health, Human, and Public Services
   · Communications and Social Sciences
   · Humanities and Social Science
   English Writing and Reading Center
   Language Lab
   Math Lab
   Physician Assistant Program
   Business and Computer Information Services

10. **PHASE II MECHANICAL BLDG.**

11. **HEADSTART**

12. **ADMINISTRATION ANNEX**
    President and Vice President offices

13. **CROSS COUNTRY TRACK**

14. **MULTI-PURPOSE BUILDING**

15. **ASRCC Student Government Building**

16. **WAREHOUSE**
    Campus Police
    Facilities Office
    Mailroom

17. **COLLEGE PARK**

18. **EARLY CHILDHOOD CENTER**

19. **SPORTS FIELDS**

updated 5/17

Campus features (labels)

HANDICAP PARKING LOT "E"
KRAMERIA STREET
ECS/Headstart pick-up/drop-off
PARKING LOT "B"
PARKING LOT "D"
PARKING LOT "A"
PARKING LOT "C"
COLLEGE DRIVE
CAHUILLA DRIVE
LASSELLE STREET
Bus Stop
Bus Stop
Motorcycle Parking

OFF-CAMPUS SITES

Riverside County Regional Medical Center, County of Riverside
26520 Cactus Avenue
Moreno Valley, CA 92555
(Cooperative RCRMC/RCC Physician Assistant Program)

Ben Clark Public Safety Training Center, County of Riverside
3423 Davis Avenue
Riverside, CA 92518
(Emergency Medical Services [Paramedic and EMT], Fire Technology, and Administration of Justice /
Law Enforcement Training Programs)

March Dental Education Center
23801 "N" Avenue
March Air Reserve Base
Riverside, CA 92518
(Dental Hygiene, Dental Assisting, and Dental Technology Programs)

Other Off-Campus Sites:

24-Hour Fitness
23750 Alessandro Blvd.
Moreno Valley. CA 92553
(Physical fitness classes)

Air Force Village West
17050 Arnold Drive
Riverside, CA 92518
(Healthcare technician classes)

Brunswick Moreno Valley Bowl
24666 Sunnymead Blvd.
Moreno Valley, CA 92553
(Bowling classes)

Community Care and Rehabilitation Center
4768 Palm Avenue
Riverside, CA 92501
(Healthcare technician classes)

Parkview Hospital
3865 Jackson Street
Riverside, CA 92504
(Medical assistant classes)

Rubidoux High School
4250 Opal Street
Riverside, CA 92518
(Medical assistant and other classes)

Vista del Lago High School
15150 Lasselle Street
Moreno Valley, CA 92551
(Tennis classes)

Other Sites:

The Physician Assistant Program maintains contracts for field site/clinic utilization with the following:

Riverside County Regional Medical Center Clinics, Moreno Valley; Riverside County Public Health Clinics; Raincross Medical Group, Riverside ; D.V. Urgent Care, Rancho Cucamonga; Redlands Community Hospital; Clinicas de Salud del Pueblo, Coachella and Brawley; Harvest Medical Clinic, Hemet; Rancho Family Medical Group, Temecula.

The Emergency Medical Services Program maintains contracts for field site/clinic utilization with the following:

Riverside County Regional Medical Center; Riverside Community Hospital; Pediatric Medical Group of Riverside; Riverside Mission Pediatric Group; Menifee Valley Medical Center; Moreno Valley Community Hospital; Hemet Valley Medical Center; Southwest Healthcare System, Murrieta (includes Inland Valley Regional Medical Center, Wildomar; and Rancho Springs Medical Center, Murrieta); Pomona Valley Hospital Medical Center; Loma Linda University Medical Center; American Medical Response (ambulance); California Department of Fire (ambulance); Riverside County Fire Department (ambulance); Cathedral City Fire Department (ambulance); Lynch Ambulance Service, Anaheim (ambulance); Mission Ambulance, Ontario, Corona (ambulance).

The Certified Nursing Assistant Program maintains contracts for field site/clinic utilization with the following:

Community Care and Rehabilitation Center, Riverside; Air Force Village West, Riverside; Riverside County Regional Medical Center; Riverside Community Hospital; Cypress Gardens Rehabilitation and Care, Riverside; Moreno Valley Community Hospital.

DISTANCE EDUCATION

During the 2006 calendar year, the Moreno Valley Campus offered 51 online and hybrid courses and five telecourses in eight different subject areas:

- Business
- History
- Humanities
- Management
- Marketing
- Music
- Political Science
- Reading.

Through distance education, fifty percent of the course requirements for twenty-five certificate programs and for one associate of science degree program may be met.

Fully online courses are presented in a multi-media instructional format which allows for increased student participation and flexibility. Hybrid and televised courses combine face-to-face class meetings with distance delivery for enhancement of instruction and increased distribution of resources. All modes of distance delivery—including supplementary online learning resources and course document distribution ("web-enhancement") to traditional classes—are intended to enrich communication between the student and instructor and meet current and future educational needs. Moreno Valley faculty participate in the approval of all distance education courses by way of the Curriculum Committee to ensure rigor and depth equivalent to other modes of delivery. As with all courses offered, the Moreno Valley faculty also review assessment levels and outcomes data in making decisions to ensure that pedagogically sound methods of achieving real student learning are employed.

The district Open Campus supports online instruction via the Web CT platform, and requires and provides training for all instructors interested in using distance education methods. The Moreno Valley Campus Center for Faculty Development, to be opened in fall 2007, promises to make available still more opportunities for full- and part-time faculty looking to broaden their skills and awareness of trends.

ORGANIZATION OF THE SELF-STUDY

The Moreno Valley Campus participated actively during the writing of the previous Self-Study for Reaffirmation of Accreditation for Riverside Community College (2001), while simultaneously conducting a "shadow" accreditation in anticipation of its campus-to-college accreditation process now underway. Through the shadow process, campus dialogue was initiated, campus-to-college planning issues framed, and campus accreditation leadership emerged. The co-chairs of the present self-study are a faculty member from the 2001 Executive Committee and an administrator from the 2001 Steering Committee. These co-chairs, selected in 2005, set out to activate the Moreno Valley Campus for its initial full self-study process with the objective of broad-based participation, adequate and inclusive training, and interactive team meetings.

Committee assignments for the self-study were drawn from the rosters of the Strategic Planning subcommittees, which align with the nine Accreditation Standard subcommittees: I. Institutional Mission and Effectiveness, II.A. Instructional Programs, II.B. Student Support Services, II.C. Library and Learning Support Services, III.A. Human Resources, III.B. Physical Resources, III.C. Technology Resources, III.D. Financial Resources, and IV. Leadership and Governance. Co-chairmanships of these Standard subcommittees were created by identifying an accreditation liaison to work with the Strategic Planning subcommittee chair already in place. Subcommittee assignments were flexible, and all campus personnel were encouraged to join more than one Standard subcommittee.

The modalities of convening the Accreditation subcommittees were varied: face-to-face meetings, online discussion boards, an all-faculty tour of our off-campus sites (March Dental Education Center, Riverside County Regional Medical Center, the Ben Clark Public Safety Training Center, Nuview Bridge Early College High School), and even "Walk and Talk" team building which involved accreditation questions printed on slips of paper and passed out during scheduled campus walks. From the outset, energy was high and the prevailing spirit hopeful. Participation by classified staff members exceeded expectations; and inventiveness by faculty to keep the process interesting rarely waned. Student representatives were provided regular updates and responded to invitations to attend accreditation meetings with notable participation rates. As is often the case in carrying out large projects, core persons became indispensable, and, thanks to the scrupulosity and transparency of our self-study editor, all input was considered for the narrative and explanations provided when modifications to original submissions were preferred for the final draft.

The self-study process provided notable movement forward on our journey from campus to college, issuing in the following outcomes:

- The Accreditation Steering Committee and the Standard subcommittees became more familiar with the use of district resources and grew to recognize the vital nature of district services and data. Participants—particularly faculty—took advantage of training provided in interpreting institutional data and a tradition of weekly "Open Door" sessions was initiated by the vice president of educational services, often inviting district personnel.

- Along with the consideration of the six accreditation themes (institutional commitments; evaluation, planning, and improvement; student learning outcomes; organization; dialogue; institutional integrity), a seventh emerged—basic skills. That theme, too, was tracked in the self-study draft, by Standard and by page, and its significance to our mission brought into perspective. As part of our self-study process, the campus organized a two-day basic-skills retreat to discuss strategies for faculty across the disciplines to reinforce skills and thus contribute to increased performance levels, ultimately to be reflected in improved rates for course, program, and degree completion, and transfer.

- The accreditation process underscored our very successful record of new-program development and the influence of the health and public service disciplines on our community outreach and outcomes assessment

documentation. Our occupational program directors, seasoned in learning outcomes assessment, were suggested as mentors to other faculty with less experience in measuring competencies and attainment levels—with opportunities immediately available through the program review process and, as of fall 2007, through the new Center for Faculty Development.

The self-study process has activated multi-faceted dialogue on campus and beyond. Dating back to our shadow accreditation self-study in 2001, this dialogue has forced the founding of professional acquaintanceships, moved us toward an inter-unit mobilization of enrollment management, and brought into focus our overarching responsibility to provide not only university-equivalent transfer courses and rigorous occupational training, but also pre-collegiate skills building to those who are under-prepared, By way of our dialogue and evidence collection, we have asked if our resources and processes support student learning, if we continuously assess student learning, and if we are pursuing excellence and improvement. By way of our dialogue and teamsmanship, we have committed, moreover, to keeping alive the exciting self-reflection now systemized, and to maintaining our signature responsiveness to the needs of our vibrant and supportive community.

TIMELINE

1999 – 2001

Moreno Valley Campus participates in previous Institutional Self-Study for Reaffirmation of Accreditation with "Shadow Self-Study" in preparation for Institutional Self-Study in Support of Initial Accreditation.

Fall 2004

District Coordinating Committee convenes.
District guidelines for campus timelines established.

Spring 2005

Moreno Valley Campus steering committee selected.
Accreditation Standards interwoven into Strategic Planning subcommittee structure.
Self-study training begins at the district level.

Summer 2005

District training for Moreno Valley Campus steering committee.

Fall 2005

September 8	ACCJC Accreditation Training
October 6 – 7	District Faculty/Administration Accreditation Retreat
October 21	Progress report to District Academic Planning Council
December 9	Campus Retreat: Accreditation Update—"A Chicken in Every Pot" (SLOs)

Winter 2006

January 8	"Accredited Institution" accreditation overview to classified staff

Spring 2006

Website designed and implemented for weekly questions and discussion boards.

March 9 – 10	"Charting Our Course with Strategic Planning and Self-Study" retreat
Mar 23, Apr 20, May 25	"Walk & Talk" Accreditation meetings
May 19	"Accreditation Attack" non-retreat
May 26	Strategic Planning "SOS": Subcommittee and Accreditation Standards

Summer 2006

July 26	Accreditation Training for Classified Staff

Fall 2006

Weekly meeting format established: Thursdays, 12:50 – 1:50 p.m.: Standards I, II, III, IV
                                     Wednesdays, 2:45 – 3:30 p.m. data interpretation
Draft report developed.
Evidence verification on-going.

August 25   All-campus retreat: Update on Self-Study

Winter 2007

Evidence verification ongoing.
Editing discussions ongoing.

January 10   Fact Book orientation session

Spring 2007

Editing discussions ongoing.
February 9   "Charting Our Course Through Self-Study" (cont): all-faculty campus meeting
February 27   Accreditation meeting for campus classified staff
February 28-29   "Accreditation Marathon" (district representatives invited to 8-hour drop-in session)
April 3   Presentation to the Academic Senate
April 5   Presentation to ASRCC-MV
April 6   Presentation to the Strategic Planning Committee
April 6 - 7   Final draft available for drop-in viewing
April 19 – 20   All-campus retreat on basic skills (resulting from self-study dialogue)
May 29   Self-Study Report submitted to RCCD Board of Trustees

ABSTRACT OF THE MORENO VALLEY CAMPUS SELF-STUDY

Institutional Commitments: This self-study is the expression of a campus that is committed to its mission of serving "all who can benefit" from instruction in our service area. This is a three-pronged commitment: 1) to a liberal arts and sciences curriculum that prepares students to be free, informed, and responsible citizens of a democracy and to transfer to four-year schools; 2) to an array of occupational programs responsive to our growing economy and community, with a special emphasis on health care and public services; 3) to helping our incoming students complete the foundation of basic skills essential for further academic, economic, and social success in our information-driven economy.

Evaluation, Planning, and Improvement: The most important recommendation of the last accreditation team was that the Riverside Community College District planning process "should utilize information from program reviews, more closely integrate college planning and budgeting processes, and include regular evaluation and reporting of institutional outcomes." Virtually every standard and substandard of this self-study responds to that recommendation. The district and the campus have put into place a comprehensive program review process, both cyclical and annual. The self-study repeatedly returns to our commitment to make instructional program review the engine that drives our strategic planning process and to put student learning at the heart of instructional program review. We indicate our belief that instructional program review should inform the development of program review goals for every unit of campus. Student services, facilities, budget, and administrative services—all should coordinate their efforts with the campus mission of student learning and development.

The means of this coordination—again, inescapable in every standard—is the Moreno Valley Strategic Planning Committee and its subcommittees. The self-study, especially in Standard I, describes at length the central role this young body—established in 2005—is now playing. We acknowledge that our strategic planning protocols are still a work in progress, and we explore various scenarios for making the strategic planning process at the Moreno Valley Campus vital and enduring—both fully participatory and effective. Its central role in our future is reflected in the number of times in this self-study that we call on the Strategic Planning Committee to take the first action on a "plan" item.

As for evaluation and improvement, Standards I, III, and IV all express a desire to build on our campus culture of collegial and open communication by developing formal and transparent report-back procedures, so that the relationships between program review requests and strategic priorities, between strategic plans and institutional results, are clear and accounted for. Likewise, we want to build on our district's exceptionally strong base of data services in two ways: through faculty-development training in data retrieval and interpretation, and through increased responsiveness on the part of data-collection personnel to the local data needs of the faculty, disciplines, and departments at the Moreno Valley Campus. The self-study makes the case that continued progress on both of these fronts—institutional report-back mechanisms, and timely availability of meaningful data—is the cornerstone to our ability to evaluate and improve our institutional effectiveness.

Student Learning Outcomes: Of course the ultimate measure of institutional effectiveness is student learning. Standards I and IIA describe and assess the rapid progress of the Moreno Valley Campus in enacting an outcomes-based approach to student learning. Our embrace of student learning outcomes is evident in our participation in the district-wide Assessment and Curriculum Committees. By fall 2007, virtually all district course outlines of record will have incorporated student learning outcomes that reflect the range of cognitive levels in Bloom's Taxonomy. Developing student learning outcomes is only the first, and easiest, step in successful outcomes-based learning; the real challenges are effective outcomes assessments and, above all, adjustments to delivery of instruction based on those assessments. Several district-wide disciplines—notably mathematics and English—have led the way in outcomes assessment projects. At the same time, the Moreno Valley Campus is working to promote best-practices delivery of instruction on several fronts: from our basic skills conference, to our array of learning communities that focus on the

learning needs of underserved populations, to the imminent inauguration of our campus Center for Faculty Development. Student Services has also developed demonstrable student learning outcomes as appropriate. At the same time, we recognize challenges and further areas for progress: prioritizing the commitments of overloaded faculty so as to keep learning at the top; confronting the challenge posed to our transfer mission by the limited basic skills of the majority of our entering students; expanding our transfer-level offerings in the liberal arts and sciences; providing more support for our part-time instructors and ultimately improving our ratio of full-time to part-time instructors (an issue also brought up in Standards III.A. and IV.A.).

Organization: The self-study documents the organizational advances we have made in preparation for the transition to college status. The Moreno Valley Strategic Planning Committee held its first meeting in spring 2005. The campus Faculty Senate was installed in fall 2005, its members elected according to the process stipulated by the newly ratified senate constitution. And in fall 2006, our new campus administrative structure went into effect, headed by a president and two vice presidents. These campus developments reflect the larger restructuring of the district as it prepares for the shift from three campuses to three colleges. In all the standards, though perhaps notably in Standards I, III, and IV, the self-study regards the changing organizational landscape as an opportunity for the Moreno Valley Campus to acquire more autonomy and equity. Especially in the matter of budget, greater control and equity will allow us to be more flexible and responsive in achieving our educational missions. While we look forward to our special role as the health-care college in the district, we firmly support the single district general education curriculum, which will afford the greatest options and continuity to all RCCD students. Reflecting our commitment to being a learner-centered institution that is driven by instructional program review and participatory strategic planning, many of the plan items in Standard IV and elsewhere have to do with ways of improving the transparency and responsiveness of the campus's governance structure. The challenge is to foster an organization that is both fully participatory and effective.

Integrity: The Moreno Valley Campus already enjoys a culture of openness. But integrity is an area where good intentions are not good enough. As every researcher knows, integrity requires precision and an attention to detail; it means getting the facts and using them appropriately. The self-study reflects our commitment to integrity on at least three levels. First, planning will be data driven. Standard IIA, especially, stresses the importance of accurate, timely data for successful, learner-centered program review and outcomes assessment. Second, the relation between plans and actions will be transparent. Standards I, IIID, and IV all insist on maintaining a strategic planning process and a governance structure that are open, responsive, and answerable. Third, an institution with integrity maintains an accessible, complete, and accurate self-representation to its public. Standard IIB, especially, considers the accuracy and accessibility of our public documents.

Dialogue: Despite the editor's efforts at stylistic continuity, this self-study is bursting with a diversity of voices; as the lists of contributors reveal, almost everybody on campus took the opportunity afforded to participate. The Organization and Timeline of the Self-Study, above, itemizes the stages and varieties of participation that went into the development of this document. Here we can emphasize that the self-study reflects above all our culture of openness, of fearlessness even. Faculty, administrators, and staff—we are all confident about our strengths and sure of our future, yet for that reason we feel free to be hard on ourselves. This is a self-study in the real sense of self-critique. Self-critique should not be confused with negativity; rather, it is an expression of our commitment to excellence, which can only be achieved through honest, open discussion and reflection. This is *our* self-study, an opportunity to identify both strengths and weaknesses, so as to build on the former and tackle the latter. We know we are doing a good job in many areas, and we say so. This pride comes across especially in the extensive descriptions of our educational programs and student services throughout Standard II. But we want to do an even better job. The process of producing this self-study has galvanized us, and the document itself now provides us with a blueprint for progress. The List of Plans at the end of this document is several pages long. It is an expression of our ambition. Many of the plans are about making things that already work, work even better. And where we see serious challenges, we rise to the occasion with a real investigation of possible solutions. This is especially important with regard to our fundamental mission—student learning. Our occupational programs are models of success, our transfer offerings solid and growing, our student services comprehensive and accessible. Yet high attrition rates in basic skills courses

prevent many of our students from taking advantage of our offerings and achieving their educational dreams. This self-study has raised awareness of the priority we must give to basic skills, sparking campus-wide discussion on assessment, best-practices, and articulation with our feeder schools. We have important work to do; we can't wait to get on with it.

THEMES

INSTITUTIONAL COMMITMENTS

The Moreno Valley Campus Mission Statement reflects the needs of the intended student population, in fact, "all who can benefit" from instruction:

> Responsive to the educational needs of its region, Moreno Valley College 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.

All members of the Moreno Valley Campus community take this mission seriously as we strive to meet these needs. Throughout our self-study, we have pointed out how this institutional commitment is reflected in the things that we do. The Moreno Valley Campus mission is integrated into our strategic planning process, which is overseen by the MVC Strategic Planning Committee, in consultation with the Faculty Senate and other stake holding groups, both on campus and in the community. Thus, the Moreno Valley Campus has put review of its mission at the center of its whole planning and decision-making process, and uses that mission to guide its actions.

A site survey carried out by the Riverside County Economic Development Agency in 1997 indicated that our community needed programs in health-related fields. This led to one aspect of our mission: the commitment to those individuals seeking life-long learning, especially in health and public services. Not only does the Moreno Valley Campus provide programs in health and public services, but also cooperation between the campus and three feeder high schools has resulted in the creation of "health career academies," making the Moreno Valley Campus part of an articulated pathway from K-12 education to area employment. Moreover, the three early and middle college high schools affiliated with the Moreno Valley Campus have developed career pathways in the health sciences. Thus evident is our institutional commitment to provide programs that lead to degrees and certificates in health and public service careers, as well as our commitment to prepare students to enter these programs and to assist them with transfer or continuing education after completion.

Through the strategic planning process, curricular approval, and assessment practices incorporated into program review, the campus illustrates its commitment to the "pre-collegiate" part of our mission: basic skills programs. Many steps have been taken by the Moreno Valley Campus to increase success in basic skills, such as expanded offerings of guidance courses, learning communities, tutoring and tutorial workshops, cooperative efforts to improve basic skill preparation in our feeder schools, and an ESL one-stop registration process. In April 2007, faculty, staff, and administrators convened for a two-day basic skills retreat with the purpose of identifying our campus resources and of gaining a clearer understanding of student potential. Additionally, to promote student success and transfer, we coordinate with our service-area high schools in at least three broad areas: transferable courses, middle-college high school programs, and articulated preparatory curricula.

A full liberal arts and sciences transfer curriculum remains the core commitment of the Moreno Valley Campus. We provide rigorous university-transfer courses in full compliance with university articulation agreements and student expectation. Whether students transfer or not, the associate degree provides students with the core of humanistic general education knowledge and competencies essential to their responsible participation in a democratic society. Occupational training is important; education for citizenship essential. And even from a purely practical standpoint, general education gives students the critical thinking skills and flexibility necessary to respond to the constantly evolving skill sets demanded by technological advances in our information-driven economy. The district's policies and practices as they relate to contractual agreements with external entities support the Academic Master Plan and the strategic plan, which were developed in alignment with the college's mission statement. Since the Moreno Valley Campus mission statement is integrated into the Strategic Planning Process, it is regularly reviewed and will be adapted as needed. These various structures and processes are referenced throughout this Self-Study, with specific references in Standards I, II, and III.

EVALUATION, PLANNING, AND IMPROVEMENT

The five recommendations of the previous visiting team from the Accrediting Commission for Community and Junior Colleges (ACCJC) reflected the need for a focus on ongoing evaluation, planning, and improvement. Riverside Community College reported on the responses to these recommendations in the Interim Report submitted in 2002 and in the Mid-Term Report submitted in 2004. A brief summary of the development and implementation of the strategic planning process now used throughout the district is available in the brochure published in January 2007 by the RCCD Office of Academic Affairs, "Riverside Community College District: Strategic Planning Process 2001—*2006.*" This brochure also describes the RCCD Strategic Initiatives for 2005—2010 and provides an overview of the General Education Student Learning Outcomes for Academic and Vocational Degree Programs throughout the district.

The Moreno Valley Campus has embraced the strategic planning process and uses the Moreno Valley Strategic Planning Committee as a central mechanism to integrate the work of all members of the campus community in achieving its mission. In fact, the development of the MVC Mission Statement itself is a reflection of the theme of evaluation, planning, and improvement. At the time we were preparing for the 2001 accreditation visit, the Moreno Valley subcommittee prepared a "shadow" mission statement to the RCC mission statement to reflect the uniqueness of the Moreno Valley Campus. This mission statement was shared with members of the campus community and refined into the statement that was included in the Eligibility Application for College Status in May 2004. Subsequent evaluation of the campus mission statement by the Moreno Valley Academic and Student Senates, and the Community Partners, refined the mission statement into the format that was eventually approved by the Moreno Valley Campus Strategic Planning Committee and the RCCD Board of Trustees. The planning process provided the mechanism needed to improve the prior draft of the campus mission statement.

The theme of evaluation, planning, and improvement is imbedded in the entire Moreno Valley Campus Self-Study document and reflects the campus's commitment to its mission statement. Each section of the self-study also offers examples of how evaluation, planning, and improvement at the Moreno Valley Campus reflect and respond to the

EVALUATION, PLANNING, AND IMPROVEMENT (Continued)

RCCD Strategic Initiatives. The longest section, Standard II (Student Learning Programs and Services) discusses instructional programs, educational support services, and library and learning resources, and it provides concrete illustrations of the ongoing utilization of the strategic planning process. Standard III (Resources) provides additional examples of the integral nature of evaluation, planning, and improvement, such as the development of a educational master plan for the campus and the role of the Strategic Planning Committee in implementing the plan through and the promotion of collaboration among the nine strategic planning subcommittees. The narrative section devoted to Standard IV (Leadership and Governance) describes both the history and the current organization framework for the Moreno Valley Campus. Standard IV, especially, highlights the role of collaboration and systematic feedback in effective planning and implementation of improvements that support our mission.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs)—both course/program outcomes and broader general-education competencies—guide the activities of the Moreno Valley Campus and the Riverside Community College District. The district and the campus have incorporated SLOs into nearly all courses and programs. Standards IB, IIA and IIB provide many examples of how SLOs are incorporated on the Moreno Valley Campus. The district-wide disciplines, through comprehensive instructional program review, oversee quality control and the establishment of clear and appropriate student learning outcomes. The program review process was revised in 2000-01 so as to focus on student learning outcomes and assessment, and the program review guide directs disciplines to "develop a student learning outcomes assessment plan." The district Curriculum Committee assists in this task by approving the course outlines of record (CORs) for each course offered in the district. Instructors at the Moreno Valley Campus are required to provide students with a syllabus that includes the student learning outcomes for the course.

The move to an outcomes-based learning culture has highlighted the importance of outcomes assessment. Accurate assessment is the first step to improving learning outcomes. Assessment is fostered in the district through the coordinated faculty and administrative leadership of the District Assessment, Program Review, and Curriculum Committees. The District Assessment Committee (DAC) was formed with the goal of using outcomes assessment to improve instruction and learning, and in the past six years the DAC has developed a statement of assessment principles, an assessment glossary, an assessment website, and an initial comprehensive district assessment plan. The DAC has offered many presentations and FLEX workshops on designing and assessing student learning outcomes. In addition to these district-wide efforts, the services provided by the campus learning laboratories and tutorial services are routinely evaluated to ensure that student needs are met and student learning outcomes are addressed. Administrative units must also implement assessment plans as part of their annual program review.

In conformity with state requirements, occupational programs at the Moreno Valley Campus rely on advisory committees composed of area professionals for assistance in developing effective student learning outcomes and assessment guidelines for particular programs and vocational courses. Several of our occupational programs follow the guidelines of representative professional organizations in the formulation of student learning outcomes and assessment procedures; those programs which hold national accreditation status follow mandated outcomes and assessment procedures.

The Campus Title V grant gathers and disseminates data pertinent to its mission to improve delivery of instruction to students in Hispanic-serving institutions. Title V assists faculty with outcomes assessment, monitors the effect of basic skills programs, evaluates Title V pilot project outcomes, and explores Title V student learning outcomes compared with those of non-participant students, and maintains appropriate data.

To help ensure that student learning outcomes are at the forefront of all educational efforts of the district, the plan for tenure-track faculty hiring relates new faculty positions to our institutional mission, insists on clearly stated criteria, and stipulates that hirees "[m]aintain a broad knowledge" of the subject matter, and that they "design pedagogy related to learning outcomes." All faculty are regularly evaluated to improve delivery of instruction and promote student learning and higher achievement of student learning outcomes.

Improvement of student learning outcomes is one of the goals set out in the "RCCD Strategic Initiatives for 2005-2010." The Moreno Valley Campus responded to these initiatives in 2006 and updated its response in 2007. The Instructional Programs Subcommittee of the Moreno Valley Campus Strategic Planning Committee is responsible for monitoring campus progress towards achieving this goal. There has been broad campus participation in reviewing student learning outcomes as part of the annual program review updates developed by discipline representatives on the campus. The non-instructional units also participate in program review, developing service area outcomes as standards for expected attainment of student service initiatives. References to student learning outcomes can be found throughout this self-study, with particular emphasis in Standards I and II.

ORGANIZATION

The organizational environment and structure at the Moreno Valley Campus is inclusive and engaging. It is also complex: a mixture of district-based and local campus committees involve administration, faculty, staff, and students. An overview of the local environment includes the President's Cabinet, the Management Council, the Academic Senate, the Associated Students, the Academic Planning Council, and the Moreno Valley Strategic Planning Committee, with each of these entities having comparable district counterparts. District organizations that involve faculty and staff are the Faculty Association (CCA/CTA/NEA) and the California School Employees Association (CSEA). At the heart of this organizational structure, indeed the very reason for its existence, are the academic programs and services indicated by our mission.

In 2001, the RCCD Board of Trustees approved a detailed learner-centered curriculum framework that became the organizing framework for the strategic planning process used throughout the district. By using the strategic planning process, the Moreno Valley Campus has made inclusive, informed, and intentional efforts to define student learning outcomes at the course, program, and institutional level. The foundation of the framework is made up of the academic and student support units. Each discipline or unit within a department completes an annual program review, in which trends are examined to assess staffing, facilities, and equipment needs. In the academic areas, the faculty chairs and assistant chairs of the five multidisciplinary departments gather the information, rank requests, and present them at the Moreno Valley Campus Academic Planning Council (consisting of department chairs, assistant chairs, and the dean of instruction) where all

ORGANIZATION (Continued)	requests are considered and prioritized. Non-instructional areas follow a similar process with the appropriate managers facilitating the request process. All disciplines and programs, both instructional and student services, participate in the program review process, which revolves around the development and assessment of student learning outcomes. These program reviews are critical in linking the learner-centered curriculum to the resources that will make the student learning outcomes achievable. Once finalized, all instructional and non-instructional program review information concerning resources is conveyed, if applicable, to the campus and district Strategic Planning Committees, and ultimately to the RCCD Board of Trustees. The board, in turn, consults with one or both of the participatory governing collaborators—the Academic Senate and the Strategic Planning Committee—in setting policy for the district.

The Academic Senate is the organizational structure representing the Moreno Valley Campus faculty. The Senate makes recommendations to the Board of Trustees concerning policies and procedures related to academic and professional matters. The campus Academic Senate President serves on the District Academic Senate where district academic decisions are made, especially those related to the commitment to the one-curriculum concept. The campus also elects two faculty representatives to serve on each district senate subcommittee, and each department elects a representative to the district-wide Curriculum Committee.

Based on the concept of keeping program review (which ties to the learner-centered curriculum) at the center of the strategic planning process, the Moreno Valley Strategic Planning Committee was created with nine subcommittees that were formed to align with the major accreditation substandards. Every full-time employee, as well as representatives from the Associated Students of the Moreno Valley Campus, serves on at least one of the following campus subcommittees, with campus administrators serving as resource personnel: Financial Resources, Human Resources, Instructional Programs, Institutional Mission and Effectiveness, Library and Learning Support, Physical Resources, Student Support Services, Technology, and Leadership and Governance. These subcommittees, having representation from faculty, staff, and students, are designed to make recommendations to the campus Strategic Planning Committee which votes to forward these recommendations to the campus administrators and the District Strategic Planning Executive Committee for approval.

Once information has gone through the appropriate planning channels, it makes its way to the campus administrative body, the Moreno Valley Management Council (president, vice presidents, deans, directors, and Academic Senate and ASRCC representation). The president convenes this committee monthly. In addition, twice monthly cabinet meetings are convened by the president and include the campus vice presidents. The vice president of educational services meets weekly with the deans and regularly attends Academic Senate meetings. Other campus administrators have developed a similar practice of attending the Senate meetings.

The campus administration connects to the district organization by way of district committees. The president reports to the district chancellor. In 2006, two vice presidents were added at the Moreno Valley Campus, reflecting the campus's move towards more autonomy and to eventual college status. Each of the vice presidents relates professionally with the offices of the respective district vice chancellors, and attends meetings where district resource decisions are made. The president and vice presidents advocate for the

Moreno Valley Campus in these forums and report back to their constituents on the campus through meetings of their cabinets and councils, the Academic Senate and the Strategic Planning Committee.

The ultimate decision-making body in the RCCD's organizational structure is the Board of Trustees, composed of five persons elected at large by members of the college's voting district. The board has organized itself by establishing four subcommittees: Resources, Governance, Planning, and Teaching and Learning. These subcommittees—with representation from campus faculty and from non-campus-specific staff and administration—review proposals and resolutions to be brought before the board at its monthly meetings. References to the theme of organization are found throughout this self-study, with the most specific references in Standards I, II, and IV.

DIALOGUE

Open dialogue has been crucial to the development of the Moreno Valley Campus. References to this theme are found throughout this self-study, with many specific references in Standard II, but also in the other standards—for example, the development of the mission statement (Standard I), assessment and utilization of resources (Standard III), and participatory governance (Standard IV). The Moreno Valley Campus engages in intra-campus dialogue, inter-campus dialogue, and dialogue with the communities we serve.

Using the organizational structure that has been described in the previous essay, the whole campus community is involved in the strategic planning process and thus in self-reflective dialogue about student learning and institutional processes. This formal structure complements a culture of openness that operates at many levels on campus. Dialogue and input from the whole campus community were integral to the development of the Moreno Valley Campus Mission Statement. Informal dialogue occurs at meetings and retreats held throughout the academic year among various sectors of the Moreno Valley Campus community, including

- all-faculty meetings and retreats
- discipline and department meetings
- Academic Planning Council meetings
- Academic Senate
- Strategic Planning Committee and Sub-Committee meetings
- staff meetings (admissions, counseling, student services, library)
- administrative meetings
- Occupational Education meetings and retreats
- FLEX day activities
- online forums and discussion boards.

Moreno Valley faculty meetings provide opportunities for dialogue across disciplines and departments on campus-based matters. Department meetings serve as forums for planning, staffing, and scheduling as well as for discussion of specific pedagogical and institutional issues concerning all department members. In spring 2007, the vice president of educational services inaugurated Wednesday afternoon open-door meetings. Throughout the self-study, dialogue occurred in a variety of modes: through online communications on WebCT and email, in Standard committee face-to-face meetings, and twice-weekly focus group discussions.

DIALOGUE (Continued)	The Moreno Valley Campus communicates with its sister campuses through an inter-campus committee structure. District-wide discipline meetings promoting dialogue among members from different campuses are held at least twice yearly to assure integrity of student learning outcomes for each discipline as identified by program review and to encourage development, assessment, and revision of course SLOs. The District Assessment, Program Review, and Curriculum Committees are instrumental in the work of maintaining the one-curriculum concept throughout the district. Campus FLEX day meetings provide a further opportunity for all faculty to assess their progress in meeting student needs according to the mission of the institution. The Office of Institutional Research not only provides the state chancellor's office with mandatory data reports, but also communicates with each campus and assists with data requests for program review. The campus Academic Senate, Academic Planning Council, and Strategic Planning Committee all have district counterparts to encourage communication and collaboration among the campuses. Regular district-wide meetings of non-instructional program administrators (student services, library/learning resources, and facilities, for example) provide further essential avenues for input into student and institutional needs.

Dialogue with the community is achieved through regular meetings with our Moreno Valley Community Partners group. The Moreno Valley Campus advisory committees for occupational programs embrace inclusive, informed, and intentional dialogue. These occupational advisory committees are made up of both college personnel and area representatives in the fields involved and meetings are convened at least once a year to review each program. As required, occupational programs at the Moreno Valley Campus rely on advisory committees of area professionals for assistance in developing effective student outcomes and assessment guidelines for particular programs and occupational courses. Often community involvement is integral to the program. For example, the childcare infrastructure in the local community relies primarily on the Early Childhood Education (ECE) program to provide trained personnel. Another example is the Dental Hygiene program; it was designed and developed in close consultation with its advisory committee and in direct response to the needs of the local dental community. |
| **INSTITUTIONAL INTEGRITY** | The Moreno Valley Campus, as a part of the Riverside Community College District, strives to maintain and promote institutional integrity. Promoting real tolerance and appreciation of diversity is part of the fundamental educational mission of any college that seeks to educate the whole person. This is especially important at the Moreno Valley Campus, which is the most ethnically diverse campus of the Riverside Community College District.

The campus values equity and diversity in regards to its students, faculty, administrators and staff. The faculty, administrators, and staff reflect the commitment to diversity in hiring. Moreno Valley staff, faculty, and administrators receive diversity training prior to participating on hiring committees. The non-discrimination policy listed in the catalog is given in both English and Spanish; it also appears in the student handbook and in the course schedules. (Application for admission is available in both English and Spanish on the district website.)

Campus and district publications are accessible, appropriate, and well presented. The district Catalog, updated yearly, provides information about educational courses, pro- |

grams, and transfer policies. The Moreno Valley Campus considers this document a contract with our students and adheres to published information as an indicator of our institutional integrity. Curricular patterns for all degrees and certificates are published in the Catalog and provided on the district website. The district schedule of classes, published each session (fall, winter, spring, summer), includes separate sections for course offerings at each campus.

Course syllabi are distributed by instructors to their students at the beginning of each session. The syllabi are also filed with the instructional department specialists. The Faculty Survival Guide itemizes what a good syllabus contains, which includes student learning outcomes and a notice of services available for students with documented disabilities. Similar information on best practices for syllabi is available on the 4faculty.org website. The campus and district websites provide students with easy access to most of the information they might need, including open classes, application resources, and PDF versions of the Catalog and the schedule. The Student Handbook provides more detailed information on degree patterns and directs students to work out specific educational plans with the campus counselors. Additionally, the Student Handbook includes a paragraph on academic freedom that stipulates the student's freedom from "unlawful discrimination" and the student's "right to learn."

The Faculty Handbook includes the Board endorsed academic freedom statement. The statement addresses the rights and responsibilities of the faculty, including their responsibility to protect the academic freedom of students. The Senate Code of Ethics for faculty was adapted from the American Association of University Professors' Statement on Professional Ethics (1987) and from the CTA Code of Ethics of the Education Profession (1968). The campus also adheres to Board of Trustees policies that deal with discrimination, harassment, and nepotism.

The Moreno Valley Campus expects academic honesty on the part of students. The Student Handbook includes a statement that describes expectations of student honesty, defines plagiarism and cheating, and specifies the disciplinary consequences of academic dishonesty. Many instructors include references to plagiarism and cheating in their syllabi.

Moreno Valley Campus Student Service programs and activities include a number of initiatives that focus specifically on reaching out to diverse student populations, further illustration of our commitment to institutional integrity. Such programs as Disabled Student Services, the Educational Talent Search, Outreach, and Extended Opportunity Programs and Services, Title V Cooperative Grant Programs, the Puente Program, and the Renaissance Scholars demonstrate some of the ways the Moreno Valley Campus provides the services to our community described in our mission statement. The Campus also sponsors clubs and organizations representing gender, religious, sexual orientation, and ethnic diversity.

Institutional integrity is also demonstrated in the manner in which the district and the campus treat employees. Board Policy 3099/4099 covers fairness in hiring procedures for full-time faculty, classified and confidential staff, managers and administrators. This policy encompasses the following: Steps for Recruitment and Hiring, Dissemination of the Affirmative Action and Staff Diversity Policy, Complaint and Grievance Procedure, and Protection Against Retaliation. Faculty pay is determined by contract and is clearly defined. Board policy requires a "wide dissemination of job announcements" and details

INSTITUTIONAL INTEGRITY
(Continued)

requirements to assure that women, minorities, and underrepresented groups receive notification.

References to this theme are found throughout the Self-Study. The integrity with which we carry out our mission of offering academic programs and student support defines the Moreno Valley Campus.

STANDARD I:

Institutional Mission and Effectiveness

Standard I

Coordinating Chair: **James Namekata**, Associate Professor, Mathematics

I.   Institutional Mission and Effectiveness

James Namekata, Chair, Associate Professor, Mathematics
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Patricia Bufalino, Interim Dean of Instruction
Maureen Chavez, Director, Title V
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Travis Gibbs, Associate Professor, Psychology
Jackie Grippin, Administrative Assistant, Business Services
Irving G. Hendrick, Interim President
Marilyn Heyde, Instructor, Dental Hygiene
Tracy Jalensky, Student Financial Services Support Specialist
Fen Johnson, Assistant Professor, Mathematics
Donna Lesser, Assistant Professor and Director of the Dental Hygiene Program
Diane Marsh, Associate Professor, Chemistry
Shawanna McLaughlin, Student
Delores, Middleton, Associate Professor and Director of the Physician Assistant Program
Dominique Moise-Swanson, Outcomes Assessment Specialist
Peggie Negrete, Instructional Department Specialist
Mark Palencia, Custodian
Carmen Payne, Secretary IV, Health Sciences
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Jessica Rivera, Student
Clint Sandusky, Senior Officer, College Safety and Police
Richard Tworek, President Emeritus
Adviye Tolunay, Instructor, Psychology
Kellie Wells, Clerk Typist, Emergency Medical Services Program
Edd Williams, Associate Professor, English

STANDARD I: INSTITUTIONAL MISSION & EFFECTIVENESS

The institution demonstrates strong commitment to achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

STANDARD I.A: INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

DESCRIPTION

The mission statement of the Moreno Valley Campus, approved by the Board of Trustees on June 20, 2006, is as follows:

> Responsive to the educational needs of its region, Moreno Valley College 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.

The statement emphasizes a commitment to "life-long learning" for "all" members of our community "who can benefit" from the wide range of listed programs: "baccalaureate transfer, professional, pre-professional, and pre-collegiate," as well as the MVC's distinctive offerings in "health and public service preparation."

EVALUATION

We believe this standard is met.

PLAN

- The mission statement will be regularly reviewed by the Moreno Valley Campus Strategic Planning Committee and recommended changes submitted to the Board of Trustees for approval.

I.A.1.

The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.

DESCRIPTION

As a campus of Riverside Community College, the future Moreno Valley College had a sense of mission before it had its own mission statement. The Moreno Valley Campus of RCCD opened its doors in 1991 in order to accommodate the explosive growth of Moreno Valley and nearby communities to the east and south of Riverside. Indeed, Moreno Valley went from being a collection of farming communities to its current status as the second largest city in Riverside County. The Moreno Valley Campus thus addressed this need for a convenient location in the community.[1] In fall 2006, Moreno Valley Campus enrolled 2,508 full-time equivalent students (8,588 duplicated headcount).

As the Moreno Valley Campus matured in the 1990s, it actively addressed the distinct and varied educational needs of its specific population and the technological and economic demands of the growing community. We immediately set out to provide a full-service, well-rounded transfer curriculum and have steadily increased the range and variety of offerings.[2] Transfer-level offerings not only lead to greater job opportunities for our students; they also provide the foundations of knowledge, cultural awareness, and critical thinking so vital for quality of life and democratic citizenship. This cultural role of any community college is especially important in our new expanding suburban community, where newcomers' roots are still shallow and a sense of local identity is only just emerging. Moreover, given the demographic profile of the population moving into the Moreno Valley service area, the campus recognized from the outset its vital role in providing the community with strong offerings in pre-collegiate basic skills.   (Almost 40 percent of the adult residents of Perris—part of the MVC service area—have not graduated from high school.[3])

Over the course of the 1990s, and on into the new millennium, the Moreno Valley Campus developed special strengths in health, human, and public services. This distinctive emphasis was partly a response to the relocation of the Riverside County Hospital to a site just 2.5 miles from campus. The hospital, a 520,000-square-foot facility, has become an important partner and educational resource.   In addition, studies such as the site survey conducted by the Economic Development Agency in 1997 indicated the need for training programs in health fields.[4] Expanding job opportunities related to the new hospital, now called the Riverside County Regional Medical Center, as well as commitment of faculty and staff, have made this programmatic focus highly successful and given the Moreno Valley Campus a distinctive character and a vital role in the region.

In accordance with the Riverside Community College mission and Master Plan, the campus has developed curricular and site partnerships which address staffing needs identified at our partner organizations, including healthcare technicians, physician assistants, biotechnology workers, dental

hygienists and dental assistants, human services professionals, bilingual interpreters, and other emerging occupations. Our faculty have designed comprehensive curricula encompassing needed skills and implemented innovative field observation modules utilizing potential employers.

Programs, representative of community partnerships, include
- Community Interpretation in Spanish
- Dental Assisting
- Dental Hygiene
- Dental Technology
- Emergency Medical Services (Paramedic and EMT)
- Healthcare Technician
- Human Services
- Medical Assisting and Transcription
- Physician Assistant. [5]

The campus also oversees the public services programs coordinated through the Ben Clark Public Safety Training Center:
- Law Enforcement
- Fire Technology.

Because many of these professional programs have entry prerequisites, they have spurred the development of our pre-collegiate, pre-professional, and transfer offerings. Thus, by 2001, at the time of the district's last accreditation self-study, the Moreno Valley Campus already had a broad, dynamic, learner-centered curriculum. With a clear view of our future as Moreno Valley College, we were ready to formalize a college mission statement.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

……………………………………………………………………………………………………

I.A.2.

The mission statement is approved by the governing board and published.

DESCRIPTION

The Riverside Community College District Board of Trustees approved the Moreno Valley Campus mission statement on June 20, 2006. The mission statement is published in the Moreno Valley Academic Master Plan and on the Moreno Valley Campus website. In addition, it is contained in all major campus publications published since June 2006, including the Catalog, the Fact Book, The Faculty Survival Guide, and the Strategic Planning Process 2001-2006. All proposed future changes and revisions to this mission statement will be approved by the Board of Trustees.

I.A.3.

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

....

EVALUATION

We believe this standard is met.

PLAN

None is needed.

....

DESCRIPTION

Following the decision of the Board of Trustees in March 2002 to move to a three-college system, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. The Moreno Valley Campus has engaged in significant dialogue to achieve this goal.

Dialogue and input from the whole campus community was integral to the development of the MVC's current mission statement. As early as December 1999, the Moreno Valley Campus Accreditation Committee proposed a "shadow box" mission statement as a part of its contribution to the Riverside Community College self-study.[6] Between 2000 and 2004, the proposed mission statement was shared with the entire campus community and area community partners. This led to changes in the statement that were reflected in the version that was included in the Eligibility Application for College Status, submitted to ACCJC on May 6, 2004, and subsequently approved.[7]

In 2005, development of the Mission Statement became part of the MVC's overall strategic planning process in preparation for the current accreditation process. On May 12, the discussion of the Mission Statement at the Moreno Valley Strategic Planning Committee (MVSPC) resulted in a charge to the Subcommittee on Institutional Effectiveness to survey all segments of the MVC community and report back to the MVSPC.[8]

In the fall of 2005, the Subcommittee on Institutional Effectiveness circulated two versions of the mission statement among all members of the MVC community—faculty and staff—via campus email and invited responses and suggestions. Based on the responses it received, the subcommittee made a recommendation to the MVSPC in November, and the version accepted by the Strategic Planning Committee was distributed for campus-wide review and refinement.[9] In December 2005, the MVC Academic Senate made minor modifications and the revised proposal[10] was subsequently approved by the MVSPC.[11]

In March 2006, the Riverside Community College District Strategic Planning Committee reviewed Moreno Valley's mission statement and recommended that it be forwarded to the Board of Trustees. The Board of Trustees suggested that the MVSPC reconsider the adopted statement and add wording to more clearly indicate our commitment to providing student

services. In April, the MVSPC adopted the proposed change and sent the amended version of the mission statement to the Board of Trustees for approval.[12]

The Board of Trustees requested revisions of the mission statement at the April meeting. Discussion took place among various campus leaders about how to incorporate the suggested changes. Two versions of the mission statement were then forwarded to the MVSPC in June and the final version was approved.[13] The RCCD Board of Trustees approved the Moreno Valley College Mission Statement on June 20, 2006.[14]

As a dynamic and responsive institution, the future Moreno Valley College will use the strategic planning process to routinely review its mission statement.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

....

I.A.4.

The institution's mission is central to institutional planning and decision making.

DESCRIPTION

As demonstrated in I.A.3 above, the Moreno Valley Campus has integrated review of the campus mission into its strategic planning process, as overseen by the Moreno Valley Campus Strategic Planning Committee, in consultation with the Faculty Senate and other stake-holding groups both on campus and in the community. Thus, the Moreno Valley Campus has put review of its mission at the center of its entire planning and decision-making process.

As discussed in I.B below, strategic planning is driven by program review, and program review requires the alignment of learning programs, student services, and planning with the mission of the college. Likewise, campus administration, with its strong leadership in health, human, and public services as well as its commitment to basic skills and a broad transfer curriculum, supports and serves Moreno Valley's mission.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

STANDARD I.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

DESCRIPTION

The Moreno Valley Campus's current efforts to improve student learning are intertwined with the history of the Riverside Community College District's response to the ACCJC recommendations from the last self-study cycle, completed in 2001.[15] Especially pertinent to Standard IB is Recommendation 2, which asked RCCD to "formalize and make known to the college community its developing strategic planning process, which should integrate educational, financial, and human resource planning, provide for involvement of faculty, staff, and students, and effectively involve all three campuses." Moreover, "[t]he planning process should utilize information from program reviews, more closely integrate college planning and budgeting processes, and include regular evaluation and reporting of institutional outcomes."

In short, the commission asked for a more integrated and open strategic planning process that is responsive to the results of systematic program reviews. A review of the recent history at RCCD and MVC shows the evolution of the alignment between strategic planning and program review.
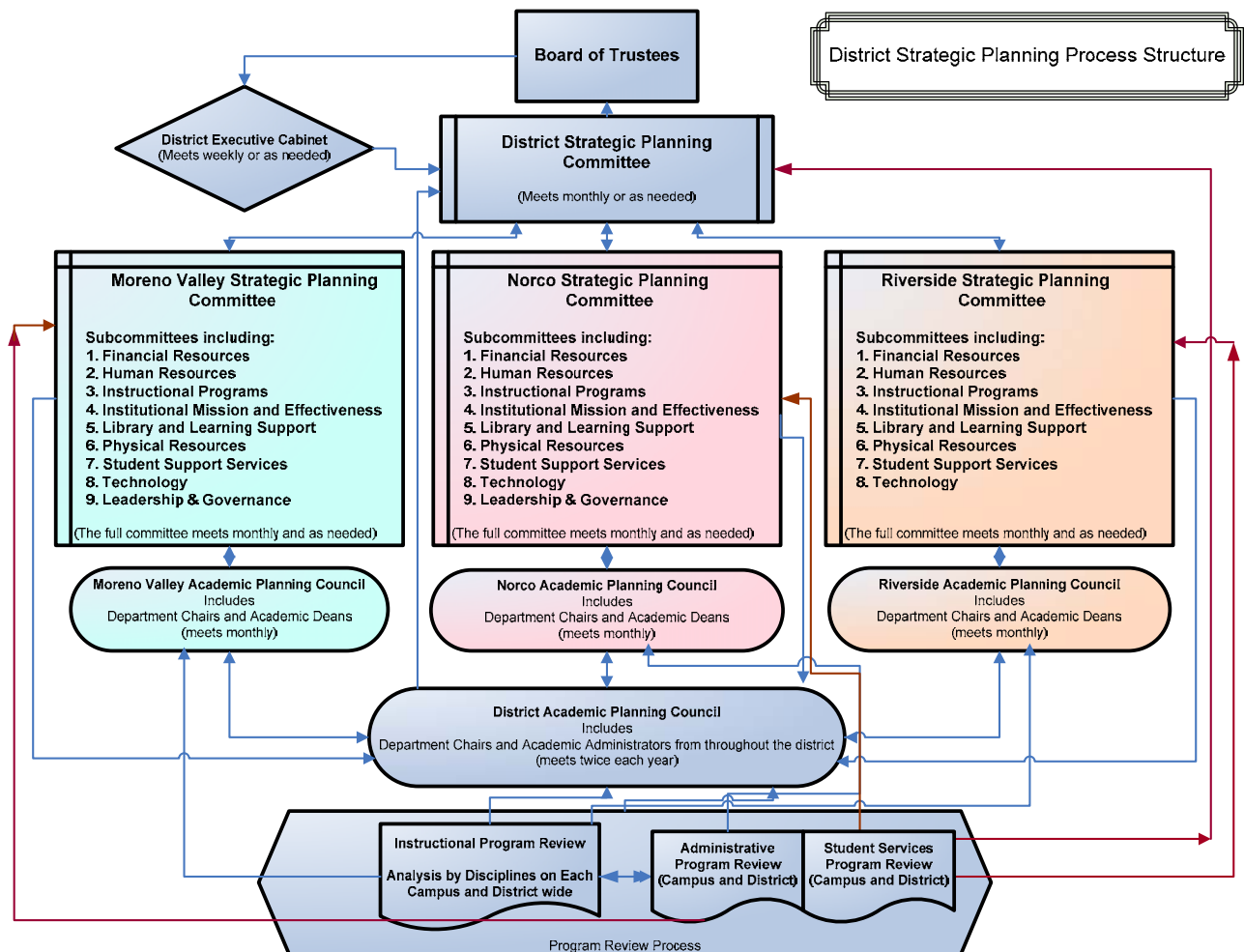
History of Strategic Planning Development since 2001

Since 2001, the RCC District and its campuses have been working to develop a systematic cycle of assessment, planning, and review that is driven by the goals of student learning and success.[16] The district took the first step toward a learner-centered planning culture when, after much review and discussion, the RCCD Board of Trustees adopted a Curriculum-Centered Strategic Planning Model in March 2002.[17] This model, designed in consultation with the firm Dolence and Associates, provided a detailed Learner–Centered Curriculum Framework for strategic planning. This learner-centered framework was explored and refined through broad-based, district-wide dialogue, overseen by the District Strategic Planning Committee.[18] Several Academic Senate / Administration retreats explored the model and its implications. On the Moreno Valley Campus, the new framework was presented and discussed at faculty retreats: the Moreno Valley dean of instruction and department chairs provided an orientation in fall 2001, and Dr. Michael Dolence presented the model to Moreno Valley faculty in spring 2002. In addition,

copies of the model were broadly distributed via the web and campus mailboxes.

The first phase of planning culminated in two key developments. First, the Board of Trustees approved the Strategic Plan 2003-2004, which provided ongoing guidance to district planning efforts through eleven strategies.[19] Second, and more importantly in the long run, the board adopted a resolution calling for commitment to "one district-wide curriculum and one student contract."[20] This resolution clarified the future of curriculum development in the district and thus assured continuity and flexibility for learners in the future three-college system.

Phase two of the district's strategic planning development, which began roughly in 2004, and which in some respects is still underway, saw the establishment of a district-wide organizational structure that is designed to make learner-based program review the engine that drives strategic planning. As illustrated in the accompanying flowchart of the district strategic planning process structure, strategic planning at both the college and district levels is intended to start with the academic disciplines and departments. District-wide disciplines conduct their program reviews, which then pass through college-based academic departments.

District Strategic Planning Process Structure

Board of Trustees

District Executive Cabinet
(Meets weekly or as needed)

District Strategic Planning Committee
(Meets monthly or as needed)

Moreno Valley Strategic Planning Committee

Subcommittees including:
1. Financial Resources
2. Human Resources
3. Instructional Programs
4. Institutional Mission and Effectiveness
5. Library and Learning Support
6. Physical Resources
7. Student Support Services
8. Technology
9. Leadership & Governance

(The full committee meets monthly and as needed)

Norco Strategic Planning Committee

Subcommittees including:
1. Financial Resources
2. Human Resources
3. Instructional Programs
4. Institutional Mission and Effectiveness
5. Library and Learning Support
6. Physical Resources
7. Student Support Services
8. Technology
9. Leadership & Governance

(The full committee meets monthly and as needed)

Riverside Strategic Planning Committee

Subcommittees including:
1. Financial Resources
2. Human Resources
3. Instructional Programs
4. Institutional Mission and Effectiveness
5. Library and Learning Support
6. Physical Resources
7. Student Support Services
8. Technology

(The full committee meets monthly and as needed)

Moreno Valley Academic Planning Council
Includes
Department Chairs and Academic Deans
(meets monthly)

Norco Academic Planning Council
Includes
Department Chairs and Academic Deans
(meets monthly)

Riverside Academic Planning Council
Includes
Department Chairs and Academic Deans
(meets monthly)

District Academic Planning Council
Includes
Department Chairs and Academic Administrators from throughout the district
(meets twice each year)

Instructional Program Review
Analysis by Disciplines on Each Campus and District wide

Administrative Program Review
(Campus and District)

Student Services Program Review
(Campus and District)

Program Review Process

Department chairs at Moreno Valley then meet with the campus academic dean, and this group—the campus Academic Planning Council—prioritizes the academic needs. Next, the Academic Planning Council consults with the Moreno Valley Campus Strategic Planning Committee to determine how to organize and allocate campus resources in order to meet the needs originally formulated in the program reviews. An additional foundational element in program review is the Student Services program review process.

Much was learned from the first round of what is now often referred to as "comprehensive" instructional program review. As a reflection of the commitment to one curriculum across the district, many reviews were done by disciplines and programs from a district-wide perspective. This presented a challenge for campus-based planning and budgeting because it occurred only once every four years and did not clearly address short-term planning and budgeting needs. This recognition led to the Annual Program Review Process which was completed by 45 disciplines and programs on the Moreno Valley campus in spring 2007. These reviews focus on a resource needs assessment and an annual update on student learning outcomes assessment work. The resource needs assessment is designed to integrate into the strategic planning process.

Another important observation that surfaced during the first round of comprehensive instructional program review was the absence of a thorough administrative unit program review process requiring that administrative units respond to the resource and other needs assessments found in the instructional and student services reports. The development of this process in winter 2007 and its subsequent implementation in summer 2007 will provide the feedback loop, accountability, and administrative unit assessment necessary to make the program review process data driven and efficacious.

Ultimately, the whole planning process is intended to be learner centered and faculty driven. Faculty are responsible for the discipline-based program reviews, which assess learner needs. Likewise, about half of the voting members on the Strategic Planning Committee are faculty, with other members representing the staff, students, and administration. The flowchart above, however, does not reflect the role of the faculty senate. Because the senate oversees all matters of instruction, instructional program review is in fact under the senate's purview.

By 2005, the district saw more clearly its own needs and goals and shifted to a new, internally-generated strategic planning model which remains reflective of the learner-centered design. In October 2005, the Office of the Vice Chancellor of Academic Affairs and the District Academic Senate jointly issued the RCCD Strategic Initiatives for 2005-2010,[21] which set out specific, district-wide goals for improved institutional effectiveness in the following areas:
1) student access
2) course retention

3) successful course completion
4) student persistence
5) student learning outcomes
6) awards, certificates, and transfers
7) quality of the student experience
8) comprehensive enrollment management.

As documented in the Fact Book, the Moreno Valley Campus disseminated and reviewed the initiatives in a number of on-campus forums in order to develop a campus-specific response to each goal. Each response included a campus target goal, the challenge to achieving the goal, a responsible person, and a set of strategies for achieving the target.[22] One year later, the initiatives were reviewed by the strategic planning subcommittees, the Academic Senate, and the campus at large; data on recent outcomes had been incorporated and the "responsible person" designation was changed to a responsible strategic planning subcommittee. The initiatives were then approved by the Moreno Valley Strategic Planning Committee and the District Strategic Planning Committee.

This latest phase of strategic planning has also produced a District Academic Master Plan, a new Program Development Process, and a revised Faculty Hiring Process.[23]

The Moreno Valley Strategic Planning Process

Each Campus, in accord with the District Strategic Plan, established its own Strategic Planning Committee. The Moreno Valley Strategic Planning Committee (MVSPC) replaced the earlier Site Committee and met for the first time on May 24, 2004. It has held regular monthly meetings ever since.[24]

The MVSPC began to develop its subcommittee structure in November 2004. Following through on district-wide discussions dating as far back as 2000, the committee aimed to align its subcommittees with the accreditation standards, so that the strategic planning subcommittees could also function as accreditation subcommittees. After some adjustments, the subcommittees currently number nine and are as follows (with the corresponding accreditation standard in parentheses):

- Institutional Mission and Effectiveness (I)
- Instructional Programs and Strategic Enrollment Management (IIA)
- Student Support Services (IIB)
- Library and Learning Support (IIC)
- Human Resources (IIIA)
- Physical Resources (IIIB)
- Technology (IIIC)
- Financial Resources (IIID)
- Governance (IV)

As currently conceived, the Accreditation Steering Committee will exist cyclically, with the approach of each accreditation cycle, although there is discussion of keeping it ongoing. The faculty senate has a link to the Strategic Planning Committee through participation in the Governance Subcommittee. Each subcommittee comprises faculty, staff, and student representatives.

The subcommittee system is young and still developing. The first effort to use the subcommittee structure was in the development of the college mission statement, which began in May of 2005.[25] Next, during 2006, the strategic planning subcommittees functioned chiefly in their secondary role as accreditation subcommittees. As a result, the self-study process has provided both training for and a test of the subcommittee structure. The accreditation steering committee—led by a faculty co-chair (an associate professor of mathematics) and an administrative co-chair (the vice-president of educational services)—has overseen the self-study project. The first step was to inform faculty and staff about their central role in the strategic planning structure. Participation in the strategic planning subcommittees continued to expand over the course of the year 2006.

In the spring of 2006, the accreditation subcommittees began gathering evidence and developing ideas for the self-study, both in face-to-face meetings and through a WebCT online "course" set up for that purpose by the faculty coordinator of the Accreditation Steering Committee. During the fall of 2006, the Accreditation Steering Committee reviewed a different accreditation standard each week, convening with those subcommittees involved with that standard.[26] On one level, the meetings were intended as occasions for the subcommittees to contribute data and facts to the draft in process. At the same time, the meetings have promoted dialogue and reflection about the developing organizational structure of our campus (and of the district). As a result, faculty, staff, and students have become more knowledgeable about and involved in the strategic planning process. With steering committee leadership, accreditation dialogues on campus led to a shared understanding of the importance of integrating program review with strategic planning.

Thus the flowchart of the district strategic planning process structure is merely the starting point for discussion. The dominant model at this point is one in which the needs identified by program review (instructional reviews feed administrative unit and student services program reviews) are advanced to the appropriate strategic planning subcommittees. For example, a new building proposal goes to the facilities subcommittee which studies the need, gathers data, and brings a recommendation to the strategic planning committee. The strategic planning committee then votes on the recommendation.

Program Review since 2001

Meanwhile, the District has been developing and implementing its program review process. As reported in the District Master Plan,[27] the program

review process was revised in 2000-01 so as to focus on student learning outcomes and assessment. As a follow-up to a discussion at the District Academic Planning Council meeting in November 2000, a committee of faculty and administrators was formed to revise the district's program assessment and planning processes. The committee's work was discussed at a District Academic Senate meeting in April 2001. The committee emphasized five principles in the design and implementation of the self-study process: flexibility, collegiality, relevance, practicality, and effectiveness.[28] When the Academic Senate indicated that it would like to see the linkages among self-study, planning, and budgeting clearly defined, the District Assessment Committee revised the process and conducted a pilot test in Spring 2002. The results of the pilot test led to further modifications in what has become an ongoing refinement of the program review process. Indeed, units conducting program review are asked to submit recommendations for enhancing the self-study design, so that evaluation of the mechanism itself is an integral part of the program review process. Clear guidelines for units to follow in conducting their program reviews are laid out in the Instructional Program Review: Self-study Resource Guide, most recently revised in January 2007. As of spring 2007, all Moreno Valley instructional units and district disciplines have completed one round of program review following the new focus on assessment of student learning outcomes.[29] These documents will address specific resource needs for each unit on each campus. Instructional program reviews also help guide student services and administrative units in their program reviews, which are due in September 2007.

The two pillars of instructional program review are assessment of student needs and assessment of student success. As for student needs, the program review process asks the instructional unit to carry out an environmental scan to assess the nature of its student population and the educational needs that the unit can provide.

Though traditional measures of student success—course completion, matriculation, graduation, transfer, employment—continue to play a role in program review, the key measure of success has now shifted to student learning outcomes (SLOs): Are students actually mastering the stated learning outcomes of the course? Since the last Accreditation Self-Study, the district's Course Outlines of Record have been revised to incorporate SLOs.[30] Moreover, the program review guide directs disciplines to "develop a student learning outcomes assessment plan."

Dialogue and faculty support for SLO assessment have been spearheaded by the District Assessment Committee (DAC).[31] The DAC, established during 2000 in the wake of the last accreditation self-study, was formed under the auspices of the RCCD Academic Senate. It is co-chaired by the Associate Vice Chancellor for Institutional Effectiveness and a faculty member with 50-percent reassigned time. Currently, each campus, through its Academic Senate, elects two faculty members to the committee. These six faculty representatives constitute the voting membership of the

committee. Because the committee encourages faculty participation, typically 10 to 15 faculty—from all campuses and a range of disciplines—attend meetings. Also participating are the Title 5 assessment specialists from each campus and at least one staff person from Institutional Research.

The Assessment Committee has always been closely affiliated with the Program Review Committee. Both committees meet monthly. Further, up to this point the same administrator has co-chaired both meetings, and the faculty co-chair of each committee serves on the other committee as well.

The committee has taken three special steps to encourage faculty involvement in and acceptance of outcomes-based assessment. First, the committee did not publish minutes of its early meetings. While this lack of documentation may seem troublesome, the committee wanted to encourage the kind of freedom of expression among its faculty participants that public minutes tend to inhibit. Second, and somewhat in conflict with the accreditation standards, the committee believes that its efforts to sell assessment to faculty would have been nearly impossible if instructors perceived outcomes-based assessment as a method of evaluating individual teaching performances. Accordingly, the committee has consistently advocated (as have most assessment theorists) a separation of outcomes assessment from formal evaluation processes. The goal is to use outcomes assessment to improve instruction and learning. Therefore, achievement of learning outcomes is evaluated in the aggregate, as part of program review projects conducted by subcommittees made up of the discipline members themselves. Subcommittee reports, disseminated and discussed at discipline meetings, provide individual instructors with guidelines for improving their instruction. Third, the committee has conducted numerous FLEX workshops and other presentations for faculty precisely to promote the educated involvement necessary for the success of outcomes-based assessment. The committee's website provides faculty with resources and information.[32]

The institutional shift to outcomes-based assessment is well underway. All programs are attending to outcomes assessment. For example, Moreno Valley Campus's three nationally accredited professional programs—Physician Assistant, Paramedic, and Dental Hygiene—have detailed assessment procedures. Academic disciplines are in varying stages of assessment development with Mathematics and English providing leadership.[33] The assessment process has clearly arrived at the level of being a systematic and ongoing cycle:

- Assessment of courses and programs is now a required part of the program review process.
- Institution-level outcomes are being assessed, with general education outcomes defined and indirectly assessed through student surveys.
- Program-level outcomes are beginning to be defined and assessed, particularly in the occupational disciplines.

- The Assessment Committee has begun to develop a comprehensive set of measures and processes that will enable the district to report on, assess, and improve its effectiveness.

Based on its determination of student needs and its assessment of student learning, a discipline's comprehensive program review—which occurs every four years and focuses on teaching and learning—can help guide the annual program review assessment of a discipline's particular needs in all areas: faculty development, equipment, hiring, and so forth. The annual review is completed by disciplines on each campus, thus allowing the findings to feed into budget and strategic planning considerations for that campus.

<div align="center">Linking Program Review to Strategic Planning</div>

The institution, while acting in good faith with a view to our educational mission, lacked a clearly articulated relationship between the needs of instructional programs on the one hand, and institutional planning and decision making on the other. The new processes for both strategic planning and program review have been developed precisely to establish a transparent connection between student learning needs and institutional actions. Because both processes are so new, it remains to be seen to what extent outcomes-based program review will effectively guide strategic planning.

The strategic planning process has built-in procedures for self-evaluation and critique. The strategic planning process, as presented above, is designed to incorporate back-and-forth feedback between the Moreno Valley Strategic Planning Committee and the Moreno Valley Academic Planning Council, which represents the departments. And the broad representation of campus constituencies on the strategic planning subcommittees—as well as the committee itself—means that the whole campus community is able to monitor the decision-making process. Likewise, arrows on the flow chart run in both directions between the campus and the district, so that the process would seem to allow for campus monitoring of district decisions, especially since the District Strategic Planning Committee includes representatives from each of the district campuses: the president and the two strategic planning co-chairs.

EVALUATION

We believe this standard is met. As part of the ongoing program review revision processes, mechanisms for institutional follow-through are being incorporated. The new administrative program review process is designed to include such mechanisms, but their efficacy will not be tested until fall 2007. The campus will need to monitor these processes and, if necessary, revise them for increased effectiveness.

The Moreno Valley Campus has worked hard to develop a viable process for making sure we are effectively fulfilling our educational mission. Participants in the self-study meetings have grappled with a number of challenges to this process. Most fundamental, as already suggested, is the challenge of getting full and active participation in the subcommittees. The self-study process may be helping to overcome that challenge, but obstacles remain. Some have suggested that nine subcommittees spread faculty and staff too thin. At the same time, there are no consequences for non-participation; faculty find themselves in the position of having to choose between attending all their meetings or skipping some meetings in order to attend to their primary obligation—instruction. Thus, it has been suggested that we should develop a system that imposes fewer committee commitments but makes those commitments mandatory. In addition, as a growing campus, a low ratio of full-time to part-time faculty means that full-time faculty are often spread thin in their committee assignments. Others suggest that the problem is not as acute as it may seem and that some faculty are overextended simply because others are not sufficiently involved. A clearer accounting of faculty commitments is underway.

Another challenge is getting all constituents into the decision-making loop while retaining efficiency and decisiveness. That is, how do we make sure that the process is both fully participatory and effective? Since the Academic Senate has the responsibility for policies on "academic and professional matters" (as mandated by A.B. 1725 and specified in the Moreno Valley Academic Senate Constitution), it clearly needs to be integrally involved in the process that links academic program review to strategic planning decisions. The strategic planning subcommittee structure acknowledges this to an extent in that the senate has representation on the Governance Subcommittee of the Strategic Planning Committee. The process needs to assure that the senate is informed and involved in all deliberations involving academic and professional matters.

A third challenge involves the question of long-run versus short-run decisions. As currently conceived, the Moreno Valley Strategic Planning Committee is best suited to decisions that occur on a yearly cycle (for example, equipment outlays, new faculty hires, building modifications) or longer. Self-study discussions have raised the requirement for a process of dealing with unplanned, immediate needs, but the exact mechanism, and its relation to strategic planning, has yet to be articulated.

Finally, the ability of program review to drive strategic planning and institutional decision making remains tenuous unless the campus or the district develops a process of answerability—a formal procedure for responding to program reviews.

PLAN

- The dean of instruction in cooperation with the Academic Senate president will conduct a survey of faculty non-instructional

commitments—including participation in committees. The results of the survey could then aid in the evaluation of faculty commitments.

- The Academic Senate, Academic Planning Council, and the MVSPC, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships. (See Standard IV.A.)

- The faculty co-chair of the Moreno Valley Strategic Planning Committee will put on the committee's agenda the question of how to address strategic opportunities that require a quick decision.

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I.B.1.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTION

A Culture of Openness

As the discussion above has indicated, the whole campus community is involved in the strategic planning process and thus in collegial, self-reflective dialogue about student learning and institutional processes. This formal structure complements a culture of openness that operates at many levels on campus. Most recently, the vice-president of educational services has inaugurated Wednesday afternoon open door meetings. And informal dialogue occurs at meetings and retreats held throughout the academic year among all sectors of the Moreno Valley Campus community, including

- all-faculty meetings and retreats
- discipline and department meetings
- Academic Planning Council meetings
- Strategic Planning Committee and Sub-Committee meetings
- Student Services staff meetings
- Educational Services meetings
- Library staff meetings
- administrative meetings (for example the president's Management Council and the president's Cabinet)
- Occupational Education meetings and retreats
- FLEX day activities
- online forums and discussion boards.

Moreno Valley faculty meetings provide opportunities for dialogue across disciplines and departments on campus-based matters. Department meetings serve as forums for planning, staffing, and scheduling as well as for discussion of specific pedagogical and institutional issues concerning all department members. District-wide discipline meetings promoting dialogue among members from different campuses assure integrity of student learning outcomes for each discipline as identified by program review and encourage development, assessment, and revision of course student learning outcomes. Campus FLEX day meetings provide a further opportunity for all faculty to assess their progress in meeting student needs according to the mission of the institution.

Meetings of admissions, counseling, student services and library staff, administrators, and occupational advisory groups comprised of faculty and industry leaders provide further essential avenues for continuing input into student and institutional needs.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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I.B.2.

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTION

As discussed in I.B above, program review and strategic planning processes, guided by the mission statement, are the chief formal mechanisms for developing, articulating, and implementing goals at the Moreno Valley Campus.

Non-instructional units, likewise, express their goals through their program reviews. The strategic planning process is responsible for monitoring the connection between the program reviews of non-instructional units and the instructional mission of the campus. In addition, the newly organized administrative structure of the campus, by putting student services and academic programs under the purview of a single administrator—the vice-president of educational services—reinforces the connection between all student learning and services.

As detailed in I.B above, the Moreno Valley Campus has responded to the district's strategic initiatives with clearly articulated and measurable goals for each of the eight initiatives. [34]

EVALUATION

We believe this standard is met.

PLAN

None is needed.

I.B.3.

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTION

As we have seen in I.B, strategic planning and program review cycles are the chief mechanisms for integrated planning.

Effectively developing, implementing, and assessing goals requires data that are accurate, pertinent, meaningful, timely, and available. The availability of data for program review has improved thanks to the development of an explicit feedback loop in the program review process, fostering a responsive relation between what departments need and what district data collection services provide. Notably, the district distributed its first annual Fact Book in December 2006 and a revision in April 2007. The Fact Book provides in one place a wealth of information useful to many college constituents.

The Office of Institutional Research provides data to the campus:
- course offering history by semester and time-of-day
- current and historical course enrollment by headcount and FTES (other demographic information available upon request)
- student average GPAs by course
- retention by course
- retention versus successful completion data for students who meet the advisory (if one exists) and for those who do not
- percentage of successful completion by course and by student type
- current and historical count of graduates by student type
- current and historical count of transfers by student type
- weekly student contact hours/FTE per semester
- average class sizes
- percentage of courses taught by full- and part-time faculty
- ratio of part-time faculty to full-time faculty and the percentage of FTES taught by part-time faculty
- Community College Student Experiences Questionnaire (CCSEQ)
- enrollment data including fill ratios.

Apart from the data collected by disciplines as part of their program review assessment plans, SLO data is collected for the Moreno Valley Campus in conjunction with the Title V grant. The outcomes assessment specialist funded through Title V collects data on low income, at-risk, and Hispanic students involved in innovative teaching or support services interventions. These interventions are usually implemented for students involved in remedial English, reading, and mathematics courses.

Tenure track faculty reviews, part-time faculty reviews, and staff reviews also provide information on the quality of instruction being provided, as does qualitative feedback from students and peers on the effectiveness of the instruction.

Effective enrollment management is likewise supported by timely data. The Assessment Center provides placement data twice a year to help departments plan their course offerings. Daily headcount and space reports are sent out via email. Weekly headcount reports and other data are produced and made available through a password protected website. These data give a responsive snapshot of student demographics for decision making at district and campus levels.

In addition to providing data internally, the district Offices of Institutional Research and Institutional Reporting also report data to and gather data from external entities. Institutional Reporting submits data to the California Chancellor's Management Information Services Office annually and per term for variables including demographic, enrollment, course, financial aid, and degree and certificate awards. These data are summarized on the "Data Mart" offered in an adaptable query-based format available through the state Chancellor's Office website. These data are also distributed to all department chairs.

The Integrated Postsecondary Educational Data System (IPEDS) requires RCCD to submit data involving institutional characteristics, employee information, financial aid, and student outcomes. These data are compiled by the National Center for Educational Statistics (NCES) and provide a database that can be used to compare peer institutions for benchmarking purposes.

EVALUATION

We believe this standard is met. We recognize, however, the need and interest in expanded training related to classroom assessment and data analysis. In addition, as the campus expands its facility to utilize data effectively, we anticipate there will be a growing demand by faculty to accommodate their campus-based research requests.

PLAN

- The vice president of educational services, in consultation with the district Office of Institutional Effectiveness, will continue to expand data resources available on campus to support classroom assessment.

I.B.4.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

DESCRIPTION

As noted and described in I.B and I.B.1, the Moreno Valley Campus encourages input from all constituencies by offering participation at all levels of the institution. All constituents—students, staff, administration, full and part time faculty—are encouraged to participate in a variety of committees and meetings. Notably, the strategic planning process involves constituents on campus, instructional program review is driven by faculty, and non-instructional staff contribute to program reviews for student services and administrative units. Students also have input into campus decision-making through Associated Students of Riverside Community College (student government). Individuals represent their constituencies on the Academic Senate (campus and district), the Curriculum Committee (campus and district), as well as on the District Professional Growth & Sabbatical Leave, Faculty Development, Matriculation, District Assessment and Program Review Committees. These meetings are open to all members of Moreno Valley Campus. Full-time faculty members participate on at least one committee as a part of their contract, and many faculty members at Moreno Valley are active on three or more committees. Active participation by all constituents at each level of the organizational structure is encouraged and welcomed. The planning process at the Moreno Valley Campus is clearly broad-based and offers opportunities for input by faculty, staff, students, and administrators at several levels of planning for the institution.

The comprehensive and annual program review processes guide the planning and the identification of needed resources. District-wide instructional disciplines, occupational programs, and non-instructional units (for example, Student Services and Library/Learning Resources) complete self-studies in order to determine the resources needed to improve, enhance, or advance the discipline or program. Discipline program reviews then go to the appropriate campus department, which integrates the different disciplinary needs into its portion of the Moreno Valley Academic Master Plan.

Comprehensive discipline-based program reviews are supplemented by the annual campus-based program reviews. These annual reviews provide the information by which department chairs assist the deans and the vice president of educational services with the development of the annual academic budget. Detailed resource allocation is guided in part by the overall goals identified in the Academic Master Plan for each department.

Program review leads to improvement of institutional effectiveness by identifying ways to update and improve instruction in the case of disciplines, or by identifying student support needs in the case of student services and administrative unit program reviews. The broad-based participation of all important decision-making and advisory units at the Moreno Valley Campus is designed to maximize institutional effectiveness.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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I.B.5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTION

As discussed in I.B above (and in sections of II.A), the revised program review and curriculum development processes have established an outcomes-based approach to assessment, and disciplines have begun developing tools for assessing the degree to which students are achieving outcomes. As discussed more fully in II.A.3, the district has defined institutional-level student learning outcomes and has begun to develop tools for assessing them.

The Moreno Valley Campus communicates matters of quality assurance to the state and federal agencies through the RCCD Office of Institutional Reporting. Additional reporting to high schools, other colleges and universities, workforce and business partners, the community at large, as well as its own faculty, staff, and students, is also done through the district. Specific information collected includes

- data on enrollment, number of graduates with AA degrees, number of students transferring to four-year institutions, students graduating with specific certificates, headcount/ enrollment statistics

- data collected on faculty from student surveys of teaching effectiveness

- surveys taken from students regarding class scheduling preferences and quality of student experience

- program review self-studies that contain reports on outcomes assessment projects undertaken by disciplines.

The district is served by two data-collecting entities: the Office of Institutional Research and the Office of Institutional Reporting and Academic Services. The Office of Institutional Research employs three full-time researchers and a full-time administrative assistant. The Office of Institutional Reporting and Academic Services regularly reports data to the Integrated Postsecondary Educational Data System (IPEDS) as well as other mandated assessment reports to the federal government—for example, to comply with the Vocational and Technical Education Act (VTEA) and the Family Educational Rights and Privacy Act (FERPA)—and to the state government. A third office—the Office of Institutional

Effectiveness (OIE)—coordinaties research, planning, and other efforts in support of campus needs. The OIE has three full-time and three part-time staff.

Besides complying with external quality assurance mandates, the Offices of Institutional Research and Institutional Reporting provide assessment data to instructional disciplines and non-instructional units undergoing program review. The Fact Book, first published in November 2006 and updated April 2007, reports on various assessment-related trends and provides detailed demographic and economic information about the communities and students which are the concern of each of the district's three campuses.

In order to make data more accessible to faculty, as well as provide easier access to college-specific data, the district maintains an Institutional Research website and an Institutional Effectiveness website.[35] The RCCD supports the use of data in all of its major decision-making processes.

Moreno Valley is in the third year (2006-2007) of a five-year Title V grant. The Title V office has a half-time outcomes assessment specialist who responds to research requests and completes the assessment and evaluation process for all Title V projects in support of institutional effectiveness. This grant has been augmented by an additional Title V Cooperative Grant, initiated in fall 2006.[36]

EVALUATION

We believe this standard is met. Although in the early stages of the process, the Moreno Valley Campus has begun to develop discipline-and department-based assessments of student learning outcomes.

The campus does well in reporting to the requisite national accrediting bodies for programs and to our feeder and transfer schools through CalPass. While district reporting to state and federal agencies is fulfilling standards, the campus could do more to communicate quality assurance to its service population.

PLAN

- The Strategic Planning Committee will investigate making campus data available in a meaningful and simple format on the campus website to our students and service population.
- The vice president of educational services, in collaboration with Institutional Research, will track the achievements of students after they leave the Moreno Valley Campus.

I.B.6.

The institution assures the effective-ness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTION

As described above in I.B, strategic planning—driven by the needs articulated in instructional program reviews and the academic master plan—is the central process at the Moreno Valley Campus for guiding decision making and allocation of resources to support effective student learning. Moreno Valley faculty, staff, and administration regularly review and modify plans at every level, and these modified plans—for example, annual program reviews—enter into the ongoing strategic planning process. Facilities and student services, which support student learning, integrate their own program reviews into this process, aligning their outcomes with the campus's educational goals. At the district level, the Office of Institutional Research prepares annually mandated state and federal data reports; allocation of resources for all campuses is driven by this cyclical reporting of data as well as by program review data.

EVALUATION

We believe this standard is met. Instructional units are responsible for keeping track of what needs have been fulfilled. Units may ask again in subsequent program reviews to fulfill needs that remain unmet. However, no formal comprehensive procedure up until this time has tracked and reported the degree to which needs are filled or recommendations are carried out.   The Office of Institutional Effectiveness has recently developed an Administrative Unit Program Review Process that may address these concerns.

PLAN

- The Moreno Valley Strategic Planning Committee will consult with the Faculty Senate and the campus administration to evaluate the efficacy of the new Administrative Unit Program Review. This review will function as a report card to answer the question, "How did we do?"

I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services

DESCRIPTION

Systematic review and assessment of the effectiveness of the evaluation process for instructional programs, student support services and programs, and library and learning support services are conducted through the following mechanisms:
- program review reports for all these units
- District Assessment Committee review of assessment plans for instructional disciplines and non-instructional units
- District Assessment Committee annual review and revision of the assessment process
- Program Review Committee annual review and revision of the program review process.

Program Review and assessment processes themselves have been modified and revised over the past five years in an attempt to make them more responsive to the district and campus missions to promote student learning and increase institutional effectiveness. For example, the annual program review process addresses resource needs on each campus and asks for updates on assessment results. The non-instructional program review process asks non-instructional units to evaluate needs arising from discipline program review documents and report on how these needs are being addressed. All of this information is made available to planning committees, which then consider how best to support these programs and assure responsiveness to needs.

EVALUATION

We believe this standard is met. The District Assessment Committee issued in the summer of 2006 its first annual report on the state of outcomes assessment.[37] This annual report will allow disciplines and programs to evaluate the degree to which the learning outcomes assessment process is succeeding and will thus contribute to the formulation of subsequent program reviews.

Assessment of institutional effectiveness is now also an integral part of the student services program review process.[38] During a district-wide retreat in the spring of 2005, student services personnel developed a timeline and designated staff responsible for four segments of their service-area program reviews:

- development of the program review incorporating the student learning outcomes (SLOs) and service area outcomes (SAOs)
- implementation of interventions to address these SLOs and SAOs
- implementation of the assessment process to evaluate the effect of the interventions on the SLOs and SAOs
- utilization of these results to make informed decisions and improve programs and services.

Step three—assessing the degree to which outcomes are achieved—provides the information essential to step four—evaluating and improving services.

We need to broaden this process of institutional self-assessment. Assessment of learning outcomes and student services could make up part of a more comprehensive institutional report card—one that responds directly to program reviews, strategic planning objectives, and the campus master plan. The report card would allow all units to evaluate the effectiveness of the institution, to diagnose why specific needs are not being met or specific goals not being achieved, and to make proposals for correcting or adjusting processes. To be an effective part of the strategic planning process, such a report card would need to be clear and timely. (See Standard IV.A as well.)

PLAN

- The Moreno Valley Strategic Planning Committee will stipulate in the institutional effectiveness review process (see Evaluation and Plan for I.B.6) that programs, disciplines, and all non-instructional units on campus are to receive the institutional report card in time for the next program review cycle.

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[1] Conversion of Moreno Valley Center to a California Community College, May 2003.

[2] Schedule of Classes, 1991-2007.

[3] Fact Book 2006, p. 8.

[4] Site Survey done by the Economic Development Agency in 1997 indicating programs in health-related fields were needed.

[5] Riverside Community College District 2006-2007 Catalog; also, The Programmatic Evolution of the Moreno Valley Campus of Riverside Community College, by Lisa Conyers, 08/02.

[6] 1999 Draft of MVC Mission Statement.

[7] Accreditation Eligibility Report for Moreno Valley Campus of the Riverside Community College District, May 2004.

[8] See Moreno Valley Mission Statement Discussion at May 12, 2005, MVSPC Meeting.

[9] MVSPC Minutes, 11/13/05.

[10] Senate Minutes 12/05/05.

[11] MVC Faculty Senate Minutes 12/05/05; MVSPC Minutes, 12/08/05.

[12] MVSPC Minutes, 0/3/10/06.

[13] Moreno Valley Strategic Planning Committee Minutes.

[14] Minutes of the meeting. College Catalog, on the Web and in the Fact Book.

[15] ACCJC Recommendations to Dr. Salvatore G. Rotella, June 15, 2001.

[16] Interim Report to ACCJC, 2002; Midterm Report to WASC, 2004.

[17] RCCD Strategic Planning Process, 2004-5, Doc. 2.1 in the Academic Master Plan 2005-2010.

[18] http://www.rcc.edu/administration/academicaffairs/effectiveness/planning.cfm

[19] RCCD Strategic Plan, 2003-04.

[20] Board of Trustees Resolution (25-02/03).

[21] RCCD Strategic Initiatives 2005-2010 (Oct 2005).

[22] Moreno Valley Campus Response to the RCCD Strategic Initiatives, 2005-2010, in Fact Book 2006, pp 47-5.

[23] RCCD Academic Master Plan 2005-2010; Program Development Process; RCCD Faculty Hiring Process.

[24] Moreno Valley Strategic Planning Committee Minutes.

[25] For a detailed description of the evolution of the mission statement, see "Moreno Valley College Mission Statement: 1999-2006: From Proposal to Recommendation for Approval by the RCCD Board of Trustees."

[26] Memos from fall 2006 meetings.

[27] See in the Master Plan: Section Two: Program Review, p. 6; and Document 2.3 Instructional Program Review Self Study Resource Guide, draft version Oct. 25, 2004.

[28] Instructional Program Review: Self-Study Resource Guide.

[29] Document 2.4 in the Appendix of the Academic Master Plan 2005-2010.

[30] Course Outlines of Record.

[31] See Assessing Student Learning Outcomes (Aug. 2006) for a fuller account of the history of the District Assessment Committee.

[32] District Assessment Website: http://academic.rcc.edu/dac/

[33] Program Review Documents and Assessment Projects.

[34] Moreno Valley Response to the District Strategic Initiatives, 2006-07.

[35] http://www.rcc.edu/administration/academicaffairs/effectiveness/index.cfm ; http://www.rcc.edu/administration/academicaffairs/research/index.cfm

[36] Title IV grant proposals and notifications of award.

[37] RCCD Assessment History, September 26, 2006 at http://academic.rcc.edu/dac/

[38] RCCD Assessment History, September 26, 2006 at http://academic.rcc.edu/dac/

STANDARD II:

Student Learning Programs and Services

Standard II

Coordinating Chair: **Patricia Bufalino**, Interim Dean of Instruction, formerly Associate Professor of Nursing and Past President of the Moreno Valley Campus Academic Senate (special support for II.B. from **Joe Reynolds**, Associate Professor, Disabled Student Programs and Services and **Daria Burnett**, Dean of Student Services; and for II.C. from **Cid Tenpas**, Assistant Dean, Library/Learning Resources)

II.A. Instructional Programs

Patricia Bufalino, Chair, Interim Dean of Instruction
Pilar Alvizo, Secretary II, Dental Hygiene and Assisting Programs
James Banks, Assistant Professor, Human Services
Matthew Barboza, Assistant Professor, CIS
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Fabian Biancardi, Assistant Professor, Political Science, and CTA Representative
Cordell Briggs, Associate Professor, English
Dee Chapman, Workforce Preparation Counselor/Case Manager
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Teri Currie, Instructional Department Specialist
Sean Drake, Associate Professor, Mathematics
Jose Duran, Associate Professor, Business Administration
Gregory Elder, Associate Professor, History
Sabina Fernandez, Instructional Department Specialist
Vivian Gonzales, Instructional Department Specialist
Irving G. Hendrick, Interim President
Wolde-Ab Isaac, Dean of Health Sciences
Susan Lauda, Administrative Assistant, Educational Services
Donna Lesser, Assistant Professor and Director of the Dental Hygiene Program
Rebecca Loomis, Associate Professor, Anatomy/Physiology
Diane Marsh, Associate Professor, Chemistry
Rosario Mercado, Associate Professor, Spanish
Delores Middleton, Associate Professor and Director of the Physician Assistant Program
Dominique Moise-Swanson, Outcomes Assessment Specialist
James Namekata, Associate Professor, Mathematics
Peggie Negrete, Instructional Department Specialist
Chris Nollette, Assistant and Director of the Emergency Medical Services Program
Donna Plunk, Tutorial Services Clerk
Bonavita Quinto, Instructor, Spanish
Liz Romero, Secretary IV, Office of Instruction
Sheila Pisa, Associate Professor, Mathematics
Donna Plunk, Tutorial Services Clerk
Lynne Soules, Clerk Typist, Workforce Preparation
Richard Tworek, President Emeritus
Carlos Tovares, Instructor, Geography
Bill Vincent, Dean of Public Service Education and Training
Edd Williams, Associate Professor, English

II.B. Student Support Services

Joe Reynolds, Co-Chair, Assistant Professor, DSPS Counselor/Learning Disabled Specialist
Daria Burnett, Co-Chair, Dean of Student Services
Lori Alford, Secretary, Middle College High School
Pearl Alonzo, Student
Gail Byrne, Student Services Specialist
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Madelaine Dibler, Academic Evaluations Specialist
Debbie Endeman, Library Technical Assistant I
Deborah Engel, Student Financial Services Support Specialist
Lisa Frantz, Academic Evaluations Specialist
Jonell Guzman, Secretary IV, Student Services
Maria Hansen, Student
Irving G. Hendrick, Interim President
Elizabeth Hilton, Student Financial Services Analyst
Lidia Hulshof, Instructor, Dental Assisting
Akia Marshall, Student Services Technician
Kim Metcalfe, Assistant Professor, Early Childhood Studies
Frankie Moore, Instructor, Student Activities
Chris Nollette, Assistant Professor and Director of the Emergency Medical Services Program
Sonya Nyrop, Instructor, Reading
Maria Pacheco, Associate Professor, Counseling
Susana Perez, Student
Sheila Pisa, Associate Professor, Mathematics
Margarita Romero, Student
Johnny Rubalcaba, Senior Groundsperson
Sal Soto, Instructor, Counseling
Eric Thompson, Instructor, Sociology
John Thrower, Student Services Supervisor
Carmen Valencia, Matriculation Specialist
Diana Webster, Associate Professor, Business Management

II.C. Library and Learning Support

Cid Tenpas, Chair, Assistant Dean of Library/Learning Resources
Anna Marie Amezquita, Associate Professor, English
James Banks, Assistant Professor, Human Services
Fred Brose, Associate Professor, Library Services
Larisa Broyles, Instructor, Anthropology
Dan Clark, Associate Professor, English
Gilbert Deleon, Evening/Weekend Receptionist
Sean Drake, Associate Professor, Mathematics
Gregory Elder, Associate Professor, History
Michael Fiedler, Student Services Technician
Yxstian Gutierrez, Secretary II, Title V Grant
Shufen Huang, Assistant Professor, Mathematics
Susan Ingham, Associate Professor, English

Judith James, Counseling Clark II
Ellen Lipkin, Associate Professor, Microbiology
Sheila Pisa, Associate Professor, Mathematics
Donna Plunk, Tutorial Services Clerk
Abel Sanchez, Laboratory Technician
Kathy Saxon, Associate Professor, Mathematics
Angela Thomas, Instructional Media Broadcast Technician
Joanna Werner-Fraczek, Instructor, Biology

STANDARD II: STUDENT LEARNING PROGRAMS & SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A: INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1.

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTION

The Moreno Valley Campus, which serves a diverse and expanding population, has risen to the challenge of providing for the whole range of educational and economic needs of our service area. The Mission Statement of the Moreno Valley Campus addresses this challenge:

> Responsive to the educational needs of its region, Moreno Valley College 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.

The Moreno Valley Campus upholds the integrity of its mission through assessment practices incorporated into the program review, curricular approval, and strategic planning processes, all of which are driven by student learning outcomes, as discussed in more detail in Standard I and in various sub-sections of IIA below. The mission statement affirms our multifold educational mission, which embraces three broad areas: baccalaureate transfer, occupational education and basic skills. An overview of each area follows.

Baccalaureate Transfer

Preparing students for informed citizenship and for college transfer by providing a core liberal education remains at the heart of the Moreno Valley Campus's mission. In the fall of 2005, at least one-third of our students—over 2300— declared they were planning to transfer.[1] Of the 342 Moreno Valley students who graduated with an associate degree in spring 2006, about two-thirds were planning to transfer.[2] At least 1066 courses in the District Catalog transfer to

the UC system or the CSU system.[3] In the 2006 calendar year (winter, spring, summer, and fall sessions combined) the Moreno Valley Campus offered 941 sections transferable to the UC or CSU systems in a wide variety of courses. [4]

The Moreno Valley Campus offers transfer courses in a comprehensive range of disciplines,[5] including the following for which we have full-time faculty:

Transfer Discipline	Full-time Instructors
Accounting	1
Anatomy and Physiology	2
Anthropology	1
Art	1
Biology	2
Business Administration	1
Chemistry	1
Computer Information Systems	4
English	7
Geography	1
History	2
Human Services	1
Humanities	1
Mathematics	7
Microbiology	1
Music	1
Philosophy	1
Physical Education	1
Physics	1
Political Science	1
Psychology	2
Sociology	1
Spanish	2
Speech	1

See II.A.6.a below for a more detailed discussion of transfer arrangements and articulation agreements between the Moreno Valley Campus and four-year institutions.

Occupational Education

The Moreno Valley Campus serves the employment needs of our local and inland economy through a variety of occupational programs. As indicated in its mission statement, the Moreno Valley Campus has a distinctive commitment within the district to programs in health and public services. Expanding job opportunities in these fields and the close proximity of both the Regional Medical Center (2.7 miles from campus) and the Moreno Valley Community Hospital (2 miles from campus) have made this programmatic focus highly successful, giving the Moreno Valley Campus a distinctive character and a vital role in the regional economy.[6] The vitality of these professional programs is recognized throughout the community. Three feeder high schools have health career academies, so that the Moreno Valley Campus is part of an articulated

path from K-12 education to area employment. The Nuview Bridge Early College High School program is developing a career pathway in public service education. In addition, the City of Moreno Valley has planned for a senior living community and medical office complex to be located close to the two local hospitals, other healthcare complexes, and the MVC. The following occupational education programs originate from, or are overseen by, the Moreno Valley Campus:

- **Basic Peace Officer Training Academy (Ben Clark Training Center)**: Established in 1953 and part of the Moreno Valley Campus since 2006, the Basic Peace Officer Training Academy provides practical and technical training to meet the requirements of various law enforcement agencies at the local, state, and federal levels. The academy is offered three times a year, and graduates receive 18 units of college credit in addition to a Basic Peace Officer's Certificate from the California Commission on Peace Officer Standards and Training, which permits students to work as sworn peace officers in the State of California. Specific programs include
    - Associate of Science degree – Administration of Justice/Law Enforcement
    - Basic Police Officer Academy (certificate program)
    - Basic Police Officer Academy (modular format certificate program)
    - Basic Correctional Officer Academy and Training Program (certificate program)
    - Probation (certificate program)
    - Juvenile Counselor
    - Supervisory
    - Technical and Advanced Officer Training Program (certificate program).

- **Certified Nurse Assistant (CNA) Program** is a six-unit healthcare technician course that is approved by the California Department of Health Services. It provides 72 hours of lecture and 108 hours of clinical laboratory practice and enables students who pass the course with a C or better to be eligible for the state certification examination. Students may continue up the career ladder, building upon the knowledge and skills learned in the CNA course, by enrolling in subsequent courses in **Acute Care Nurse Assistant** (1 unit; 54 hours of laboratory) or **Restorative Nurse Assistant** (2 units; 28 hours each of lecture and laboratory).

- **Community Interpretation** was developed for students with near-native fluency in Spanish and English. Four modules—medical, legal, business interpreting, and translation—provide an introduction to theory and practice. Field observation sites include the Riverside County Regional Medical Center and area courts. Job opportunities are in schools, government agencies, and telephonic interpretation services. As of spring 2007, two-thirds of full-time interpreters employed by Riverside County Regional Medical Center have been

trained at the Moreno Valley Campus.[7] The program is state approved and offers both an 18-unit certificate and an A.S. degree. The program also offers courses to help students prepare for state and federal professional certification examinations. The appeal of the program to bilingual speakers with near-native fluency in English and Spanish has attracted students from beyond the district service area.

- **Dental Assistant (March Dental Education Center)** is the newest occupational training program on the Moreno Valley Campus and the introductory courses have no prerequisites, making this program accessible to all interested students. Twelve students entered the first cycle of this certificate program in fall 2006 and the first completions occurred in spring 2007. The program is undergoing accreditation by the Dental Board of California and the American Dental Association's Committee on Dental Accreditation. This program was designed and developed in close consultation with its advisory committee and in direct response to the needs of the local dental community. Recruitment occurs through monthly information sessions for interested students, and through high-school outreach.

- **Dental Hygiene (March Dental Education Center):** Inaugurated in fall 2003, the program leads to an A.S. in Dental Hygiene. The program is accredited by the American Dental Association's Committee on Dental Accreditation and approved by the Dental Board of California. All 31 program graduates to date of the inaugural class went on to pass the California State Licensure Examination, and all found employment in privately owned dental practices. The program was developed specifically in response to an unmet need in our dental community. The program works closely with its community advisory council, and has been enhanced through fund-raising efforts and in-kind donation by the Tri-County Dental Society.[8] The RCC Dental Hygiene clinic also meets the needs of our community by providing low-cost preventive services. Students in the program participate in community health fairs, presenting health information in a variety of venues, including local elementary schools.[9]

- **Dental Laboratory Technology (March Dental Education Center)**, through thirty-seven units of coursework, enables students to qualify for entry-level positions as dental laboratory technicians. There is no prerequisite for the introductory course and that course is the only prerequisite to other first-level courses. Students who complete the coursework earn a certificate and, with completion of general education and graduation requirements, an associate degree. The program prepares students for employment in private or commercial dental laboratories or dental offices performing laboratory techniques and procedures.

- **Emergency Medical Services (Ben Clark Training Center)** follows an academy format. Two courses provide the instruction and experiences necessary to become an **Emergency Medical**

Technician (EMT). These are entry-level courses (EMS 50 and EMS 51) with no prerequisites. Students must be 18 years old and attend a pre-program orientation. Upon successful course completion, students are eligible for California Certification Examination for EMT-1. The **Paramedic Program**—for experienced EMTs—is a nationally accredited program, begun in spring 2002. Selected students complete an additional 49.5 units after the EMT level to earn a Paramedic Certificate and, with general education and graduation course requirement completions, an associate degree.

- **Fire Technology (Ben Clark Training Center)** offers a 23-unit certificate program. Students who successfully complete the certificate may also be eligible to receive additional certification through FEMA/National Fire Academy. The Associate in Science Degree in Fire Technology is awarded upon completion of the requirements for the certificate, plus completion of the graduation requirements as described in the Catalog, as well as electives totaling 60 units of college work as required for the associate degree. Additionally, the Fire Technology program offers a 19-unit Basic Firefighter Academy open to anyone who is at least 18 years of age. This 12-week program, offered twice each year, is designed to provide students with a basic knowledge of fire service operations, giving students the entry-level skills required by most fire departments. This program is accredited through the California State Fire Marshal's Office. Upon successful completion of the academy and the state's work experience requirements, students are eligible to receive a Firefighter I certificate issued by the State of California. Students also receive 16 individual certificates during the Fire Academy training in Fire Control, Incident Command, Wildland Fire Control and Behavior, and Confined Space Awareness.

- **Human Services,** an open-entry program, provides an array of entry-level courses related to counseling, case management, job development and employment support strategies, public assistance, and social work. Work experience opportunities are available through area public and private social service organizations. Courses lead to a 21-unit certificate and, with completion of general education and graduation requirements, an associate degree. Also available is a four-unit mini-certificate in Employment Support Specialization. The Human Services Club, an outgrowth of the academic component of the program, provides students with community service volunteer hours both on and off campus.

- **Medical Assisting** is a 22-unit certificate program, and **Medical Transcription** is a 26-unit certificate. Both programs are open entry and prepare students for employment in physicians' offices, medical clinics, medical records departments in clinical settings, and private transcription firms. With completion of general education and graduation requirements, students are eligible to receive the associate degree.

- **Phlebotomy Technician**, a five-unit single course approved by the Laboratory Field Services Division of the California Department of Health Services, prepares students to become certified phlebotomists. Classroom lectures, college laboratory practice, and supervised clinical laboratory experiences prepare students for entry-level positions as phlebotomists in private and public clinical agencies and medical laboratories.

- **Physician Assistant** is a fully accredited certificate program in partnership with the Riverside County Regional Medical Center, which serves as the primary clinical training site, providing clinical practice in eight specialties of medicine. The program is accredited by the Accreditation Review Committee on Physician Assistant Education (ARC-PA), and approved by the Physician Assistant Committee of the California Medical Board. The program is committed to training primary care physician assistants to work with the medically underserved populations of the inland region of southern California. The program has 170 graduates as of the summer of 2006, with nearly 100 percent employed in the profession.

All proposed occupational patterns—others under development include biotechnology, speech pathology language assistant, and simulation gaming—must go through the district's program approval process and are developed only after labor-market surveys verify a need.[10] Moreover, as required by the state, each program has an advisory committee—consisting of both college personnel and area representatives in the fields involved—that convenes at least once a year to review the program in relation to such issues as technical currency, appropriate scope of skill areas, employability, and ongoing communication between the campus and area employers. Thus these advisory committees effectively monitor the relationship between area need and the programs offered at the Moreno Valley Campus. [11]

In addition to the occupational education programs discussed, the MVC offers courses leading to completion of the following district-wide certificate programs:
- Administration of Justice
- Business Administration
- Computer Applications and Office Technology
- Computer Information Systems
- Early Childhood Education
- Education Paraprofessional.

Early Childhood Education aligns its goals with the mission statement by providing programs of study for our diverse population: ECE students represent a variety of ages, ethnicities, languages, and professional responsibilities. The childcare infrastructure in the local community relies heavily on Moreno Valley's ECE program for training personnel. The program works with community groups to identify strategies that support our local childcare infrastructure, to advocate for children, and to increase the overall quality of early childhood programs.
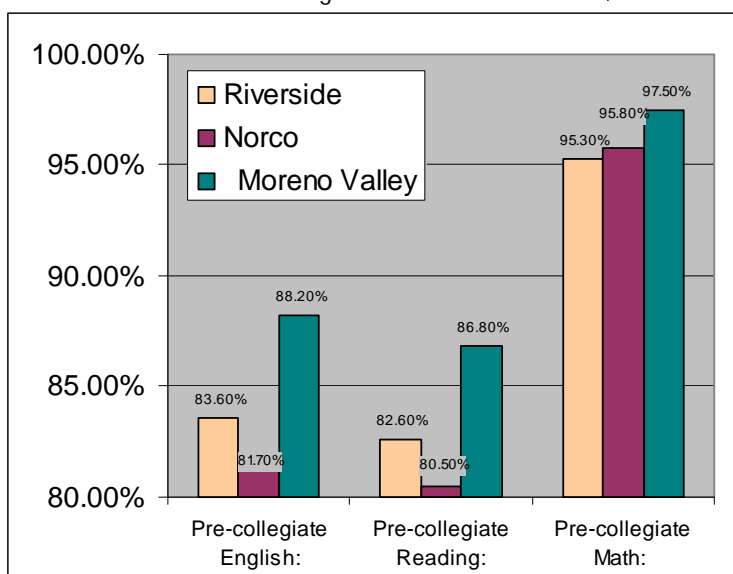
The district has established articulation agreements for ECE courses with California State University, San Bernardino; University of California, Riverside; California Baptist University; and La Sierra University. ECE students are able to obtain certificates in Early Childhood Intervention or Early Childhood Studies. The ECE program also fulfills the requirements by the State of California, Commission on Teacher Credentialing for the California Child Development Permit, which is required for work in state and federally funded programs serving children from birth through eight years of age. The 12 units in ECE core courses are required by Community Care Licensing to work in private early childhood programs.

Basic Skills and English as a Second Language

Education in basic skills is critical both economically and socially: the maturing inland economy demands a skilled work force, and those without basic skills will find themselves increasingly on the margins—underemployed and challenged to meet the basic needs of themselves and their families. Yet our community has a great and growing need for basic skills training. In the fall of 2006, 88.2 percent of those who took the Accuplacer placement test at Moreno Valley and its feeder schools placed into pre-collegiate English, 86.8 percent into pre-collegiate reading, and 97.5 percent into pre-collegiate mathematics. These rates are the highest in the RCC District:[12]

Placements into Pre-Collegiate* Basic Skills Courses, Fall 2006

* "Pre-collegiate" is defined here as any basic skills course that does not transfer for degree credit to a four-year college or university. Currently, in some cases, a pre-collegiate course (such as Mathematics 52 and English 50) may satisfy an A.S. requirement.

Also, many of our incoming students need instruction in English as a Second Language. In the fall of 2006, 17.2 percent of students taking the Accuplacer placement test at Moreno Valley received an ESL recommendation—again, the highest rate in the District:[13]

	Moreno Valley	Riverside	Norco
ESL Recommendation	17.2%	14.3%	10.9%

The Moreno Valley Campus addresses this need for basic skills in our population by offering basic skills series of courses in reading, mathematics, English, and English as a Second Language. All matriculated students must take the Accuplacer placement test, so that students are placed in the courses appropriate to their abilities. (Cut scores for the Accuplacer tests have been validated by the disciplines involved.) The district disciplines are responsible for designing the curriculum and sequencing of the basic skills classes in order for students to progress in the development of their basic skills. Most basic skills courses are offered in a credit/no credit format, and students are encouraged to retake courses to achieve competency.

Success rates for the basic skills course series are low. Of students in the district who enrolled in our most basic English class between the fall of 1998 and fall of 1999, only 11.5 percent successfully completed the series, and only 6 percent completed the first semester of college-level English. In reading, only 7 percent who started at the most basic level completed the basic reading series. In mathematics, only 10.1 percent who started at the first level successfully completed the basic series, and 8.7 percent successfully completed at least one college-level mathematics course.[14]

These success rates, moreover, may not always adequately reflect achievement of learning outcomes; some of the students passing our basic courses may not be achieving all the course objectives. For example, an assessment report by the district English discipline concluded that in our two most basic English courses and in two basic ESL courses that shared some roughly equivalent learning outcomes, pass rates were higher than the competency rates for selected learning outcomes:[15]

Competency Assessments and Pass Rates and for Selected Outcomes

The district-wide move towards assessment of student learning outcomes is beginning to provide data on the strengths and weaknesses of instruction in basic skills (see the section below that covers II.A.1.c and II.A.2.b). The Moreno Valley Campus is already taking a number of steps to increase success and retention in basic skills:

- Expansion of guidance classes that teach students how to be students--time management, study skills, and attitude: We offer Guidance 45 at our feeder high schools during the spring semesters.[16] Title V has initiated the Academic Improvement Workshops.   These one-hour workshops focus on college survival skills–learning styles, time management, how to add a class, financial aid, career development, study skills, and goal setting.

- Learning communities, such as Futuro! (Title V), Puente, and Renaissance Scholars: These programs provide students with a support network of classmates, instructors, and counselors, and they include outreach to families and the community in order to help students transition into the college learning environment. See details in the section below on II.A.1.b and II.A.2.d.

- Tutoring and workshops: The Writing and Reading Center has instructors on duty, peer tutors, and a reading paraprofessional available for students in all composition and reading classes. The Math Lab provides instructor and peer tutoring for all mathematics students, as well as computer-assisted tutoring. Science classes have tutors and also now offer BIO 96, an open laboratory available for extra study and laboratory work (3.5 hours every Friday) that is staffed with a science instructor. We have also added specific laboratories to our curriculum that reinforce basic mathematics skills.

- Cooperative efforts to improve basic skills preparation in our feeder schools: Title V has begun to address this through the development of the Inland Empire Educational Consortium, which held articulation conferences in the fall of 2005 and 2006, bringing instructors and administrators from area feeder schools together with Moreno Valley faculty to share perspectives and discuss possible efforts at coordination. The Consortium's mission is to promote student success and life-long learning by articulating a seamless K-16 educational and occupational process. The group will expand in 2007 to include four-year universities, middle schools, and elementary schools. Meetings are held on-line and face to-face throughout the year.[17]

- The ESL One-Stop registration process: First initiated in summer 2005, the ESL One-Stop has become an important step toward overcoming obstacles to ESL enrollments such as the English-only status of Tiger Talk and WebAdvisor registration systems. The ESL program has begun to address the resistance of generation 1.5 students (students who immigrated to the U.S. as small children and who often self-identify as bilingual) to taking ESL courses by promoting a track of ESL courses as "academic English."[18] In addition,

the Moreno Valley Campus held discussions that resulted in the development of an application for admission in Spanish. [19]

- Basic Skills Retreat: Moreno Valley faculty, staff, and administrators—along with representative personnel from the district—convened on April 19 and 20, 2007, for a basic skills retreat, "Navigating the Basic Skills Highway." The retreat gave us an opportunity to identify our resources, evaluate our processes, and develop concrete, campus-wide initiatives for effective delivery of basic skills instruction and for cooperative approaches to basic skills across the curriculum. [20] The conference will be followed up in 2007-08 with basic skills workshops and presentations by basic skills experts.

EVALUATION

We believe this standard is met. Above all, our mission statement reflects our understanding that there is always more to be done. The campus culture fosters ongoing reflection and action on ways to improve student learning and meet the needs of our diverse community.

Baccalaureate Transfer

The Moreno Valley Campus currently offers sufficient transfer sections to address and meet its mission and uphold its integrity. As the campus grows and we transition to college status, we need to be diligent to ensure that our transfer course offerings grow as well. It can be a challenge to diversify course offerings while maintaining adequate FTES funding. Fortunately, the Moreno Valley administration has strongly supported curricular expansion, even though that occasionally has meant allowing classes to run with relatively small enrollments. In the short term, this may bring down our student-to-faculty ratio, but in the long term the development of a comprehensive and rigorous transfer curriculum will solidify our reputation as a quality transfer college and draw more students to our campus. In order to make curricular expansion as successful and as painless as possible, we need to make sure that all departments and disciplines develop a coherent expansion strategy that takes into account students' transfer needs, staggers course offerings in a predictable way, and coordinates with strategic enrollment management.

Occupational Education

The Moreno Valley Campus offers exceptionally strong occupational programs. These programs clearly address the campus mission to meet the educational needs of the region, especially in the preparation of providers of health and public services. Occupational programs that award associate degrees have a symbiotic relationship with the baccalaureate and transfer courses since students in those programs must take general education and prerequisite courses. Occupational programs, however, tend to be more expensive than the baccalaureate transfer and basic skills course offerings. Programs must pay accrediting agency fees and meet minimal staffing and facilities specification. These special program costs need to be addressed, and the possibility of differential funding is being explored at the district and state levels.

Some allied health programs are currently offered at off-campus sites: dental sciences at March Education Center; Emergency Medical Services at Ben Clark; the Physician Assistant Program at the Riverside Regional Medical Center. Centralized facilities would improve communication, efficiency, and effectiveness. Moreno Valley Campus is collaborating with the Riverside Regional Medical center to develop a plan for a Center for Allied Health Sciences. The center would also allow for growth in enrollments and expansion in the number of allied health programs.

<center>Basic Skills</center>

Moreno Valley Campus recognizes that success in our mission to prepare students for transfer depends on success in our mission to improve students' basic skills. College-level courses should be able to demand college–level competence in reading, writing, and mathematics. Yet many transfer-level courses throughout the curriculum do not have reading, English, or mathematics prerequisites. As a campus, we have begun to question the disparity between entering students' low basic skills and the relatively high success rates in many transfer-level courses. For example, courses in history, psychology, and political sciences—fields which ought to demand strong reading and writing skills—all have success rates above 60 percent at our campus.[21] However, none of the courses in these disciplines has any reading or writing prerequisites. (Most of the transfer-level history courses do have an advisory that students be qualified for English 1A, first-semester college composition.) Similarly, astronomy and economics lack mathematics prerequisites. The campus needs to determine the competency in basic skills of students who are enrolled in content-area courses and the relationship between their competency and success rates. More specifically, are the students who don't succeed also the ones with low skills? The life science discipline has already requested data on mathematics and reading skills of students entering Biology 1 and Anatomy 2A to explore the correlation between low scores in mathematics/reading and failure rate in these particular science courses.

Obstacles to enrollment in basic ESL courses continue to interfere with our mission to teach basic skills to all who need them. One possible obstacle may be resistance of generation 1.5 students to taking classes labeled as "ESL." Misled by their oral fluency, generation 1.5 students enroll in regular English classes despite their inadequacy in grammar and writing. Another obstacle may simply be scheduling limitations and enrollment management. It is a challenge to schedule and staff complementary ESL courses at convenient times (for example, a conversation course that complements a grammar course).

PLAN

- The campus will identify strategies to increase community partnerships, and will investigate ways to change funding allocations to support existing and develop additional occupational programs to meet community needs.

- Disciplines and departments will research the relationships between the entry-level basic skills competencies of our students and the skills required for success in occupational and baccalaureate transfer courses.

- Continue the professional development initiatives begun at the Basic Skills Retreat held in spring 2007. The campus faculty development coordinator will promote professional development activities that target the utilization of best practices in teaching students with basic skills deficiencies.

- Departments will increase the proportion of basic skills sections taught by full-time faculty members.

....

II.A.1.a.

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

....

DESCRIPTION

Data and Research Services

To fulfill our instructional mission in Moreno Valley, we must identify the needs of our service area and ascertain whether those needs are being met: Who is or is not enrolling at Moreno Valley? Of those who enroll, are they learning and succeeding? Our self-evaluation, decision-making, and planning depend upon data that are sufficient, accurate, pertinent, meaningful, and available. We have a good foundation of data services and are steadily improving. Data for decision-making and planning currently come from several sources:

- The district Office of Institutional Research assists disciplines and programs to gather and interpret data on our students and our service-area population. These data are essential for program review and self-study. This information is available on the district website and has also been recently published in the district Fact Book.

- The district Office of Institutional Reporting is responsible for reporting accurate enrollment data to the state chancellor's office. This office also provides data to the campuses for strategic enrollment management. Members of the Instructional Programs Subcommittee of the Moreno Valley Strategic Planning Committee use the data in scheduling course offerings each academic term.

- The District Assessment Committee (DAC) is comprised of faculty and administrative resource persons from all three district campuses. The committee oversees the discipline-driven assessment component of program review projects.[22] Faculty members in each academic discipline identify student learning outcomes for the courses, programs, certificates, and degrees offered within each discipline. The members of the DAC serve as resource persons to other faculty as the disciplines determine how they will measure the effectiveness of the student learning outcomes identified. The DAC also identified student learning outcomes for general education (see II.A.3).

- The district Program Review Committee is similar in composition to the District Assessment Committee in that it is comprised of faculty and administrative representatives from all three campuses. This committee works closely with the DAC in reviewing completed discipline and student services program reviews and annual program review updates. This committee makes recommendations for approval to the Office of Academic Affairs regarding the program reviews, which are approved and posted on the district website and are available for annual updates. The program reviews and annual updates are used on the Moreno Valley Campus for strategic enrollment management and for setting priorities regarding the use of campus resources.

- The district Placement Office is charged with administration of placement tests and provides a raw count of placement results. These results include all persons who complete the examination whether or not they ultimately enroll in the college. Interpretations of these data are offered by Institutional Research. While the raw data provide a perspective on service area need, the Research Department assists the campus in understanding the needs of students who ultimately enroll.

- The district Office of Institutional Effectiveness works in collaboration with outside experts to provide long term analysis of the district and its campuses. Under the auspices of this office an environmental scan for the district was completed by McIntyre and Associates in 2002, and a second scan is to be completed in 2007. These reports identify the demographics and economic needs of the community, helping to guide the campus in its development of programs.

- An Academic Master Plan was completed in 2005 as a result of a significant collaboration with the district Office of Academic Affairs and the departments. An updated Educational Master Plan for the Moreno Valley Campus is underway with the assistance of the consulting firm Maas Companies, Inc.

- The district Office of Information Services provides Pell Grant reports, registration statistics, information about faculty load, the Hiring Summary for the State Chancellor's Office, and Resource 25 reports about facilities usage.

- The district Office of Institutional Effectiveness, in coordination with campus administrators and faculty representatives, maintains a database for information including faculty committee assignments, special project assignments, improvement-of-instruction status, and discipline program review information.

- The Title V Grant director gathers and disseminates data pertinent to the grant's mission to improve delivery of instruction to students in Hispanic-serving institutions, a mission which includes
  - assisting faculty with outcomes assessment
  - monitoring the impact of basic skills programs to evaluate outcomes

- asking what effect Title V pilot projects have on the students who participate in them
- exploring how Title V student outcomes compare with other students
- maintaining appropriate data.

- Departments, disciplines, and programs gather, interpret, and disseminate data.

Based upon requests from MVC the district has taken important steps to formalize and improve a feedback loop in which Institutional Research, Institutional Data Reporting, and Institutional Effectiveness help campus personnel to access and use available data.

First, the district has developed new standardized templates for comprehensive disciplinary program reviews (every four years) and annual campus based discipline updates. The Annual Review templates, first used for the 2007 annual program review cycle, formalize the flow of information, and provide opportunities for disciplines to itemize other kinds of information they need. These templates will be revised over time in response to feedback from disciplines and departments.[23]

Second, in December of 2006, the district Office of Institutional Reporting and Academic Services and the district Office of Institutional Research jointly issued the district's first annual Fact Book, in a move to make key information more available and accessible in a user-friendly format.[24] The RCCD Fact Book is available online, with hard copies made available to key department and unit personnel at the campus.[25] The Fact Book opens with the district and college mission statements, and includes

- district information
- population data (not broken down by campus)
- student demographics (district-wide and broken down by campus)
- district strategic initiatives
- student outcomes data
- efficiencies, FTES, faculty load summary (district-wide and by campus)
- employee data (district-wide)
- faculty data (by campus)
- five-year construction plan (district-wide and by campus).

Third, in the fall of 2006, at the request of the Moreno Valley Campus vice president of educational services, representatives from the district (notably from Institutional Planning, Institutional Reporting, and Institutional Effectiveness) began regular visits to the Moreno Valley Campus in order to promote more effective use and dissemination of data—for enrollment management, staffing, program reviews, and accreditation self-study. The objective is to access and interpret data when needed and in a usable form. For example, as of winter 2007, the district is providing campus academic departments with fill rates for courses, information which will help with enrollment management.

Meeting Growth and Scheduling

The greater Moreno Valley and Perris areas—the core of our campus service area—are the two fastest growing cities in the RCC District. Between 2000 and 2006, Moreno Valley grew by 17 percent and Perris by 24 percent. Both cities grew by 5 percent in 2006. (See Demographic Information in the Introduction). Enrollments at the Moreno Valley Campus increased 14.5 percent during a similar time frame—from 5,972 headcount in fall 2000 to 6,841 headcount in fall 2005.

In order to meet this growth in demand, we have increased the number of sections we offer, especially in basic skills. The Moreno Valley Campus increased its basic skills course offerings from 52 sections in fall 2000 to 88 sections in fall 2005—an increase of 69 percent.

Further, we have expanded the scheduling patterns to make the courses more accessible to all students. Beginning especially in the spring of 2006, we increased the number of four-day-per-week classes and Wednesday/Friday classes, and we have increased the number of classes we offer one day per week, including Fridays and Saturdays. In addition to the usual selection of classes offered from 7 a.m. to 10 p.m. in the traditional 16-week semester format, Moreno Valley offers 14-week and eight-week late-start classes as alternatives for students needing to round out a class schedule or those wanting a faster paced class. Additional one-unit workshop classes for basic skills and ESL students provide developmental instruction in study skills or target specific areas of academic need. [26]

Curricular Coordination with High Schools

The Moreno Valley Campus understands the vital importance of working with our feeder high schools to serve the needs of our incoming students: ideally, such arrangements help motivate high-school students to graduate and to pursue a higher education at the Moreno Valley College. We coordinate with the high schools in at least three broad areas: transferable courses, middle-college high school programs, and articulated preparatory curricula.

High School Articulated Courses give students the opportunity to get RCCD credit for courses taken in high school. Most of these courses are occupational or occupational, and include classes in accounting, anatomy, computer information systems, and medical assisting among others. In MVC's service area, the RCC District has agreements with four feeder districts: [27]
- Moreno Valley Unified School District
- Val Verde Unified School District
- Riverside Unified School District
- Riverside County Office of Education Regional Occupational Program.

All high-school articulated courses are listed in the RCC District 2006-07 Catalog. High-school students enrolled in courses at their schools are informed that the courses transfer to Riverside Community College District.

Middle and Early College Programs: Historically, the Moreno Valley area has had one of the lowest college-going rates in southern California and the state.[28] One of the ways in which the Moreno Valley Campus has addressed this problem is to be a leader in middle and early college programs. These programs engage high-school students in college classes while they complete their high-school graduation requirements. The goal of such programs is not only to foster educational motivation and success, but also to show high-school students that college is within their scope of short- and long-term achievement.

The Moreno Valley Campus has three such programs, each distinctively structured and administered to serve a Moreno Valley Campus population base:

- **The Moreno Valley Middle College High School program (MCHS)** is an established cooperative venture between the Moreno Valley Campus and two school districts—Moreno Valley Unified and Val Verde Unified—encompassing seven high schools. The program targets academically capable students considered at risk of not completing high school or attending college. Each year, between 100 and 120 selected juniors and seniors follow a common, yet customized curriculum that combines high school and college classes. Students in this program attend all their classes on the Moreno Valley Campus. Implemented in 1999, the program has enrolled over 300 students and graduates between 40 and 56 students each year. Students in the program have enjoyed a 98-percent high-school graduation rate, and 96 percent have gone on to complete either an associate or a bachelor degree. In recent years, between 76 and 84 percent of the students graduated simultaneously with a high-school diploma and an associate degree. Grant funding from the California Community College Chancellor's Office, augmented with funds from the two school districts and the RCC District, supports the program.[29]

- **The Vista del Lago Middle College High School program (VDLMC)** is a joint venture between the campus and nearby Vista del Lago High School (Moreno Valley Unified School District). This program, designed to expose a greater number of high school students to college classes, is available to the entire high school population. Generally, students attend the high school during the day and then have the option of enrolling in college classes on the Moreno Valley Campus in the early morning or late afternoon. The two schools are within walking distance of each other. The program helps each student develop a customized program for high school and college graduation based on the student's skills and goals. Vista del Lago High School opened its doors in 2002, and the middle college program was phased in as the first class moved into 11th grade in 2003. Enrollment has grown steadily, from 39 in the first semester to 155 in fall 2005.[30] The school offers four career pathways: health sciences, pre-engineering, multimedia/telecommunications, and performing arts (orchestra). The program is jointly supported by the Moreno Valley Unified School District and the RCC District.

- **The Nuview Bridge Early College High School program**, implemented in 2005-06, is the most recent program. Nuview Bridge Early College High School is a charter high school designed to serve 400 students, located in the rural Nuevo area about a 15 minute drive from the Moreno Valley Campus. Students in the program take high-school classes at Nuview and college classes at the Moreno Valley Campus. The high school provides bus transportation between the sites. Receiving planning and implementation assistance from the Foundation for California Community Colleges, Nuview Bridge ECHS was the seventh California community college to be awarded a competitive $400,000 early college high school grant funded by the Bill and Melinda Gates Foundation, in cooperation with the Carnegie Corporation of New York, the Ford Foundation, and the W.K. Kellogg Foundation.[31]

The middle and early college programs have stimulated conversation between high school and college faculty about developing more closely articulated preparatory curricula in the high schools. Articulated preparatory curricula and standards would not only promote transfer to college; more importantly, they would reduce the need for remedial course work for students entering the Moreno Valley Campus and increase the retention and success of our students.

In Fall 2005, the Moreno Valley Campus Title V office inaugurated the first annual articulation conference with our feeder high schools, giving instructors an opportunity to share information and to work on strategies for coordinating curricula. Differing state guidelines and busy schedules make this a challenge, but cooperative projects have gotten off the ground. In addition, faculty from local school districts and faculty from the Moreno Valley Campus created a consortium to address the need to align curriculum and prepare students for college level courses and the workforce. This consortium meets several times over the fall and spring semesters with the annual meeting in the fall. Subcommittees have been developed and will address issues within their disciplines, curricular and otherwise. The Moreno Valley Campus initiated the first CalPASS data sharing consortium agreement in Riverside County, making us the first of the area campuses to share data with a local school district. This agreement provides the opportunity for student data to be tracked, reviewed, and utilized to improve student success in K-16 and beyond.

EVALUATION

We believe the standard is met. The Moreno Valley Campus is ever more successful in meeting student learning needs. Moreover, we are striving to excel in this area.

We need to continue developing a productive feedback loop between data users and data providers. The program review processes are motivating faculty to gather a variety of campus data. The laboratories, for example, must gather data on laboratory usage to justify requests for space or equipment. Likewise, as discussed in II.A.1, the campus needs to begin evaluating the relationship

between students' basic skills levels and their success in transfer-level courses. We thus see the need for improvements in the process whereby data gathered across campus are funneled through the Office of Institutional Effectiveness for validation, interpretation, and dissemination. Also useful would be a timeline for publication of data and due dates for reports needed by individual departments.

Efforts to meet demand face some obstacles. Historically, because of tight publishing deadlines, chairs and assistant chairs, in conjunction with departmental staff, have made scheduling decisions quickly and sometimes with limited data. As mentioned above, the vice president of educational services has begun to address this obstacle by arranging on-campus meetings between district personnel in institutional research and reporting, on the one hand, and our own faculty and staff responsible for scheduling. Our personnel have received training in the use of scheduling spreadsheets. And as of winter 2007, fill ratios are available daily. Space limitations are a second obstacle; they force compromises in scheduling. Our vice president of educational services, seeking inter-unit feedback and cooperation, has circulated a list of strategies for improving enrollment and efficiency on the campus.[32] In fall 2007 additional portable classrooms will be placed on campus.

A third challenge is staffing. Partly owing to the rapid growth of our student population, part-time faculty teach a relatively high percentage of sections at the Moreno Valley Campus. [33]

Campus	Percent of FTEF load covered by part-timers (fall 2005)
Moreno Valley	62.5
Norco	58.4
Riverside	48.3

A report by the Center for Student Success—Basic Skills as a Foundation for Student Success in California Community Colleges—cites a study which concludes that "community college graduation rates decrease as the proportion of part-time faculty employed increases."[34] This is not necessarily because part-time faculty are less qualified, but because they are less available to work with students. Reliance on part-timers is especially high in certain areas where it is most problematic—such as basic skills and ESL. Part-timers staffed 32 out of the 39 sections of pre-collegiate English offered at Moreno Valley in spring 2007—that is 82 percent of the sections. In ESL the ratio was 10 out of 14, or 71 percent. [35]

The middle college high school programs have been largely successful in providing participating students with a college learning experience. With the newer programs coming online, however, care must be taken to avoid concentrations of middle college high school students in afternoon classes.

PLAN

- Campus representatives will meet with representatives of the Office of Institutional Effectiveness to formalize a data timeline.
- The dean of instruction, affected department chairs, and middle college high school coordinators will coordinate identification, enrollment, and scheduling of all middle college students in order to avoid large concentrations in given sections.

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II.A.1.b.

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

II.A.2.d.

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTION

Successful delivery of instruction, responsive to the needs of our students, depends on the coordination of skilled faculty, faculty support, and innovative delivery modes and projects.

Faculty

The campus maintains quality faculty through hiring practices, professional development, and institutional support.

Faculty Hiring: Departmental program review drives faculty hiring: "The need for a faculty position will be identified by departments and justified by annually updated program reviews and department academic plans."[36] Likewise, faculty are involved at every phase of the hiring process. Faculty hiring occurs in three modes: tenure track full-time, adjunct part-time, and temporary full-time. (For a more detailed account of faculty hiring processes than found here, see III.A.1.a.)

Tenure track hiring processes are the most rigorous. The Plan for Tenure Track Faculty Hiring relates tenure-track faculty hiring to institutional mission, insists on clearly stated criteria, and stipulates that hirees "maintain a broad knowledge" of the subject matter and that they "design pedagogy related to learning outcomes."[37] The search and first-round of interviews are conducted by an all-faculty committee of five. The second round of interviews and recommendation to hire are made by a committee with faculty representation.

Procedures for initial hiring of part-time faculty, who teach over 50 percent of our sections, are less stringent. The District Office of Human Resources reviews submitted applications for minimum qualifications and confirms each applicant's eligibility to teach. Two faculty members from the appropriate subject area then select and interview eligible applicants. Based on these interviews, the department chair forwards an "Intent to Hire" form to the Office of Human Resources.[38]

The ratio of full-time to part-time faculty teaching loads at Moreno Valley Campus is low. Noteworthy are the percentages in the vital basic skills in Fall 2005:

Percent of course-load taught by full-timers*

Course	Mo Val	Norco	Riv
Basic Writing and Grammar	28.57	50	40
Interm. Writing and Grammar	25.12	18.18	25
Basic English Composition	33.33	29.41	26.5
Reading Level One	33.33	no full-time	75
Reading Level Two	66.67	no full-time	87
Reading Level Three	no full-time	66.67	70
ESL (all courses)	33.55	49.14	71.09
Elementary Arithmetic	13.33	50	55.56
Pre-Algebra	no full-time	54.55	54.41

* Calculated by dividing the load carried by full-time instructors by the total load of all faculty who taught that course (FT/FTEF) for fall 2005. [39]

Many part-time faculty, notably in occupational programs, are professional leaders in their fields who provide special training and expertise to our programs. These faculty provide an essential link between the real-work practice setting and the academic programs preparing students for entry into specific occupational fields. Nonetheless, in some high-demand areas, notably basic skills fields of mathematics, English, ESL, and reading, hiring of part-timers often occurs on short notice and from a limited pool of applicants. Further limits to the pool arise since potential hires cannot always adjust their schedules to a department's needs. The sciences seem to be subject to the untimely loss of part-time instructors, so that full-time instructors on occasion must assume overloads to avoid class cancellations.

The decision to hire, however, is finally up to the department chair who, in consultation with the dean of instruction, can choose to leave sections unstaffed if the department interviews no satisfactory applicants in the part-time pool. Nonetheless, given the pressure to accommodate growing enrollments and to maintain high FTES funding by staffing all open sections, quality control of part-time hires may vary from department to department and from semester to semester.

Temporary full-time, or "interim," faculty are hired after a process that falls in between the full-time and part-time processes in its level of rigor. These faculty are typically hired in emergency situations such as the sudden inability of a full-time faculty member to fulfill a teaching assignment.

All faculty are regularly evaluated by their full-time peers, according to guidelines detailed in Article XI of the current district/faculty Agreement.[40] For full-time faculty, the process includes classroom observations, student evaluation, faculty self-evaluation, syllabi review and subsequent meetings of the committee with the faculty member being evaluated. This "improvement of instruction" process is intended to provide a forum through which faculty can share observations and ideas that lead all the participants—both the observed and the observing faculty—to improved delivery of instruction that promotes student learning and better achievement of student learning outcomes.

Whereas full-time evaluation committees include an administrator, the department chair, and three other faculty peers, part-time evaluations are conducted by the department chair, or by the chair and a designee. The process requires a classroom observation, review of syllabi, review of student surveys, and in-person or phone contact with the reviewee to discuss the evaluation.[41]

Faculty Development: In addition to the formal improvement of instruction process, the college promotes faculty development through a variety of avenues. All newly hired full-time faculty participate in a year-long orientation process that includes face-to-face workshops and seminars as well as online activities. This orientation process was managed by the Office of Faculty Development from 2001-2006 and by the Office of Institutional Effectiveness in spring 2006. This office continues to offer a district-wide one-day new faculty orientation. Since fall 2006, each campus has a faculty development coordinator who is responsible for campus-based new faculty orientation. Detailed agendas for orientation activities are available online.[42]   Each new faculty member is also afforded mentoring by the faculty development coordinator, and through his or her department. (Commitment to mentoring varies from department to department). All new part-time faculty receive a letter encouraging them to attend an orientation meeting and to use online resources such as 4faculty.org. They are also encouraged to attend faculty development workshops on campus and to participate in department activities.

Faculty development FLEX activities are required according to the district/faculty agreement.[43] More than fifty different types of workshops are offered to faculty each year. These range from discipline-specific training, to technology training, to work on assessment and student learning outcomes, to broader discussions of teaching and learning. At least twice each year, a series of professional development workshops is offered in conference format. These are typically referred to as Back-to-College days and Flex days.[44]

Technology Training workshops are offered through the Open Campus and its Faculty Innovation Center.[45]   Upon request, workshops can be repeated on other campuses and the MVC has hosted workshops on a variety of topics including Web Advisor Training, Resource 25 Scheduling, scanning documents for inclusion in Board of Trustee reports, the program review process, using ParScore and Scantron, using e-textbooks, and using PC notebooks. Currently, most technology workshops are held on the Riverside Campus, at the Faculty Innovation Center. However, a Moreno Valley Center for Faculty Development, developed as part of a Title V Grant, is planned for operation in the 2007-08 academic year.

Disciplines and departments often host their own discipline-specific training workshops. Since disciplines are district-wide bodies, discipline training sessions are held most often in Riverside, considered the geographic center of the district. An exception is the Moreno Valley health, human, and public service faculty discipline group, which does not have members on the other campuses and has scheduled its meetings on the Moreno Valley Campus. When instructors are preparing to teach online or hybrid courses, they must currently travel to Riverside for in-person training and assistance.

We have developed a signature Moreno Valley Campus culture of faculty retreats, for which faculty receive Flex (faculty development) credit. These retreats have been well attended by full-time faculty.[46] District-sponsored faculty development activities have also occurred, sometimes with the Moreno Valley Campus faculty facilitating. With the exception of workshops designed for a specific cohort of faculty, workshops are open to all faculty across the district.

Campus faculty may design their own faculty development projects in order to help fulfill their flex obligations. These are reviewed and approved by the faculty member's department and are forwarded to the district Office of Institutional Effectiveness where the Flex files are archived.

The Moreno Valley Campus instructional departments include an annual travel budget of $200 per faculty member. Depending on the budget, the campus may have additional funds available for conference attendance and other professional development projects. The faculty development coordinator chairs the Faculty Development Committee, which reviews faculty requests for funds for professional development activities and makes recommendations to administrators.

Full-time faculty may request professional growth credit and salary reclassification as well as sabbatical leaves through the Professional Growth and Sabbatical Leave Committee. Professional Growth is governed by Board Policy 3080. Professional growth credit may be earned through approved activities including publication, independent study, and course work. Sabbatical leave policies are governed by Article XIII of the district/faculty Agreement.[47] The agreement allows faculty on sabbatical to pursue course work, independent study or research, and other activities such as creative endeavors and curriculum development.

Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, mailings to faculty homes, and through publication of The Learning Curve, a newsletter. The district also maintains 4faculty.org, a website with resources for faculty development and support. The Moreno Valley Faculty Development Committee was established in Fall 2006 to facilitate professional development activities at the Moreno Valley Campus. Chaired by the faculty development coordinator, it consists of faculty members, who serve as voting members of the committee, and non-voting administrators (the dean of Instruction and the Title V director) who serve as resource persons.

Innovative Delivery Projects and Initiatives

In addition to these avenues for individual faculty development, faculty and staff at the Moreno Valley Campus have been involved in a number of cooperative programs, grants, and initiatives to improve delivery of instruction.

Title V: Our Title V grant, an institutional change grant administered by a full-time director, has spearheaded several institutional initiatives at the Moreno Valley Campus for developing alternative teaching strategies and innovative

delivery methods. Title V targets under-represented student populations and focuses on increasing the persistence, retention, graduation and transfer rates, and success of basic skills students. The grant promotes student-centered and active-learning approaches through comprehensive attention to teaching strategies, faculty development, supplemental instruction, and counseling.

Title V has supported several learning communities and course pairings. It has developed a pairing of Reading 83 with general education science courses. Courses implement writing rubrics, integrate assignments, and use web-enhanced assignments and resources. The course pairing of Reading 83 and Geography 1 is offered for the Spring 2007 semester. A course pairing for Reading 83 and Astronomy 1A has been developed, though not yet implemented. Title V initiated the eight-week sequential English 60A and 60B courses paired with Reading 81. Students complete basic skills English courses within one semester.

Title V has also implemented a critical counseling component to the academic learning communities. Students see counselors at least three times a semester, including appointments prior to registration, prior to the drop date, and prior to finals. Faculty complete progress reports for all students enrolled in their courses, and the Title V counselors follow up with students to review and discuss the progress reports. Counselors attend courses each week and work with students, providing any additional resources and referrals students may need during the semester. Title V conducts a student survey at the end of each semester to attain the students' perspectives on their experiences and identify the critical elements—such as counseling, instruction, and tutoring—and their importance to the students' academic success in the Title V learning communities.

Title V has provided resources for continued student equity projects, including

- Renaissance Scholars Program
- ESL One-Stop and outreach
- tutors in mathematics and English
- learning center equipment and software, including computers, printers, wireless cart, WEAVER reading software, and an interactive mathematics software system
- computers for mathematics and communications faculty, for student use in the Student Services lobby, and for tutorial services
- laptops for assigned faculty and staff
- a cluster of servers and network system, including wireless access, for the Moreno Valley Campus
- computers and printers for Associated Students to allow access for students to apply, register, and check grades
- smart classroom equipment
- bus service for Back-to-College Day and the Basic Skills Retreat faculty in-service day
- conference fees, reassigned time funds, project stipends for faculty
- training for all counselors in learning styles
- funds to develop modules on student learning outcomes for the 4faculty.org faculty support website.

The Title V office has most recently been awarded the Title V Cooperative Grant that will provide a Center For Faculty Development at the Moreno Valley Campus. College administrators are working in coordination with the district to move a modular building to the Moreno Valley Campus and designate the space as the Center for Faculty Development (CFD), which will offer technology training for faculty and staff, host faculty workshops and meetings, and house a faculty laboratory and other resources. The internship program will also be housed in the center.

The internship program, another component of faculty development, and in partnership with University of California at Riverside and the Norco Campus, will serve to recruit prospective community college instructors and provide skills training for Moreno Valley instructional personnel. Interns will work with a faculty mentor and the campus faculty development coordinator.

Puente Program: Active on campus since 2001, the Puente Program provides an integrated and supportive context to a cohort of students for their first year at the college. Puente is designed for Hispanic-serving institutions; 38 percent of Moreno Valley students are Hispanic. The program places the same group of students into a learning community of introductory mathematics, English, and guidance classes. Puente tailors content and delivery methods to the needs of the students. The instructors and counselors work as a team in recruitment, counseling, and family- and community-outreach. Puente has shown success in retaining students: students in the Puente program between 2000 and 2002 passed the second semester of the sequence at a rate of 72 percent.[48] By contrast, according to a district study conducted between 1998 and 2003, only 41.5 percent of students from the general district population who started the same English sequence (Eng 50A and Eng 1A) passed the second semester.[49]

Renaissance Scholars Program: Like the Puente Program, the Renaissance Scholars Program provides integrated support to a cohort of students, with the goal of improving retention and success to traditionally underserved populations. Fourteen percent of Moreno Valley Campus students are African American, more than the district average. However, a district study that tracked 1,965 first-time enrolled students from fall 1998 through fall 2001 found that, of the seven ethnic categories tracked, African American Students in the district had consistently the lowest persistence and success rates.[50]

The Renaissance Scholars Program seeks to address this disparity. Begun in the fall semester of 2005, the program is a joint effort between the Moreno Valley Student Services Department and Moreno Valley faculty members. Students volunteered for the program based upon their interest in an Afrocentric approach to learning and community service. The students were exposed to various cultural excursions, educational speakers, and a distinct "Rites of Passage" ceremony during their first year of involvement in the program. The second year of the program has seen the creation of the Renaissance Scholars Club and the development of an Ethnic Studies Program with an emphasis on Afro-American culture, literature, history, and music.[51]

Other Learning Communities: Faculty at Moreno Valley have independently developed and implemented other learning communities as well. Notably, an English 1A/Philosophy 10 learning community was implemented in the spring and fall semesters of 2004. Such pairings promote writing across the curriculum, and the faculty involved presented a workshop on writing across the curriculum at a fall 2004 faculty retreat.

The Honors Program: Consistent with RCCD's mission of providing the highest quality instructional programs for a highly diverse student population, the district-wide honors program provides an enhanced learning experience for those qualified students who seek additional intellectual challenges beyond the standard curricular offerings. The program offered its first classes in the fall semester of 2005. The Moreno Valley Campus initiated its program with one class, and is now offering courses for the spring 2007 semester in English composition, philosophy, history, and political science. In addition to these current offerings, the campus has developed course offerings in humanities, chemistry, and speech. Faculty have plans to offer additional honors courses in geography, anthropology, sociology, economics, and biology.

All designated honors courses pass through the regular curriculum development process as course outlines of record and earn articulation with the UC and CSU systems as independent courses. So far all of our courses have met articulation requirements, and a majority of them have aligned with the Intersegmental General Education Transfer Curriculum (IGETC) pattern (a somewhat longer process that takes close to two years). At the Moreno Valley Campus, honors course development has somewhat outpaced program recruitment and growth goals, which places the program in the position of having a wide variety of classes to meet student needs. The program requires a 3.2 GPA in at least nine UC or CSU transferable units and eligibility for, or completion of, English 1A. At present, the Moreno Valley Honors program has approximately 35 active students and 50 enrolled in the program.

Four key elements distinguish the delivery of instruction in honors classes:

- class size is limited to 20 students and the student-centered seminar format is the preferred approach.

- Honors students read primary sources, original research, and original documents.

- Honors classes are writing intensive, requiring a minimum of 20 pages of formal, graded writing.

- Honors faculty utilize innovative teaching strategies, including inquiry-driven and project-based learning, performance- and portfolio-based assessment, student-led conferences, peer reviews, and collaborative learning. Teaching an honors class provides participating faculty the opportunity to develop teaching approaches that they can then apply to their other classes and, through workshops, demonstrate to their peers.

The Honors coordinator is responsible for all aspects of the program. These duties include faculty recruitment, curriculum development, course scheduling,

faculty training, student mentoring and advising, and outreach to area high schools and the local community. [52]

Writing and Reading Center (WRC): The Writing and Reading Center supplements classroom instruction for students in writing, ESL, reading, and speech classes. Eighteen hours of attendance at the WRC is mandatory for students enrolled in English composition courses. Students of all abilities and at every stage of the writing process can profit from a consultation with one of the two instructors on duty or one of the peer tutors. The mission of the Writing and Reading Center is to help develop in students their skills and habits of mind as writers and thinkers. In addition to the instructors and tutors in the Writing and Reading Center, students have access to computer workstations with web access, online exercises on all aspects of writing, worksheets with available answer keys, and workshops covering a range of writing, reading, and research topics.[53]

Language Laboratory: The language laboratory is used by the world languages (Spanish) and the community interpretation disciplines. The two disciplines currently access the language laboratory as a classroom, which is unavailable for student use outside of class meeting times.

Study Abroad Program: The district Study Abroad Program provides unique opportunities for students wishing to learn about foreign cultures and to continue earning academic transfer credit. Full-semester study abroad locations include Florence, Italy, and Oxford, England; short-term summer programs take students to the Czech Republic, Bulgaria, and Romania, for example, with varying program sites selected in different years. A number of Moreno Valley faculty have participated in the Study Abroad Program, offering courses in their faculty service areas.

International Students: District-wide, the International Student Center serves about 250 students from more than 50 countries each semester. RCCD is approved for admitting International Visa students under the Student and Exchange Visitors Program (SEVIS) and U.S. Immigration and Customs Enforcement regulations. Students who are accepted are issued the I-20 document which they take to the U.S. Embassy or consulate in their country for the F-1 Visa. Cultural and social programs are offered, as well as comprehensive academic counseling and advice on immigration laws and regulations. Complete statistics are kept for the international students, including all records required by the federal Student and Exchange Visitor Information System (SEVIS). Data include countries of origin, GPA (2.0 and above), enrollment (12 units minimum each semester), majors, completions of programs, transfer to four-year universities, associate degrees, and optional practical training.

Tutorial Services: Peer tutors provide individualized instruction in course content, overall review, and study skills. There is no cost to registered students needing assistance in enrolled classes. During the fall of 2006, the campus had 23 tutors in various subject areas providing 2,496 hours of tutorial support.[54]

Disabled Student Programs and Services (DSPS):   The Moreno Valley Campus's Office of Disabled Students Programs and Services (DSPS) offers comprehensive support services and accommodations. Additionally, the very latest in adaptive computer technology is available to our students in the High Tech Center (Riverside City Campus) and in the library. Approximately 325 students with disabilities register with the Moreno Valley Campus DSPS office each year and request academic accommodations, equipment loan, or services to gain access to and participate in the classroom. Eligible students must provide documentation of a physical, learning, or psychological disability for which accommodations are needed. The student meets with the DSPS specialist to complete an intake interview. The student then sees the DSPS counselor for academic, personal, and occupational counseling, as well as to determine reasonable and appropriate accommodations. The learning disability specialist is available to evaluate students without documentation who may be experiencing problems related to a specific learning disability. The learning disability specialist also serves as a consultant for staff and faculty. DSPS staff make presentations on campus and in the local high schools.

Moreno Valley Campus provides all of the mandated services required by Title 5. Most services are coordinated through the local DSPS office. Alternate media and adaptive computer software play a critical role in diverse learning needs and styles. These allow a student to adapt written media into a different format. Blind or visually impaired students can convert a text or a webpage to audio or enlarge the text through Jaws or ZoomText. Students with a decoding disability convert written text so as to hear the written words while reading along. These are just examples of accommodations provided by DSPS. Four specific areas or services are coordinated through the district DSPS office on the Riverside campus. These include compliance issues, alternate media, adaptive computer software, and sign language services.

Three district resolutions that received the support of the district Academic Senate that directly impacted students with disabilities were Resolutions 37, 42, and 94. Resolution 37 addressed the district's Academic Accommodations policy for students with approved reasonable and appropriate accommodations in the classroom. It subsequently became district board policy. Resolution 42 strongly encourages faculty members to include in their syllabi a statement that asserts their willingness to work with students with disabilities. Finally, Resolution 94 identified the need to improve the physical facilities for alternative test accommodation.

Students learn about DSPS through a variety of avenues, including the Catalog and the campus website.[55] Many DSPS students are referred from high school special education programs. Outreach programs and classroom presentations to local feeder high schools play a big role in informing students with disabilities that community college is an option for them. Many students find out about DSPS through the required orientation of new students. Some may hear of services through the classroom presentations of Student Services. Many students hear of services through word-of-mouth from eligible students with disabilities who may recruit classmates that whom they observe having problems. Faculty and staff are also a frequent source of referrals.

Distance Delivery and Web-enhanced Courses: The Moreno Valley Campus has long offered some form of distance education. Current or pending options include

- web-enhanced courses
- hybrid courses
- online courses
- prerecorded audio-video lectures and PowerPoint presentations
- podcasting (Mp3) lectures and presentations (audio and video) through contract with iTunesU.

In the last five years, prerecorded telecourses have declined, while online courses—including both fully online and hybrid courses—have increased in number. The rise in online courses reflects the rise in demand for these courses as they have become a viable option for more and more students, especially those facing congested commutes. During the 2006 calendar year, the Moreno Valley Campus offered 5 telecourses and 51 online and hybrid courses in eight different subject areas: Business, History, Humanities, Management, Marketing, Music, Political Science, and Reading.[56]

Web-enhancement of traditional face-to-face courses is an important tool now available to all instructors, providing supplementary learning resources and course document distribution. Hybrid classes and televised courses combine face-to-face delivery with distance instruction. Fully online courses are presented in a multi-media instructional format which allows for increased student participation and flexibility. Also, Tegrity software provides streaming audio and video as well as integration of online chalkboards and PowerPoint presentations. A recent year-long contract with Apple for multi-modal delivery of online course lectures through mp3 format and iTunesU will provide a new and student-friendly means of instruction. All of these modes of delivery are intended to create additional points of contact for the student and instructor and to meet current and future educational needs. The district Open Campus division provides training for all instructors interested in using some form of distance delivery.

EVALUATION

We believe these standards are met.

Ongoing discussion about effective recruitment and scheduling of part-time faculty will enhance enrollment management.

The addition of a campus-based faculty development coordinator, along with the opening of the Center for Faculty Development, will promote more faculty development opportunities on campus and more participation by part-time and full-time faculty.

We are successfully developing more distance options for our students. Moreno Valley faculty review available data and student demographics in making decisions regarding delivery modes. Online courses are not only convenient for

students; they allow the campus to increase its enrollment without significantly increasing its facilities. Growth in this area is vital. It must be managed carefully, however, to maintain high standards of student learning, a fact which warrants caution and study if the college is to increase its online offerings in a way that maintains student learning and success. The Moreno Valley Campus is committed to assuring that all distance courses employ pedagogically sound methods of achieving real student learning. Furthermore, all courses newly offered in a distance format must first undergo careful scrutiny by the district Curriculum Committee. The Distance Education Delivery Proposal Form asks applicants to explain how "effective student/faculty contact will take place" and to explain how specifically the course will address challenges posed by distance delivery.[57]

PLAN

- The Academic Planning Council will implement mechanisms to better recruit and support part-time faculty.
- The faculty development coordinator will post faculty development activities on the campus website and make arrangements to have them announced at department and Academic Senate meetings.
- The faculty development coordinator and personnel in the new Center for Faculty Development will collaborate with the district Open Campus unit to supplement its Hybrid Academy training with on-site, focused workshops specifically aimed at web-enhancement techniques for all Moreno Valley instructors.

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II.A.1.c.

The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Please find this standard addressed together with II.A.2.b below.

II.A.2.

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a.

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTION

Faculty drive curricular and program development at the Moreno Valley Campus and throughout the district. New course proposals are initiated by faculty and require approval of their disciplines and departments. Sometimes new courses or programs originate from administrators or the community, although they are still approved by the discipline faculty. The all-faculty district Curriculum Committee (a subcommittee of the district Academic Senate) oversees the curriculum development process and must approve all new and revised courses before they are submitted to the Board of Trustees.[58]

Since 1994, the district has had an established procedure for approving new or substantially changed educational programs. It was originally developed by the Academic Senate and the administration to assure broad faculty input. The process was most recently revised in 2004 to integrate program development with the developing Strategic Planning Process on all three campuses. The five-phase process requires data to justify need, and stipulates broad input from the faculty. Notably, district-wide disciplines and the district Curriculum Committee oversee quality control and the establishment of clear and appropriate student learning outcomes.[59] The campuses have shifted to an outcomes-based model of student achievement. The program review process is designed to ensure that student learning outcomes are appropriate for each course and to assess whether those outcomes are indeed being achieved by students who pass a course or program.

This program-approval process depends upon the collaboration of the district Curriculum Committee with a number of other district and campus entities:

- discipline/department curriculum representatives
- the Program Review Committee
- the District Assessment Committee
- the district and Moreno Valley Academic Senates
- the Moreno Valley dean of instruction (or other area deans) and the vice president for educational services
- the district vice chancellor of academic affairs
- the district Office of Institutional Effectiveness
- the district articulation officer
- the associate vice-chancellor of occupational education and various industry advisory committees (for occupational programs).

The Curriculum Committee uses the following documents to guide its work:

- California Community Colleges Program and Course Approval Handbook
- Riverside Community College District Curriculum Handbook, which stipulates the use of statewide and local guidelines, college and district surveys, statistics, and demographic information to ensure that all of the courses, programs, and certificate programs meet or exceed the state and local descriptions and regulations
- state Academic Senate documents and policies on prerequisites, co-requisites, advisories, and limitations on enrollment
- Curriculum Committee Course Outline of Record guidelines
- RCCD Program Approval Process for Occupational Programs.

In addition, to ensure the continued quality and review of both new and existing courses and programs, particularly in pre-collegiate and developmental course areas, Moreno Valley relies on the following:

- discipline oversight of new curriculum across all campuses, ensuring a common curriculum throughout the district
- regularly scheduled departmental and discipline meetings related to course offerings
- formal and informal assessment across the curriculum within learning communities and programs
- use of persistence and retention data to evaluate programs and courses in developmental areas
- workshops, flex activities, institutes, and dialogue dedicated to curriculum issues
- comprehensive program reviews for academic disciplines district-wide, and annual campus-based discipline program reviews.

These standards are applied to all course offerings at Moreno Valley, no matter the time, format, location, type of course (contract or regular, degree credit or non-degree credit), level (basic-skills, pre-collegiate, transfer), or mode and length of delivery. Finally, each committee or decision-making body associated with the design, implementation, and assessment of courses and programs at an appropriate level of quality is faculty driven, thus assuring the central role of faculty in the creation and monitoring of instructional courses and programs.

EVALUATION

We believe this standard is met. Established procedures are in place, and the faculty are committed to identifying student learning outcomes for all courses and programs and to using appropriate delivery modes and teaching strategies to assist students in attaining these outcomes. Progress is underway on assessing student outcomes and on incorporating effective learning strategies in the classroom.

- No further plan is needed here. (But see other standard plans, such as those under II.A.1 above and II.A.2.b below, for initiatives aimed at improving the assessment and achievement of student learning.)

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II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

II.A.1.c.

The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTION

The Moreno Valley Campus faculty are committed to student learning and outcomes-based assessment. The move to an outcomes-based assessment culture has been fostered in the district through the coordinated leadership of the District Assessment Committee, the Program Review Committee, and the Curriculum Committee.[60] As subcommittees of the district Academic Senate, all three are faculty driven and all have representation from the Moreno Valley Campus.

All disciplines and programs at the Moreno Valley Campus participate in the program review process, which revolves around the development and assessment of student learning outcomes (SLOs). The comprehensive program review process directs disciplines and programs to "develop a student learning outcomes assessment plan" for individual courses. In addition, courses that meets general education requirements are reviewed using a district matrix for the correlation of course SLOs to district-wide, general-education SLOs (see II.A.3 below).[61]

The Curriculum Committee, responsible for approving course outlines, helps guide faculty in designing outlines that incorporate meaningful and measurable student learning outcomes. In the fall of 2006, the Curriculum Committee issued a revised guide to writing course outlines, which leads faculty through the steps of designing course outlines with appropriate student learning outcomes. [62] Moreover, Curriculum Committee representatives from the Moreno Valley Campus—we have one representative for each instructional department--work individually with their department colleagues to assure that curricular initiatives from our campus meet high standards, especially with respect to student learning outcomes. Faculty can also get help developing courses and syllabi with pedagogically sound SLOs from 4faculty.org, a website overseen by the district Office of Institutional Effectiveness.[63] All district course outlines of record (CORs) will have incorporated student learning outcomes by fall of 2007.

More challenging than designing student learning outcomes is assessing them. This ongoing effort has been led by the District Assessment Committee (DAC). The DAC, established in 2000 in the wake of the last accreditation self-study, is chaired by the Associate Vice Chancellor for Institutional Effectiveness and a faculty member. Currently, each campus, through its academic senate, elects two faculty members as voting members of the committee, though participation is much broader; typically 10 to 15 faculty attend meetings, along with Title V assessment specialists from each campus and at least one staff person from institutional research. In the past six years, the assessment committee has

developed a statement of assessment principles, an assessment glossary, an assessment website, and an initial comprehensive district assessment plan. The DAC has offered many presentations and FLEX workshops on designing and assessing student learning outcomes.[64]   (See I.B for a more detailed history of the DAC.)

<center>Occupational Programs</center>

As required, occupational programs at the Moreno Valley Campus rely on advisory committees of area professionals for assistance in developing effective student outcomes and assessment guidelines for particular programs and occupational courses. These committees meet at least annually and as needed.[65]

Several of our occupational programs follow the guidelines of corresponding professional organizations in the formulation of learning outcomes and assessment procedures. Likewise, some occupational programs are accredited by appropriate professional organizations, which mandate specific learning outcomes and assessment procedures for participating programs. For example,

- **The Physician Assistant Program** follows competency guidelines established by the National Commission on Certification for Physician Assistants (NCCPA), the Physician Assistant Education Association (PAEA), the Accreditation Review Commission for Physician Assistant Education, Inc. (ARC-PA), and the American Academy of Physician Assistants (AAPA). The Physician Assistant Committee of the California Medical Board identifies the minimal prerequisites for students enrolling in the PA program. Graduates of the program must pass the NCCPA's Physician Assistant National Certifying Exam (PANCE) in order to receive a license to practice. The content of this examination is determined by ARC-PA standards, which is the national accrediting agency for PA programs.

- **The Emergency Medical Services (EMS) Program** follows competency guidelines established nationally by the Department of Transportation (DOT) and the National Highway Traffic Safety Administration (NHTSA), and includes national accreditation through the Commission for the Accreditation of Allied Health Educational Programs (CAAHEP) and the Commission for the Accreditation of Emergency Medical Services Programs (CoAEMSP). On a local level the program receives additional guidance and standards from the Riverside EMS Agency (REMS), and on the state level from the California Emergency Medical Services Authority (CEMSA). Graduates of the program must pass the National Certifying Exam of the National Registry of EMTs (NREMT) in order to receive a license to practice. The content of the national examination is dictated by federal standards. Once the students pass their national examination, they must take state and county tests to become certified in the county where they will be working.

- **The Dental Hygiene Program** is accredited by the American Dental Association's Committee on Dental Accreditation (COMDA) that sets forth the competencies that all accredited programs must meet. The curriculum and outcome evaluations that the Dental Hygiene Program has established have been approved as effective means to determine competence for the Moreno Valley Campus dental hygiene students. To promote student success, COMDA also maintains strict entry prerequisites for accredited dental hygiene programs. As required for COMDA accreditation, the Dental Hygiene Program maintains an Advisory Committee that consists of representatives from the local dental and dental hygiene community, the dental hygiene student body, and the institution. The Dental Hygiene Advisory Committee meets twice a year—more than required by accreditation standards—as a way to keep the dental and dental hygiene communities in touch with what is going on with the program. The Dental Board of California accepts the findings of COMDA for Dental Hygiene Programs in California. Dental Hygiene students are able to take the National Board Examination in March of their second year, and upon successful completion of the National Board Examination (75% minimal pass) and graduation from the Moreno Valley Campus Dental Hygiene Program, they qualify to take the California State Licensing Written and Clinical Examinations (75% minimal pass).

- **The Dental Assistant Program** is undergoing the accreditation process with the Dental Board of California and the American Dental Association's Committee on Dental Accreditation (COMDA). It is expected that the first visit from COMDA will occur in June 2007. Graduates from the Moreno Valley Campus Dental Assistant Program will qualify to take the California State Licensing Written and Clinical Examinations (75% minimal pass rates).

- **The Public Safety Programs at the Ben Clark Training Center:** All public safety programs taught at the Ben Clark Training Center use state licensing to determine the rigor of each course. All courses must be approved by each state organization. Competency levels are determined by state approving agencies, which provide certification to students upon successful completion of the course or program. The Peace Officer Standards and Training Commission of California (POST) identifies student learning outcomes for courses taught in the basic academy, the modular academy, and Advanced Officer Training. The California State Board of Corrections identifies student learning outcomes and provides state certification to students through the Standard Training in Corrections (STC) guidelines for students participating in the Correctional Academy and the Probation program. The success rate for the 2005-06 Police Academy was 96.13 percent, which is 16.37 percent over the state-negotiated level.

EVALUATION

We believe these standards are met, but we see opportunities for continued progress. The professional and pre-professional programs of Moreno Valley

Campus are exemplary in assessing and tracking student outcomes based on rigorous accreditation standards. Among the non-occupational disciplines, the program review process now demands assessment of student learning outcomes; mathematics and English have led the way in assessing outcomes. But all the academic disciplines have yet to incorporate comprehensive assessment practices. The professional programs may be able to provide models and mentoring to the campus as a whole.

PLAN

- The new Center for Faculty Development will schedule workshops and speakers on best practices in assessing and analyzing student learning outcomes, to include a) representatives from district Institutional Research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley Campus occupational programs; and d) the Title V Grant outcomes assessment specialist.

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II.A.2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTION

As discussed in the section on delivery of instruction above (II.A.1.b and II.A.2.d), faculty hiring and faculty development are the foundation of quality of instruction at the Moreno Valley Campus. Instructors are responsible for applying their professional expertise to design well-sequenced and rigorous courses that achieve the learning outcomes stipulated in the course outlines of record. All faculty are required to submit their course syllabi to the Office of the Instruction. Peer review of syllabi and class observations are integral to the improvement of instruction process. The campus faculty development coordinator promotes and coordinates faculty development activities.

Likewise, as discussed under II.A.2.a and II.A.2.e, faculty drive the program review process, which includes a review of course outlines of record (CORs). All course outlines must be approved by the district Curriculum Committee and are expected to include learning outcomes that cover an appropriate range of abilities on Bloom's Taxonomy of the cognitive domains. The outlines specify appropriate course content, methods of instruction, methods of evaluation, and course materials and readings. Courses with advisories or prerequisites must specify entry skills and justify limitations on enrollment with a content-review grid or narrative.[66] Assessment and program review projects are beginning to provide clearer evidence of rigor and student achievement.[67]

EVALUATION

We believe this standard is met. All courses fulfill state-mandated requirements for the relation between units and class hours, and all curricula meet state education code standards (Title 5):
- appropriateness to mission
- demonstrable need in relation to the ideal competencies of an educated citizen, student demand, and the job market

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- quality (courses and programs are integrated so that successfully completing the program requirements will enable students to fulfill program goals and objectives)
- feasibility (Moreno Valley Campus must have the necessary program or resources to offer a course)
- compliance with all laws.

As detailed in II.A.3, the breadth of the institution's programs is ensured through the general education requirement, and critical thinking is an institutional competency.

PLAN

None is needed.

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II.A.2.d.

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

This standard is covered together with II.A.1.b above.

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II.A.2.e.

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.f.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and

DESCRIPTION

The program review process, in accord with the District Master Plan and the developing Moreno Valley Educational Master Plan, guides evaluation and planning of courses, programs, and certification at Moreno Valley Campus. This process is facilitated by the District Program Review Committee, which maintains a website providing documentation, guidelines, history, and other supports.[68] For a history of program review since 2001, see I.B. of this self study as well as the RCCD "History of Program Review."[69] The current process is guided by five principles: flexibility, collegiality, relevance, practicality, and effectiveness. Behind these principles is a commitment to make program review—centered around student learning—the engine that drives planning and resource allocation at the campus and throughout the district. By fall of 2007, all disciplines in the district will have completed one round of program review according to the process that has been implemented since 2001.

Instructional program review now has both an annual and a comprehensive component. Annual program reviews, conducted by instructional, campus-based disciplines, coordinate the contributions from all disciplines within each department and focus on recent data, resource needs, and educational outcomes. Each discipline follows an Annual Program Review Template that helps to guide the process.[70]

vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to constituencies.

Comprehensive Program Reviews, conducted by district-wide academic disciplines, occur on a staggered four-year cycle. Guidance for the comprehensive review is provided by "Comprehensive Program Review: Background and Guidelines."[71] The guidelines specify the principles and goals of the process; indicate what resources the district can provide; lay out a timeline; and supply instructions for preparing the review. Each review includes the following sections:

- mission and relationship to the college
- history since the last review
- data and environmental scan
- programs and curriculum
- student outcomes assessment
- collaboration with other units
- summary analysis.

EVALUATION

We believe these standards are met.

PLAN

None is needed.

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II.A.2.g.

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTON

Although few common course examinations exist in the district, the District Assessment Committee has encouraged disciplines to experiment with common examinations and norming processes as potentially effective means of assessing the achievement of student learning outcomes. A few disciplines have tried common examinations or discipline-wide norming, and campus faculty have participated as members of their respective disciplines:

- **Mathematics:** The discipline initiated the common final in Elementary Algebra (Mathematics 52) in 2000 to compare learning outcomes of the traditional version of the course with a redesigned version of the course involving more lab work. Every question on the final relates to one or more of the course learning outcomes. The final has generated much productive discussion in the discipline. The discipline is also developing a common final for arithmetic (Mathematics 63).

- **English as a Second Language:** The district ESL discipline has developed a final test bank and a file of optional writing prompts for Advanced Grammar and Writing (ESL 55). All full-time members of the discipline have approved the test-bank questions as reflective of the course content and learning outcomes. Starting in the fall of 2005, the

discipline has met to grade the finals together. Each session has included a norming of instructor grading and the use of a rubric designed to correspond to the student learning outcomes of the course. Data have been collected, and the discipline is preparing a report. Also, at its district meetings the discipline vets writing prompts for bias before approval.

- **English:** The discipline has several ongoing assessment projects based on analysis of student writing and instructor norming. In spring 2006, for instance, the discipline conducted an assessment project for Basic Composition (English 50) that used a common writing prompt designed by the discipline as a final examination. Instructors were encouraged to participate in the norming and grading session after the examination had been given. The English discipline is also preparing for its second assessment project of English Composition (English 1A), in which instructors evaluate students' required research projects.

- External licensing examinations play an important role in many **occupational programs**. The Physician Assistant program, for example, administers a standardized professional examination called PACKRAT, provided by the Physician Assistant Education Association. The examination, administered at the end of the first, didactic year, and again at the completion of the second year, serves both to assess outcomes and as a study guide that directs student learning. In addition, all students must take the Physician Assistant National Certifying Examination (PANCE), which they must pass in order to practice in the U.S.

EVALUATION

We believe this standard is met. All common finals and examinations developed within the district are administered only after extensive discussion by the disciplines involved, which also monitor and update the examinations as needed. Some professional programs, such as the Physician Assistant Program, administer common examinations developed or required by external agencies. Whether or not to use common finals is part of the larger discussion on best practices in assessment.

PLAN

- None is needed.

II.A.2.h.

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTION

The Moreno Valley campus adheres to the requirements set forth by Title 5 and the State Chancellor's Office, as well as to the standards established by the district and campus Academic Senates and any articulation agreements with other community colleges and institutions to which students transfer (see II.A.6.a for more details on transfer agreements). These regulations and standards provide guidance in creating a curriculum which is appropriate for an institution of higher learning.

As discussed throughout Standard II.A.2, the Moreno Valley Campus has shifted to an outcomes-based model of student achievement. The program review process is designed to ensure that student learning outcomes are appropriate for each course and to assess whether those outcomes are indeed being achieved by students who pass a course or program. See II.A.2.f for a more detailed discussion of the self-study process and guidelines.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

II.A.2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTION

Currently, the Moreno Valley Campus awards degrees and certificates based on student completion of the specified course options for each degree and certificate.[72] Some occupational programs have specified program-wide outcomes that are clearly keyed to the outcomes of specific courses.

EVALUATION

We believe this standard is met. Disciplines are currently aligning specific program and course SLOs with the general education SLOs proposed for all degrees granted in the district. (See II.A.3.)

PLAN

None is needed.

II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a.

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b.

A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c.

A recognition of what it means to be an ethical human being and effective citizen: qualities include an

DESCRIPTION

The Moreno Valley Campus adheres to the district Catalog, which includes the graduation requirements for general education. The district Catalog clearly states a philosophy of general education that clarifies the following goals:
- "a basic competence with the English language in its written and spoken form
- at least a minimum competence in mathematics
- a knowledge of American history and governmental institutions
- regard for health, mental and physical, of oneself and of the community at large
- a grasp of the principles of the major divisions of human studies, humanities and science with some understanding of basic disciplines and methodologies
- knowledge in some depth of one subject area." [73]

In December 2006, the Board of Trustees approved a comprehensive set of General Education Student Learning Outcomes for Academic and Vocational Degree Programs. Reviewed by the MVC Academic Planning Council and the MVC Academic Senate, and adopted by the Moreno Valley Strategic Planning Committee, these General Education SLOs have been posted in every Moreno Valley Campus classroom:

Critical Thinking
- Analyze and solve complex problems across a range of academic and everyday contexts
- Construct sound arguments and evaluate arguments of others
- Consider and evaluate rival hypotheses
- Recognize and assess evidence from a variety of sources
- Generalize appropriately from specific cases
- Integrate knowledge across a range of contexts
- Identify one's own and others' assumptions, biases, and their consequences

Information Skills
- Demonstrate computer literacy
- Locate, evaluate, and use information effectively

appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Communication Skills
- Write with precision and clarity to express complex thought
- Read college-level materials with understanding and insight
- Listen thoughtfully and respectfully to the ideas of others
- Speak with precision and clarity to express complex thought

Breadth of Knowledge
- Understand the basic content and modes of inquiry of the major knowledge fields
- Analyze experimental results and draw reasonable conclusions from them
- Use the symbols and vocabulary of mathematics to solve problems and communicate results
- Respond to and evaluate artistic expression

Application of Knowledge
- Maintain and transfer academic and technical skills to workplace
- Be life-long learners, with ability to acquire and employ new knowledge
- Set goals and devise strategies for personal and professional development and well being

Global Awareness
- Demonstrate appreciation for civic responsibility and ethical behavior
- Participate in constructive social interaction
- Demonstrate teamwork skills
- Demonstrate understanding of ethnic, religious, and socioeconomic diversity
- Demonstrate understanding of alternative political, historical, and cultural viewpoints[74]

In spring 2007, the District Assessment Committee performed a pilot assessment of the general education outcomes for critical thinking by looking at course outlines of record, assignments, and student work in 10 to 15 courses that would be likely to meet those critical thinking outcomes. At the same time, a subcommittee on general education began the process of mapping course learning objectives for all general education courses onto the general education learning objectives, with the goal of developing a comprehensive inventory of which general education outcomes are relevant to each course. At Moreno Valley, a checklist of the general education outcomes has been distributed to instructors, who can then informally check which general education outcomes their courses address. Instructors have been encouraged to distribute the checklist to their students so that they, too, can self-assess the degree to which a given course addresses these general outcomes.[75]

The district general education patterns introduce students to a breadth of study by requiring at least 23 semester units from a selection of courses in natural sciences (3 units), the social and behavioral sciences (6 units), the humanities (3 units), and language and rationality (10 units). All courses included in the general education requirements are approved by the district Curriculum

Committee. Introductory level courses cover fundamental theories and methodologies of their discipline and introduce students to relevant subspecialties.

Likewise, requirements for an associate degree include successful completion coursework in reading, writing, mathematics, oral communication, critical thinking, and scientific/quantitative reasoning. Students must fulfill basic skills competencies in mathematics and reading, and must take a minimum of three units of English composition and three units of communication and analytical thinking.[76] The faculty believe that these requirements in the major fields of knowledge, along with the bases of analytical, critical, and quantitative reasoning, give students the knowledge and tools necessary for continued, broad-ranging lifelong learning.

Ethics, civic responsibilities, and sensitivity to diversity and alternative points of view are directly addressed as "global awareness" in the general education outcomes listed above. The Moreno Valley Campus provides courses that address these outcomes. In addition to the required course in political science or history, the associate degree requires a minimum of three units from a cultural breadth category that includes ethnic studies, humanities, world religions, and international perspectives.

EVALUATION

We believe these standards are met. The campus schedules courses meeting the RCCD general education requirements for the associate degree. The newly developed General Education SLOs have increased faculty awareness as faculty review their own courses to see how they are assisting students in attaining these desired outcomes, not just in the general education sections, but in all courses offered at Moreno Valley.

PLAN

- None is needed.

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II.A.4.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTION

All students seeking an associate degree at Moreno Valley must complete at least 60 units. In addition to the required 24 semester units of general education courses, all degree programs require at least 18 units in a occupational or established interdisciplinary major area.[77] The RCC District has two kinds of associate degrees. The associate in arts and associate in science degrees are general education transfer tracks that require students to take at least 18 units in one of four focused interdisciplinary groupings:[78]

- Group one emphasizes social sciences and human services.
- Group two emphasizes communication and the arts.

- Group three stipulates fulfillment of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University breadth requirements.
- Group four, the associate in science degree, emphasizes mathematics, engineering, and natural science.

The other kind of associate degree is the associate of science degree in occupational programs which requires at least 18 units in a given occupational area. As discussed in the description section of Standard II.A.1, multiple options exist on the Moreno Valley Campus for students to earn degrees in the occupational areas:

- Administration of Justice
- Administration of Justice/Law Enforcement
- Business Administration
- Community Interpretation
- Computer Information Systems
- Dental Assisting
- Dental Hygiene
- Dental Technology
- Early Childhood Studies
- Education Paraprofessional
- Paramedic
- Fire Technology
- Human Services
- Medical Assisting
- Physician Assistant.

The senates at all three campuses have all considered and defeated proposals to establish majors rather than areas of inquiry. One of the RCCD Strategic Initiatives for 2005—2010 is to increase the percentages of students completing associate degrees and occupational certificates. The Moreno Valley Strategic Planning Committee affirmed the campus commitment to this initiative on March 8, 2007, with its approval of the 2007 Update of the Moreno Valley Response to the RCCD Strategic Initiatives.[79]

EVALUATION

We believe this standard is met.

PLAN

None is needed.

II.A.5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTION

As described in the descriptions for II.A.1 and II.A.2, the Moreno Valley Campus offers a wide variety of occupational programs leading to certificates and degrees. These programs work closely with their advisory committees to promote success on licensing and certification examinations and ensure that graduates meet the expectations of employers. Most part-time faculty teaching in these occupational programs are employed in the fields in which they teach and provide a key connection between the academic setting and the practice arena. Graduates of specialized programs (for example, Physician Assistant, Dental Hygiene, and Paramedic/Emergency Medical Technician) have scored well on state and professional examinations required for entry into practice.[80]

EVALUATION

We believe this standard is met, as evidenced by the fact that students are demonstrating clinical proficiency, passing the licensing examinations, and securing employment in their fields.

PLAN

None is needed.

II.A.6.

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

DESCRIPTION

The district Catalog provides information about educational courses, programs, and transfer policies. Every course offered by the district is listed in the Catalog with the following information provided:

- units
- transferability
- prerequisites, corequisites, or advisories
- limitations on enrollment
- course description
- breakdown of lecture and laboratory hours
- grading method limitations (e.g., letter grade only, or pass/no pass only)
- credit limitations (e.g., non-degree credit only)

These components of the course descriptions are explained in the Catalog.[81]

Curricular patterns are likewise provided for all degrees and certificates. The Catalog details general education requirements for all associate degrees as well as all required courses and elective options for occupational degree patterns. The occupational program patterns are also available through the district website, in a layout that also clearly indicates which degrees or certificates each program can lead to, and where the program is offered.[82] One can link from there to the whole Catalog. Major requirements for transfer to

specific four-year schools are detailed as well.[83]   The Student Handbook provides more detailed information on degree patterns and directs students to work out specific educational plans with the campus counselors (see IIB).[84]

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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II.A.6.a.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTION

Transfer of credit policies for students wishing to transfer from the Moreno Valley Campus to four-year institutions are clearly described in the Catalog, with supplemental information in the Student Handbook. Both publications encourage students to consult with the counseling staff in order to develop an educational plan that matches the student's transfer goals.

Students can find basic information on transfer patterns in the district Catalog.[85] The Transfer and Counseling departments have shifted from the older California Articulation Number system (CAN designations)—though these are still indicated in the Catalog--and now use the statewide ASSIST program to provide students with individualized guidance in making course selections to meet their transfer goals for the UC and CSU systems.[86] District articulation agreements with the UC and CSU systems involve
- course-to-course articulations
- Intersegmental General Education Transfer Curriculum (IGETC)
- preparation by major
- CSU general education breadth requirements.

The counseling and transfer staff also assist students interested in transferring to private or out-of-state institutions by explaining articulation agreements and patterns, and by directing students to pertinent websites. The district maintains articulation agreements with a number of private colleges and universities, including
- Brigham Young University
- Biola University (La Mirada)
- University of La Verne
- University of Southern California)
- California Baptist University (Riverside**)**
- Chapman University (Orange**)**
- La Sierra University (Riverside)
- Loma Linda University
- Mount St. Mary's College (Los Angeles**)**
- University of Redlands School of Business.[87]

The Career/Transfer center provides students with handouts on all of our major transfer patterns and articulation agreements. The most pertinent handouts are also kept in racks in the hall just outside the Career/Transfer Center and next to the Admissions lobby.[88]

The procedure for students seeking RCC credit for coursework done at other institutions is mentioned in the Catalog under "Limitations on Enrollment," in the Student Handbook, and in the Course Schedule. [89] The Catalog describes several avenues through which the district grants equivalency for outside coursework taken at other institutions or earned by examination, including Advanced Placement (AP) test scores, College Level Examination Program (CLEP) examinations, and California Articulation Number (CAN) agreements.[90] Credit by examination is possible for some courses through examinations administered by the disciplines. The Matriculation Office and the Evaluations Office evaluate coursework from other colleges and universities, and on occasion courses are referred to the appropriate disciplines for approval.

EVALUATION

We believe this standard is met.

PLAN

None is needed

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II.A.6.b.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTION

The Moreno Valley Campus follows the requirements set forth by the State Chancellor's Office as well as local standards established by the District Academic Senate and the district Vice Chancellor's Office for programs that are eliminated or substantially changed. The district's Locally-Developed Program Approval Process involves all related decision making bodies at the Moreno Valley Campus and in the district in the approval or substantial revision of all occupational programs.[91] A draft for a program discontinuance policy has been developed and is currently circulating among the academic senates for refinement before submission of the suggested policy to the Board of Trustees for adoption.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

II.A.6.c.

The institution represents itself clearly, accurately and consistently to prospective and current students, the public and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

DESCRIPTION

The Moreno Valley Campus provides information to all its constituencies through several media:

- **The district Catalog** is updated annually to be as accurate as possible at the time of publication.[92]

- **The district course schedule** is published each semester, including winter and summer intersessions. It includes separate sections for course offerings at each campus. Information in the schedule, submitted by the instructional departments and coordinated with the help of scheduling software, is as accurate as possible. Given the publication lead time for the schedule, however, not all information in the schedule is current at the time that classes start: staffing assignments may have changed; sections may have been cancelled; and sections not in the schedule may have been added.

- **WebAdvisor** is the online interface through which students register and access information on open sections. Unlike the hardcopy schedule, WebAdvisor continually updates course offerings, including a list of open courses.

- **Course syllabi**, according to district policy as stipulated in the Faculty Survival Guide, are to be distributed by instructors to their students at the beginning of each semester. Instructors are also required to file a copy of each syllabus with their instructional department. At Moreno Valley, these syllabi are kept by the instructional departmental specialists (IDS). The Faculty Survival Guide also itemizes what a good syllabus will contain, which includes student learning outcomes and a notice of services available for students with documented disabilities. Similar information on best practices for syllabi is available on the 4faculty.org website.[93]

- **The campus and district websites** provide easy access for students with high-speed internet service to most of the information they might need, including open classes, application resources, and PDF versions of the catalog and the schedule. The campus website has links to pages where faculty and staff can access information important to them, or where individuals interested in working for the district can learn about employment opportunities. The websites also have links to homepages for "Community" and "Alumni and Friends."[94]

- **Brochures, fliers, and summary reports** are issued by many programs and departments. The accuracy of these materials is the responsibility of the issuing unit.

EVALUATION

We believe this standard is met. Nonetheless, improvements in the availability, currency, and accuracy of documents would be promoted by the establishment of a cataloguing system that would store the currently definitive versions of all documents of public record from all departments and units.

PLAN

None is needed. Through the strategic planning process, however, the campus will study the feasibility of establishing a cataloguing system for documentation of public records produced by the campus and the district and all units on campus.

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II.A.7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs and worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

DESCRIPTION

The Faculty Handbook spells out board-approved policies on academic freedom and responsibility in an "Ethics Statement" adapted from the American Association of University Professors Statement on Professional Ethics. The statement addresses the rights and responsibilities of the faculty, including their responsibility to "protect the academic freedom of students." [95]

Although no portion of the ethics statement directly requires faculty to separate personal conviction from professional views, the statement does declare that faculty "accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty." The declaration would seem to imply the importance of distinguishing in the classroom between personal conviction and professionally accepted views. And "intellectual honesty" certainly entails the fair and objective presentation of professional knowledge.

The Student Handbook includes a paragraph on academic freedom that stipulates the student's freedom from "unlawful discrimination" and the student's "right to learn."

II.A.7.a.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

EVALUATION

We believe these standards are met.

PLAN

None is needed.

II.A.7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTION

Board Policy 6080 declares, "The definitions of cheating and plagiarism and the penalties for violating standards of student conduct pertaining to cheating and plagiarism will be published in all schedules of classes, the college Catalog, the student handbook, and the faculty handbook. Faculty members are encouraged to include this information in their course syllabi."[96]

The course schedule includes a statement that declares expectations of student honesty, that briefly defines plagiarism and cheating, and that refers students to the Student Handbook for the disciplinary consequences of academic dishonesty.[97] The Student Handbook provides expectations concerning student academic honesty and defines key terms, such as "plagiarism" and "cheating." The handbook provides a sequence of due process for disciplinary action, but does not clearly distinguish consequences for academic dishonesty from the consequences for other kinds of misbehavior (harassment, possession of illegal items, assault, etc.). Statements on academic honesty and academic freedom appear in the 2007-08 Catalog.

The Faculty Survival Guide encourages instructors to create a well-prepared syllabus that "can avoid the appearance of injustice and head off student complaints and grievances."[98] The Guide refers faculty to a sample syllabi with detailed statements and analysis for how faculty may approach problems with academic dishonesty.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

II.A.7.c.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

This standard does not apply.

II.A.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This standard does not apply.

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[1] Fact Book 2006, p. 21: "Moreno Valley Campus Student Demographics: Educational Goal Fall 2004 and Fall 2005."
The figure of 2300 is arrived at by adding together all those seeking a bachelor degree, both with or without the AA.

[2] Moreno Valley Achievement Celebration: 2006 Transfer Report.

[3] RCCD Catalog and the following fliers distributed by the Transfer Center: Riverside Community College Courses Transferable to University of California, 2006-2007; Riverside Community College Courses Transferable to California State Universty, 2006-2007; New Courses Approved as UC Transferable. Calculation of the numbers was done by the District Office of Institutional Reporting.

[4] Data provided by the District Office of Institutional Reporting. See also Summary of Transferrable Class Offerings for Moreno Valley Campus (Based on the schedule of classes for winter through fall of 2006).

[5] See, for example, the Spring 2007 Schedule of Classes.

[6] See Enrollment Simulation and Planning: Environmental Scan: Riverside Community College District, by Charles MacIntyre, 2002, p. 19, for data showing the need for workers in the healthcare fields.

[7] George Gage, faculty coordinator of Community Interpretation.

[8] RCCD Foundation data.

[9] Donna Lesser, coordinator of the Dental Hygiene and Dental Assisting Programs.

[10] Riverside Community College Program Development Process, revised Oct. 2005.

[11] Occupational advisory committee agendas.

[12] Course placements data, provided by David Lee, district placement services coordinator.

[13] One received a recommendation to take the PTESL if one answers "No" to the question, " Is English the first language you learned to speak?" and if one's Accuplacer results placed one into the most basic English class (Eng 60A).

[14] Fact Book 2006, pp 71-73.

[15] ENG 60AB/ ESL 54 and 55 Assessment Report, Aug. 22, 2005.
http://academic.rcc.edu/dac/documents/Report%20on%20Basic%20Writing2.pdf

[16] Spring 2007 Schedule of Classes Spring, p. 140.

[17] Inland Empire Educational Consortium, conference agendas.

[18] Academic English as a Second Language, a tri-fold brochure.

[19] RCC Application in Spanish.

[20] Basic Skills Retreat flier and agenda.

[21] Fact Book 2006, pp 64-70.

[22] Student Learning Outcomes Assessment, on the website of the District Assessment Committee,
http://academic.rcc.edu/dac/index.htm

[23] Program Review Templates; The History of Program Review. Both are on the Program Review website:
http://www.rccdfaculty.net/pages/programreview.jsp

[24] An earlier version of a Fact Book was published in the early 1990s.

[25] Fact Book 2006, http://iereports.rcc.edu\sv\home

[26] Course schedules.

[27] High school articulation agreements.

[28] City of Moreno Valley, Community and Economic Profile, 2004, p. 16; Student Profiles, 2003,California Post-Secondary Education Commission Report #03-09, Nov 2003.

[29] Moreno Valley College Middle College High School Program Statistical Report, years 2000-1 through 2005-06; Middle College High School Program, a tri-fold flier; grant approval letter from CCCO.

[30] Vista Del Lago Middle College High School Program Statistical Report, prepared by Edward F. Alvarez and provided by Silvia Trejo 1/11/07.

[31] www.rcc.edu/administration/board/archives/2006-10-10.pdf ; grant approval letter from Gates Foundation.

[32] Approaches for Improved Enrollment and Efficiency at the MVC.

[33] Fact Book, 2006, p. 87.

[34] Quoted in Basic Skills as a Foundation for Student Success in California Community Colleges, p. 21.

[35] Spring 2007 Schedule of Classes.

[36] The Plan for Tenure Track Faculty Hiring.

[37] Ibid. For more detail on hiring procedures, see III.A.1.a.

[38] Part-time Adjunct Faculty Initial Hire Agreement.

[39] Calculations based on data in the Factbook 2006, p. 85.

[40] Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007. See also Improvement of Instruction & Tenure Review Overview & Forms for Fall & Spring, on the RCCD Evidence website.

[41] "Improvement of Instruction—Part-Time Evaluation Cover Sheet," Revised 11/15/2006. Located on the the RCC Web Site: http://www.rcc.edu/administration/academicaffairs/effectiveness/improvement.cfm

[42] New Faculty Orientation website, http://www.rccdfaculty.net/pages/orientation.jsp

[43] Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA.

[44] Back to College Events, http://www.rccdfaculty.net/pages/eventmaterials.jsp

[45] Open Campus website, http://www.opencampus.com

[46] Campus retreat agendas.

[47] Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA.

[48] English Discipline Program Review: 2001, 2002. http://academic.rcc.edu/dac/

[49] Fact Book 2006, p. 71. Percentage arrived at by dividing the students who successfully completed English 1A into the number who attempted English 50A.

[50] Riverside Community College Diversity Scorecard Project, Abbreviated Results, September 1, 2005, PowerPoint file.

[51] Renaissance Scholars Program, brochure.

[52] 2006-07 Catalog, page 23.

[53] Writing Center News, June 12, 2006.

[54] The Tutoring Center.

[55] http://rcc.edu/services/dsps/index.cfm

[56] Moreno Valley Campus Online and Telecourse Offerings, winter, spring, summer, and fall of 2006.

[57] Distance Delivery Proposal Form.

[58] See various curriculum forms including: "New Course/Certificate Proposal"; "Course/Certificate Revision (or Deletion) Proposal"; "Distance Education Delivery Mode Proposal"; "Locally-Approved Certificate." Available on the RCCD evidence website.

[59] "Program Development Process." Also on RCCD evidence website.

[60] For a more detailed history than herein provided of the recent coordinated developments among the District Program Review Committee, the District Assessment Committee, and the District Curriculum Committee refer to "Student Learning Outcomes and Outcomes Assessment: Riverside Community College District."

[61] "Instructional Program Review: Self-Study Resource Guide," district accreditation portal site: http://accreditation.rcc.edu

[62] "Writing a Course Outline: A Step-by-Step Guide," District accreditation portal site: http://accreditation.rcc.edu

[63] A link to 4faculty.org can be found on the faculty page of the District website: http://www.rcc.edu/faculty/index.cfm

[64] Assessing Student Learning Outcomes: Riverside Community College District.

[65] Program assessment guidelines.

[66] "Writing a Course Outline: A Step-by-Step Guide," prepared by the Riverside Community College District Curriculum Committee; "Model District Policy on Prerequisites, Corequisites, and Advisories." Both documents available on the District Evidence web site.

[67] District Assessment web site: http://academic.rcc.edu/dac/

[68] RCCD Program Review web site: http://www.rccdfaculty.net/pages/programreview.jsp

[69] "The History of Instructional Program Review," http://www.rccdfaculty.net/pages/programreview.jsp

[70] "Annual Program Review Template," http://www.rccdfaculty.net/pages/programreview.jsp

[71] "Comprehensive Program Review: Background and Guidelines." http://www.rccdfaculty.net/pages/programreview.jsp

[72] 2006-07 Catalog, p. 47 and forward: "Curricular Patterns."

[73] 2006-07 Catalog, pp. 2, 3.

[74] "General Education Student Learning Outcomes for Academic and Vocational Degree Programs,"
http://accreditation.rccedu.net/District/InsitutionalEffectiveness/AA%20AS%20Outcomes%20March%206%2C%202006.doc

[75] Grid of general education outcomes; Mathematics, Science, and PE Department minutes for March 16, 2007.

[76] 2006-07 Catalog, p. 32,

[77] 2006-07 Catalog, p. 32.

[78] 2006-07 catalog, p. 32.

[79] Strategic Planning Minutes

[80] Accreditation self-studies for Physician Assistant, Dental Hygiene, and Paramedic/Emergency Medical Technician programs.

[81] 2006-07 Catalog, starting p. 82.

[82] http://www.rcc.edu/programs/index.cfm

[83] 2006-07 Catalog, pp 31-80.

[84] "Student Handbook: Resource Guide for Students." 2006-07.

[85] Riverside Community College Catalog, p. 42.

[86] http://www.assist.org

[87] Articulation Agreements with the listed schools

[88] Transfer Center handouts

[89] 2006-07 Catalog, p. 6.

[90] 2006-07 Catalog, pp 36-38 and 46.

[91] "Locally-Developed Program Approval Process."

[92] Memo from Naomi Foley to Daniel Clark: "RE: evidence of procedures for updating Catalog." October 2, 2006.

[93] "Faculty Survival Guide," 2006-2007, p. 3; http://www.4faculty.org/index.jsp

[94] Riverside Community College website: http://www.rcc.edu/district/; Moreno Valley Campus website: http://www.rcc.edu/morenovalley/index.cfm

[95] Faculty Handbook, Appendix J: http://www.rccdfaculty.net/handbook/

[96] Board Website, http://www.rcc.edu/administration/board/policies.cfm

[97] Schedule of Classes, Spring 2007, p. 203.

[98] Faculty Survival Guide, 2006-2007, p. 3.

II.B: STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

INTRODUCTION

The Riverside Community College Moreno Valley Campus (MVC) opened its doors on March 13, 1991. Since its inception, Student Services has been an integral part of the campus with a focus on student access, progress, learning, and success. On that first day at the Moreno Valley Campus, a lone student services specialist provided services in the areas of Admissions and Records, Student Financial Services, Career and Transfer Center, and Counseling. Today, the Moreno Valley Campus offers a complete array of student support services to assist students in establishing appropriate educational goals and to provide support services to help them achieve these goals. The Student Services department comprises over twenty offices and programs dedicated to the district's Student Services mission to "provide a student-centered environment that will enhance academic achievement."[1]

Since the last accreditation report of 2001, the district has taken steps to enhance the learner-centered environment.[2] During the fall of 2004, the Moreno Valley Strategic Planning Committee was established and the campus Student Support Services Subcommittee was given the charge to

- review and assess current student services and make recommendations for improvements
- review and discuss completed discipline program reviews and department plans
- examine how academic and student service plans and initiatives promote student learning and how that learning can be assessed
- provide a forum for students' voices.

To complement the strategic planning efforts of the district, Student Services has implemented the district-wide program review process. District and campus administrators, faculty, staff, and students have engaged in an ongoing dialogue relating student services to student development and refocusing the district's mission to assure that support services promote student learning. The initial step of this transition was the development of program plans in 2003-2004 to identify strengths and areas needing improvement, determine program goals, and publish the program mission and vision.[3] Comprehensive program review began in the fall of 2005 after intensive training for all departments focused on

enhancing student service area outcomes (SAOs) and improving student learning outcomes (SLOs) identified in the program plans. Program Review has completed one full cycle as of Summer 2006.

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II.B.1.

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTION

The Moreno Valley Campus provides a wide array of quality support services to help its more than 8,000 students, who are from diverse backgrounds, navigate their college careers:

- **Admissions and Records,** which includes **Evaluations and Veterans Affairs,** maintains all student records and assists students with
  o application for admission
  o registration for classes
  o determining residency, military status, or athletic eligibility
  o transcript requests
  o enrollment verification
  o GPA verification for state grants.

- The **Assessment Center** provides placement testing in mathematics, English, reading, and ESL for all incoming students. Assessment also arranges testing opportunities for high school seniors on their campuses during the spring semester.

- **Intercollegiate Athletics** sponsors the cross country team on the Moreno Valley Campus. Facilities include the cross country track, the soccer field, and the multi-purpose building for team and individual athletic pursuits.

- The **Bookstore** sells textbooks, classroom supplies, snacks, and sundries.

- The **Career and Transfer Center** provides a trained staff, an extensive collection of printed and audiovisual materials, computer programs (EUREKA, Choices, and Assist.org), and a variety of resources to assist students in making career decisions. The center provides students interested in transferring to a university or college with information on schools and eligibility requirements, and it helps them through the application process. Staff offer campus workshops and classroom presentations, arrange visits by local university representatives, and coordinate the annual spring college fair.[4]

- **College Safety and Police** strives to provide a safe and secure academic environment for students and staff through basic police services, investigations, special events monitoring, safety escort service, money transfers, on-campus traffic control, disaster response, crowd control, and parking services.

- The mission of the **Counseling** Department is to foster and promote the intellectual, emotional, social, and cultural development of students by

offering a wide range of counseling, career consultation, training, and educational services. These services help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to be successful students and take full advantage of their college experience.

- **Disabled Student Services and Programs** (DSPS) offers comprehensive support services and accommodations for eligible students with documented disabilities. Additionally, the very latest in adaptive computer technology is available to students with disabilities in the High Tech Center and in the library. Approximately 325 students with disabilities register with the Moreno Valley campus DSPS office each year and request academic accommodations, equipment loan, or services to gain full participation in the classroom, programs, and campus activities.[5]

- The **Educational Talent Search Program** identifies and assists individuals from disadvantaged backgrounds residing in the Moreno Valley community who have the potential to succeed in higher education. The program offers academic, career, and financial counseling to its participants and encourages them to complete high school and transfer to the postsecondary school of their choice.

- **Extended Opportunity Programs and Services** (EOPS) is a state-funded program designed to facilitate the success of the financially and educationally disadvantaged student by focusing on recruitment, matriculation, retention, and individual student success. Support includes registration assistance, mandated EOPS orientation, academic counseling, book services, tutoring, and transfer information. The Cooperative Agencies Resources for Education (CARE) program is an extension of EOPS for single parents or heads of household who receive CalWorks/Temporary Assistance for Needy Families (TANF) and who have at least one child under the age of fourteen. These services include bus passes, parking permits, books and supplies, and childcare assistance.[6]

- **Food Services** runs the Tigers' Den, a limited-service café that offers a nutritious short-order food menu. Catering services and full-line vending machines are available also for students, staff, and faculty.

- **Health Services**, an educational program focusing on health and the prevention of disease, contributes to student wellness. It offers student workshops on topics such as stress reduction, healthy eating, and smoking cessation. Health Services also provides care and assistance when illness or injury interferes with a student's academic and personal success.

- The **Job Placement** office, a full-service employment agency, offers the following services: job referrals, job announcements, resume writing assistance, interview techniques, job counseling, resource materials, classroom presentations, annual job fairs, and on-campus recruiting.

- **Matriculation**, a state-mandated office, consists of several components dedicated to student success and effectiveness of the institution: admissions, orientation, assessment, counseling, student follow-up, research, coordination and training, and prerequisites.

- **Outreach Services** provides prospective students with the necessary tools to make informed decisions about current and future opportunities available at the Moreno Valley Campus. Outreach works within the local community and in the high schools to promote college attendance and to educate prospective students on enrollment processes, concurrent enrollment opportunities, and upcoming special events or field trips to the campus.

- Active on campus since 2001, the **Puente Program** provides a cohort of students an integrated and supportive context for their first year at the community college. Puente is designed for Hispanic-serving institutions, and 38 percent of Moreno Valley students self-identify as Hispanic. The program places the same group of students into a learning community of introductory mathematics, English, and guidance classes. The program tailors content and delivery methods to the needs of the students. The instructors and counselors work as a team in recruitment, counseling, and family- and community-outreach.

- The **Renaissance Scholars Program** provides integrated support to a cohort of students and aims to improve retention and success to traditionally underserved populations, with a special focus on the African-American experience. Fourteen percent of MVC students self-identify as African-American.

- **Student Activities** program staff, in collaboration with the Associated Students of Moreno Valley and campus clubs, are dedicated to providing all students with opportunities to develop leadership skills through participation in student government and co-curricular programs. The goal is to create a learning environment that allows students to implement theories learned in the classroom and to develop skills that can transfer into their personal and professional endeavors. Student Activities provides opportunities for student involvement in campus life through participation in clubs, student organizations, student government, cultural activities, educational lectures, and recreational activities.

- The goal of **Student Financial Services** is to assist all financially needy students to reach their educational goals by providing a wide assortment of financial services to individuals and families. These include the provision of informational literature, outreach activities on and off campus, the Student Financial Services website, workshops in English and Spanish, and application assistance. The programs administered by SFS include the following: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study program (FWS), Board of Governors Fee Waiver (BOGW),

California state grants including the Cal Grant B and C program, the Chaffee Grants program, the Child Development Grant program, and the Bureau of Indian Affairs program.[7]

- The **Title V** program is a federally funded grant under Title V of the Higher education Act of 1965. Title V provides targeted funding and resources needed to support instruction and student services. Title V's overall objective is to improve student success through institutional change.[8]

- **Tutorial Services** provides peer tutoring in course content, overall course review, and study skills. There is no cost to registered students needing assistance in enrolled classes. During the fall of 2006, the campus had 23 tutors in various subject areas.

- **Workforce Preparation**, although officially supervised through the Office of Academic Affairs, has maintained a collaborative working relationship with the Student Services department. Workforce Preparation staff attend Student Services staff meetings.

EVALUATION

We believe this standard is met. Historically, Student Services has demonstrated the success of its services through statistical measures, such as rates of graduation and transfer. In addition, the dean of Student Services has consistently held monthly information meetings, at which members of all departments share information. These regular meetings promote unity and communication, and they give the dean a tool for oversight of quality and effectiveness.[9] Further, most departments maintain statistical and quantitative records that can provide evidence of success. For example, in the fall of 2005, Admissions and Records kept records of student transactions that demonstrated the success of extending Friday and Saturday hours during the first four weekends of the fall semester.[10] A similar success was documented during the fall 2006 registration period for the Moreno Valley Call Center.[11]

Surveys constitute an additional method of assessing student satisfaction, and some student services departments have begun to use surveys to assess quality of services. For example, a 2005 survey conducted among students of the Middle College High School Program revealed high levels of satisfaction with the program and confidence of future success.[12] The campus also reviews the data from the Community College Student Experiences Questionnaire (CCSEQ) and the student satisfaction survey of graduating students.

The campus has made a consistent effort to provide access to a full complement of student services. Even with increased staffing over the years, the campus continues to staff a few offices—EOPS and Job Placement—with part-time personnel. The campus lacks an athletic coordinator. Also the current array of services available works well for the traditional daytime student, but with an increase in evening and Saturday classes there is an increasing need for access

to services in the evenings and on Saturdays to meet the needs of non-traditional students. Moreno Valley's annual Student Services Program Review process provides an on-going self-study to identify student population trends and needs.

PLAN

- As funding becomes available, the dean of student services will request full-time staff in EOPS and Job Placement.
- As funding becomes available, the dean of Student Services will arrange for expanded service hours for evening and weekend students.

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II.B.2.a-d.

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) general information, (b) requirements, (c) major policies affecting students, and (d) locations and/or publications where other policies may be found.

DESCRIPTION

The Riverside Community College District 2006-2007 Catalog includes all the required general information except for the Academic Freedom Statement, which can be found on page 49 of the 2006-07 Student Handbook.[13] Likewise, the Catalog fully describes all student requirements and major policies affecting students. The non-discrimination policy in the Catalog is given in both English and Spanish; it also appears in the Student Handbook and in the course schedules.

The college Catalog is updated annually to be as accurate as possible at the time of publication. In March, the administrative assistant to the associate vice-chancellor of instruction sends a notice to departments, staff, and administrators to review and update sections of the Catalog for which they are responsible.[14] The revised information is submitted to the vice chancellor of academic affairs for approval and inclusion in the next Catalog. Curriculum is proposed by faculty and submitted for approval to the district curriculum committee and from there to the Board of Trustees. Newly approved curriculum is included in the next Catalog, which is printed each May, and submitted to the Board of Trustees for approval each June.[15]

Paper copies of the district Catalog cost $5.45 (September 2006) and are available in the campus bookstore. The Catalog is accessible for free at www.rcc.edu as a PDF file.

Other key publications include the district Student Handbook, updated annually, and the district course schedule published each semester including the winter and summer sessions—both are referred to in the Catalog.[16] Both are available online at the district website, and they are available free in limited copies at the Admissions and Records Office. The Student Handbook, which is currently edited and published by the district, includes a wealth of useful information to help students succeed and get the most from their college experiences, with sections on time management, graduation requirements, moving through mathematics and English, and club involvement. Students participating in orientations receive a copy of the handbook. Guidance 45 (which is also offered at several area high schools) uses the Catalog and handbook as required course materials.

Enrolled students receive paper copies of upcoming course schedules in the mail. The decision whether to mail the paper schedule to all area residents or only to send out an informative postcard or flier depends on budget and enrollment strategies. The postcard lists the district's web link and local campus phone number that allows the resident to request a paper course schedule.

EVALUATION

We believe this standard is met. The district Catalog is up-to-date, well organized, and user friendly, with a clearly subdivided table of contents and a comprehensive index.

PLAN

None is needed.

II.B.3.

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3. a.

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTION

Student Services is committed to providing equitable access to all students in its service area. Because so many of our students are first-generation college students from traditionally underserved populations and economic groups (see Demographic Data in the Introduction), we have a special responsibility to make the college experience as welcoming and accessible as possible. Data provided by the district's Office of Institutional Research aid Student Services administrators, faculty, and staff at the Moreno Valley Campus to identify changing learning support needs of students. To evaluate more effectively the support service needs of students at the Moreno Valley Campus, additional information is gathered from a variety of sources, including

- Student Services program review updates[17]
- Moreno Valley Campus Matriculation Plan[18]
- Moreno Valley Campus Strategic Planning Committee and the Student Services Subcommittee
- assessment (course placement) results for English, reading, mathematics and English as a second language[19]
- student requests for services, including
  o Counseling appointments
  o Disabled Student Programs & Services
  o Extended Opportunities Programs & Services

- o   Financial Student Services
- o   Health Center appointments
- o   Job Placement services
- o   Transfer/Career center visits
- o   Tutoring appointments.

Additionally, several student services have been instituted to assure all student populations equitable access to higher education and student learning supports on campus and within the Moreno Valley service area:

- categorical and grant-funded programs such as Disabled Student Programs & Services, Extended Opportunities Programs & Services, Educational Talent Search Program, and Title 5
- classroom presentations by counselors to inform students of campus support services
- College Fair and university field trips
- Day of the Lion activities for high school students who have completed Guidance 45 (Introduction to College) or the assessment test at high school
- "Meet the Counselor" information table during Spirit Week
- scholarships and scholarship application workshops through Student Financial Services
- Student Equity programs such as Puente and the Renaissance Scholars Program
- Student Financial Services orientations and "Application Marathons" providing assistance with completion of the Free Application for Federal Student Aid (FAFSA), the Board of Governor's Fee Waiver (BOGFW) and the Cal Grant Application
- Spanish translations of several important campus documents and policies to increase awareness and ensure access among the large Spanish-speaking population served by the Moreno Valley Campus.

One example of increased access resulted from the concerns voiced by faculty, staff, and students about the challenges English language learners have navigating the admission and matriculation processes. Student Services established the English as a Second Language (ESL) Committee in the Spring of 2005 with members representing the ESL faculty, outreach, admissions and records, assessment, matriculation, counseling, and financial services. As a result of committee recommendations, the Moreno Valley Campus now offers ESL students a "one-stop shop." Now, when students come in to take the Placement Test for English as a Second Language (PTESL), they receive orientation and counseling during the same visit, which moves them through the entire matriculation process without having to return to campus multiple times.[20] This has resulted in an increase in the enrollment in ESL courses.[21]

Access to many campus services is constantly improving regardless of location. One significant change since the district's last accreditation review is the improvement of online services and the implementation of WebAdvisor.

Students now have access to a variety of online services and activities through the district website, including

- application for admission in English and Spanish
- assessment testing information and schedule
- campus maps
- registration and add/drop
- probation and readmit workshops
- phone and email directory of staff and faculty
- Student Financial Services information and award letters
- grades and transcript requests
- payment of fees.

Computers are available in the Student Services building lobby for access to these online services.

Moreno Valley Student Services also provides support to the following off-site instructional locations:

- Ben Clark Training Center: A district counselor visits the facility once a week for scheduled appointments.
- March Dental Education Center and Ben Clark Training Center: a Disabled Student Programs & Services Counselor has visited as needed based on referral.
- Feeder High Schools: Outreach and Assessment offices provide students at feeder high schools the opportunity to apply to RCCD and to take the RCCD placement tests in mathematics, reading, and English. Student Financial Services provides workshops for students and parents and makes financial aid applications available at the high schools.

EVALUATION

We believe this standard is met, though improvements in the availability of student services at Ben Clark Training Center are desirable. Ben Clark has been under the auspices of the Moreno Valley Campus since July 2006. Limited student services are currently available. The dean of Student Services and the dean of Public Safety Education and Training are spearheading the development of a needs assessment instrument and will administer it to Ben Clark students. The results of that assessment will be used to determine the most appropriate action plan, and that plan will be incorporated into Student Services program review.

PLAN

None is needed.

II.B.3.b.

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

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DESCRIPTION

The mission statement of Moreno Valley Campus Student Services emphasizes that "Student Services programs are concerned with the whole student— designed to enhance the intellectual, emotional, physical, spiritual, cultural, ethical, and social development of students in a safe and secure environment."[22] In accord with its mission, Student Services, along with the college as a whole, supports an array of programs, activities, events, and associations that foster the development of the whole student.

The Associated Students of Moreno Valley provides students with the autonomy and power for self-development in all areas, and encourages participation in a variety of clubs and activities. Active clubs for 2006-07 include the following:[23]

- African-American Student Association
- Alpha Gamma Sigma Honor Society
- Art Club
- Dental Hygiene Club
- Emergency Medical Services Club
- Gospel Singers
- Human Services Club
- Lesbian Gay Bi Straight Transsexual Association
- Middle College High School Club
- Music Club
- Physician Assistants Club
- Puente Club
- Spanish Club
- Spoken Word
- Students for Christ.

The Associated Students, sometimes in conjunction with specific clubs and other campus entities, also sponsors a variety of civic and cultural events, including[24]

- Athena Scholarship for Outstanding Community Service
- Black College Expo
- Black History Month
- Club Rush
- Health Fair and Campus Blood Drive
- Community Spring Egg Hunt (Búsqueda de Huevos)
- Cinco de Mayo Celebration
- Halloween Valley
- Holiday Food Baskets and Toy Drive
- Intercollegiate Athletics – Cross Country
- Women's History Month
- Meet the President, RCC, Moreno Valley Campus
- Student Trustee election.

In addition, the campus environment fosters the aesthetic and personal development of students in a variety of ways:

- Art students have their work displayed in the Writing and Reading Center and the Computer Laboratory.

- The Music Club provides Friday afternoon instrumental jam sessions open to all students.

- The Moreno Valley Campus Gospel Singers have performed internationally and present all students an avenue to pursue an interest in gospel music and performance.

- The Counseling faculty offer several courses that range widely in content: college survival skills, career exploration, educational planning, and adaptive computer use for students with disabilities. These courses allow students to develop an understanding of themselves, identifying their personal and educational goals, and help students perform to their maximum potential.

EVALUATION

We believe this standard is met. The campus environment fosters the aesthetic and personal development of its diverse student population. In addition, the Moreno Valley Campus continues to open its facilities to more public events, which are vital to making the campus truly a center of activity in the community, enriching both the community and the students. The seasonal events listed above bring families with children onto the campus. In the spring of 2006, the campus co-sponsored, with the City of Moreno Valley Trails Board, a public walk and forum on the future of open space in the Inland Empire.[25] A public relations liaison—with a split assignment between the Norco and Moreno Valley Campuses—offers assistance in promoting events. The Moreno Valley Campus does not, however, currently have an events organization or any consistent promotion of cultural affairs on campus facilities aimed at bringing in the general public. The lack of an auditorium or other campus entertainment facility, of course, currently hinders, but does not block entirely, the development of such activities. Limited campus security staff also poses a challenge to providing more cultural events aimed at the wider community.

PLAN

- Student Services personnel will explore avenues for expanding the offerings of cultural events on campus that are open to our surrounding communities, perhaps through the campus KRCC TV Station and the various Chambers of Commerce.

II.B.3.c.

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTION

Considerable effort has been devoted to the design, maintenance, and evaluation of campus counseling services. As part of the district counseling discipline, MVC counselors were involved in the development of the district-wide program review completed during the 2005-06 academic year.

All counselors meet the minimum qualifications for their positions. Permanent and adjunct counselors are routinely evaluated by their peers, students, and administration as outlined by the District/Faculty Agreement.

Numerous opportunities exist for professional development and are provided to the counseling faculty to help them maintain currency in their knowledge and skills. These activities have included

- California State Universities Counselors Conferences
- Ensuring Transfer Success Conference of the University of California
- visits to local private universities (California Baptist University, University of Redlands, Loma Linda University, La Sierra University)
- regularly scheduled discipline and campus meetings
- statewide conventions for categorical program counselors (EOPS, DSPS, and WorkForce Prep)
- training workshops (Myers-Briggs, counselor-specific Datatel screens).

EVALUATION

We believe this standard is met. During the 2000 academic year, a statewide Counseling Task Force reported that the average counselor-to-student ratio on California's Community Colleges was one counseling faculty per 1,918 students. The same report calculated that a ratio of 1:900 would be the appropriate ratio needed to comply with Title 5 standards. The RCCD Counseling program review points out that the program does not comply with the 1:900 ratio because the program-based funding has not been forthcoming from the state legislature. On the Moreno Valley Campus during the Fall 2005 semester, controlling for special populations, the general counselor/student ratio was 1:2,732.

The Counseling 2005-06 program review cited limited collaboration between counseling faculty and local high schools. The program review also identified a need to provide ongoing training for part-time counselors and interns.

The Moreno Valley Counseling faculty have addressed these problem areas with the following actions:

- Counselors hosted the annual Counselor-to-Counselor workshop for local high school counselors on campus.
- Counselors conducted post-workshop training for participants interested in teaching Guidance 45 at their schools.

- District-wide training was offered for part-time counselors during spring 2006.
- Campus and district department/program representatives present information at regularly scheduled campus and district counseling discipline meetings.

PLAN

- See the plan for Standard III.A.2 regarding hiring.
- Provide ongoing training for part-time counselors and interns.

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II.B.3.d.

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTION

As the Moreno Valley Campus mission statement says, the campus is open to "all who can benefit" from our educational services. It follows that part of our mission is to be sensitive to the diversity of our student population. Promoting real tolerance and appreciation of diversity is part of the fundamental educational mission of any college that seeks to educate the whole person. This is especially the case for the Moreno Valley Campus, which is the most ethnically diverse campus of the Riverside Community College District.[26]

The Moreno Valley Campus has the opportunity to be a crucible for the spread of tolerance and openness in the complex and rapidly growing communities it serves—young communities that still have a chance to forestall the kinds of entrenched divisions and segregations typical of communities with longer histories. It is important, moreover, for instructors, staff, and the students themselves to recognize the different kinds of diversity. Differences in income, family structure, age, cultural background, religious and political beliefs, disability, and sexual orientation—all these, whether visible or not, are potent forces in the community, on campus, and in the classroom. Part of our task as a campus is to promote a recognition and understanding of these differences with the goals of giving all our students the fullest possible opportunity to succeed and of fostering in the community an ethos of informed tolerance. Ethnicity and race—the most commonly cited categories of diversity--are themselves far from well-defined categories. Any broad ethnic label—Hispanic, for instance—actually covers a complex web of different cultures and backgrounds. Sensitivity to the range and complexity of diversity thus must operate at every level of the college, from the way instructors design and teach their classes to the outreach and recruitment efforts of Student Services.

A number of specific Student Service programs and activities focus specifically on reaching out to diverse student populations:
- Disabled Student Services & Programs
- Educational Talent Search
- Extended Opportunity Programs & Services

- Outreach
- Puente Program
- Renaissance Scholars Program
- Title V
- hiring of diverse Student Services staff
- diversity training for Moreno Valley staff in order to participate on hiring committees
- Food Service menus that respond to ethnic holidays or celebratory observances
- special campus activities and events, planned throughout the year, that focus on observances of diversity. These have included
    - Black History Month
    - A Day of Silence, supporting acceptance of gay, lesbian, bisexual, and transgendered students
    - Cinco De Mayo celebration
    - Hispanic Heritage Month
    - Multicultural Festival
    - Mexican Independence Day
    - Women's History Month
- campus clubs and organizations representing diversity of gender, religion, sexual orientation, and ethnicity:
    - African-American Student Association
    - Gospel Singers
    - Human Services Club
    - Lesbian Gay Bi Transsexual Association
    - Puente Club
    - Spanish Club
    - Students for Christ

The campus demonstrates its commitment to diversity in the broadest sense through programs and services designed to promote and enhance student understanding of diversity. One measure of these efforts is through the analysis of campus demographics, student satisfaction surveys, and the size of student participation at planned cultural events and activities. A second measure is area communities' perceptions of the campus. In 2006, The Moreno Valley Black Chamber of Commerce recognized the campus as the "Non-Profit Business of the Year." The Moreno Valley Chamber of Commerce has followed that honor by nominating the campus as the "Business of the Year" for 2007.

EVALUATION

We believe this standard is met. The Moreno Valley Campus demonstrates its commitment to diversity in the broadest sense through programs and services designed to promote and enhance student understanding of diversity. As the diverse student population changes and increases, we will continue to develop and modify programs and services that foster sensitivity to issues of diversity.

For example, the campus coordinated with the district Office of Equity and Compliance in the spring of 2007 to hold a sensitivity week involving faculty, students, guest speakers, training, dialogue, open forums, and reading circles.[27]

PLAN

None is needed.

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II.B.3.e.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTION

As an open admissions institution, the Moreno Valley Campus accepts all students who meet the basic eligibility guidelines established by the state. Applications are accepted throughout the year and are available in paper format at the Admissions Office as well as online through the district website. An online application in Spanish is also available. Online applications have increased tremendously in recent years. An Admissions Office communication indicates that 80 percent of all applications for admissions of new and returning students were submitted online for fall 2006. Counter personnel assist with online applications at computers provided in the Admissions and Records lobby.

Placement tests in mathematics, English, reading, and ESL are validated every three years. In accordance with state regulations regarding matriculation, Moreno Valley uses placement instruments from a list approved by the California Community College State Chancellor's Office. The district has implemented Accuplacer as its primary placement instrument for appropriately measuring student competency in mathematical and language skills. This approved instrument is utilized because it minimizes cultural or linguistic biases, produces valid and reliable outcomes, and successfully identifies the academic needs of students. The college uses PTESL, a locally developed ESL placement test, which has also received state approval.

The admissions process at the Moreno Valley Campus is the primary process by which students are referred to placement testing. To enhance access, Accuplacer is administered by the Assessment Center staff both on the campus and at feeder high schools. Additionally, to increase student access and eliminate discriminatory practices, placement tests are available on audio cassette and in Braille format, and are compatible with adaptive software for students with disabilities.

The Matriculation Office, academic disciplines, and district Office of Institutional Research establish criteria and maintain data for the evaluation of placement instruments.[28] A three-year cycle to validate placement scores (mathematics, reading, English and ESL) for the district has been implemented.[29] The most recent revalidation studies were conducted in spring 2006 for the mathematics discipline, and in fall 2006 for reading. English and PTESL test scores are slated for revalidation during the fall 2007 semester.[30]

EVALUATION

We believe this standard is met. Complementing the open admissions policy, the rigor of the placement test validation process described above effectively minimizes the potential for inaccurate placement of students into mathematics, English, ESL, and reading courses.

PLAN

None is needed.

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II.B.3.f.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTION

The Moreno Valley Campus follows district, state, and federal guidelines for Class I, II, and III student records. RCCD Board policies 7060, 6070, and Regulation 7045 address the policy and procedures for the storage, confidentiality, and release of student records.[31] The campus complies with state requirements found in Sections 59020-29 of Title V of the California Education Code. The college adheres to the Federal Education Rights to Privacy Act (FERPA) and requires a signed consent for transfer or release of documents.

The following are the specific practices for record keeping by the various units of Student Services:

- Admissions: Records—such as drop/add cards, matriculation appeals, transcript evaluations, and Student Education Plans—are scanned and then hard copies are stored in the archival vaults located in the Admissions and Records Office for three years.
- Student Financial Services: Staff scan and then shred paper records, with an electronic backup.
- Disabled Student Programs and Services: Inactive records are stored for three years and then purged and shredded.
- Student Health Services: Staff maintain a database of activity but do not maintain individual medical records.
- Counseling: Staff scan the relevant documents—such as transcripts, student education plans, and drop/add cards—and then shred the hard copies.

EVALUATION

We believe this standard is met. The Moreno Valley Campus maintains student records permanently, securely, and confidentially, with provision for secure backup of files regardless of the form in which those files maintained. The institution publishes and follows established policies for release of student records. As funding becomes available, the Moreno Valley Campus plans to accommodate the increasing student population with additional staff and technology resources.

PLAN

None is needed.

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II.B.4.

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION

Student Services departments and programs participate in the district-wide systematic annual program review for all departments and programs which began with unit plans in 2004-2005. Student Services departments and programs rely on a variety of methods and resources to assist in the systematic and regular review of program effectiveness. In particular, Student Services evaluates its ability to meet identified student needs through

- annual internal program review
- regular program review as established at the district level
- monthly Student Services division meetings with the dean
- data collected and analyzed by the Office of Institutional Research, including
  - o enrollment trends
  - o student characteristics
  - o persistence and retention rates
  - o student satisfaction surveys of programs and services
  - o assessment studies
  - o placement instrument validations
  - o staff performance indicators
  - o degree, certificate, and university transfer rates.

Through an internal Student Services program review, each department annually evaluates its mission and objectives, the quality of services, and the need or demand for services. Moreno Valley Campus Student Services areas have participated in this annual program review process for several years now. In Fall 2005, as part of the formal district program review process, Student Services began incorporating student learning outcomes (SLOs) into its review. During that time, department leaders participated in

- development of SLOs and student service area outcomes (SAOs) for their areas
- implementation of interventions to address the SLOs
- implementation of assessment processes to evaluate the effectiveness of the SLO interventions
- utilization of assessment results to make informed decisions about improvement of student support programs and services.

Each department is responsible for maintaining and updating its own SLOs and SAOs and utilizing them to identify strengths and weaknesses in its service area.

In addition to program review, the dean of Student Services facilitates monthly division meetings during which each department provides updates. At these meetings Student Services staff generate ideas and suggestions about how to enhance services, implement department events and activities, and support initiatives.

Student Services personnel are subject to regular performance evaluations. Finally, counselors, educational advisors, classified hourly employees, and faculty members participate in workshops and conferences that promote professional development and the achievement of student learning outcomes.

EVALUATION

We believe this standard is met. The Moreno Valley Campus evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as a basis for improvement. Additionally, the Student Services program review process is being linked to the developing Strategic Planning Process.

PLAN

None is needed.

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[1] District Student Services Mission Statement.
[2] District Report on Strategic Planning.
[3] Program Plan samples.
[4] Career and Transfer Center fliers.
[5] Disabled Student Services and Programs flier.
[6] Educational Opportunity Programs and Services flier.
[7] Scholarship Application Packet through Student Financial Services.
[8] Title V flier.
[9] Student Services monthly information meeting, minutes.
[10] Memo from John Thrower to Daria Burnett: "Saturday's Numbers." September 18, 2006.
[11] Moreno Valley Call Center data.
[12] Middle College High School Graduate Survey Results for the Class of 2005.
[13] Riverside Community College Catalog, 2006-07.
[14] Memo from Naomi Foley to rcc-all: "2006-2007 College Catalog," February 28, 2006.
[15] Memo from Naomi Foley to Daniel Clark: "RE: evidence of procedures for updating Catalog," October 2, 2006.
[16] Student Handbook, 2006-07; Course Schedules.
[17] Student Services Program Review, Moreno Valley College.
[18] Matriculation Plan, Moreno Valley College.
[19] Assessment results for English, Reading, Mathematics and English as a Second Language.
[20] Proposal for the ESL One-Stop and corresponding Flowchart, March 2005.
[21] ESL enrollment statistics from the Office of Admissions and Records.
[22] Moreno Valley Campus Student Services Mission Statement.
[23] Club fliers.
[24] Event fliers.
[25] Flier, "Open Horizons" The Future of Open Space in Moreno Valley and the Inland Valleys." April 22, 2006.
[26] Fact Book, pp. 20-26. Also, see demographic information in the Introduction.
[27] Sensitivity Week, flier.
[28] Accuplacer Data.
[29] District Matriculation Plan; Moreno Valley Campus Matriculation Plan.
[30] Revalidation results for mathematics, ESL, reading, and English.
[31] Board Policy #7060, 6070, RCCD Record Retention Policy.

STANDARD IIC: LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

…………………….…………

II.C.1.a

Relying on the appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equip-ment and materials to support student learning and enhance the achievement of the mission of the institution.

The Moreno Valley Campus has a library, an instructional media center, tutorial services, an interdisciplinary computer laboratory, a mathematics laboratory, a writing and reading center, a language laboratory, and enhanced computer classrooms. Almost all classrooms have computer projection systems and internet access. The campus maintains free wireless access for students, faculty, and staff. In addition, the campus oversees two offsite locations—the Ben Clark Training Center and the March Dental Education Center--which also have a variety of learning support services.

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DESCRIPTION

Students, faculty, and staff at the Moreno Valley Campus benefit both from an on-campus library as well as the district's Digital Library and Resource Center located on the Riverside Campus.

The Moreno Valley Campus Library/Learning Resources Center (which includes both the library area, and the area occupied by the Intructional Media Center (IMC) has 9,800 assignable square feet. The library alone has less than 9,000 assignable square feet. As of January 2007, the library has 27,625 titles (including e-books), 9 newspaper subscriptions, 145 hard copy periodical subscriptions, 78 sets of videotapes for telecourses, 139 DVDs and VHS tapes, and 53 district-wide subscription databases. There are 31 public Internet workstations and 3 PCs dedicated to the library Catalog and databases (both with printing capabilities). Each of the library's publicly available PCs serves 129 students. The public Internet PCs are enabled for Microsoft Office and streaming media; they have CD/DVD, audio ports, USB ports, and floppy drives. There are three photocopy machines, as well as a vending machine for copy cards.

The Moreno Valley Campus Library is staffed by an assistant dean, one full-time librarian, two part-time librarians, one full-time library clerk, one half-time library clerk, and a varying number of student assistants. Library operations are nominally under the administration of the vice president of educational

services, Moreno Valley. Some functions are handled only by the District Digital Library, such as all cataloguing, acquisitions, and resource processing.

Faculty and staff at Moreno Valley pursue many avenues in order to provide campus students and faculty with adequate resources—print, electronic, and technical.

- General collection development is guided by district policy.[1]
- Faculty members are contacted at the beginning of each semester requesting recommendations for library resources which will fill their needs, as well as the needs of their students.[2] It is also possible for faculty to make collection development recommendations online.[3] The library is also made aware of needed resources through representation on various committees, contact with students at service desks, and interactions during orientations and workshops.
- Faculty members consult with the librarians to coordinate students' assignments to ensure that the library can fulfill students' needs.
- The protocol for new program development requires a library review in order to determine what library resources will need to be acquired to support the new program.[4]
- Resources are also evaluated in preparation for accreditation of specific programs.
- Since the library catalog is available online, it is not necessary for faculty to be physically in the library to evaluate the resources which support their subject specialty.
- Faculty members have the ability to make non-copyrighted materials available electronically through the library's LAMP system.
- Online survey forms provide feedback from both faculty/staff and students.[5]

The Instructional Media Center (IMC) provides media support to all classrooms on all sites. Support encompasses projection systems, audio systems, laptop computers, transparency production, video production, presentation assistance, and other related services. (The Riverside Campus currently provides streaming media to the Moreno Valley Campus, but the service will be provided on campus by 2010.) The IMC has online and paper request forms that show the basic equipment that is readily available, and responds to instructor requests for equipment and services, usually within 48 hours. More complex requests—such as setting up for large venues or video and audio production—can be accommodated with notice and planning.

The three campus drop-in laboratories provide a variety of materials including computers, printers, software, online resources, and print materials for the supported disciplines and courses. The selection of resources is guided by input from laboratory coordinators, faculty, students, and learning resource committees who evaluate new textbook and software titles. Students, faculty and tutors are also surveyed as to the use and effectiveness of existing materials.[6] Laboratory needs are monitored by laboratory coordinators with input from colleagues, staff, and students; the needs are then incorporated into the annual program reviews of the pertinent disciplines.[7] All campus

laboratories are currently restricted to students who are enrolled in classes in the respective disciplines or who sign up for a discipline-specific practicum of .5 or 1 unit. The mathematics laboratory has 22 computers. The Writing and Reading Center (WRC), with 45 computers, is overseen by the English discipline in consultation with other members of the Communications Department. The computer laboratory is overseen by the Computer Information Systems (CIS) faculty.

The four science laboratories at the Moreno Valley Campus have 22 computers for student use. Each computer has online access to a variety of college websites that contain study material and interactive tutorials for various science topics. In addition, the Department of Mathematics, Science, and Physical Education has purchased CDs in most subject areas that the students use to review and master biological concepts. Science faculty and staff have also composed their own reviews and tutorials that students utilize for further study. These tutorials include a library of photographs taken by a digital camera on our own microscope. The science department uses videos to reinforce biological and health-science concepts. Furthermore, Practicum in Life Sciences (BIO 96), a faculty-directed supplemental course, offers extra laboratory time to any student registered for a biological laboratory course. A biology instructor is available to help students during this open laboratory.[8]

Tutorial Services uses training videos, a tutor-orientation handbook, workshops, and a variety of handouts to teach tutors about their roles as tutors and how to relate effectively with their students. Tutorial Services monitors the learning needs of Moreno Valley students through a variety of means:

- walk-in students seeking assistance
- "early alert" referrals: instructors submit counseling forms regarding student progress and Counseling then sends letters to indicated students referring them to tutorial services.
- direct requests or queries from faculty
- basic skills orientations and classroom presentations by Tutorial Services, which involve some informal assessment
- student evaluations of tutors
- tutor evaluations of tutorial services.[9]

The Ben Clark Training Center now has a wireless environment to enhance learning opportunities for students and faculty. Enhancements include 36 wireless laptop computers equipped with software and online resources that support the curriculum in the Law Enforcement and Fire Technology programs in addition to enabling students to participate in general education CIS courses at the center. The selection of resources is guided by input from the Peace Officer Standards and Training Commission, Occupational Law Enforcement and Fire Technology Training Advisory Committees, and program coordinators and adjunct faculty.[10]

EVALUATION

We believe this standard is met. The combined library and learning resources of the district are extensive, but we see opportunities to improve the collection of the campus library and the services it offers.

While the library has strong online and database resources, its physical collection is small. The campus seeks to augment and update its collection. Likewise, we aspire to expand the library's reference and orientation services, as well as to begin offering Library 1, an introduction to information competency.

Another area in which there is room for improvement includes a library equipment maintenance/replacement program with corresponding budgetary support. It is also highly desirable for the library to have a room dedicated to library orientations and workshops which would be equipped with workstations so that these presentations would be "hands-on."

The library has made progress in attempts to engage faculty and staff in order to gain greater insight into how well the library is meeting student learning needs. The librarian and assistant dean participate in district and college committees, including Accreditation, Library Advisory, the Moreno Valley Phase III, the Moreno Valley Strategic Planning, and the President's Cabinet. Increases in the number of library presentations and orientations have resulted in increased visibility and dialogue between the library and the Moreno Valley Campus community regarding the selection of materials.

The library reserves certain computers for catalog searches, and students can access the catalog and databases anywhere they have an internet connection. The bulk of computer use in the library is for general internet access, paper writing, and other typical student uses. Waiting list data for these computers suggest that students need to be made more aware of computer access elsewhere on campus. [11]

If instructors have questions or want to become more familiar with equipment, the Instructional Media Center (IMC) is here to teach. More widely attended IMC workshops that teach instructors to use equipment properly will contribute to maintaining long life spans of our equipment. The demarcation between services offered by IMC and Microcomputer Support can be confusing to instructors. For example, if the projector doesn't work, it's an IMC issue, but if the computer itself is malfunctioning or if there are problems getting online, then it is a Microcomputer Support issue. The IMC— open from 7:30 a.m. to 9:00 p.m. Monday through Thursday--does its best to take care of immediate problems in early morning and evening hours when Microcomputer Support is not available. In order to clarify this division of responsibilities, the IMC and Microcomputer Support offices prepared a revised set of service guidelines that answer the question "Whom do I call for . . . ?" This will appear in subsequent editions of the Faculty Survival Guide distributed to all faculty along with a reminder.

The Computer and Information Science Laboratory is open to all students who sign up for a CIS practicum. Broader announcement of this opportunity would be desirable.

The science laboratories are well equipped. The faculty and staff have worked cooperatively to provide the students in each subject area with models, diagrams, audiovisual aids, and computer tutorials. Unfortunately, the science laboratories are being utilized so fully that these items are not always available to students during non-lab time frames. This is especially problematic for the physics laboratory which utilizes the chemistry laboratory for instruction and a small storage room for storing educational equipment.

The Math Lab limits the number of sections of Web-enhanced classes that can be offered as there are only 22 computer stations and limited seating for tutorial purposes. There are curricular changes (such as self-paced modules for basic and prerequisite skills) being discussed that would require more space.

An additional 100 laptop computers, with the necessary software, are needed to accommodate online testing of the large number of students participating in the Law Enforcement programs at the Ben Clark Training Center. Online testing will increase efficiency and reduce personnel needs. An infrastructure assessment is needed to ensure that new computers can be accommodated. Likewise, additional laptop computers are needed to support additional sections of the Computer Information Systems.

PLAN

- The Library and Learning Support Subcommittee will facilitate increased dialogue between library personnel and campus faculty, especially in an effort to develop strategies for improving the quality and currency of the library's book collection and for increasing library services.

- The Strategic Planning Committee will study the need for more space for library functions when Phase III construction has been completed.

- The Strategic Planning Committee will ask the Library and Learning Support Subcommittee and other relevant groups on campus, such as the staffs of the Writing and Reading Center and the Computer Laboratory, to study the overall availability of computers for general student use and develop a campus-wide strategy for improving student access to computers.

- The IMC staff will provide instructional workshops or presentations to faculty, perhaps in the context of department meetings, to promote awareness of services and proper procedures for use.

- The Office of the Dean of Instruction will publicize the CIS laboratory as an open computer laboratory to promote more student use.

II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTION

The Moreno Valley Campus has embraced General Education Student Learning Outcomes--posted in every classroom—that include information competencies. Students should be able to

- "demonstrate computer literacy" and
- "locate, evaluate, and use information effectively."[12]

Available to every student, the online one-unit information competency course (Library 1) bases its student learning outcomes on these general education goals. The customized orientations and general workshops provided by the Moreno Valley Campus Library are further ways that information competency is taught. Students also receive one-on-one mini-lessons on information competency whenever they interact with the reference librarian. The library website features a page on information competency, with links to a survey and to Library 1 course information.[13]

Various approaches are used to assess student competency in retrieval and use of information, including

- the successful completion of classes and programs, which incorporate information competency experiences/activities;
- the evaluation of written exercises and tests, designed to assess information knowledge and skills, which are administered in conjunction with library orientations and workshops;
- the analysis of responses to information competency questions on a library survey, which students are encouraged to complete;
- the successful completion of library activities and assignments associated with the library's Information Competency course.

Goals of the course are reviewed with instructors during the improvement of instruction process.

The Instructional Media Center (IMC) provides staff and faculty with some assistance in how to use the technology. An online survey form helps determine faculty needs.[14] The only support the IMC offers directly to students is to provide copies of language tapes/CDs. Students often use classroom equipment for presentations or events. However, the order for the equipment must be from an instructor or a faculty advisor.

The Math Lab incorporates information competency activities into web-enhanced classes, primarily by assigning mathematical exercises to be completed on the computer. The laboratory also provides mathematics classes with orientations of its resources, which include access to web-enhanced components of specific classes, The Learning Equation (TLE) self-study work, internet access directly related to course work, and QuizMaster testing.[15]

In the Writing and Reading Center (WRC) laboratory aides, tutors, and instructors on duty instruct students in word processing, Internet research, and the use of online grammar tutorials. Much of the activity in the WRC is supplemental to in-class instruction. Students are introduced to concepts in the classroom and use the WRC for further assistance and practice.

In the science laboratories, individual instructors instruct students on the use of computers and tutorials. In the open laboratory (Biology 96) an instructor is on duty to help students, and tutors are sometimes available.

The Public Safety Education and Training program located at the Ben Clark Training Center provides ongoing instruction for its students within the mandated curriculum specific to Law Enforcement and Fire Technology instructional areas. This curriculum mandates training in and access to library services and materials.

EVALUATION

We believe this standard is met, but we see opportunities for improvement. The library has made a concerted effort to advance its information competency initiative by

- offering a fully online Library 1--Information Competency;
- using information competency as the conceptual framework for orientations and workshops;
- providing information competency materials, guides, and training via the library's web site, http://library.rcc.edu;
- hiring a full-time distance learning & electronic reference librarian, who, with the input of library faculty and under the guidance of the executive dean of technology and learning resources, develops and refines the information competency curriculum.

At the district level, the library has made significant progress in developing and implementing assessment methods for information competency instruction. These assessment methods have only recently been reviewed by the Moreno Valley Campus Library and need to be more fully integrated into instructional efforts. To better serve the Moreno Valley Campus students, the Library 1 course should be offered on this campus, so our students would not have to go to the Riverside Campus or take the online version.

The Instructional Media Center (IMC) as a department strives to stay current with new technology. Since cassette tapes are becoming obsolete, the IMC has received approval (Spring 2007) for a multiple-copy CD burner and is investigating options for web-based downloads and MP3 players. The Instructional Media Center will request a budget allocation in order to provide audio language learning supplements in alternate formats.

As mentioned above, the science laboratories are well-equipped. Unfortunately there are not enough laboratories to provide more available hours for open laboratory/tutorial times. The laboratories are generally full with classes every day and evening.

An inadequate number of computers at the Ben Clark Training Center is creating a bottleneck in the curriculum-mandated access to library resources. The Ben Clark Training Center will construct a Learning Resource Center at the Ben Clark Training Center complete with computer laboratories by 2008.

PLAN

- The library will offer Library 1 on this campus when space and resources are made available.

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II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTION

The Moreno Valley Campus Library and the Instructional Media Center (IMC) coordinate their days and hours of operation with the class schedule in an effort to be open as much as possible when students are on campus. Hours of operation are posted in the Riverside Community College District Catalog, online, and at the library entrance door:

Library	Instructional Media Center (IMC)
M-Th 8:00 a.m. – 8:00 p.m.	M-Th 7:30 a.m. – 9:00 p.m.
Fri 8:00 a.m. – 12:00 noon	Fri 7:30 a.m. – 6:00 p.m.
Sat 10:00 a.m. – 4:00 p.m.	Sat 7:30 a.m. – 3:00 p.m

Books and video recordings located at the other campuses in the district are available through inter-campus loan. In addition Moreno Valley Library/Learning Resources provides remote online access to materials and services via the library and IMC web sites. Available 24 hours a day, 7 days a week from the library's web site LAMP, online library resources include
- general information about library resources and services
- library catalog
- e-books
- 53 district-wide subscription databases, including citations, abstracts, and full-text articles from newspapers, periodicals, and reference sources
- tutorials and guides to finding and using information. [16]

The Instructional Media Center website provides 24/7 access to information regarding
- KRCC, RCC's educational access station, and its program schedule
- audio/visual equipment available
- production, satellite down-linking, and videoconferencing
- procedures for requesting IMC equipment and services.[17]

The IMC aims to accommodate all reasonable requests in a timely fashion, often providing equipment for off-campus events and adjusting schedules to make events happen.

All library and learning support services accommodate disabled students. The library houses accessible furniture and a computer workstation with specialized equipment for patrons with disabilities. Disabled Student Programs and Services (DSP&S) works closely with the library and the IMC on the captioning of existing video recordings and collection development procedures that ensure that videos are purchased in captioned DVD format whenever possible. The library and IMC web sites are designed to be Section 508 compliant, accessible to the visually impaired.

All campus drop-in laboratories maintain full hours in order to accommodate student schedules. These hours are posted at the entrances to the laboratories and on laboratory websites. Hours may vary somewhat from semester to semester. Campus laboratory hours in Spring 2007 are as follows:

Computer Lab
M-Th   7:30 a.m. – 9:30 p.m.
Fri   7:30 a.m. – 6:00 p.m.
Sat   8:00 a.m. – 4:00 p.m.

Math Lab
M-W   8:05 a.m. – 9:00 p.m.
Th   8:00 a.m. – 7:30 p.m.
F/Sat   9:00 a.m. – 3:00 p.m.

Writing and Reading Center (WRC)
M-Th   8:10 a.m. – 9:00 p.m.
Fri   8:10 a.m. – 2:00 p.m.
Sat   9:20 a.m. – 2:00 p.m.

All three laboratories maintain web sites, either at the campus or district levels.[18]

The Math Lab provides access online to MyMathLab exercises (for students enrolled in specific courses) and tutoring (for all students enrolled in a mathematics practicum or one of the special courses which uses MyMathLab. The Writing and Reading Center is available to students from all three campuses. Students enrolled in courses requiring WRC Laboratory hours are able to access the materials and services in the WRC.

The Tutorial Services website provides information for both potential tutees and tutors, and students may schedule a tutoring appointment at any campus.

EVALUATION

We believe this standard is met, but see opportunities for continued improvement.   The library's subscription database offerings continue to expand. The library is preparing for the technical and organizational challenge of becoming more autonomous when the campus becomes a college. Library hours remain somewhat restricted, notably on weekday evenings and Friday afternoon. This diminishes the opportunity of students

and faculty to access the collection and to use the library as a place to study. Also, the library closes every summer in the weeks prior to the fall semester; such closures can be an inconvenience for faculty preparing materials for the upcoming semester. Expanding hours is unlikely, however, unless funding levels increase significantly.

PLAN

- The Library/Learning Resources Center will work with Information Services to ensure that the infrastructure will support expansion in terms of bandwidth and access to the library's subscription resources.
- The Library/Learning Resources Center will raise with the Strategic Planning Committee the possibility of extended hours and promoting more student use of the library as a place to study.

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II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION

The Facilities Department collaborates with College Safety and Police to maintain and secure the library and other learning support services. Micro-support staff—part of Information Services--maintain the computers, peripherals, and software on all Moreno Valley Campus sites. In addition, they oversee license agreements. Equipment that is out of warranty is maintained by a third-party contractor, or replaced. Computer needs in all the learning support areas are supported by the district Information Services Help Desk.

The main entrance to the library has a 3M security system to guard against materials theft. The Instructional Media Center (IMC) provides preventive maintenance on all classroom-based media equipment each semester. Almost every classroom-mounted LCD projector is equipped with an alarm to prevent theft, and daily equipment is locked to AV carts.

Security in the Math Lab is maintained by an alarm on the door, computer cables on each workstation, and a firewall set up on the Internet. Tutorial Services, located in the Student Services Building, is monitored by the Tutorial Services clerk.

Security and maintenance of facilities at Ben Clark Training Center is achieved through the collaborative and contractual efforts of the Riverside Community College District and the Riverside Sheriff's Department. Staffers employed by the Riverside Sheriff's Facilities Department secure and maintain the facilities.

EVALUATION

We believe this standard is met.

PLAN

No plan is needed.

II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTION

The library and other learning support services do not engage in outsourcing of any kind; however, formal agreements and licenses do exist for the maintenance of services and equipment. The laboratories maintain licenses and agreements for computer hardware, software, and audio-visual presentation technology. Equipment warranties are documented and tracked so that any necessary service can be requested before the warranties expire.

The library contracts with Innovative Interfaces, Inc., for upgrades and maintenance of the Integrated Library System, and with Online Computer Library Center (OCLC) for cataloging support and national interlibrary loan for district faculty and staff. Agreements also exist for the maintenance of library equipment, software, and access to subscription online databases. Service requests are documented and regularly evaluated, and concerns are brought to the attention of the service provider at once.

The Instructional Media Center at the Moreno Valley Campus relies on contracts maintained by the Riverside Campus IMC. Contracts are informally evaluated on an annual basis by assessing the vendor's service performance throughout the year and comparing that vendor's services with those provided by similar companies.

Tutorial Services and the Ben Clark Training center both maintain service agreements for equipment. At Ben Clark, equipment warranties are documented and tracked so that any necessary services can be requested before the warranties expire.

EVALUATION

We believe this standard is met.

The executive dean of Technology and Learning Resources and the managers of the Instructional Media Center maintain positive relationships with vendors; therefore, contracts are honored and there is minimal down time. Moreover, since many of the contracts are long-standing, Library/Learning Resources benefits from legacy pricing with minimal cost increases. As a result of annual contract evaluations, the library and IMC are also able to take advantage of newly added features and services and make suggestions for future improvements. Warranties are kept in paper form when possible. Many companies are making warranties easier. Most can be obtained off of the companies' websites. Often their customer service is linked to the warranty. When the campuses become colleges, some contracts will need to be renegotiated, especially in regards to the Integrated Library System and the online subscription databases. Likewise, at that time the IMC will need to acquire a server to store digital information.

PLAN

None is needed.

II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION

Library statistics are continually generated and routinely analyzed as indicators of the library's ability to meet student needs. Statistical data for the library include door counts, materials use counts, database usage figures, attendance records for orientations and faculty/staff development workshops, and the number of materials acquired. The library survey contains questions that address student learning needs. Student responses to surveys as well as the growing number of requests for library orientations suggest that needs are being met and learning is taking place. Formal assessment methods are used for the library's information competency course to assess student learning outcomes. As part of the program review process, the course outline of record for the information competency course, including student learning outcomes, is reviewed and revised as needed,. Additionally, assessment methods are identified and analyzed for the information competency course. The Assessment and Accreditation Standing Committee of the Academic Senate reviews this assessment process and provides recommendations to the discipline.

For the library, all part-time and full-time faculty participate in the improvement of instruction process per the District/Faculty Agreement. The evaluation process also provides recommendations and goals for improvement. The library also makes use of surveys and short written feedback forms after selected library orientations.[19]

The Instructional Media Center routinely collects and evaluates data related to the delivery of instructional equipment and media, production service requests, workshop attendance, and training. In the IMC, the growing number of requests for equipment deliveries suggests that needs are being met and learning is taking place.

The services provided by the campus drop-in laboratories and Tutorial Services are routinely evaluated to ensure that student needs are being met and student learning outcomes, when identified, are being addressed. The campus laboratories track usage by department in terms of the number of students using the facility and the type of service used. A variety of methods are used to gather these statistics including automated logins and manual sign-in sheets. Drop-in laboratories use surveys, confirmation slips, and student evaluations to assess the laboratories' contribution to the student learning outcomes that are identified for the courses they support. Students, faculty, and staff participate in these evaluation methods, the results of which are reviewed by laboratory coordinators and laboratory sub-committees and serve as the basis for recommendations for improvement. In addition, the Writing and Reading Center and Tutorial Services are beginning to conduct formal studies that investigate the correlation between laboratory usage and the achievement of learning outcomes.

In the Math Lab, various approaches are used to assess students' attainment of information: Quizmaster for interactive testing; MyMathLab for homework

exercises; and assorted mathematical software for higher-level mathematics courses such as calculus, college algebra, and statistics. Trained student mathematics tutors—recommended by faculty—are evaluated by feedback from both students and instructors of record. Laboratory usage is compiled from computer-based data gathered from student log-in hours. Student usage is also classified by FTES accumulated from student enrollment in classes that require Math Lab hours, such as Math Lab Practicum and Web-Enhanced Mathematics courses. Currently there is no fixed process for evaluation; instead, faculty and students may offer recommendations to the Math Lab coordinator whenever issues may arise which would support student-learning needs. Further recommendations by faculty are brought forth during meetings of the Mathematics, Science, and Physical Education Department. .

The Writing and Reading Center (WRC) uses grammar tutorials such as Exercise Central and OWL to assess student competencies. Instructors on duty evaluate student learning directly through one-on-one consultations. Tutor evaluation forms, along with observations by the WRC coordinator, provide feedback on the degree to which the trained student tutors contribute to student learning.

Tutorial Services maintains annual statistics on the number of students tutored, the number of tutoring hours provided, and the subjects for which tutoring was offered. Tutorial Services tutors are recommended by faculty who fill out and sign a recommendation form on a prospective tutor's behalf. New tutors are expected to attend an orientation workshop. Quality control is maintained through tutorial surveys filled out by each person receiving tutoring, as well as a tutor feed-back survey. The Tutorial Services clerk handles the administrative details of Tutorial Services. The clerk oversees sign-in logs, records of current tutors, and which classes have related tutorial services available. The clerk is therefore able to assess which services are being utilized.

EVALUATION

We believe this standard is met.

Evaluation of library services includes conducting surveys and analyzing statistics. District usage statistics for the time period of fall 2002 to spring 2005 indicate that the district's Library/Learning Resource Centers are meeting student needs, both in terms of resources—facilities, computers, materials—and in instructional assistance. Responses from campus-based surveys indicate that as of spring 2006, 82.5 percent of students feel that they "learn something or benefit from using the library" and 66.67 percent of instructors feel that the infusion of instructional media into their course curricula allows them to appeal to a wider range of learning styles.[20] As part of the 2006 program review, librarians reviewed the course outline of record for Library 1 and revised the student learning outcomes to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). That students are responding well to both the course content and methodologies is indicated by the various assessment tools embedded in the course itself. Any areas found in need of improvement are

identified and course content and presentation methods are modified to ensure student success.

However, as the Moreno Valley Campus shifts to college status, it will need to more precisely assess the degree to which our campus library meets local student needs.

The usage of the Instructional Media Center (IMC) equipment is documented as much as possible. Also, regular maintenance is standard to keep equipment in its best shape. The most common equipment is installed in classrooms ready for instructors to use, so it is not possible to track how often this equipment is used.

The campus coordinator of the IMC is investigating the possibility of networking the classroom LCDs to make it easier to keep track of their hours of usage and to allow control from remote locations so as to ensure that they are properly turned on and off.

PLAN

None is needed.

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[1] Collection Development Policy.

[2] Library fliers and correspondence to faculty. Book request lists from the Curriculum Committee.

[3] http://lamp.rcc.edu/acquire

[4] Program Development Process, http://accreditation.rccedu.net/District/AcademicAffairs/D_PROG_DEV_PROCESS_rev_101405.doc

[5] Student Library Survey: http://www.surveyconsole.com/console/TakeSurvey?id=234521&responseCheck=false ; Faculty/Staff Library Survey: http://www.surveyconsole.com/console/TakeSurvey?id=151148&responseCheck

[6] Lab surveys.

[7] Annual program reviews and department minutes.

[8] Inventory of Science Lab materials.

[9] Early Alert Referral Letters; Tutor and Student Tutorial Evaluation Forms.

[10] Quarterly Consortium minutes of the Peace Officer Standards and Training Commission Basic Academy Course. These minutes specify mandates in Law Enforcement curriculum that require the use of the Test Management and Assessment System (TMAS).

[11] Library Waiting List data.

[12] General Education Student Learning Outcomes for Academic and Vocational Degree Programs. See II.A. 3 for a detailed account of the adoption and contents of this document.

[13] Information Competency page: http://library.rcc.edu/infocompetency.htm

[14] IMC Survey: http://www.surveyconsole.com/console/TakeSurvey?id=237341&responseCheck=false

[15] Moreno Valley Math Lab website: http://academic.rcc.edu/mvcmathlab/

[16] Library website: http://library.rcc.edu

[17] Instructional Media Center website: http://imc.rcc.edu/

[18] Moreno Valley Math Lab website: http://academic.rcc.edu/mvcmathlab/; district Writing and Reading Center website: http://www.rcc.edu/services/tutoring.cfm; district computer lab website: http://www.rcc.edu/services/computerlab.cfm

[19] Library website: http://library.rcc.edu

[20] Library Survey.

STANDARD III:

Resources

Standard III

Coordinating Chair: **Donna Lesser**, Associate Professor, Dental Hygiene, (special support for III.A. from **Lori Fiedler**, Educational Advisor)

III.A. Human Resources

Lori Fiedler, Chair, Educational Advisor
Edward Alvarez, Student Services Specialist
Steve Brcak, Groundsperson
Trinette Briggs, Talent Search Director
Fred Brose, Associate Professor, Library Services
Gail Byrne, Student Services Specialist
Dan Clark, Associate Professor, English
Mershawnt Collins, Student Services Specialist
Diane Conrad, Associate Professor, Speech Communications
George Gage, Associate Professor, Community Interpretation in Spanish
Travis Gibbs, Associate Professor, Psychology
Jackie Grippin, Administrative Assistant, Business Services
Susan Lauda, Administrative Assistant, Educational Services
Ellen Lipkin, Associate Professor, Microbiology
Sheila Pisa, Associate Professor, Mathematics
Larry Pena, Associate Professor, Counseling
Sharisse Smith, Educational Advisor (Talent Search)
Paula Stafford, Instructor, Physician Assistant Program
Teresa Thetford, Assistant Professor, Physician Assistant Program
Diana Webster, Associate Professor, Business Management

III.B. Physical Resources

Donna Lesser, Chair, Associate Professor and Director of the Dental Hygiene Program
Ignacio Alvarez, Educational Advisor, Assessment Center
Angie Arballo, Administrative Assistant, Office of the President
Dale Barajas, Director, Plant/Operations and Maitenance
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Lauren Bishop, Student
Tonette Brown, Library Clerk II
Nickolas Burciaga, Student
Lisa Conyers, Vice President of Educational Services
Dan Clark, Associate Professor, English
Verna Dean, Food Service Worker I
Olga Dumer, Associate Professor, English as a Second Language
Don Foster, Instructor, Music
Judi Grimes, CDC Site Supervisor
Marie Hansen, Student
Irving Hendrick, Interim President
Abigail Hermosillo, Food Service Worker I

Terry Janecek, Custodian
Christina Leon, Support Center Technician
Gary Morris, Maintenance Mechanic
Bill Orr, Vice President of Business Services
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Jeff Rhyne, Instructor, English
Johnny Rubalcaba, Senior Groundsperson
Lizette Tenorio, Student Services Technician
Teresa Thetford, Assistant Professor, Associate Professor, Physician Assistant
Ingrid Wicken, Associate Professor. Physical Education

III.C. Technology Resources

Donna Lesser, Chair, Assistant Professor and Director of the Dental Hygiene Program
Matthew Barboza, Assistant Professor, CIS
Dipen Bhattacharya, Assistant Professor, Physics
Dan Clark, Associate Professor, English
Robert Clinton, Instructional Support Specialist
Julio Cuz, Microcomputer Support Specialist
Jose Duran, Associate Professor, Business Administration
Matthew Fast, Instructor, CIS
Bob Fontaine, Instructor, Emergency Medical Services
Felipe Galicia, Instructor, Biology, and Faculty Co-Chair of the Strategic Planning Committee
Renee Lindsay, Secretary II, Physician Assistant Program
Rosario Mercado, Associate Professor, Spanish
Lori Ogata-Keeler, Associate Professor, Reading
Sheila Pisa, Associate Professor, Mathematics
Terry Redfern, Instructor, Mathematics
Rolando Regino, Part-time Instructor, English
Joe Reynolds, Assistant Professor, DSPS Counselor/Learning Disabled Specialist
Ron Ricard, Microcomputer Support Specialist
Chris Rocco, Assistant Professor, Humanities
Jose Rodriguez, Custodian
Gustavo Segura, Instructional Media/Broadcast Coordinator, and CSEA President

III.D. Financial Resources
Donna Lesser, Chair, Assistant Professor and Director of the Dental Hygiene Program
Howaida Al-Ali, Laboratory Technician
Angie Arballo, Administrative Assistant, Office of the President
Amy Balent, Assistant Professor, Art
Rodney Black, Custodian
Dan Clark, Associate Professor, English
Diane Conrad, Associate Professor, Speech Communications
Lisa Conyers, Vice President of Educational Services
Efren Cornejo, Groundsperson
Shaun Frantz, Senior Officer
Lisa Hausladen, Instructor, Medical Assisting
Irving G.Hendrick, Interim President
Cheryl Honore, Associate Professor, Accounting

Rebecca Loomis, Associate Professor, Anatomy/Physiology
Michael McQuead, Associate Professor, CIS
Carmen Medina, Laboratory Technician
Bill Orr, Vice President, Business Services
Sheila Pisa, Associate Professor, Mathematics
Ron Ricard, Microcomputer Support Specialist
Gustavo Segura, Instructional Media/Broadcast Coordinator
Jason Siegel, Director, Middle College High School
Carmen Valencia, Matriculation Specialist
Steve Wagner, Instructor, Anatomy/Physiology

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

STANDARD III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a.

Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, response-bilities, and authority. Criteria for selection of faculty include know-ledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institu-tional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTION

District-established policies guide the hiring of personnel at the Moreno Valley Campus. Board Policy 7210 provides basic regulations for employment, while Administrative Procedures 7120 lay out specific procedures for selection of staff, management, and faculty. The 2006 Plan for Tenure Track Faculty Hiring informs the guidelines for faculty hiring.[1] These guidelines adhere to state requirements and those adopted by the Academic Senate for California Community Colleges

All job announcements, which are issued by the Riverside Community College District Human Resources Department, follow standard formats that clearly lay out criteria and qualifications for the position, as well as the application process.   For example, a recent announcement for a management opening includes Position Description, Required Qualifications, Desirable Qualifications, Conditions of Employment, Duties and Responsibilities, and Application Procedures—all in considerable detail.[2] Likewise, a classified level announcement includes Definition, Typical Tasks, and Employment Standards, and Application Deadline. All positions are posted on the Human Resources website. Moreover, board policy requires a "wide dissemination of job announcements" and details requirements to assure that women, minorities, and underrepresented groups receive notification (see III.A.4). Here, for example, are the sites where some recent openings at Moreno Valley were advertised:[3]

MANAGEMENT:
Assistant Dean, Library/Learning Resources- Moreno Valley Campus C-815

Newspapers: Riverside Press-Enterprise, San Bernardino Sun Telegram, Orange County Register, San Diego Union Tribune

Publications: Chronicle of Higher Education

Website posting: Career Builder (LA Times), insidehighered.com, Higher Education Recruitment Consortium (HERC), Higheredjobs.com, California Community College Registry, RCCD Webpage

Minority publications/websites: Asian Week, Asian Pacific Careers, Black Careers Now, Hispanic Hotline, Diverse Issues in Higher Education, Hispanic Outlook in Higher Education, tribalcollegejournal.org

Specialty Library websites: American Library Association, College & Research Libraries News, AlisJobs, Innopac Users, IFLA LIBJobs, SJSU SLISJobs, LibraryHQ.com, LISJobs.com, Reforma

Listservs: rcc-all (all Riverside Community College District Employees with email address), CCCRegistry (California Community College registered job seekers)

Mailed flyer to other Community Colleges and Universities (Approx 600).

FACULTY:
English Instructor – Moreno Valley Campus C-817
Newspapers: Riverside-Press Enterprise, San Bernardino Sun Telegram, Orange County Register, San Diego Union

Publications: Chronicle of Higher Education

Website posting: Career Builder (LA Times), insidehighered.com, Higher Education Recruitment Consortium (HERC), Higheredjobs.com, California Community College Registry, RCCD Webpage

Minority publications: Asian Week, Black Careers Now, Diverse Issues in Higher Education, Hispanic Outlook in Higher Education

Listservs: rcc-all (all Riverside Community College District Employees with email address), CCCRegistry (California Community College registered job seekers)

Mailed flyer to other Community Colleges and Universities (Aprox 600).

CLASSIFIED:
Academic Evaluations Specialist – Moreno Valley Campus #3190
    Newspapers: Riverside Press Enterprise

    Website posting: Career Builder (LA Times), Higher Education Recruitment Consortium (HERC), Higheredjobs.com, California Community College Registry, RCCD Webpage

    Listservs: rcc-all (all Riverside Community College District Employees with email address)

Diverse representation on hiring committees for management and staff positions contributes to creating job announcements that conform to the broad needs of the college. The Instructional Program Review Annual Update and the Administrative Program Review process, which will be completed for the first time in September 2007, link management and staff hires to institutional mission.

District procedures for faculty hiring are governed broadly by board policy which embraces the district Plan for Tenure Track Hiring, the mission statement, program review, and strategic planning.

<div align="center">Tenure-Track Faculty</div>

Board Policy on faculty hiring (3099/4099), from 1995, described a procedure in which the administration, in consultation with deans and department chairs, identified the need for new faculty. Although the policy directed that these individuals "review subject area and program needs" in making their decisions, it did not refer to the program review process, strategic planning, or the mission statement. Recommendations from the last self-study cycle, the new ACCJC standards, and the district's commitment to student-centered education all indicated the need to put these three integrated elements—mission, program review, strategic planning—at the center of any faculty hiring process.[4] The Plan for Tenure Track Faculty Hiring moved the district in that direction. The plan originated with the District Hiring Committee, moved to the District Academic Senate, and has been presented to the Board as an information item.[5] Although not a Board Policy, it is the currently accepted procedure for faculty hiring. The new Board Policy 7120 was approved by the Board on May 15, 2007, and supersedes, BP 3099.

This Plan for Tenure Track Hiring puts departmental (rather than discipline) program review at the foundation of faculty hiring: "The need for a faculty position will be identified by departments and justified by annually updated program reviews and department academic plans." Since departmental program reviews are developed by the faculty themselves, the plan shifts the origin of faculty hiring away from administration and onto faculty. Further, the

plan relates faculty hiring to institutional mission when it stipulates, "The job description must be detailed in terms of the programmatic needs of the college. . . ."[6]   The plan insists, "Standards and criteria for employment must be clearly stated in the job announcement."

Recent job notices routinely include, as a condition of employment, expectations that hirees "maintain a broad knowledge" of the subject matter, that they "design pedagogy related to learning outcomes," and that they are responsible for "active participation" in other college duties. The notices do not include an explicit reference to the college mission statement, nor do they typically include an expectation of peer-reviewed scholarship.

The job notice, of course, is just the first filter in the selection process. The Plan for Tenure Track Hiring lays out a two-level selection process. At the first level is a five-person search committee consisting of, if possible, faculty from the requesting college who are in the discipline or one closely related, along with the chair of the requesting department. This committee selects applicants from the pool for the first-round interview. With the oversight of a human resources specialist, the committee formulates a set of interview questions and a teaching or skills demonstration, tailored to select for specific programmatic needs and goals. Based on the first-round interviews, the search committee either suspends the process or advances at least two candidates, unranked, to the second-round committee, which consists of the department chair (who was also on the first-round committee) and specified administrators both from the campus and the district. The second-round committee makes the final selection, subject to board approval.

The plan also clearly stipulates that all job openings will be announced internally, within the institution, before being announced externally. And all job postings specify that required degrees must be from accredited institutions.[7]

The educational credentials of all hires are verified by Human Resources. A list of all full-time campus faculty and administrators, including their credentials, is published at the back of the district Catalog.   Applicants for faculty positions who have foreign degrees are requested by Human Resources to have their credentials evaluated for equivalency by an external evaluation service.[8]

<center>Part-Time Faculty</center>

The district Office of Diversity and Human Resources maintains a file with part-time faculty applications. The file is organized by discipline and made available to department chairs upon request. In the event that there are not sufficient applications available, and by request, the Office of Diversity and Human Resources will advertise for the discipline in an effort to solicit more applications. Again, these applications and inquiries are made available to department chairs.

Departments differ on procedures for scheduling and conducting interviews. Some elect to interview candidates as the applications are received. Others interview on a periodic basis, usually just prior to the upcoming semester or term when the department chair is more certain of departmental staffing needs. The department chair or assistant chair determines applicants to be interviewed. Although experience requirements vary from department to department, all candidates must meet the minimum qualifications in accordance with the Minimum Qualifications for Faculty and Administrators in California Community Colleges.[9] Each interview committee comprises the department chair and/or assistant chair and at least one member of the discipline.[10]

Interviews are less formal for part-time faculty than full-time faculty. They are often conducted in the department chair's office and questions are either predetermined or impromptu. Follow-up questions are common, and it is possible that not all candidates will be asked exactly the same questions.

<center>Classified and Confidential Staff</center>

Job vacancies for classified/confidential positions are advertised both internally—for promotion or transfer opportunities--and in the community (Board Policy 7120). The primary criteria for employment are training, experience, and ability to perform the job regardless of race, gender, age, national origin, marital status, Vietnam-era status, religion, disability, or sexual orientation. Before an open position is announced, the Office of Diversity and Human Resources reviews the job announcement and screening committee composition to ensure conformity with the district's Equal Employment Opportunities plan and non-discrimination commitments. The CSEA agreement promotes internal hiring: "When three (3) or more District employees within the bargaining unit apply for a promotion for a job within the bargaining unit, and all possess the requisite qualifications for the job and have not had an overall evaluation of unsatisfactory on their most recent evaluation, the District shall select one of such District employees for the job as long as such employee is as qualified as any outside applicant."[11]

<center>Management</center>

The hiring of managers, both full-time and interim, is dictated by district Policy 7120,[12] which complies with Title 5, California Code of Regulations, §§ 53021-53024.[13] The district chancellor, college president, college vice president, appropriate vice chancellor, or area manager determines when a vacancy exists for a managerial position. As with classified and confidential staff, job announcement and screening committee composition are screened to ensure conformity with the district's Equal Employment Opportunities plan and non-discrimination commitments. Diverse and qualified pools of candidates are interviewed by the screening committee. The screening committee recommends a minimum of two candidates to the district chancellor, college president, or their designee(s) for consideration.

Evaluation

We believe this standard is met. Criteria for selecting faculty, staff, and management personnel are clearly stated, and the campus meets all criteria for the state in selecting qualified faculty, staff, and management employees. The processes in place ensure that quality is emphasized in all categories of personnel, and that new hires are compatible with the mission of the institution.

Plan

None is needed.

....

III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTION

Evaluation processes for full-time and part-time faculty are determined by the district/faculty agreement. The responsibilities are clearly articulated and include institutional responsibilities. Evaluation processes for classified and confidential employees are found in the Classified and Confidential Employees Handbooks. Evaluation processes for management are consistent across the district.

Faculty

All faculty evaluations are governed by the Agreement Between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007, Article XI, pages 25-32. For all faculty—contract, regular, and part-time—the agreement specifies the purpose, frequency, and procedures of evaluation.[14]

Contract Faculty

Contract (tenure-track) faculty are evaluated annually for two purposes: to determine whether to renew the contract and, if so, to improve instruction and job performance.   The tenure-review committee comprises three tenured faculty in the same discipline as the evaluatee or a related discipline; the department chair; and an academic administrator. One of the faculty members must have been on the contract member's hiring committee. The committee meets twice in the fall and once again in the spring for four years. In making its evaluation, the committee must consider classroom observations, student surveys, evidence of subject-matter proficiency, and review of syllabi. The committee may consider other items, such as adherence to course outlines of record, the timely submission of Class 1 records, and involvement in student activities. Contract faculty have the right to respond in writing to any documents placed in the tenure review and evaluation record.

If the committee recommends non-renewal of the contract, the evaluatee may appeal to a three-person panel composed of the district academic senate president and, if possible, the two most senior members of the discipline. The appeal panel makes a confidential recommendation to the district chancellor, who forwards that recommendation on to the board, along with "other pertinent information and documentation." The board then makes the final decision for renewal or non-renewal of contract

The tenure-review committee may recommend tenure in the third or fourth year. Either the evaluatee or the administration may appeal this recommendation, in which case the matter goes to a three-person appeals panel consisting of the college president, the academic senate president, and the faculty association president, or their designees. If the appeal panel cannot reach consensus, then the matter goes to a review committee, which consists of an administrator and senior faculty member from the original committee, and one more faculty member elected by the appeal panel. This review committee then makes a recommendation to the college president or designee, who sends his or her recommendation, along with the complete tenure-review record, to the Board of Trustees, who make the final decision.

The tenure appeal process differs from the non-renewal of contract review in the following key ways:

- The tenure-appeal process allows for appeal from either the candidate or the administration. Only the candidate can appeal in non-renewal of contract.
- The tenure-appeal process has an added layer of review--the second review committee.
- The tenure-appeal process has no stipulation of confidentiality at any stage of the process.
- The final recommendation to the board, in the case of the tenure appeal process, comes from the chancellor, not the appeal or review committee.

Regular Faculty

Regular (tenured) faculty are evaluated once every three years, in order to "strengthen the instructional skills and professional contributions of the faculty member." The peer review committee comprises one administrator and two faculty in the evaluatee's discipline or a closely related discipline-- one selected by the department chair, the other by the evaluatee. The evaluatee may object to the administrator on the committee, in which case the president will consult with the Academic Senate president to select a replacement.

The committee, the evaluatee, and the dean of instruction determine the criteria of evaluation, which "should focus on strengthening the faculty member's instructional skills and professional contributions to the college." While the process may include other elements of review, it must include written peer reviews, student surveys of at least two classes, at least one

classroom visitation, and a review of syllabi. The evaluatee may submit for discussion a report of relevant professional activities. After completing the formal process, the committee may informally review grades and retention statistics.

If, in the formal report, a majority of committee members indicate that the faculty member needs improvement, then the report must include specific guidelines for improvement. The administration or the evaluatee may appeal. The appeal process includes an appeal panel and, if necessary, a second review committee, which again can make recommendations for remediation and may recommend one more review within a year of the first report in the semester following the semester in which the "need for improvement" rating is received. The remediation plan is sent to the president and the evaluatee. Article XI of the agreement contains no process for the dismissal of regular faculty.

Part-Time Faculty

Part-time faculty are evaluated every other semester for the first two years and then once every three years thereafter. Evaluation serves to ensure that the instructor is following the course outline of record and the standards of the department and to apprise the instructor of strengths and weaknesses. The department chair oversees part-time evaluation. Either the chair or a designee conducts a classroom observation of part-time faculty under review. While the process may include other elements of review—such as Class 1 records and adherence to the course outline of record—it must include a classroom observation, student surveys of all classes, and review of syllabi. After the formal review is complete, the chair may discuss grade and retention statistics with the evaluatee. Within 15 days of signing it, the evaluatee may contest the report, in which case the report and the disagreement are sent to the dean of instruction for review and become part of the instructor's permanent file. If a part-time instructor with "at least four fall and spring terms of service" receives a "needs improvement" evaluation, then two senior faculty members of the discipline within the department review the evaluation, and if they find the "needs improvement" not warranted, they submit a report to be included in the final evaluation. Nothing in Article XI of the agreement links the evaluation of part-timers to continued employment in future semesters.

Management

Management employees are evaluated at least once each year for the first two years of employment in the position. Subsequently, managers are formally evaluated at least once every three years. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor subject to the approval of the president or designee. The evaluation is conducted in accordance with the Management Performance Evaluation process, found in the Management Handbook.[15] This process addresses evaluation purpose, frequency, criteria, forms, recordkeeping, and complaint procedures. The evaluation includes standard check-off lists as well as a written narrative by

the manager (self-evaluation), his/her supervisor, and his/her peers. Managers who hold an interim appointment are not evaluated during the interim period.

Classified and Confidential Staff

Guidelines for evaluating full-time and permanent part-time staff are defined in the California School Employees Association contract, Article XII: "The purpose of an evaluation is to recognize excellent and satisfactory performance, to identify areas of performance and/or work habits needing improvement, and a way to document unsatisfactory performance. Permanent employees shall receive a written evaluation at least once each year, which shall normally occur during the month of the employee's anniversary date (See Article XIV, Section H, for explanation of "Anniversary Date"). One additional evaluation may be requested by the employee each year. A formal written evaluation of the employee's total job performance, other than the regular annual evaluation, shall first be approved by the President or Chancellor (or designee). It is understood that the foregoing does not apply to any follow-up evaluation which is provided for in the regular annual evaluation. Probationary employees shall receive written evaluations at the end of the second month and each third month thereafter during the probationary period. Promoted employees shall receive written evaluations at the end of the second and fifth months in their new positions."[16]

Full-time and part-time faculty evaluation processes are managed by the Office of Institutional Effectiveness. The office ensures that consistent processes and timelines are followed. In addition, evaluations are reviewed and common needs for professional development are communicated to faculty development coordinators and deans, or made part of district-wide professional development efforts. Once processed, all evaluation materials are forwarded to the Office of Diversity and Human Resources for inclusion in the faculty member's file.

The Office of Diversity and Human Resources oversees all staff and management evaluations and ensures that processes and timelines are followed.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTION

The District Assessment Committee (DAC), the prime driver for learning outcomes assessment throughout the district, has successfully promoted outcomes assessment to faculty. The DAC has succeeded in this endeavor by coordinating its efforts with the district program review process and with the district Curriculum Committee. Since its inception, the DAC has maintained a position, "somewhat in conflict of the new accreditation standards, that its efforts to sell assessment to faculty would have been nearly impossible if instructors perceived it as a method of evaluating their own individual teaching performances. Accordingly, while it has encouraged instructors to use assessment information for self-improvement, it has consistently advocated (as have most assessment theorists) a separation of outcomes assessment from formal evaluation processes."[17] As part of the improvement of instruction process, an instructor's course statistics (such as retention rates, successful completion rates, and GPAs) may be discussed for information purposes, but these are not mandated criteria and may not be used in a punitive manner.

EVALUATION

We believe this standard is met, but we recognize that much progress can still be made in assessing student learning. We don't directly assess teachers based on a particular class's achievement of the SLOs because too many other variables are at work. Different classes have different abilities starting out. Also, evaluating on SLOs themselves creates a chilling atmosphere that, while in the short run might seem to show attention to standards, in the long run would not only demoralize faculty, but would also inhibit creative teaching and risk-taking as teachers followed circumscribed "safe" approaches.

Through the discipline program review process, we have developed methods of assessing student learning outcomes in the aggregate. At the same time, through the improvement of instruction process, we evaluate teaching effectiveness through direct classroom observation, and make recommendations for improving techniques that might reasonably be expected to improve SLOs.

Above all, we rely on the judgment of the instructors themselves, who were hired because of their knowledge and professionalism. The discipline assessment projects often lead to productive discussions about effective teaching, and some instructors/disciplines engage in research on the relation between certain teaching techniques and the achievement of SLOs. We should probably go further in this direction. We should complement the aggregate assessments of SLOs with a stronger emphasis on developing effective methods for in-class assessments, so that instructors can modulate their teaching techniques to fit the needs of particular groups and even individual learners.

PLAN

- Moreno Valley faculty will continue to develop and participate in discipline-based assessments of student learning outcomes. Discipline leaders on campus, moreover, will seek to use the results of these assessments to promote more research on and faculty development in best practices for in-class assessment.

....

III.A.1.d.

The institution upholds written codes of professional ethics for all of its personnel.

DESCRIPTION

A number of district policies and statements govern codes of conduct and ethical treatment of employees and students. The District Academic Senate established a Code of Ethics for faculty that was adapted from the American Association of University Professors (AAUP) Statement on Professional Ethics (1987) and from the California Teachers Association (CTA) Code of Ethics of the Education Profession (1968).[18] Although there are no explicit codes of ethics for staff and management, a variety of board policies deal with fair and ethical treatment of personnel and students:

- Board Policies 3005, 3099, 3100, and 3110 provide a framework for fair treatment of faculty dealing with issues such as nepotism, equal opportunity, and sexual discrimination.
- Board Policies 4005, 4099, 4100 and 4110 mirror those above for classified employees.
- Board Policy 1045 is the Board of Trustees Standards of Good Practice.

Beginning in late spring 2007 the following board policies apply:

- BP 2715   Code of Ethics/Standards of Practice
- BP 3050   Institutional Code of Ethics
- BP 3410   Non-discrimination
- BP 4030   Academic Freedom
- BP 5500   Standards of Conduct
- BP 7120   Recruitment and Hiring.

In addition to these board policies and related administrative procedures bearing the same numbers, staff and management handbooks include material on fair and ethical behavior.[19] Workshops on various aspects of harassment are mandatory for all supervisory employees. For classified employees, workshops are provided in case-study format.

EVALUATION

We believe this standard is met. Faculty have their Code of Ethics, but many are not aware of it. As a campus, it would be desirable to have discussions or FLEX workshops (case studies, scenarios) on what, concretely, adhering to these codes would mean. There are questions concerning how the code is actually "upheld." The improvement of

instruction process—governed by the District/ Faculty Agreement—provides a way to address student grievances related to the faculty Code of Ethics. However, the Agreement lacks provisions for grievances between faculty members. There have long been discussions in the district Academic Senate about whether the Academic Standards Subcommittee should take a role in ethics grievances between faculty members. The Senate Code of Ethics does not address this issue.

PLAN

- The faculty development coordinator, with the assistance of the office of Diversity, Equity and Compliance, will offer more FLEX workshops on campus on topics of ethical treatment of all categories of employees and students.

III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

DESCRIPTION

Faculty

Moreno Valley Campus employs 67 full-time faculty, including one full-time librarian and four full-time counselors. All full-time faculty meet—and generally exceed—minimum qualifications as determined by the state chancellor's office or by a campus-based equivalency committee and are selected by a rigorous process described above in III.A.1.a. Since the development of campus departments in 1999, the number of full-time faculty has increased almost 72 percent, the highest rate of increase in the district. Despite this aggressive hiring of full-time faculty, well over half of the FTEF load at Moreno Valley continues to be taught by part-time faculty. In fall 2005, 62.5 percent of the FTEF load was taught by part-timers.[20] (See also the Evaluation of II.A.1.a) Many part-time faculty, notably in occupational programs, are professional leaders in their fields who provide special expertise to our programs. Still, while the number, high quality, and extensive effort of faculty are sufficient to justify our accreditation as a college, we recognize the desirability of continuing to increase our full-time faculty ranks. Even as this core group of faculty has been able to support the institution's mission and purposes, more faculty will be needed, especially as one considers (1) the primacy of high quality teaching to the institution, (2) the need for faculty to work as partners with administration on committees in a system of participatory governance, and (3) the rapid rate of growth forecast for the Moreno Valley Campus.

As the campus develops, its faculty leaders and administrators expect to benefit from new district processes for the allocation of faculty to the

campuses. Data included in program review, and in particular in the annual program review, have been enhanced. It is now easy for all constituencies in the district to compare full- and part-time faculty loads to assess the effect or program mix and discuss rationally which new hires should be given the greatest priority. Through annual program review each discipline puts forth its requests for positions and has the opportunity to support its requests with statistical data and a narrative. These requests are reviewed by departments and by the Academic Planning Councils and Strategic Planning Committees. Ultimately, each campus articulates its needs to the district. Parenthetically, we are able to report that nine new full time faculty positions were added to the campus in 2006-07.

Improved processes suggest that steps have been taken to move the college and the district in the right direction. In the case of Moreno Valley, that direction will need to include a growing number of full-time faculty. However, Moreno Valley will continue to augment its instructional needs with qualified part-time faculty.

Administration

The campus currently has the following administrative positions:
- president
- vice president of educational services (encompassing academics and student services)
- vice president for business services (including financial and physical resources)
- dean of instruction
- dean of health sciences
- dean of student services
- dean of public safety, education and training
- associate dean of the library.

For additional management positions please see the Organization Chart for the Moreno Valley Campus in the Introduction.

The vice-president positions were created in the summer of 2006 as part of the campus restructuring in preparation for transition to full college status. The dean of health science position was added in the 2005/06 academic year to provide support for existing allied-health programs and to study the feasibility of creating new programs in the health area. The administrative unit program review process, to be completed in September 2007, will provide an assessment of whether there are sufficient administrators to serve adequately the Moreno Valley Campus.[21]

Support Staff

The Moreno Valley Campus currently employs approximately 70 full-time support staff.[22] They are hired in every program area on campus. Their help in keeping programs and services going is foundational. Especially worth mentioning are the secretarial and scheduling assistance services given to the department chairs by the Instructional Departmental Specialists (IDS). Three full-time IDSs cover the clerical needs for five multi-disciplinary departments.

The determination of sufficient support staff is addressed in both the departmental program review and the administrative program review. In the departmental program review faculty are asked to identify the number of full-time and part-time classified staff their department employs and then to justify the need for more staff, if necessary. The administrative program review analyzes staff needs more systematically; it produces a five-year profile of staffing levels and projects future staffing needs. Both departmental and administrative program reviews rank needed positions.

EVALUATION

We believe this standard is met. There are sufficient faculty to teach course offerings and for programatic accreditation. There is a strong feeling on campus that the number of full-time faculty needs to be augmented. Current full-time faculty are required to serve on multiple committees.[23] Some carry a disproportionate amount of administrative-type duties, such as chair and assistant chair responsibilities. The new strategic planning process which incorporates nine subcommittees and other aspects of participatory governance have put additional demands on the time of faculty members. Faculty are given reassigned time to do some of these jobs, further reducing the percentage of sections taught by full-time instructors. Full-time faculty some times take on overload courses so that classes do not have to be cancelled when part-time faculty are not available.

Nonetheless, the faculty seek and desire participation in the governance of the college, understanding that all strong colleges require active faculty participation in the total life of the institution.

Adding the vice presidential administrative positions has markedly increased the level of campus autonomy. The administrative program review, to be completed for the first time in September 2007, will analyze the staffing needs for administration, but it is generally felt that the administrative support now in place is sufficient.

Along with increases in full-time faculty, the number of departments has grown from three to five in recent years. Classified support staff provide the services that enable programs on campus to run efficiently. However, the level of staff has not increased proportionately with the growth of the campus.

Having to service multiple sites, such as the March Dental Education Center on the March Air Reserve Base, puts additional strain on existing grounds, custodial, and maintenance personnel. During the course of normal operation, the Moreno Valley Campus does not experience an inordinate number of claims alleging dangerous property or inadequate security, but the number of police assigned to the campus has declined in recent years.

PLAN

- Through the strategic planning process, a plan will be developed for the continued hiring of more full-time faculty and staff to accommodate future growth.

III.A.3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION

Fairness in employment procedures for full-time faculty, classified and confidential staff, managers, and administrators was covered by BP 3099/4099 and is now covered by BP 7120. The district Diversity and Human Resources Office ensures that all faculty hired meet minimum qualifications as defined by Education Code. Faculty and staff working conditions are clearly defined by the Staff and Faculty Agreements. Policies 3110/4110/6110 – Prohibition of Sexual Harassment—deal with complaint and grievance procedures, as does BP 3410 – Non-Discrimination.

In the spring of 2005, a consultant was hired to conduct a district-wide compensation study for management, classified, and confidential positions. All draft job descriptions of the classified/confidential and management employees are completed, based on the information provided by each employee on a questionnaire. For those employees who did not fill out questionnaires, current job descriptions, on file at the time the study was initiated, were used to prepare the draft. A grading committee, representing classified/confidential and management, was appointed and in the fall of 2005 the committee completed the grading of all job draft descriptions for those jobs in effect at the start of the study. The committee is currently grading those positions new to the district since the study began and expects to finish that grading by the first of May, 2007. Currently, the consultant conducting the study for the district is in the process of finalizing the study, which will then be presented to the administration, The Management Association, and the classified union (CSEA) for review and approval. Administration will make its recommendations for putting the study in place to the Board of Trustees.

The district Diversity and Human Resources Office is responsible for the administration of Board Policies and Administrative Procedures related to Human Resources, and the Moreno Valley Campus adheres to these practices.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTION

An employee has one personnel file. All personnel files, held and managed by the district Diversity and Human Resources Office, are secured from any unauthorized access and are kept under lock and key. District personnel are granted access to personnel files as long as they have a legitimate business reason, and access is limited on a "need to know" basis. All access to personnel files must be approved by the director of Diversity and Human Resources or a designee. All files are handled by a human resources representative. Those who may be granted access to records are

- human resources staff
- supervisors (may only view documents that are necessary for business necessity)
- law enforcement agencies (only for current or ex-employees applying to be a peace officer)
- courts (subpoena for records).

Human Resources does not release personnel files to a third party unless there is a court order (subpoena) or a signed waiver from the employee. If a law enforcement agency requests information about a current or ex-employee who is applying to be a peace officer, Riverside Community College District must give the agency access to the personnel file. This is generally accompanied by a signed waiver from the employee. Employees have the right to inspect their own personnel records pursuant to Section 1198.5 of the Labor Code.[24]

Access to personnel files for faculty is also covered in the Association Agreement, Article XII, and all employees have the right to review their personnel files upon request.[25] All files must be reviewed in the presence of Human Resources staff to maintain security and confidentiality.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTION

The Moreno Valley Campus adheres to all district policies and procedures in maintaining practices that support diversity in personnel. The Faculty Handbook and the Classified/Confidential Staff Handbook contain the complete text of board policies on affirmative action/staff diversity/employee selection, unlawful discrimination, and sexual harassment. In addition, all faculty are encouraged to use the resources contained in 4faculty.org and given FLEX credit for successful completion of modules.

Classified staff, managers, and faculty are offered a variety of professional development workshops on sexual harassment, diversity and equity, and equal opportunity in employment:[26] Additional professional development opportunities include

- technology training
- new faculty orientation training
- FLEX workshops on diversity and equity
- hiring practices orientations for prospective hiring committee members
- leadership training workshops and online modules
- Title V technology training for under-represented and at-risk student populations (III.A.4-1, 2-8).

Diversity training is required for personnel sitting on hiring committees. A district-trained Equal Employment Opportunity (EEO) representative is present on all hiring committees for managers, faculty, and staff to ensure that members of the committee understand and follow EEO guidelines mandated by law and district policy.

Management staff are provided with a variety of learning opportunities. Topics of training include, but are not limited to, the following:

- recognizing and preventing sexual harassment
- Equal Employment Opportunity (EEO) and interviewing protocols
- disciplinary and grievance handling
- customer service
- motivation of staff
- evaluation processes for staff
- interpersonal skills development
- reasonable suspicion training
- legal training

Additionally, Board Policy 3020/4020 provides for up to three months of Management Professional Leaves for educational or professional development.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.4.b.

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTION

According to the Workforce Analysis Policy, a workforce analysis is conducted once each year to determine the demographics (ethnicity, gender, and disabilities) of existing staff and to identify inequities, following guidelines established by the state Chancellor's Office and the Title 5 Education Code (Sec. 53004). This policy entails a salary analysis, a selection analysis, and problem identification. If inequities exist, the Office of Diversity, Equity and Compliance makes appropriate recommendations to eliminate any discriminatory practices.

Analysis of student and employee diversity is conducted by the district Office of Institutional Research. Please find these demographic data in the Introduction to this self-study.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students

DESCRIPTION

Internal policies and procedures that are in accordance with labor law, education code, and bargaining unit agreements are in place for the fair treatment of employees and students.

The faculty bargaining unit agreement sets the guidelines for work hours, leaves, transfers, improvement of instruction (evaluation), and grievance procedures. The bargaining unit agreement for staff does the same. Supplemental to the bargaining unit agreements is the information contained in the handbooks for faculty, management, and classified/confidential staff.[27]

The Catalog and the Student Handbook provide detailed information to students regarding college policies, matriculation requirements, and student rights and responsibilities.[28]

The district has policies that demonstrate its commitment to integrity in the treatment of students, management staff, faculty, and classified staff. Policies espouse the value of treating persons with equity, dignity, and respect. These principles are emphasized in the district's Equal Employment Opportunity and Staff Diversity Policy. Bargaining unit contracts include provisions which encourage staff to treat all equitably and with courtesy and professionalism. Agreements with both the CTA and the CSEA outline conditions related to employment provisions which establish procedures for fair and equitable treatment of staff.

The district Board of Trustees has adopted policies and procedures which assure staff and students of the district's compliance with nondiscriminatory regulations.[29] The district Catalog refers to these policies and their importance.[30] The Faculty Survival Guide for 2006/2007 includes information so that faculty can access board policy information and other pertinent materials. The district and college mission statements are also included in this document. The Management Handbook and the Student Equity Plan both reinforce the values of integrity, equality, professionalism, and ethics. The Student Equity Plan also highlights these principles.[31]

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTION

More than fifty different types of workshops are offered to faculty each year.[32] Content ranges from discipline-specific training, to technology training, to work on assessment and student learning outcomes, to broader discussions of teaching and learning. At least twice each year a series of professional development workshops is offered in conference format. These workshops are typically referred to as Back-to-College days and Flex days.[33] Technology training workshops are offered through the Open Campus and its Faculty

Innovation Center.[34]   Disciplines and departments often host their own discipline-specific training workshops. All other professional growth and FLEX workshops are coordinated by the campus faculty development coordinator and campus Faculty Development Committee in collaboration with the Office of Institutional Effectiveness. The Office of Institutional Effectiveness facilitates campus efforts and makes them known throughout the district, but all programmatic decisions are campus based. With the exception of workshops designed for a specific cohort of faculty, workshops are open to all faculty across the district.

Full-time faculty may request professional growth credit and salary reclassification as well as sabbatical leaves through the Professional Growth and Sabbatical Leave Committee. Professional Growth is governed by Board Policy 7160. Professional growth credit may be earned through approved activities including publications, independent study, and course work. Sabbatical leave policies are governed by the Agreement between Riverside Community College District and Riverside Community College Chapter CTA/NEA, Article XIII, Section M. The agreement allows faculty to pursue course work, independent study or research, and other activities such as creative endeavors and curriculum development during their sabbatical.

Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, annual mailings to faculty homes, and through publication of The Learning Curve, a newsletter. The web-based resources in 4faculty.org, headquartered in the district, also provide more than 1000 printable pages of resources as well as links to recommended websites and other activities designed to improve teaching and learning. Full-time faculty may obtain FLEX credit for completion of 4faculty modules.

Classified staff are able to request use of district funds for training or conference attendance related to the employee's assignment.   A Staff Development Committee comprised of classified staff approves these requests and allocates district funds. The CSEA agreement provides for professional growth credit.

EVALUATION

We believe this standard is met.

PLAN

- See III.A.5.b below.

III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of this evaluation as the basis for improvement.

DESCRIPTION

Faculty who participate in FLEX workshops are asked to complete satisfaction surveys. Likewise, workshops for classified staff include evaluation surveys.[35]

EVALUATION

We believe this standard is met but see opportunities for improving the feedback loop at both campus and district levels, and for strategically targeting, emphasizing, and promoting professional growth activities that most directly affect student learning. See, for example, III.A.1.c above.

PLAN

- The campus faculty development coordinator, in consultation with the district Office of Institutional Effectiveness, will assess faculty awareness of and involvement in the various faculty development opportunities and venues. The coordinator will seek to coordinate and promote faculty development opportunities, placing emphasis on those which directly promote student learning and the assessment of student learning outcomes.

III.A.6.

Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

Human resources planning is part of the annual Administrative Unit Program Review and integrated into the strategic planning model.

EVALUATION

We believe this standard is met. Since administrative unit program review began its first cycle in 2007, it is too early to evaluate the effectiveness of this process.

PLAN

- The district Office of Institutional Effectiveness will evaluate the efficacy of administrative unit program review.

STANDARD III.B: PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

DESCRIPTION

Moreno Valley College provides programs and services on its primary 132-acre site located at 16130 Lasselle Street, Moreno Valley 92551, as well as on its two satellite sites: the March Dental Education Center, located on the public-access section of March Air Reserve Base at 23801 "N" Avenue, Building 2995, Riverside 92518; and the Ben Clark Training Center, also on March Reserve property, at 3423 Davis Avenue, Riverside 92518.

Buildings on Main Campus	Year Built	Assignable Square Ft.
Library	1991	16,711
Student Services	1991	9,190
Science/Technology	1991	11, 014
Tigers' Den (cafeteria)	1991	1,521
Mechanical	1991	1,350
Mechanical 2	1994	1,350
Humanities	1995	33,211
Bookstore	1999	2,992
Administration Annex	2002	1,763
Multi-purpose	2002	3,108
Student Activities	2002	2,527
Early Childhood Center	2004	5,815
13 Buildings total		94,852

Instructional rooms on the main campus comprise
- 38 classrooms
- 4 wet laboratories
- Writing and Reading Center
- Computer Science Laboratory
- Math Lab.

All properties are maintained through coordinated efforts among district and college safety and facilities personnel along with campus administrators and program directors to assure the integrity and quality of programs and services. At

the district level, campus plant/operations and management directors meet twice a month to discuss safety issues and resources with regard to facilities. Starting in January 2007, directors have a scheduled three-month rotation to visit each campus to conduct safety inspections. Any identified issue is made into a work order and handled accordingly. A follow-up plan is in place where identified issues are reviewed for adequacy of repair/maintenance at the next campus visit approximately nine months later.

On the Moreno Valley Campus, oversight of facilities processes is now addressed though the strategic planning process. The Physical Resources Subcommittee makes recommendations to the Moreno Valley Strategic Planning Committee, which forwards recommendations to the campus administration. The Physical Resources Subcommittee initiated a twice monthly meeting schedule in the fall of 2006. This is the first step in implementing the new model for addressing needs on the Moreno Valley Campus.[36]

The Moreno Valley Campus Plant/Operations and Management Department is responsible for the provision and maintenance of facilities and physical resources that support programs and services offered at the Moreno Valley Campus and its off-site facilities. All facilities, on or off campus, submit work orders for repairs and facilities needs through WEBFORMS, a computer program on the district server, or through email requests to the department. The department prioritizes and responds to the work orders according to the date received and the urgency of the need.

Recently the Plant/Operations and Management Department has initiated the use of Footprints, another software program, to track work orders and to send an electronic communiqué to the originator of the work order. In this process, any faculty member, staff, or administrator can submit a work order request via WEBFORMS. This request is converted to Footprints, which compiles a data base of all maintenance requests. Once a work order is received, it is assigned to the appropriate facilities personnel. The originator will receive an electronic notification of receipt of the work order (open work order), a notification that the work order has been assigned (pending), and verification that it has been addressed (closed) through the Footprints program.

Safety and security at Moreno Valley College start with a district-wide quarterly meeting that includes College Safety and Police and Plant/Operations and Management personnel. The focus is on campus safety and disaster preparedness. In 2006, all district and college administrators were required to pass certification in disaster preparedness training offered by FEMA.[37]

The Physical Resources Subcommittee of the Moreno Valley Strategic Planning Committee is responsible for addressing the safety, emergency preparedness, and health issues on the Moreno Valley Campus. This committee has instituted a fire and safety drill schedule. The first drill was held on November 16, 2006; a drill will be held each semester through the completion of the 2006-2007 academic year, and annually thereafter. The March Dental Education Center and the Ben Clark Training Center voluntarily held concurrent fire and safety drills.

The Moreno Valley Campus Plant/Operations and Management Department has placed evacuation route maps in each classroom on the campus. Currently, all signs are being reevaluated and updated as needs are identified. Additionally, maps to off-site facilities are available on campus as well as on the website.

Parking lots at the main site were repaved in fall 2006 to improve their texture and ultimately their safety. All parking facilities complied with the Americans with Disabilities Act (ADA) mandates for handicapped parking at the time the campus was built.[38]

Parking Category	Number of Spaces
Disabled	24
Metered	54
Timed	16
Staff	122
Student	843
Total	1059

Weekly police reports are distributed to administrators that include all reported incidents for the previous week. The Plant/Operations and Management Department is only alerted to reported accidents that involve a facilities related issue. Eighteen emergency telephones that connect directly to the police dispatcher have been installed throughout campus. These emergency telephones will be completely functioning by the fall semester of 2007.

The Plant/Operations and Management Department has an annual scheduled maintenance process for all the buildings it oversees, on and off campus, which includes inspections of the air-conditioners, boilers, fire alarms, and fire extinguishers. Annual maintenance of parking lots, fire extinguishers, and semi-annual replacement of filters for the air conditioners is done on a predetermined schedule.[39] Large needs, replacement of systems, or unexpected needs that are identified through these annual scheduled maintenance procedures are submitted to the district. The chancellor—after consultation with the vice-chancellor of administration and finance and the associate vice-chancellor of facilities—prioritizes the requests from all three campuses before submitting them to the state as "Scheduled Maintenance" projects for funding consideration.

EVALUATION

We believe this standard is met, though we continually pursue opportunities to do an even more effective job of keeping our facilities safe and sufficient.

The Footprints program has been implemented to address concerns of faculty, staff, and administrators regarding the response time and the tracking of work orders. It has improved communication between the Plant/Operations and Management Department and other departments.

At this time, the Plant/Operations and Management Department does not undertake surveys to determine faculty, staff, and student satisfaction with the campus facilities. This assessment is done qualitatively by word of mouth and the

work orders to determine the satisfaction, safety, and functionality of campus facilities.

The campus established an Americans with Disabilities Act (ADA) transition plan in the early 1990s when the campus first opened. The district is currently reviewing the ADA and developing a new transition plan to be certain that all students have access to the campus and buildings. Measure C and other resources will be used to improve ADA access for all district facilities.

PLAN

- The Plant/Operations and Management Department has a district-supported plan to place computers in specific areas on campus in order to provide facilities personnel real-time access to Footprints. Also planned is Footprints access for all faculty, staff, and administrators. This implementation will eliminate the transferring of work orders from the WEBFORMS into the Footprints data base.

- The vice president of business services will disseminate evacuation and lockdown plans and procedures will be posted in all faculty offices, office areas, and other off-site facilities.

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III.B.1.a.

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTION

The district Academic Master Plan drives the district five-year Capital Construction Plan, which incorporates Moreno Valley Campus's future construction plans. The current campus five-year plan includes the MVC Phase III building, and the Network Operations Center (NOC) building. The campus has selected Maas Companies, Inc., an educational consulting firm, to provide technical assistance with the campus Academic Master Plan.

The Moreno Valley Campus (MVC) Strategic Planning Committee has identified projects that address the campus's needs. All current MVC projects on the district's five-year plan went through the MVC Strategic Planning Committee and the district Strategic Planning Committee. Currently, upgrades to campus energy efficiency and to the Tiger's Den cafeteria are underway with Measure C funds. The campus's recycling program is well underway with most students, faculty members, and staff actively involved.

Until recently, the college-based strategic planning process did not consider program review documents or outcomes. During the 2005-2006 year, the process for determining room utilization and planning future space requirements involved a recommendation being brought to the Strategic Planning Committee for consideration. The committee as a whole considered the recommendation, voted on it, and sent it to the district with a recommendation.

The current process for planning room utilization, put into place in 2006-2007, starts with the current load ratios and the availability of rooms. Only now being

fully implemented, this new process for identifying needs for physical space and services involves the following steps:

- Departments formulate a need, supported with program review documentation.
- Chairs bring department requests to the appropriate dean at meetings of the Academic Planning Council, or other meetings;
- Deans bring facilities proposals from the Academic Planning Council or other non-instructional program reviews to Moreno Valley Strategic Planning Committee which
    - refers the proposals to the Physical Resources Subcommittee for a recommendation
    - votes on the subcommittee's recommendation
    - includes information provided by administrators, staff, faculty, and students.
- The recommendation of the Strategic Planning Committee then goes to the District Strategic Planning Committee for recommendation to the Board of Trustees.

Specific programs with outside accreditation agencies, mainly in the health sciences, have specific facilities requirements as part of their accreditation standards. For example, the Physician Assistant Program has one dedicated classroom and an office suite on campus, as well as an office at its partner institution, the Riverside County Regional Medical Center, where clinical instruction is carried out. Another facility is off campus and involves leasing of the March Dental Education Center at the March Air Reserve Base for the Dental Hygiene, Dental Assisting, and Dental Technology Programs. The nationally accredited Paramedic Program, located at the Ben Clark Training Center, also follows prescribed facilities allocation and upkeep standards.[40]

Requests for instructional equipment to support programs are initiated by department chairs on behalf of faculty members. The chairs in turn forward these requests to the academic planning council, which prioritizes requests. The campus president and vice president of educational services review the prioritized requests and forward them to the district vice chancellor of academic affairs, who determines funding allocation based on overall district resources. As of spring 2007, departmental requests for instructional equipment are incorporated into the annual program review.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.B.1.b.

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTION

Access

The Moreno Valley Campus assures access to its main campus and satellite facilities through the following mechanisms:

- custodial and grounds services provided by campus employees
- contracts for maintenance and repair of equipment and facilities
- campus-employed police officers that provide 24-hour, 7-day-a-week services
- access by road to all Moreno Valley Campus locations
- bus stops, pedestrian crosswalks, and bicycle racks
- accessible parking for disabled students, faculty members, and staff
- partnerships with the City of Moreno Valley and the March Joint Powers Authority
- keys for all full-time and part-time faculty, if requested, through the Office of the Dean of Instruction.
- campus police who are also available to provide access to classrooms for all students and faculty.

Security

The district has established its own P.O.S.T. certified police department. The police officers who patrol the Moreno Valley Campus are on duty 24-7. However, an officer is not on each site at all times, since in addition to overseeing the security of the campus, the campus police officers patrol the off-site locations to ensure safety and security of all faculty, staff, students, and college property. Patrols are conducted regularly at the off-campus sites. Two full-time and five hourly community service officers (CSOs) augment the services of the sworn officers by providing campus coverage Monday through Saturday, 6:00 a.m. to 10:30 p.m., and Sunday, 6:00 a.m. to 2:30 p.m. The Moreno Valley Campus Plant/Operations and Management Department services and maintains the following off-site facilities:

- March Dental Education Center (MDEC)
- March Education Center (MEC)
- Ben Clark Training Facility (partial responsibility).

Healthful Learning Environment

Moreno Valley Campus Plant/Operations and Management staff provides ground services for the campus and its off-site facilities. The campus exterior and landscaping are pleasant and provide a peaceful ambience for students and faculty. Moreno Valley is a smoke-free campus.

EVALUATION

We believe this standard is met, but we see opportunities for continued improvement.

Access

Access to the Moreno Valley Campus for students without cars can be challenging, especially since students on the northern and western sides of our campus service area may commute nine miles or more one-way to get to campus. This is cause for concern, especially given the mission of the college to serve all its students and especially in light of increasing transportation costs. A transportation survey, conducted by the Associated Students of the Moreno Valley Campus, found that over 30 percent of students rely at least part of the time on some other means of transportation besides their own vehicles to get to school:[41]

Means of transportation	Number of respondents	Approx. percent
own vehicle	491	64%
parents	112	15%
bus	106	14%
walk	38	5%
bicycle	19	2.5%
other	31	4%

The dean of student services has worked with the Riverside Transit Agency (RTA) to coordinate bus schedules with class times. Nonetheless, the degree of coordination varies with the bus route and the time of day. For example, students from the southwest side of Moreno Valley (25 minutes to campus by car), may in some circumstances need to catch a bus over two hours in advance of a class. Currently, a monthly bus pass costs $43, and there are no semester passes or special discounts for college students.[42] The campus bus stop, located at the periphery of campus and without adequate shelter from the sun or windblown rain, appears designed more to stigmatize than to attract bus users. Certainly the bus service is not luring students out of their cars and makes little contribution to relieving traffic congestion and parking problems.

Pedestrian or bicycle commutes to campus are not as inviting as they could be, even though many of our students live within two or three miles of campus. Indeed, recent construction of single- and multi-family housing has greatly increased the number of students within walking distance of the college. However, street design and blockages in many nearby subdivisions discourage pedestrian access to campus; potential walkers in these neighborhoods would have to take circuitous routes that force them to walk most of the way along less pleasant arterial streets. Bicycle access to campus is somewhat precarious, as most riders must access the school by way of Lasselle street, a high-speed arterial road which narrows as it approaches campus and lacks marked bike lanes. The number of bicycles parked on campus has increased in recent semesters but remains insignificant: our 15-unit rack rarely fills.

<div align="center">Security</div>

During the course of normal operation the Moreno Valley Campus does not experience an inordinate number of claims alleging dangerous facilities or inadequate security. After 10 p.m. and on weekends, police service to the Moreno Valley Campus is provided through central dispatch. There has been discussion by the Moreno Valley Strategic Planning Committee regarding the possibility of increasing presence on the campus and at offsite locations during the evening and weekend.

<div align="center">Healthful and Attractive Learning Environment</div>

The campus declared itself smoke free during the 2003-04 academic year through the academic senate and the site committee structure, with representation from students, faculty, staff, and administration. However, enforcement is limited.

The maintenance of grounds at the March Dental Education Center has been insufficient due to the complex connection of the water and electrical lines between the dental clinic and adjacent hospital. Problems with the sprinkler system at March Dental Education Center have caused delays in the landscaping at that facility. Landscaping has been started but is not yet complete. Currently, efforts are in place to access water and electricity to support landscaping for the March Dental Education Center.

PLAN

- The Strategic Planning Committee will work with Student Services and Facilities to explore options for improving transportation options for students and campus personnel. These options might include
    - funding a nicer campus bus stop
    - working with RTA to develop student pass discounts, coordinated schedules, and express student bus services from key points throughout our service area
    - working with the City of Moreno Valley to explore options for improving bicycle and pedestrian access to campus, perhaps through the development of bike-pedestrian corridors
    - working with Associated Students to promote bicycling and walking to campus.
- The Strategic Planning Committee will also review the campus non-smoking policies to address the concerns about non-compliance and enforcement.

III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTION

The district has a 2008-2012 Five-Year Capital Construction Plan that was approved by the Board of Trustees at the June 2006 meeting. This plan is updated and submitted to the California Community College Chancellor's Office annually. The plan includes initial project proposals and final project proposals.

The Moreno Valley Campus has been doing long-range planning since it opened in 1991. In its present five-year capital construction plan, new programs have been submitted to the local Board of Trustees and the state for funding. Listed are the projects presently funded or submitted for funding:

- Remodel of the Administrative Annex – funded by Measure C, a local bond
- Remodel of the Early Childhood Center – funded by Measure C, a local bond
- Hazardous Materials Building – funded by state hazardous materials funding
- Seven new portable buildings – funded by Measure C, a local bond
- Network Operations Center – funded by Measure C, a local bond
- Phase III (student academic services facility) – funded by State 2008 bond and Measure C, a local bond
- Public, Safety, Law Enforcement, and Fire Training Learning Resource Center – with shared state and local funding, at the Ben Clark Training Center.

Although the total cost of ownership is not a new idea, the Moreno Valley Campus has just recently incorporated the total cost of ownership into its construction plans. The cost of furniture and equipment has been included in new construction, but just recently the costs of personnel, maintenance, and operations of the buildings have been presented to the Board of Trustees for funding before construction is approved.

EVALUATION

We believe this standard is met. Long-range planning was recommended by the last accreditation team and implemented shortly thereafter. Total cost of ownership is just becoming part of the long-range planning process and has been implemented with the remodel of the new portable buildings. At the March 2007 Board of Trustees meeting, Maas Companies was hired to revise and maximize the Moreno Valley Campus long-range planning process for capital construction.

PLAN

None is needed.

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III.B.2.b.

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

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DESCRIPTION

At the district level, the Office of the Associate Vice Chancellor of Facilities, Planning, Design, and Construction oversees a space utilization analysis on each campus to develop an effective space utilization plan.

The Office of the Dean of Instruction compiles the room usage data for each semester and intersession. These data are used to calculate load ratios and to identify trends that will allow the campus to maximize room usage. The Physical Resources Subcommittee of the Moreno Valley Strategic Planning Committee has the responsibility to assure that facilities planning is integrated with an overall campus master plan. This master plan will be reviewed by the Maas Companies to check for efficiency and need.

Physical resource planning is coordinated on a district level. The district Strategic Planning Committee considers requests from all three campuses and makes recommendations to the District Strategic Planning Committee. Ultimately, building plans must be approved by the Board of Trustees.

At the Moreno Valley Campus, facilities planning is a part of strategic planning. Through program review processes, faculty, disciplines, programs, and departments identify needs regarding equipment, facilities, space, support staff, and supplies. The department chairs consult with the dean of instruction to put together a priority list based on need.[43]

An example of this process is the identified need for more offices on the Moreno Valley Campus. This need was addressed on a short-term basis by installing modular buildings. The long-term need was addressed by approval of the Phase III building to be constructed in 2010. Modular buildings include the student government activities building, one classroom, two faculty office suites, and a multipurpose building. To address the need for a physical education center, the multipurpose room includes a sprung floor, mirrored walls, locker rooms, showers, and restrooms.[44] In addition, the campus has a contract with 24 Hour Fitness and Brunswick Lanes, both in Moreno Valley, to use their facilities for physical education courses. We also use the tennis courts at nearby Vista del Lago High School. These contracted facilities are all within a 15-minute drive from campus.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

STANDARD III.C: TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1.

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

From district-wide networking and administrative support to classroom instruction—the Riverside Community College District provides the basic technical support and services for the Moreno Valley Campus. As a complement to the district-wide support, there is on-campus support for faculty, staff, and administrators.

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III.C.1.a.

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTION

District Functions

Information Services

The mission of Information Services is to ensure the delivery of services critical to meeting the educational and administrative requirements of a large academic institution. Information Services includes

- Network Services
- Administrative Systems
- Telephony Services
- District Help Desk
- Micro Computer Support

Network Services plans and provides all the necessary components of a district-wide Cisco-based Gigabit Ethernet, utilizing a DS-3 (45 Mbit per second) connection from the Riverside Campus to the Internet provided by CENIC (Corporation for Education Network Initiatives in California). Inter-campus connectivity from Riverside to both Moreno Valley and Norco is currently operating via T-3 (45 Mbit per seconds) lines with additional redundant T-1 connectivity between Moreno Valley and Norco for failover purposes. Upon accreditation, each campus will become eligible to be directly connected to the Internet via CENIC. In support of these future developments, Information Services is currently working with the Moreno Valley and Norco Campus Strategic Planning Committees to build Network Operation Centers on each campus during 2007.   In addition to the campus-to-campus

connectivity, network services are also provided to all district offices and off-site learning centers such as the March Dental Education Center and the Ben Clark Training Center. Wireless Internet service is also available to any registered student, staff, or faculty member at each campus, free of charge. Additionally, Network Services provides centralized security and intrusion detection, anti-spam filtering, and networking monitoring to ensure a reliable, secure network environment. Other services provided by Network Services are the planning, implementation and maintenance of enterprise-level solutions for email; storage area networks (SANS); and servers in support of academic and administrative needs.

Administrative Systems is responsible for the implementation and support of Datatel's administrative system suite (Colleague, WebAdvisor, and Benefactor) and related software packages. Colleague is a comprehensive academic management system used by Admissions and Records, Student Financial Services, Academic Affairs, Student Accounts, Matriculation, Alumni Foundation, and other groups to facilitate record keeping and the reporting of student, faculty, and staff activities and transactions.

WebAdvisor, a web application supported by Datatel, was deployed in 2004. WebAdvisor is for both faculty and students. It allows faculty to access up-to-the-minute class rosters, to submit census reports and grades, and to monitor laboratory attendance. Students can access class schedules, add and drop courses, and check grades. WebAdvisor also supplements the Colleague platform by providing web-based student services such as registration, transcript requests, and grade reports. Currently the institution owns, supports, and maintains licensing on the entire suite of Datatel modules: Student, Financial Aid, Finance, Advancement, and Human Resources. At this time, the institution is running version 17 of the software and is planning to migrate to version 18 in 2007.

Galaxy, an accounting system software package provided by the Riverside County Office of Education, is now accessible by district personnel. Resource 25 is an administrative software package used district-wide to assist in the scheduling of classes and rooms.

Telephony Services maintains a centralized telephone system for the entire district. Currently, this is a Nippon Electric, Ltd. (NEC) hybrid private branch exchange (PBX) capable of supporting the legacy digital system as well as voice-over Internet protocol (VoIP) deployment. As new buildings are being planned, constructed, or remodeled within the district, VoIP is installed, decreasing wiring and management costs; ultimately, this will result in a pure VoIP environment with the legacy system entirely phased out. Outbound circuit connectivity for local and long distance calling is negotiated and purchased by the telephone group for the entire district to take advantage of volume discounts and other incentives. The telephone group also contracts for all

district cell phones and manages the Blackberry server which provides users with full integration between their Blackberry phones and their Outlook mail, including calendaring functions. The telephone group is responsible for account reconciliation with all vendors for the previously described services. The group's responsibilities also include planning, construction, and maintenance of the district cable plant and related infrastructure. Currently, to help facilitate long-range cable and network planning, Information Services has initiated a comprehensive review of all existing cable plant and conduit pathways. The information gathered from this review will be used to plan for adequate infrastructure in future campus buildings.

The district Help Desk addresses service requests with centralized problem tracking and ticket generation for Information Services, Open Campus student support, wireless applications, faculty WebAdvisor, and facilities maintenance. Incoming problems are reported to the Help Desk via phone, email, or trouble tickets entered directly into Footprints software by end users. Tickets are then routed to the specific department responsible for problem resolution. Users are able to track the progress on specific trouble tickets via web-based browsers. Footprints is the software used in tracking work orders submitted to the Help Desk. In addition to problem tracking, the Help Desk provides first-level support for general computer problems, WebAdvisor issues for both student and faculty versions, and wireless access. Assistance is provided over the phone and on-site.

The Open Campus

The Open Campus, the district's center for online course delivery, provides distance learning for over 20,000 students per year, along with training and support for online instruction. This center supports online courses, hybrid courses (part online and part classroom meetings), and telecourses. WebCT is the platform used for the delivery of all online courses in the district.

In spring 2007, 15 instructors taught distance courses for the Moreno Valley Campus. Eight instructors taught fully online courses, five taught hybrid courses, and two taught telecourses.

Software

The Micro Computer Support group, having both district and campus-specific functions, is responsible for purchasing, distributing, and maintaining the Microsoft Windows environment for the entire district. The package currently consists of Windows XP, Microsoft Office Suite (Word, Excel, Power Point, Access, Visio, Outlook, Publisher), Front Page, and Visual Studio Pro. This annual purchase is facilitated by the California Community College Chancellor's Office and Microsoft Corporation and ensures proper software licensing for some 4,000 computers throughout the district.

Moreno Valley Campus

At the Moreno Valley Campus, there is onsite support of technology-assisted learning. Most classrooms and laboratories have an instructor's computer station with Internet access and an LCD projector.[45] Four classrooms also have desktop computers for each student in the class. Two mobile carts each have a classroom set of wireless laptops. In addition to the classrooms mentioned above, a Reading/Writing Center, a Math Lab, a Computer-Information Systems (CIS) laboratory, and science laboratories use computers to aid in instruction, through software applications, support tutorials, and computer-based homework assignments. A faculty workroom available to all full- and part-time faculty is equipped with computers, printers, internet access, and equipment for ParScore and Scantron. The ASRCC Student Government Building and the library have computers with Internet service that are accessible to students. The various departments on campus are responsible for replacing outdated equipment through the capital equipment request process or through their respective budgets.

There are two cluster-servers at the Moreno Valley Campus, one supporting Windows and the other supporting Novell at this time.

Two microcomputer support specialists from district Information Services are based full-time at Moreno Valley, though they can be called to any other campus when needed. In return, micro-support specialists from the other campuses can be dispatched to provide additional technical support at Moreno Valley. Their responsibilities include hardware and software setup, installation, troubleshooting, maintenance, and upgrades for all computer laboratories, classrooms, and offices on campus. As of February 1, 2007, library technology and the Instructional Media Center (IMC) are supported by the two microcomputer support specialists. An instructional support specialist hires and supervises computer laboratory aides in the CIS laboratory. The science laboratories have technicians who assist with computer support. The district maintains a contract with Western Data to repair and replace hardware that is out of warranty. Pay-per-print services are provided to students in the computer laboratory, the Writing and Reading Center, and the library. WebCT is available to students for online courses. In addition to Microsoft Office, other software products used are requested by individual faculty and laboratory coordinators to support their courses.

EVALUATION

We believe that this standard is met. District- and campus-level technical services provide the Moreno Valley Campus with adequate support for its faculty, support staff, administrators, facilities, hardware, software, and information delivery infrastructure. The construction of the NOC will provide an area for network equipment and services to be centrally located.

PLAN

None is needed.

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III.C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTION

The Faculty Innovation Center, located on the Riverside Campus, provides system training to district employees and staff through ongoing workshops and FLEX day activities. Training is also given through online presentations and an extensive Hybrid Academy for those faculty members preparing to teach web-enhanced, hybrid, or online courses. Workshops in the center have been held for training on software such as PowerPoint, Word, Excel, and Macromedia products.

Information Services staff have offered workshops throughout the year at the Moreno Valley Campus on how to use administrative software such as WebAdvisor, Colleague, Resource 25, and Galaxy. In preparation for the self-study, a WebCT course was developed and training in WebCT was offered to Moreno Valley faculty, staff, and management to facilitate participation in the online discussions.

The Moreno Valley Center for Faculty Development (CFD), part of a Cooperative Title V Grant, will open in late fall 2007.[46] This laboratory/training center will provide for individualized and group instruction in Open Campus delivery methods, WebCT, WebAdvisor, and use of technology in and out of the classroom.

EVALUATION

We believe this standard is met, especially given the addition of the onsite Center for Faculty Development. The Center for Faculty Development (CFD)—approved by the Board of Trustees--will be established in fall 2007 as a structured, integrated, ongoing professional training program for faculty and support staff. Modular buildings will provide the CFD with about 1,800 square feet of space. The CFD is designed to renew faculty learning and to promote new technologies—inside and outside the classroom—directly tied to student learning and success. Research on students' needs indicates that educators should be moving away from the traditional, one-size-fits-all pedagogy. Improving the technology component of faculty development through the CFD will provide additional strategies for effectively teaching our students in all delivery environments and for assessing their learning.

PLAN

No plan is needed.

III.C.1.c.

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTION

District

Administrative Services

Administrative systems have been on annual maintenance programs since their initial purchase. Hardware is under full warranty and then placed on full maintenance plans once the warranty has expired. Hardware is upgraded to meet user demands for more processing power and speed and to accommodate software upgrades. Equipment is also upgraded as the maintenance costs outweigh the cost of purchasing new equipment under warranty.

Network

Plans for new or remodeled buildings incorporate network infrastructure and appropriate networking equipment and cabling so that facilities will be in compliance with district networking standards.

Network maintenance is handled in multiple ways. Annual support contracts—including telephone and online support services—are purchased for all critical elements. Uninterrupted power supply (UPS) systems are purchased and maintained for all intermediate distribution frames (IDFs) and network operation centers. New equipment purchases include the latest hardware and software offerings. The district inventories for network electronics and UPS systems are also used for emergency replacements, new network configuration testing, and analysis. Additionally, network management stations monitor and maintain network functionality, security, and utilization.

Moreno Valley

On the Moreno Valley Campus, the upgrading or replacement of equipment and software is incorporated into the annual program review process for disciplines, programs, and academic departments. Laboratory coordinators, department chairs, and individual faculty and staff consult with Microcomputer Support personnel to determine needs—everything from learning software to faculty computers. Needs that are identified through program review are forwarded to department chairs with the justification for the needs. Department chairs and assistant chairs review the requests, prioritize them, and submit the list to the dean of instruction. Purchases are dependent on the funds available. On occasion older laboratory computers are recycled as faculty office computers until new computers can be purchased.

Some additional funding sources contribute to maintenance and upgrades at the Moreno Valley Campus. Qualifying occupational programs can request Vocational and Technical Education Act (VTEA) funding for incorporating new

technology into their curricula. The campus Title V grant is another funding avenue for technology that enhances student learning.

EVALUATION

We believe this standard is met. The Moreno Valley Campus is developing a more objective protocol for assessing and prioritizing equipment and software needs. The new process will incorporate the annual program review process into the strategic planning process. Departments will submit their needs to the Strategic Planning Committee, which will forward them to the Technology Subcommittee, where the requests will be evaluated, analyzed, and ranked. The decision to act on the recommendations of the Technology Subcommittee will need approval of the MVSPC and will depend on the budget.

PLAN

- The Moreno Valley Strategic Planning Committee will activate the new maintenance and upgrade process and will request that the Technology Subcommittee study the feasibility of incorporating a queue into the protocol, so that justified needs that do not get funded due to financial restraints are rolled over to the next year.

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III.C.1.d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTION

Departments and programs, in consultation with district and campus support personnel, are responsible for assessing the educational and programmatic value of existing or potential technology resources and for basing their declared needs—in program review—on those assessments. The needs for classified staff in Student Services are also determined by service area outcomes (SAOs) in the Student Services program review document (Standard II.B.).

EVALUATION

We believe this standard is met. Program Review provides the process for developing technology needs based on an assessment of the degree to which given technologies enhance a program's or department's goals. As indicated in III.C.1.c above, the protocol for meeting and maintaining those needs is now being put into place.

PLAN

- See the plan for III.C.1.c above.

III.C.2.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTION

Both the district and the campus have taken steps to integrate technology planning with institutional planning. As each new building is designed, extensive technology planning incorporated into the development plans addresses the specific technology needs of the programs to be housed in the building. This process includes comprehensive consultation with the discipline faculty members who will be using the facility. The outcome of this process is detailed engineering specifications for the building being planned. The Moreno Valley Campus planned and incorporated technology effectively over the last few years: all but three classrooms on the Moreno Valley Campus are equipped with a computer and LCD projector system, most with high-speed internet access; and the entire campus has a free wireless environment. Information Services has conducted satisfaction surveys to assess the effectiveness of network support.[47]

Information Services is currently involved with the plan to locate six portable modular units at Ben Clark and seven at the Moreno Valley Campus. This planning includes the appropriate technology infrastructure and equipment.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Overview of the Budgetary Process

The Riverside Community College District's Vision and Goals statement provides the foundation for the college's financial strategy. [48] However, the fiscal planning process is affected by the governor's budget, as the money allocated in it is the basis for the district's initial revenue estimates for each year. The district's practice is to estimate conservatively the college's revenues from the state and then build expenditure budgets based on these assessments. The revenue estimates are made using enrollment trend projections, and the district's Tentative Operating Budget is prepared as follows:

The first expenditure that is budgeted, per Board Policy 6300, is a budget "reserve"—a minimum five percent of the sum of the projected beginning fund balance plus the estimated revenues for that fiscal year. The college's practice of maintaining this reserve has allowed financial stability through lean funding years. Indeed, the college has more than a 25-year history with no lay offs of full-time faculty or staff due to budget cuts.

Next in the budget expenditure cycle is the allocation of known and estimated fixed costs and contractual commitments for the district; these include faculty and staff salaries, utilities, rents and leases, and long-range costs for facilities planning and other projects that support the college's vision and goals.

Finally, "discretionary" expenditures are earmarked based on remaining available revenues. It is through the discretionary spending the Moreno Valley Campus is able to integrate financial resource planning with its strategic planning process.

Annual financial plans evolve during the budget development cycle and include necessary adjustments in May, at the time of the Governor's "May Revise." Reports on state funding and college expenditures are presented monthly at meetings of the Resource Committee, a subcommittee of the Board of Trustees. The process culminates when the annual budget is approved by the Board of Trustees. The Board of Trustees must approve a tentative budget by June 30th and a final budget by September 15th.

III.D.1.

The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a.

Financial planning is integrated with and supports all institutional planning.

III.D.1.d.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The Moreno Valley Campus Mission Statement

Responsive to the educational needs of its region, Moreno Valley College 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.

DESCRIPTION

In order to make available the programs and services that are included in our campus mission, the necessary operating costs of the campus—including the cost of all full-time faculty, staff, and administrators—are primarily funded through state apportionment and allocated through the district. It is in determining the discretionary budget that the campus attempts to integrate financial planning with its institutional plans. In building the discretionary budget, each campus department has the opportunity to request additional resources for identified programmatic needs. Campus department chairs have traditionally done so by querying their department members regarding equipment purchases, remodeling requests, and new tenure-track faculty hires and then presenting this information at meetings of the Academic Planning Council (APC—consisting of department chairs and the dean of instruction). The APC then justified and prioritized their requests for presentation to the campus provost using budget worksheets distributed by the district Office of Administration and Finance. In non-instructional areas, requests were prioritized by the appropriate manager and forwarded to the provost.

In the spring of 2004, as a response to the ACCJC recommendation that we demonstrate that our strategic planning process ties resource allocation directly to program review, the district began to restructure planning. The district Strategic Planning Executive Committee and the Moreno Valley Strategic Planning Committee (MVSPC) were formed. The Financial Resources subcommittee was one of eight original subcommittees of the MVSPC; members were recruited to serve on this committee in fall 2005 but no formal charge for this subcommittee was developed. Until spring 2007, members of this subcommittee met only to discuss the campus self-study as it relates to financial resources. The vice president of business services now convenes the committee twice monthly to review budgetary issues, such as budget training, state guidelines in funding, total cost of ownership, and campus fixed costs.

In the spring of 2007, in a more deliberate plan to tie resource allocation to institutional planning, the traditional Academic Planning Council (APC)

resource request process was formalized through the annual instructional program review. In the annual program review of academic areas, faculty in each unit or discipline within the department were asked to analyze trends and use data to support requests for equipment, facilities, and personnel expenditures that would support the campus's mission. The chairs were then responsible for synthesizing the various unit reports into the department's program review. The APC, now a subset of the Instructional Programs Strategic Planning Subcommittee, will again rank requests and prepare information to be included in the following: Budget Augmentation forms, Capital Request forms, Position Request forms and Remodel requests. Student Services conducts a similar annual program review. Other non-instructional areas will perform program reviews by September 2007 to rank staffing and equipment needs. The requests that are generated by these processes will be presented to the vice presidents of educational services and business services and to the campus president for further review, prioritization, and approval.

The campus president and the vice president of business services advocate for campus funding as members of the "Budget Bunch," a committee consisting of the district chief of staff representing the chancellor's office, four vice chancellors, and the associate vice chancellor of finance as a staff resource, three campus presidents, and three campus vice presidents of business services. This group evaluates the overall district budget situation (taking into account enrollment projections, new programs, the state budget situation, etc.), reviews and evaluates departmental budget adjustments, evaluates position requests, and ultimately recommends the budget level for the "discretionary" budget. In this process, funds for instructional and non-instructional equipment are set aside along with remodeling requests, which are allocated on a per-project basis. There has been no history of reporting on budgetary development matters to the Moreno Valley campus governing committees.

The Resource Committee, a Board of Trustees subcommittee, meets every month to receive information on capital projects, annual state funding projections, and other financial matters. This subcommittee's membership includes two trustees, three faculty members (one from Moreno Valley) appointed by the Academic Senates, a representative of the California School Employees Association (CSEA), two representatives from the Faculty Association, a student senator, and the vice chancellor of administration and finance.

Finally, the Board of Trustees conducts a public hearing on the proposed budget. A notice of the public hearing is published in local newspapers. After the public hearing, the Board of Trustees takes action to adopt a tentative budget by July 1 of each year and a final budget by September 15th. All college expenditures are available online. A monthly financial report is available for trustee and public examination. Board Books are also archived for future reference.[49] This open access and public scrutiny encourages realistic assessment of expenditures at the time the budget is constructed.

EVALUATION

We believe this standard is met. Practices are in place that bring the campus president and vice president of business services together to discuss resource allocation with top financial officers of the district. It is the responsibility of the campus officers to advocate funding priorities that are consistent with those that have emerged through the campus program reviews. In the future Program Reviews will connect with the strategic planning process, but these linkages have yet to be developed. Many faculty and staff have an inadequate knowledge of the budget process. According to the Moreno Valley accreditation survey, only 10 percent of full-time faculty agreed with the statement, "The budget development process, as it relates to new position hiring, is known within the college community." Fewer than 25 percent of all campus employees agreed that any part of the budget process was known and relates to campus planning.

At the time this report was written, the new position of vice president of business services had been filled for less than a year. While campus budget development may not be a priority interest of personnel, even under the best of circumstances, the campus administration will need to work diligently to inform members of the campus Strategic Planning Committee and other relevant faculty, staff, and student groups about budget development practices. A good beginning in doing that at the campus level was in evidence by the spring of 2007.

The annual program review (both instructional and non-instructional), with its attempt at moving to a more objective, data-driven framework for funding new requests, is a step in the right direction for tying institutional planning to program review. The publication of administrative program reviews and their budgetary requests will add to the transparency of the process and clarify accountability. The vice president of business services reports back budgetary decisions made by the Budget Bunch to the Financial Resources Subcommittee. It is assumed that the campus as a whole will be informed of equipment purchases and faculty hires at the end of the budget cycle, but there has been no formal feedback. In 2007 the president committed to an annual report to the Strategic Planning Committee and the Academic Senate that will include the status of the budget.

In order to ensure appropriate allocation of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the college business officers and district finance and administrative associate vice chancellors. The project assesses the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three college district. Among the issues under review is a budget allocation model. (See Standard IV.A.5.)

PLAN

- The faculty development coordinator, with the assistance of the vice president of business services, will offer FLEX workshops on the college's budgetary development process.
- The Moreno Valley Strategic Planning Committee will develop bylaws that will define the charge of the Financial Resources Subcommittee and will determine how budgetary information flows between subcommittees and to the Academic Senate.

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III.D.1.b.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTION

As noted in the introduction to III.D.1, financial planning at the district level starts with funding projections made by the vice chancellor of administration and finance. These projections are based on an estimate of state funding. The district budget includes payroll, benefits, supplies, services, equipment and other contractual obligations, along with an adequate reserve. These funding projections provide the basis for budget planning and decisions (for the district and each of its campuses) and reflect a conservative yet realistic assessment of funding from the state.[50]

Voters from the Riverside Community College District approved a $350 million bond measure in November 2004, providing new financial resources to fund capital projects. The bond money may only be used to fund construction and to purchase certain types of equipment. In the months before the election, Evans-McDonough, Inc., was contracted to serve as consultant and to conduct a survey of the Moreno Valley community to develop a list of projects desired for the campus. This list was published in the Statement of Voters that accompanied the ballot and included the following objectives: "provide permanent classrooms and facilities, such as a health technology center, student support building, science and technology labs, and buildings for job training and college transfer counseling; upgrade technology infrastructure; and add alternative-energy cogeneration plant."[51] The campus was then asked to prioritize its needs with this list in mind. Projects that have received Measure C funding and are complete or in planning stages are the Early Childhood Education Center, a health sciences building that will contain laboratories for the sciences, and a Network Operation Center to improve our technology infrastructure.

The district Office of Grants and Contracts was formed in 1990 to investigate additional financial resource development. With guidance and technical assistance from Grants and Contracts personnel, faculty, administrators, and consultants have written grant proposals. Some examples of funded grant projects at the Moreno Valley Campus include a Gates Foundation Grant for the Early College High School, a national Department of Education Title V grant to promote basic skills education, and a National Science Foundation scholarship program for future engineers, mathematicians, and computer scientists.

EVALUATION

We believe this standard is met. The district Office of Administration and Finance estimates costs realistically and budgets appropriately. Where there were urgent building plans, but no state monies to fund them in a timely way, bond money was sought to augment the budget. The Office of Grants and Contracts also assists in obtaining funds for programs and services.

PLAN

None is needed.

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III.D.1.c.

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTION

When making short-range financial plans, the district considers its long-range financial priorities to assure financial stability. The institution plans for the payment of liabilities and future obligations. The district maintains sufficient cash flow and reserves to support continued operation of the institution. The district is self-insured and maintains proper procedures and funds to meet its obligations.[52]

Long-range facilities planning (along with the corresponding financial plans) has been coordinated at the district level. Historically, at the Moreno Valley Campus, the Site Committee—the predecessor to the Strategic Planning Committee—was one of the most active committees. It was formed specifically to make recommendations on the campus's Phase II building plans and more generally to ensure that the district facilities managers had input from Moreno Valley faculty, staff, and administrators on new facilities designs so that they would correspond to the campus mission. Pursuant to Board of Trustees action in February 2006, the campus will assume greater responsibility for long-range facilities planning. This process has already started with the hiring of the Maas Companies, Inc., to assist with a campus educational master plan that will align new facilities development with existing and future programs.

EVALUATION

We believe this standard is met. The district is careful to consider long-term plans when developing budgets, taking into consideration future obligations and liabilities.

PLAN

None is needed.

III.D.2.

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

Overview of the Budget Control Process

The district maintains a budget control process to ensure that expenditures fall within the adopted budget or board-approved revisions. This system consists of

- a financial accounting system that provides budgetary control and accountability
- a budget control department that performs due diligence on every financial transaction
- an accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- a position control system to ensure that all full-time positions are approved and budgeted
- a purchasing department that oversees adherence to purchasing policies and procedures
- a procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- independent auditors verify that safeguards are in place.

Besides district safeguards, the Riverside County Office of Education performs a financial oversight function, including random tests of warrants issued by all institutions in the county. Auditors follow the consistent and thorough investigation processes set forth in the California State Audit Manual.

The district incorporates a chart of accounts in its financial management system to assure financial integrity and the responsible use of financial resources. The chart of accounts utilized by the district is promulgated by the State Chancellor's Office through the Budget and Accounting Manual.[53]

The district's Budget Control Office uses the requisitioning and purchase order process in order to monitor and evaluate all proposed expenditures submitted by campus and district support service departments. Purchases can only be made if an approved budget exists (budget control) and authorized signatures are in place.[54] Budget control is maintained by major object codes. A budget is approved and assigned to each academic and support department using a unique chart of account codes for each department. Departments can request budget transfers based on changing needs throughout the year. Budget transfers between major object codes require approval by the Board of Trustees.

Many purchases require a contract between the district and the proposed vendor. The Board of Trustees must approve all contracts. Requisitions, purchase orders, and vendor payments involving a contract will not be processed until an approved contract is in place.[55]

Financial reports are submitted to the Board of Trustees on a monthly basis. In addition, the district is required to submit financial information to the state Chancellor's Office through the quarterly CCFS-311Q and the annual CCFS-311 reports. These reports are also submitted to the Riverside County Office of Education as part of their fiscal oversight responsibility.[56]

The vice president of business services at the Moreno Valley Campus is responsible for aligning the campus process with district procedures and state regulations. The Moreno Valley Campus follows exactly the same procedures as the district. Faculty and staff initiate purchase requisitions. These purchase requisitions are approved through the proper approval channel until received and processed by the district's accounting personnel. The district Purchasing Office processes the purchase order and notification is sent to the vendor and the person initiating the purchase order. Without sufficient funds, purchase orders cannot be processed.

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III.D.2.a.

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit finds are comprehensive, timely, and communicated appropriately.

DESCRIPTION

The annual budget, the annual audit report, and all quarterly financial reports are available on the RCCD accreditation website.[57]

The annual budget typically includes information related to the hiring of new and replacement full-time faculty and staff, improvements in salary schedules, net increases for additional salary step movement, the cost of employee benefits, instructional and student support programs, and all budget requests approved for funding. [58]

The annual CCFS-311 report documents the district's compliance with direct instructional spending requirements.[59]

The Moreno Valley Campus is audited as part of the district's annual audit by an outside independent audit firm. The institution follows state compliance requirements, resulting in funding allocations as prescribed by the state Chancellor's Office.[60] The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session. The district has responded appropriately to all audit findings or exceptions in a timely manner.

EVALUATION

We believe this standard is met. Financial documents reflect appropriate allocations for programs and services to meet the campus mission. Documents are comprehensive, timely, and communicated in a proper manner.

PLAN

None is needed.

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III.D.2.b.

Appropriate financial information is provided throughout the institution.

DESCRIPTION

Financial information is provided throughout the institution at both the district and campus levels. The college budget is presented to the Board of Trustees for discussion and approval in a public meeting. Major changes to the budget and budget transfers are presented to, and approved by, the board. A public record of these approvals is available for the college community and the public to examine on the board's web site without restriction. As of spring 2007, financial information is considered in various degrees, prior to campus approval, by departments and committees, especially by the Financial Resources Subcommittee of the Moreno Valley Strategic Planning Committee. General financial information particular to the campus is provided to the Academic Senate and to the Strategic Planning Committee.

In addition to the general dissemination of information, the internal budget development and budget approval processes of the campus and the district, as described earlier, result in an awareness of financial information among direct participants in those processes. The board's Resource Committee and the campus Financial Resources Subcommittee are open forums that faculty, staff, and the students may attend to receive information on the financial status of the district and campus.

The district's Finance and Administration Office is responsible for developing the tentative and final budgets for board adoption, and coordinates with the chancellor's Executive Cabinet and the "Budget Bunch." (The Budget Bunch receives information from the campus Academic Planning Council by way of the campus president and vice president of business services.) A public hearing on the proposed budget is held every September prior to board approval.[61] The current budget allocation model is based primarily on historical costs. A revised budget allocation model and mid-range financial model are in development to refine resource allocation and to allow for planning for the effects of new programs and initiatives on campus.

The district's annual audit reports are completed in a timely manner, with wide distribution. Furthermore, the independent auditor presents all audit findings directly to the Board of Trustees in a public session.

The district is utilizing Galaxy, a financial management software system that permits Moreno Valley staff to have a real-time view of the budget and financial information. Any faculty or staff member may request and receive training on Galaxy. The Moreno Valley Campus has approximately 40 users who have signed-up for this access. The budget is also available in hardcopy format upon request.[62] The campus vice president of business

services reviews the Moreno Valley Campus's budget regularly. The district Budget Office notifies users when purchase requisitions cannot be processed because of lack of funds.

EVALUATION

We believe this standard is met. Sufficient financial information is provided to those who need it to function in day-to-day business and to those directly responsible for budgetary matters. General knowledge about the budget process on campus is early in its development. Fewer than 25 percent of employees at the Moreno Valley campus who responded to a survey agree that they are well informed of budgetary processes.[63] Spring 2007 marked the beginning of involvement of the Financial Resources Subcommittee of the MVSPC in budget discussions. Thus, some preparation has been made for the involvement of the Strategic Planning Committee in the 2007-08 budget development process.

PLAN

- The vice president of business services will work with the Academic Senate and the Strategic Planning Committee to develop mechanisms for reporting budget development information back to planning and to the campus community generally.

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III.D.2.c.

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTION

The independent auditor found sufficient cash flow and reserves to support continued operation of the institution. The district is self-insured and maintains proper procedures and funds for the protection of its staff and students.[64]

The state considers five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The district maintains this minimum reserve in accordance with Board Policy 6300 and has in recent years exceeded it. In the 2005/2006 academic year the reserve was approximately eight percent.

Cash flow is monitored to ensure that institution operations do not exceed the budget, and all revenues are strictly monitored. During the academic year, enrollment reports are reviewed and compared to enrollment projections.

Given the varied nature of departments within the campus, the level of risk incurred varies drastically. For instance, standard lecture classes in the humanities have a minimal risk when compared to many classes in the sciences and occupational programs, such as chemistry, public safety, and health sciences. The district purchases malpractice insurance for health-related programs such as Physician Assistant, Dental Hygiene, and

Paramedic Programs. It also provides some limited health insurance for students in programs where their externships or rotations requires them to be covered by workman's compensation insurance. Employment practices and potential civil rights liabilities present increased risk in the health-related programs, but they have been managed through training programs for staff.[65] International students are required to provide proof of personal insurance. The RCC Foundation also provides its board members with errors and omissions insurance. [66]

Risk Management monitors and anticipates safety concerns based on the knowledge and expertise of the faculty and staff in each department. Most of the district's protection for risk comes from the Joint Power Authorities, of which RCCD is a member:

- Association of Schools for Cooperative Insurance Programs
- The Schools Excess Liability Fund
- Riverside Employers/Employees Plan
- Self Insured Plan for Employers.

The district belongs to other Joint Powers Authorities, but these are the ones that specifically and exclusively protect for risk. These agencies would pay for damages incurred by the institution over a 10- or 20-year period. Administrative Services has deemed this an effective way to manage risk.

Among the major costs of risk protection at Moreno Valley are those incurred by funding an adequate police force and maintaining liability coverage for both the police and the physical premises. During the course of normal operation the Moreno Valley Campus does not experience an abnormal number of claims alleging dangerous premises or inadequate security.[67] However, there is no dedicated police officer on the Moreno Valley site(s) after 10 p.m. and on weekends. During these times, the campus is dependent on district police, who patrol all sites, responding to calls from their central dispatch. The Moreno Valley Strategic Planning Committee has discussed the possibility of increasing police presence on the campus and at offsite locations during the evening and weekend.[68]

EVALUATION

We believe this standard is met. The college maintains sufficient reserves and insurance policies to maintain the stability of the campus. There are appropriate policies in place to reduce risk. Claims of dangerous premises and inadequate security are at acceptable levels. However, there is some concern about adequate police protection and the safety of personnel and facilities during the weekend and in the late evening and early morning hours.

PLAN

- The vice president of educational services will work with the Strategic Planning Committee and the vice chancellor of Student Services/Operations to develop a plan for augmenting police presence on the campus during the evening and weekend hours.

III.D.2.d.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTION

As an accredited institution, the Riverside Community College District administers financial aid based on authorization of state and federal agencies. Effective oversight of financial aid is ensured through this eligibility process. The campus has been granted authority to participate and disburse Title 4, state, and institutional funds. To ensure effective oversight, the Moreno Valley Campus Student Financial Services Office

- provides a list of disbursement dates and guidelines
- writes and makes available an annual consumer guide for students
- makes available all applications for students
- sends all staff to program training annually to maintain knowledge of changing rules and regulations
- writes an annual policy and procedures manual outlining all processes within the student financial services office
- works in cooperation with the following offices to assure that the funding, awarding and disbursing of funds meets all deadlines and regulations: Admissions and Records, Information Services, Auxiliary Business Services, Accounting Services, and Academic Services.[69]

The Grant and Contract Services Office staff prepares grant applications and other externally funded categorical programs in accordance with the strategic plans for all RCCD institutions. Preparation of grant applications is performed within the scope of the U. S. Office of Management and Budget Circular A-133. Audits cover the entire grant operations of the district.[70]

In addition, the Grant and Contract Services Office provides training and consultation in grant compliance for project directors, who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted district, state, and federal audit practices.

Externally funded programs or partially externally funded programs—such as Food Services, the Child Care Center, Customized Solutions, Performance Riverside, and Community Education—are audited as a component of the district's annual audit. The audit findings are reported to the Board of Trustees.[71]

Contracts and agreements developed at or by the campus are reviewed by the director of Contracts, Compliance, and Legal Services, at whose request the director of Administrative Services for the district performs additional review. The Board of Trustees sub-committees subsequently review all contracts and agreements. The Board of Trustees reviews all contracts and agreements and votes on them during scheduled public sessions.[72]

The RCCD Foundation is a 501c(3) organization, established in 1975, which serves all campuses of the Riverside Community Campus District. The Foundation's mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support district and campus initiatives. A volunteer Board of Directors, comprising 25 business leaders from throughout the district service area, governs the Foundation. The board, which meets every other month, operates with an active committee structure, including a Finance Committee. This committee provides careful oversight of Foundation finances and investments, in accordance with financial policies established by the RCCD Foundation Board.[73] Foundation assets are prudently invested and managed by the Finance Committee. Staff under the direction of the district controller provide accounting functions for the Foundation. Monthly financial statements are prepared by staff for review and acceptance by the Foundation Finance Committee and the Foundation Board.[74] Investment firms provide monthly statements, and twice a year, representatives from the Foundation's investment firms meet with the Finance Committee and staff to provide investment updates.[75] An independent auditor audits the Foundation annually.[76]

The Associated Students of Riverside Community College (ASRCC) is audited annually and found to follow prudent business standards and practices as outlined in the ASRCC Club Advisors' Guide.[77]

The RCC District has created the Office of Internal Audits, which reports operationally to the chancellor and directly to the Board of Trustees. A number of internal audits have been performed in multiple areas validating that existing practices are adequate and consistent to ensure the effective oversight of finances.[78] While there were no seriously negative audit findings, recommendations for improvement were indicated in the audits. These recommendations have been implemented or are being evaluated for implementation. Internal audit reports are presented to the Board of Trustees upon completion of the audits, and quarterly status reports are provided to the Board of Trustees regarding the status of the recommendations.[79] The internal auditor was promoted to vice chancellor of Diversity and Human Resources, so as of spring 2007 the internal auditor position is vacant.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.D.2.e.

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTION

The district's Auxiliary Business Services (ABS) Department oversees funds for various auxiliary entities within the district. These entities include the Associated Students of Riverside Community College (ASRCC), student club and association trust accounts, Food Services, vending commissions or contracts, and the RCCD Foundation. Organization trust account signature cards are used to verify expense requests. Each of these organizations provides program support, enhancing overall effectiveness of the district. ABS provides financial services to these organizations based upon approved standard practices, which are reviewed and audited annually by outside auditors.[80]

The Board of Trustees, at the annual December organizational meeting, establishes Signature Authorization according to Education Code Sections 85232 and 85233. These Ed Code sections specify that authorization can be given to designated district administrators to sign orders drawn on district funds and notices of employment. The district requires that the Certification of Signatures form be filed with the Riverside County Office of Education to certify the authorization. The board has approved the following positions to sign vendor warrant orders, orders for salary payment, notices of employment, bank checks, purchase orders, and grant documents:

- chancellor
- vice chancellor of Administration and Finance
- vice chancellor of Academic Affairs
- vice chancellor of Student Services/Operations
- associate vice chancellor of Finance
- district controller
- director of Administrative Services.

The Board of Trustees has authorized the payroll manager to sign orders for salary payment and notices of employment. The purchasing manager is authorized to sign purchase orders. The Auxiliary Business Services manager is authorized to sign vendor warrant orders, orders for salary payment, and purchase orders.

After college status is achieved for the Moreno Valley Campus, future delegation of authority will permit some disbursement of funds to occur under the authority of campus presidents and vice presidents. Additional signature authority for purchasing is approved for supervisor/managers, department chairs, deans and directors, vice presidents, and presidents. With approval at the appropriate department level, requisitions are reviewed in Budget Control, with additional controls related to grant activity provided by accounting technicians. Accounts Payable receives purchase order packets for additional review and approval.

The Grant and Contract Services Office reviews all grant applications made on behalf of the Moreno Valley Campus and its programs. Projects adhere

to the stated objectives of the strategic plan and Academic Master Plan, according to the following process. The Grant Office is given the Master Plan objectives for the district by the Executive Cabinet and the chancellor. These objectives encompass areas such as basic skills, nursing education, allied health, workforce development, middle college high schools, and more. The Grant Office then researches possible funding sources for these objectives. The Business Office also reviews grant requests before they are submitted.

Upon award, the Grant and Contract Services Office assists project directors to develop official documents for review by appropriate Board of Trustees subcommittees and approval by the full board in general session.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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III.D.2.f.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTION

The integrity of district contracts is maintained by adherence to regulatory codes including the Public Contract Code, the Education Code, the Business and Professions Code, the Labor Code, and the Government Code as they relate to specific types of contracts. The director of Contracts, Compliance and Legal Services, the director of Administrative Services and the Accounting Services Department administer the district's control over contracts. The campus, however, initiates contracts and has the power to terminate contracts for convenience or cause.

Although the independent auditor does not address the use of funds relative to the mission and goals of the district and the campuses, the district does follow board policy to maintain the integrity of the institution, requiring disclosure of contracts and board approval prior to signing by the vice chancellor of Administration and Finance.

The district's policies and practices as they relate to contractual agreements with external entities support the Academic Master Plan and the strategic plan, which were developed in alignment with the Moreno Valley Campus's mission statement.

Enrollment growth experienced since the last accreditation process suggests the need for change in the approval process to more effectively address smaller contracts. The district is studying the feasibility of delegating authority to approve contracts to appropriate administrative levels.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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III.D.2.g.

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTION

The district's Business Office responds to all audit recommendations in as timely a manner as feasible. Similarly, after consultation with the campus president, the Moreno Valley Campus vice president of business services responds through the district Business Office to all audit recommendations relevant to operations on the Moreno Valley Campus. Those recommendations that can be effectively implemented within the next audit cycle are identified and changes are implemented. The Core Operations Task Force (COTF) was formed in order to address a specific audit recommendation. Subsequent to the formation of COTF, the responsibilities of the task force expanded to address core operations in the district.

In March 2005, the Office of Internal Audits was established to evaluate and improve financial management and operational systems. To date, four internal audits have been conducted, resulting in the improvement of financial systems in the areas of Early Childhood Studies, Admissions and Records cash receipting, Associated Students trust accounts, and vendor contracts. All of these audits have been relevant to operations at the Moreno Valley Campus, as well as the other two district campuses.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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III.D.3

The Institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

The budget format enables all segments of the campus community to compare historical spending patterns and track actual expenditures within the adopted budget. Each administrator, manager, program coordinator, and academic department chair with budget responsibility can monitor actual expenditures using Galaxy. This application allows inquirers to see the budgeted amount, year-to-date expenditures, and encumbrances for each

account. Data is warehoused by the Riverside County Office of Education (RCOE) and is accessible virtually 24 hours a day, seven days a week.

A number of communications have gone out to the RCCD community advertising this access and there have been approximately 10 training sessions on how to use Galaxy view access, including one or two on the Moreno Valley Campus. Over the past year and one half, over 400 people district-wide have signed up for this access, including about 40 from Moreno Valley. Galaxy view access is obtained by a simple request to the District Finance Office.

Monthly financial reports are provided to the Board of Trustees. Campus program directors and appropriate deans oversee the expenditures for all categorical funds, especially externally funded programs and grants, and all grant expenditure reports are verified by the district controller and approved by the associate vice chancellor of Finance. The Office of Grant and Contract Services also monitors grant expenditures to ensure compliance.

Grant projects have assessments that are built into their proposals. It is up to the grant project manager to share this information with affected departments and disciplines during the program review to determine if general funds should be sought to continue the project when grant funding ends.

EVALUATION

We believe this standard is met. The program review process has evolved into one that annually evaluates program performance, and it is developing mechanisms for assessment of the effective use of financial resources to achieve programmatic goals and objectives. As suggested in III.D.2.b, fuller knowledge of the budget could promote more effective program review and strategic planning processes. The departments and some non-instructional units, through the annual program review, have a channel through which to request funding.

Grant projects are constructed so that they assess the efficacy of their work. However, they do not always connect to an appropriate program review process. Areas that are affected by the grant project should incorporate the results of these assessments into their own program reviews to evaluate the sustainability and transferability from grant funding to campus financial resource funding before the end of the grant period. This should reduce any "surprises" at the end of a grant and enable projects that are judged worthwhile by the department to have a continued source of funding. Because annual program review is in its first year, it is difficult to say whether or not grant projects are seeking continued funding through this mechanism.

Department chairs do not always have knowledge of the department budget because some have not participated in Galaxy training and cannot accurately track historical spending for patterns that would be useful for program review purposes.

PLAN

- The vice president of business services will work with the Moreno Valley Strategic Planning Committee to develop an evaluation process for budget development.
- Program reviews will incorporate the evaluation of grant projects and note when grant funding will end. A mechanism will be developed within program review to request general fund support if the department/campus deems that a project effectively contributes to student learning.
- Department chairs will be expected to get Galaxy training, so as to use budget information effectively for program review.

[1] Minutes of the Board of Trustees, June 20, 2006.

[2] Job Posting #C-829, 05/19/06: Vice President, Educational Services (Moreno Valley Campus).

[3] Email, 9/13, from Susan Boling, based on records in the district's Human Resources office.

[4] Accreditation Report 2001.

[5] Minutes of the Board of Trustees, June 6, 2006.

[6] Plan for Tenure Track Faculty Hiring.

[7] Job Postings, recent examples in evidence.

[8] Memorandum to Applicant regarding Foreign Transcript Evaluation, undated.

[9] Minimum Qualifications for Faculty and Administrators in California Community Colleges.

[10] Hiring Process for Part-Time Faculty by Department.

[11] Agreement between Riverside Community College District and Riverside Community College Classified Employees, 2005-2008, Article XI-D, p. 27.

[12] http://www.rcc.edu/board/policies/3099.pdf, http://www.rcc.edu/board/policies/4099.pdf.

[13] Title 5, California Code of Regulations, Sections 53021-53024.

[14] Agreement Between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007.

[15] Management Handbook.

[16] CSEA Agreement, p. 29.

[17] RCCD Assessment History.

[18] http://academic.rcc.edu/academicsenate/Ethics.htm

[19] Classified Handbook, Management Handbook.

[20] Factbook 2006, p. 87.

[21] Administrative Unit Program Review, Background and Guidelines document.

[22] File of FT classified staff from Gina Salazar, Diversity and Human Resources Office.

[23] Improvement of Instruction Committee forms.

[24] HR Employee Personnel Files paper, Aug. 2006.

[25] Ed Code 87071.

[26] Documents from sexual harassment workshops, diversity training workshops, leadership training.

[27] Faculty, Management, and CSEA Handbooks.

[28] Student Handbook.

[29] Board Policy 3099/4099 (Affirmative Action/Staff Diversity/Employee Selection Procedures) – Equal Employment Opportunity and Staff Diversity Policy; Board Policy 311/4110/6110– Prohibition of Sexual Harassment; Board Policy 6200 – Non discrimination in Programs and Activities.

[30] 2006/2007 Riverside Community College District Catalog.

[31] Student Equity Plan, http://accreditation.rccedu.net/District/StudentServices/Student_Services_documents/Final%20Student%20Equity%20Plan%20pt2.doc

[32] FLEXtrack Reports.

[33] See http://www.rccdfaculty.net/pages/eventmaterials.jsp for examples.

[34] http://www.opencampus.com

[35] Office of Institutional Effectiveness.

[36] Facilities Strategic Planning Subcommittee minutes and agendas.

[37] FEMA training notebooks: IS-00100: Introduction to Command System; and IS 00700: Introduction to Incident Management System.

[38] Parking records, Office of the Vice President of Business Services.

[39] Facilities Maintenance Schedule.

[40] Physician Assistant, Dental Hygiene, Dental Assistant, and Paramedic Program accreditation requirements in documents from their accrediting bodies; Lease Agreements for March Dental Education Center and Ben Clark Training Center, and the Agreement between Riverside County Regional Medical Center and the district. Physician Assistant Education programs are required to be in partnership with a hospital. In the case of the MVC program, that affiliation is with the county hospital located 2.7 miles from campus. See the Agreement between the Riverside County Regional Medical Center and RCCD.

[41] Transportation Survey Fall 2006, by the ASRCC-Moreno Valley Campus, based on approximately 760 responses from 2500 surveys distributed. Percentages total over 100 percent because some respondents may have marked more than one option.

[42] RTA Ride Guide, September 10, 2006.

[43] Prioritized capital outlay lists; prioritized faculty position lists; MV Strategic Planning Committee and subcommittee meeting minutes reflect concerns brought forward by faculty members, staff, or students on physical resources; Occupational Advisory Committees Meeting minutes from Dental Hygiene, Occupational Education Advisory Committee related to building upkeep and health standards; Community Partners meeting minutes capture concerns of the community members; Discipline program reviews; Physician Assistant Program Review Process as a sample program review process.

[44] Multipurpose Building Utilization Schedule.

[45] List of classrooms, equipment, and internet connectedness.

[46] Letter of Award to RCC, Moreno Valley Campus.

[47] Information Services Surveys.

[48] RCCD Vision and Goals, p. 2, College Catalog.

[49] RCCD website, Board of Trustees link.

[50] Board agendas that show budget projection.

[51] Full Text Ballot Proposition of the Riverside Community College District Bond Measure, March 2, 2004.

[52] Audit reports.

[53] Chancellor's Office Website – Budget and Accounting Manual, http://www.cccco.edu/divisions/cffp/fiscal/standards/budget_and_accounting_page.htm); Budget and Accounting Manual. http://accreditation.rcc.edu/C19/Finance/default.aspx

[54] Budget Request form.

[55] Accreditation Website - Purchasing Procedures, http://accreditation.rcc.edu/C19/Finance/default.aspx

[56] Accreditation Website – Monthly Financial Reports, Quarterly Financial Reports, Annual Report to State Chancellor, http://accreditation.rcc.edu/C19/Finance/default.aspx

[57] http://www.rcc.edu/administration/academicaffairs/accreditation.cfm

[58] 2006-2007 Annual Budget Document.

[59] 2005-2006 Annual Report to the State Chancellor's Office.

[60] Annual Audit Report.

[61] Board Agenda, Sept. 12, 2006.

[62] Sample of a Galaxy Report.

[63] Moreno Valley Campus Accreditation Survey.

[64] Audit Report, Self-Insurance Analysis Mid-year Analysis, Feb. 2006.

[65] Claims History and Safety Training Records for Health programs at MVC.

[66] District Insurance Policies.

[67] Claims History.

[68] MVSPC minutes .

[69] Fiscal Operations Report and Application to Participate (FISAP) 2005-06; Program Participation Agreement for Cal Grant Program; Re-certification to participate in Title IV. Completed BFAP form number three; External audit reports.

[70] Grant applications and audit reports.

[71] Audit reports.
[72] Board of Trustees Agendas.
[73] Foundation Board Policies.
[74] Foundation Board Monthly Financial Highlights.
[75] Foundation Board Finance Committee Minutes.
[76] Foundation Board Audit reports.
[77] ASRCC Club Advisors' Guide.
[78] Internal Audit Reports.
[79] Internal Audit Reports.
[80] Audit report.

STANDARD IV:

Leadership and Governance

Standard IV.

Coordinating Chair: **Cordell Briggs**, Associate Professor, English

IV. Leadership and Governance

Cordell Briggs, Chair, Associate Professor, English
Ignacio Alvarez, Educational Advisor, Assessment Center
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Lauren Bishop, Student
Catherine Blair, Student
Nickolas Burciaga, Student
Dan Clark, Associate Professor, English
Diane Conrad, Associate Professor, Speech Communications
Lisa Conyers, Vice President of Educational Services
Travis Gibbs, Associate Professor, Psychology
Lisa Hausladen, Instructor, Medical Assisting
Irving Hendrick, Interim President
Marilyn Heyde, Instructor, Dental Hygiene
Cheryl Honore, Associate Professor, Accounting
Shufen Huang, Assistant Professor, Mathematics
Tremann Humphrey, Student
Susan Ingham, Associate Professor, English
Ellen Lipkin, Associate Professor, Microbiology
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Gustavo Segura, Instructional Media/Broadcast Coordinator, and CSEA President
Sal Soto, Instructor, Counseling
Eric Thompson, Instructor, Sociology

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

INTRODUCTION

The Moreno Valley Campus began operation in 1991 as an academic center of Riverside Community College. From the outset, the campus administration and faculty came together to discuss institutional values and goals, thereby creating a collaborative climate of decision-making. Because the Moreno Valley Campus is in the process of becoming an independent college, its governance structure is taking shape and evolving continuously. It is therefore important to review the history and the evolution of decision-making processes on the Moreno Valley Campus in order to show the campus's commitment to empowering all facets of the college community in its governance formation.

1991- 2000: Campus Begins to Implement the Strategic Planning Model

As a center within a college, the campus was initially dependent upon the one-college district structure with a single mission statement. The campus administrative leadership consisted of a campus provost who reported to the college president and a dean of instruction who reported to the provost. A dean of student services position was added in 1997, also reporting to the provost. Both deans had "dotted-line" reporting relationships to their respective district administrators in Riverside—the vice president of academic affairs and the vice president of student services. The facilities manager reported directly to the district's facilities director. The District Academic Senate held its meetings in Riverside. Until the establishment of campus departments at Moreno Valley and Norco, academic department representatives on the Academic Senate may or may not have had teaching assignments at Moreno Valley. Once the campus departments were established, the representation structure was changed to include one representative from each department. Thus, the Moreno Valley Campus was guaranteed to have some representation on that body, even as the largest share of representatives came from the Riverside Campus. The District Academic Senate had standing committees in Curriculum, Academic Standards, Legislation and Finance, and Professional Growth and Sabbatical Leave, none of which was guaranteed to have representation from all three campuses.

As an entity of the Riverside Community College District, the Moreno Valley Campus has empowered its faculty, staff, and students through the institution's planning committee, initially named the Moreno Valley Site Committee. Led by the campus provost and a faculty member, the Site

Committee was originally formed to design our Phase II building plan and approve secondary effect changes to Phase I facilities. However, the committee's charge expanded to include planning for student services and innovative academic programs, such as the Community Interpretation Program and the Physician Assistant Program. From the beginning, students too were included in shaping a culture of collaboration, both on campus and through the District Student Academic Senate. The student provost and representative members participated in campus activities and on committees, and contributed to making such decisions as identifying the college's official colors (teal and white) and providing a cover for the Tigers' Den patio.

Departments, previously district wide, were restructured to become campus based in the fall of 1999, when an ad-hoc campus faculty committee was formed to discuss different academic department configurations. After much discussion, three multi-disciplinary departments were formed at the Moreno Valley Campus. Each department determined a system of chairs and assistant chairs. Meanwhile, the Faculty Association and the administration negotiated contract provisions providing faculty reassigned time for chairs and assistant chairs, who develop class schedules as well as hire and evaluate part-time faculty.   With department chairs now officially in place at Moreno Valley, the request for and prioritization of new full-time faculty positions, including the recruitment and selection of the new colleagues, would now be carried out locally. The founding of our academic departments marked the emergence from district-based direction to campus-based, locally responsive shared governance.

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2001- 2005: Beginning the Move to Three Independent Colleges and Strategic Planning

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Preparation for our three-college model, and a recommendation to the district by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2001, served as the catalysts for the development of a college-wide strategic planning process.[1] The district initiated a comprehensive approach to planning, a process which involved the following aspects:

- development of the planning principles and the evolution of a planning culture (2001-2004), including the adoption of the learner-centered curriculum and the Board of Trustees resolution to maintain the district-wide one curriculum model[2]
- development of a district Strategic Planning Executive Committee (SPEC) in 2001, comprised of equal representation from each campus as well as district administrators
- foundational work to develop a new process of program review that links both discipline and departmental program reviews to the strategic planning process and the update of the Academic Master Plan.[3]

The campus-based Academic Planning Council, consisting of department chairs and the dean of instruction, was developed with the charge of ranking campus needs for full-time faculty hires, prioritizing equipment and facilities requests, and addressing other departmental or programmatic needs.[4]

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide

CURRENT INSTITUTIONAL LEADERSHIP ENVIRONMENT AND CAMPUS PARTICIPATIVE PROCESSES

The decision-making process at the Moreno Valley Campus involves a complex relationship between both district-wide and local committees, with participation from faculty, administration, staff, and students. There are five faculty-run, multi-disciplinary academic departments, each using the instructional program-review process. The member disciplines in each department, to determine fundamental needs related to the campus's mission and its commitment to student learning, complete this review. The departments are

- Mathematics, Science and Physical Education
- Communications
- Business and Computer Information Systems
- Humanities and Social Sciences (includes Counseling)
- Health, Human, and Public Services.

Other campus bodies include

- Academic Senate
- Moreno Valley Strategic Planning Committee (MVSPC)
- Academic Planning Council
- Moreno Valley Campus Management Council
- President's Cabinet
- Associated Students of Riverside Community College-Moreno Valley (ASRCC-MV).

The Senate, the ASRCC-MV, and the MVSPC have district components as well. Bargaining units that represent district personnel are the Faculty Association (CCA/CTA/NEA) and the California School Employees Association (CSEA).

DESCRIPTION

Each of the five multi-disciplinary departments convenes monthly to discuss departmental business, including identification of their programmatic, facilities, personnel, and equipment needs.[5] Similarly, student services programs identify needs through a program review process designed for student services programs and services.[6] A comprehensive discipline-based program review—discussed in greater detail under Standard II.A—occurs on a four-year cycle. Our self-examination process by discipline is critical to maintaining a unified, district-wide curriculum. In order to supplement the discipline-based reviews with a more campus-based, ongoing process, the district Program Review Committee developed a new annual departmental program review.[7] Begun in fall 2006, this process requires every campus unit (program or discipline) to complete a self-study that analyzes trends, ranks faculty and staff hiring needs, and presents its equipment and facility needs

implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

for the future. The unit reviews are incorporated by the department chair into the departmental program review. This annual report also includes an update on discipline or subject area assessment activities and results, which helps provide a rationale for the identified needs of each discipline and program.

The Academic Senate was created on the Moreno Valley campus following the development of a constitution and by-laws, which were ratified by the faculty in September 2005.[8] Each of the five departments has at least one representative or has the number of senators equaling 15 percent (to the nearest whole integer) of the tenure-track positions within that department. Departments are responsible for conducting nominations and elections for departmental senators in the spring semester. The president is elected at large, and the vice president and secretary-treasurer are elected from among the senators. One part-time senator, one senator-at-large, and one student representative round out the senate membership. This body represents the Moreno Valley faculty in making recommendations to the Board of Trustees concerning policies and procedures related to academic and professional matters. The campus senate president serves on the District Academic Senate which moves on district matters, especially issues involving the district commitment to one curriculum. The campus faculty elect one representative each to the district Committee on Academic Standards and the district Committee on Professional Growth and Academic Leave. And each department elects a representative to the district-wide Curriculum Committee.

Committed to keeping program review and a learner-centered curriculum at the heart of the planning process, the campus formed the Moreno Valley Strategic Planning Committee (MVSPC) in May 2004. The MVSPC has nine subcommittees which were formed to align with the accreditation standards:

1. Financial Resources
2. Human Resources
3. Instructional Programs (encompassing the Academic Planning Council -- see below)
4. Institutional Mission and Effectiveness
5. Library and Learning Support
6. Physical Resources
7. Student Support Services
8. Technology
9. Leadership and Governance

All full-time faculty, staff, and managers serve on at least one of the subcommittees. The Student Senate sends representatives, and administrators may attend subcommittee meetings in an advisory capacity. The subcommittees make recommendations to the MVSPC, which votes on whether to forward these recommendations to the campus administrators and the District Strategic Planning Committee (DSPC) for approval.

The Academic Planning Council (APC), which is required to meet monthly, generally meets every two weeks and consists of the dean of instruction and the faculty department chairs. Assistant chairs may form part of the council at the dean's discretion. The APC addresses strategic enrollment management

and acts as a conduit between the departments and the campus administration. The Academic Planning Council along with the inter-departmental specialists (IDSs) form the Instructional Programs Subcommittee of the MVSPC, thus linking the departmental program review process to strategic planning for the campus.

Short- and long-range goals were gathered in spring 2005 by the faculty department chairs under the direction of the district Office of Academic Affairs to update the Academic Master Plan from a campus-based perspective.[9]

In spring 2006, the campus administrative structure began to change. The campus provost title was changed to president. The president convenes the Moreno Valley Management Council monthly, attended by the
- vice president of educational services
- vice president of business services
- dean of instruction
- dean of student services
- dean of health sciences
- dean of public safety education and training
- assistant dean of library and learning resources
- director of public relations
- director of Title V
- director of plant operations
- president of the Academic Senate
- president of the Associated Students of Moreno Valley Campus
- president of the California School Employees Association

The president and the two campus vice presidents convene twice a month for cabinet meetings. The vice president of educational services meets weekly with the four campus deans, and the assistant dean of library and learning resources. The director of Title V although reporting to the president, also attends these meetings for informational purposes. As the campus's chief academic officer, the vice president of educational services (VPES) regularly attends senate meetings; other campus administrators often attend as well.

Officially, there is only one direct reporting line to the district administration: from the president of the campus to the district chancellor. In practice, the campus maintains a variety of reporting relationships within the district. The vice president of business services consults with counterparts at the other two campuses and with the district vice chancellor of administration and finance. The campus dean of student services reports officially to the campus vice president of educational services. But since some student services are under the supervision of the district, the dean of student services also coordinates with the district Office of the Vice Chancellor of Student Services and Operations. The district vice chancellor of academic affairs convenes the district Academic Cabinet every two weeks. This committee consists of the vice presidents of educational services from Moreno Valley and Norco, the vice president of academic affairs from Riverside, the associate vice chancellors in the academic affairs unit, the deans of instruction from all three campuses, and other administrative personnel.

Associated Students of Riverside Community College, established under Title 5 of the California Code of Regulations, satisfies the right of students to participate effectively in college governance. The students have a student senate, the Associated Students of Riverside Community College – Moreno Valley. The ASRCC-MV is also part of a district student senate, the ASRCCD. ASRCCD representatives are non-voting members of the Board of Trustees, Curriculum Committee, Moreno Valley Academic Senate, Moreno Valley Strategic Planning Committee, and other committees, including accreditation subcommittees. Through these affiliations, students are able to express concerns and make suggestions for improving practices, programs, and services.

The Faculty and Staff Associations, the CCA/CTA/NEA and CSEA, deal with matters that relate to working conditions and create district-wide contracts. These associations receive information and suggestions from campus representatives and function as contacts for shaping future contract decisions, as reporters to departments or constituents on Association business, as members of Board of Trustees committees, and as initial contacts in grievance matters.[10] The contracts, negotiated every three years, cover items such as hours of work, evaluation procedures, work-year calendar, grievance procedures, and salary.[11] The Faculty Association seeks broad participation in items to be negotiated. For example, in both spring and fall of 2006, the association surveyed faculty regarding the contract articles they wished to have negotiated.

The classified staff participate on the Classified and Confidential Staff Development Committee, which aims "to provide programs which enable all classified staff to maintain and improve their job-related knowledge and skills in the technical aspects of their individual and collective job responsibilities, to encourage employees to participate in district-provided staff development programs, and to review and process applications for staff development funding."[12] Membership includes five to seven classified employees from a variety of classified employee areas.

EVALUATION

We believe this standard is met. The Moreno Valley Campus excels in creating an environment for empowerment, programmatic innovation, and continued work toward institutional excellence. Staff, faculty, administrators, and students are regularly asked to participate in discussions on improving practices, programs, and services in which they are involved.

Although administrators, faculty, staff, and students have met monthly to work on the Strategic Planning model, it is still in its developing stages. Recommendations on the number and types of full-time faculty hires, on purchases of equipment, and on other academic resource allocations still usually travel directly from the Academic Planning Council and other managers directly to the administration, without being routed through the Strategic Planning Committee.

PLAN

- The Academic Senate, Academic Planning Council, and the Moreno Valley Strategic Planning Committee, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships.

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IV.A.2.

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a.

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

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DESCRIPTION

The roles in institutional governance and their impact on institutional policies have been described in Standard IV.A.1. Some bodies have written policies and procedures: The Academic Senate, Faculty Association, CSEA, and Associated Students have written constitutions and by-laws. The Moreno Valley Strategic Planning Committee has an implemented system of representation from all facets of the college community—staff, administration, faculty, and students—and an adopted protocol for voting on matters brought to the committee, but it has no written constitution and no by-laws governing interaction among subcommittees. [13]

The president of the Moreno Valley Academic Senate serves on the District Academic Senate, which meets monthly with district leadership and district academic standing committees. The senate president serves as a member of the standing committees of the Board of Trustees and reports monthly at the Board of Trustee's meetings.

Moreno Valley administrators serve on the district's standing committees, ad hoc committees, and task forces. Staff representatives serve on the Board of Trustees standing committees and multiple district committees, advising on budget and academic matters.

EVALUATION

We believe these standards are met. We meet them insofar as representation from all constituencies of the college community ensures access to decision-making, and some governance roles are clearly defined. However, the roles for the strategic planning committee structure are still developing—particularly linkages between program review and the Moreno Valley Strategic Planning Committee.

PLAN

- The campus governing bodies will dialogue and develop a formal document describing the relationships and processes amongst the subcommittees of Moreno Valley Strategic Planning Committee.

IV.A.2.b.

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTION

Maintaining a common core transfer curriculum across the district, sanctioned by the Board of Trustees in policy Resolution No. 25-02/03, requires monitoring by three standing committees of the District Academic Senate: Assessment, Curriculum, and Program Review. Moreno Valley faculty serve on all three of these district committees.

The Riverside Community College District has existing procedures for both review of existing programs and initiation of new programs.[14] The existing program review process, described in more detail in Standard II, relies on discipline faculty from across the district to work with the assessment and program review committees to assess programs and articulate resource needs, at both the campus and district level. A fundamental part of instructional program review is the review and updating of all course outlines, which are submitted to the district Curriculum Committee for review and approval as required. There is a similar process for Student Services program review, and student service departments hold regular district-wide retreats to discuss their program reviews and service area outcomes.[15]

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.A.3.

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTION

The Board of Trustees communicates with faculty, staff and students through its subcommittee structure (also mentioned in Standard IV.A.1, and described in greater detail in Standard IV.B). The Academic Senate, Associated Students, CSEA, CTA, and president's management council all have opportunities to provide input to the board by representation on one or more board subcommittees.

A culture of openness, based upon trust, at the Moreno Valley Campus allows for effective discussion of ideas among campus constituencies. The campus has a tradition of holding retreats at which faculty, administrators, and staff address issues related to the college in general and to student learning in particular.[16] There is a designated college hour, Tuesdays and Thursdays from 12:50 - 1:50 PM, which full-time faculty are urged to keep open for the purpose of attending campus meetings. The vice president of educational

services also announces a weekly "open door" meeting at which all campus constituents are welcome to drop in and discuss matters of current interest, particularly those related to institutional reporting data and enrollment management. The district dean/director of Institutional Reporting and Academic Services[17] has frequently attended these meetings for the purpose of discussing how to access and use the data gathered by Institutional Reporting. Faculty, staff, and administrators have frequent email discussions on academic topics, made easier by a Moreno Valley listserv. Invitations to put items on the agendas for Academic Senate and the Strategic Planning Committee are sent by listserve to everyone with a campus email address.[18]

Campus discussions on accreditation standards were facilitated through face-to-face workshops and online discussion boards. Beginning in the spring of 2006, the WebCT course tool was used regularly as a means for all strategic planning subcommittee members to exchange information, ideas, and dialogue. The WebCT format thus facilitated broad input into the development of the self-study.[19] During fall semester 2006, the Accreditation Committee held weekly meetings with faculty participation from the accreditation subcommittees. Subcommittee members were invited by email to participate in the meetings.[20] A district website provides information associated with the accreditation process, including organizational structure, evidentiary documents, and the latest version of the self-study. This website is intended to be an ongoing document of the entire self-study process as it unfolds over the self-study period.[21]

EVALUATION

We believe this standard is met. As participants have gained familiarity and confidence with electronic modes of communication, the campus anticipates continued use of electronic dialogue as a means of communication for faculty and staff. Although we already use phones, email, teleconferencing, and WebCT to a degree, access continues to be an obstacle for some users of these technologies, especially with WebCT and teleconferencing. It is hoped that these issues will be addressed—both through faculty training and user-friendly adjustments to access procedures.

PLAN

- The Technology Subcommittee will discuss improving methods of teleconferencing.

IV.A.4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTION

As part of the Riverside Community College District, the Moreno Valley Campus complies with Accrediting Commission standards and requirements. Anticipating the writing of this document, the campus was an active participant in the last ACCJC accreditation self-study, with campus representatives holding leadership roles. Personnel from the Moreno Valley Campus participated in the preparation of the 2004 Midterm Report that details what procedures were being implemented in response to the Accrediting Commission's recommendations.[22] In fact, the strategic planning process detailed in Standard.IV.A.1-3 is a direct result of recommendation 2 from the 2001 self-study: "that Riverside Community College formalize and make known to the college community its developing strategic planning process, which should integrate educational, financial, facilities, and human resource planning."[23] The Moreno Valley Campus leadership was responsible for the preparation of the Accreditation Eligibility Report to the Commission that signified our intent to become accredited as a college. In fall 2005, the campus accreditation co-chairs and other RCCD representatives participated in an ACCJC regional meeting held in Glendale, California; participants discussed the fundamental importance of developing district-wide general education student learning outcomes.[24] Today, those outcomes hang in every classroom on the Moreno Valley Campus. In addition, persons from our campus and from the district have been active participants in other ACCJC workshops and on accreditation teams.

The Moreno Valley Campus has embraced both the letter and the spirit of the new standards. Furthermore, as part of Riverside Community College District, the campus has met and/or exceeded all of the recommendations made by the previous (2001) accreditation visiting team.

EVALUATION

We believe this standard is met.

PLAN

- None is needed.

IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTION

Riverside Community College District has undergone major revisions to its organizational structure at the district level in anticipation of the transition to a multi-college district. The current district organizational structure (see district organization charts in the Introduction) outlines the flow of communication between all constituency groups, from the Board of Trustees and district officials to Moreno Valley Campus administrators, faculty, staff, and students.

After extensive formal and informal dialogue by all campus constituencies directed towards evaluation of the effectiveness of existing governance structures on the Moreno Valley Campus, major revisions to the organizational structure and processes have been made. Specifically, the position of provost was redefined to that of president, and positions of vice president educational services and vice president business services were added to the organizational structure. The Ben Clark Training Center and its leadership were moved under the Moreno Valley umbrella. A dean of health sciences, and an assistant dean of library and learning support services were added to the administration. All of these administrative changes—as well as the formation of a functioning Moreno Valley Academic Senate, the institution of strategic planning sub-committees, and the creation of the Moreno Valley Academic Planning Council—were made in response to organizational needs for improved planning processes throughout the district especially those arising from the shift to a three college district..

Established performance evaluations are in place for managers and administrative personnel, as well as surveys to gather perceptions about the efficacy of their work.[25]

EVALUATION

We believe this standard is met. In operation for a year, the campus Academic Senate has a written constitution and by-laws, but may need to modify its procedures and even adjust its constitution in the coming year.

Similarly, while the several strategic planning subcommittee chairs are generally successful in moving their concerns and recommendations to the committee chair and to the administration, we have yet to formalize this process or to standardize the procedure for reporting actions, although various mechanisms have been suggested.

Institutional assessment calls for three distinct areas of program review: administration, instruction, and student services. As detailed above, program reviews for instruction and student services have been developed. A process for administrative program review is in the early stages of implementation. Notably, the campus personnel perceive the need to develop a more formal process for monitoring institutional outcomes and reporting back to campus

constituencies on the overall effectiveness of the institution in following through on initiatives generated by the governance and decision-making processes.

PLAN

- The administrative and faculty co-chairs of the Moreno Valley Strategic Planning Committee will begin work on establishing formal processes for evaluating governance and decision-making structures at the Moreno Valley Campus by convening a task force—including representation from the senate, California School Employees Association, and the strategic planning subcommittees—to develop and disseminate charges and workflow for the Moreno Valley Strategic Planning subcommittees, including feedback loops.
- The Academic Senate will evaluate and update its constitution and by-laws.

- The president will deliver an annual report in writing to the Moreno Valley Strategic Planning Committee and to the Academic Senate. The report will respond to the initiatives generated by the campus governance structure and assess, with rationales, the degree to which outcomes were or were not achieved.

STANDARD IV.B: BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

The Riverside Community College District Governing Board

The Riverside Community College District is geographically broad, covering 440 square miles, and ethnically diverse (see demographic information in the Introduction). The RCCD has one governing board that is charged with the governance of all campuses within the district, holding the chancellor responsible for district administration and management.

The Board of Trustees for the Riverside Community College District consists of five publicly elected individuals. Election of board members occurs during the statewide general election and is open to anyone living in the college district that is eligible to vote. The current board's ethnic and gender makeup closely matches that of the district, and there is a non-voting student member of the board.

In an effort to provide a venue for presentations and discussion about topics pertinent to the governance of the district, the board has established four standing committees comprised of representatives from various college constituencies serving with two board members. Each committee provides a vehicle for participatory governance because staff, students, and faculty are included in the membership. In addition, it is a forum for the discussion, review, and deliberation of issues related to effective governance of the college (IV.B.1-4):

- The Governance Committee oversees state and local governance matters, mission, institutional effectiveness, and jurisdictional issues.
- The Planning Committee oversees strategies, goals, and objectives; evaluation of institutional progress in meeting strategic planning goals; long-range planning for all resources needs; and facilities-related projects.
- The Resources Committee oversees issues related to human, financial, physical, and technology resources; staff development and training; facilities planning and construction; information technology; and capital outlay.
- The Teaching and Learning Committee oversees academic affairs, student services, program review, staff development, student access and diversity, and related legislative matters.

Regular Board of Trustees meetings take place on the third Tuesday of the month, while standing committee meetings are held on the second Tuesday of the month. Each board agenda provides for public presentation and for staff reports as appropriate. All general board and standing board committee meetings are open to the public, and board policy requires the keeping and preserving of minutes of all board meetings. These minutes are kept in hard copy in the chancellor's office and electronically on the servers for the RCCD website.

IV.B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTION

The Board of Trustees members are elected at large by voters living within the college district boundaries. As stated in the introduction to IV.B, each board committee and subcommittee meeting is an open venue for the discussion, review, and deliberation of issues related to effective governance of the college. In this way the board is able to understand and reflect the public interest

Members of the Board of Trustees are not district employees and do not have a personal financial interest in the institution.[26] The board is an independent policy-making body that relies primarily on the administration to provide direction in policy development and implementation.

The Board of Trustees of a district is legally required to function only as a group. Trustees, as elected officials, are responsible for representing the interests of the communities served by the college district and should act only on that basis.[27]

EVALUATION

We believe this standard is met. The Board of Trustees of The Riverside Community College District (RCCD) has developed clear policies and administrative procedures to ensure the quality of student learning, and to protect the district from undue influence or pressure.

PLAN

None is needed.

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IV.B.1.b.

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTION

The mission statement of the Riverside Community College District is both comprehensive and specific:

> The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides

transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial, and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated campuses in the cities of Riverside, Norco and Corona, and Moreno Valley.

Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district's three campuses promote open access and celebrate the diversity both of their students and staff and of their communities.

These goals are accomplished in part through the Moreno Valley Campus, which provides comprehensive programs and services in
- lower-division transfer curricula
- occupational curricula, especially in health and public services
- basic skills development
- workforce preparation.

To ensure the quality and integrity of the district's student learning programs and services, and to promote their improvement, the Board of Trustees reviews and approves the budget, all district expenditures, and district educational programs at its monthly meetings. The board relies on the chancellor of the district, the three campus presidents, and their administrations to ensure that institutional practices reflect both board-approved policies and the mission statements of each campus.

Board of Trustees policies outline the process for program and curriculum development and articulation as well as the philosophy and criteria for associate degrees throughout the district. The Curriculum Process agreement with the District Academic Senate establishes the relationship between board policy and shared governance in the areas of curriculum and program development. In addition, the board has established a series of board policies to govern support services to students.[28]

There was considerable board input into the development of the mission statement for the Moreno Valley campus. Board policy was not explicitly tied to the mission statement of this campus at that time; however, the board was charged to support the mission and philosophy of community colleges.[29]

EVALUATION

We believe this standard is met. Board policies are sufficient to assure consistency with the district's mission and goals. Board policies are reviewed periodically and updated and/or revised as necessary.

PLAN

None is needed.

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IV.B.1.c.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTION

The Board of Trustees receives regular reports and presentations concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. These reports are part of the agenda packet prepared for each board meeting. The reports are presented in public meetings and via written reports within the board agendas given to trustee members each month. Suggestions for improvement, if necessary, are discussed by the board in its standing sub-committees (see standard IV.A.1.a. above) and at regular Board of Trustee meetings, and communicated to the appropriate campus administrators.

Legal matters of the district are discussed in both open and closed sessions of the board. When necessary and appropriate, the board consults with legal counsel to assure the integrity of legal discussions. Specific statutory issues such as, but not limited to, real estate transactions, employee discipline, dismissal or release, potential or actual litigation, and labor negotiations are discussed in closed session meetings. The intent to hold a closed session is always announced in the board agenda, and when action is taken on an item discussed in closed session, the action must be reported in open session.

The board ensures the fiscal integrity of the district by commissioning an annual indepent audit and by requiring a minimum five-percent reserve. The board approves the yearly budget and monitors expenditures via the board packet, which includes a list of requisitions paid on a monthly basis.

EVALUATION

We believe this standard is met. The governing board demonstrates its responsibility for educational quality, legal matters, and financial integrity.

PLAN

None is needed.

IV.B.1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTION

The Board of Trustees has published its bylaws, policies, and regulations/procedures in the RCCD Board Policy Manual. Board Policy 1015 dictates the size of the board. The structure of the board is stated in policy/regulation 1010. In addition Board Policy 2200 states the board's duties and responsibilities, such as, but not limited to

- acting as a whole to represent the communities served by the district
- ensuring the fiscal integrity of the institution
- approving educational programs and services
- carefully reviewing reports from the chancellor of the district on programs and conditions of the colleges and district, to assure quality institutional planning and evaluation
- monitoring compensation and expense accounts.

These policies and regulations/procedures of the board are in accordance with related state education and administration codes. Minutes and resolutions of the RCCD Board of Trustees reflect that it consistently acts according to its policies and bylaws.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.B.1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTION

Board policies are reviewed periodically during board retreats and scheduled Board of Trustees meetings to ensure they conform to current legislation.

Since spring 2007, updates of board policies and procedures have been undertaken in consultation with the Community College League of California (CCLC). Prior to this no formal or consistent method had been in place to determine when policies were reviewed or revised. Dates of revision ranged from 1979 to 2007. Many policies had been "patched" or updated by means of an addendum to a much older policy.

Understanding the urgent need for revision, the board engaged a CCLC consultant in the fall of 2006 to assist in a major revision of its Board Policy Manual. The district is currently in the process of updating all of its Board Policies and Regulations/Procedures to more accurately reflect the California Community College League's Model Policies and Procedures for community

colleges, which are based on up-to-date laws and regulations. New sections on policies and procedures will include

- Section 1 – District
- Section 2 – Board of Trustees
- Section 3 – General Institution
- Section 4 – Academic Affairs
- Section 5 – Student Services
- Section 6 – Business & Fiscal Affairs
- Section 7 – Human Resources.

It is anticipated that all policies and procedures will have been written, revised, and approved by the Board of Trustees over the next 12 to 18 months. From that point, all policies and procedures will be updated twice yearly, based on advisory information provided by the CCLC, current laws and/or necessary changes within the district.[30]

EVALUATION

We believe this standard is met. The RCCD Board of Trustees operates in a manner compliant with state education and administration codes and consistent with its established and approved policies and bylaws.

The CCLC consultant is currently working with board members and legal staff to review all board policies and procedures and make recommendations for revision. It is anticipated that this revision will be completed and approved by the board during 2007 and possibly early 2008. Thereafter, board policies will be reviewed and updated every six months.

PLAN

- The Board of Trustees will ensure that board policies are reviewed and updated as needed.

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IV.B.1.f.

The governing board has a program for development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTION

Board Policy 2740 addresses new board member orientation on a general level—board members will attend conferences, hold workshops, and so forth. Candidates for the Board of Trustees undergo an orientation that includes an overview of the district, its history and budget, and programs. They are provided a tour of the district and an overview of the role of the Academic Senate and the bargaining units.

Two board members taking office for the first time in 2007 attended the California Community College League Sacramento Conference at the end of

January and participated in the League's workshops for new board members. All board members attended the Association of Community College Trustees 2007 National Legislative Summit in Washington, D.C. and participated in the advocacy efforts in support of the district and its programs.

The term of office for board members is four years, and the terms are staggered to ensure continuity of membership: terms of two members expire on the first Friday in December in one even-numbered year and those of the other three members in the next succeeding even-numbered year. Board policy 1015 allows for selection of a trustee if there is a vacancy or resignation, to ensure continuity of board membership.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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IV.B.1.g.

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented and published in its policies or bylaws.

DESCRIPTION

In October 2002 the Board of Trustees adopted Board Policy 1044, which outlines its self-evaluation policy. Recognizing that it has a "public trust" – "a fiduciary responsibility to meet the learning needs of those who might benefit from Riverside Community College District's programs in the communities it serves"—the board adopted a policy for a continuous quarterly process that should center around seven dimensions of board effectiveness:

- commitment to learners
- constituency interface
- community college system interface
- economic/political system interface
- district policy leadership
- management oversight
- process guardianship.

The board is directed to discuss the above dimensions of board effectiveness in the context of issues and concerns raised during committee and general meetings. Self-assessment discussions have occurred yearly at the spring Board Retreat, but not quarterly as directed by the board's policy. The policy also designates a move, over time, to more formal measures for assessment, but this has not occurred.

In April 2007 Board Policy 2745, "Board Self-Evaluation," was adopted, again clearly defining processes for self-evaluation of members of the board. The

policy provides for an annual self-assessment process to both consider its effectiveness and model its commitment to continuous improvement. Dialogue will be structured around the board's effectiveness with regard to the seven principles outlined in the original Board Policy 1044.

EVALUATION

We believe this standard is met. The RCCD Board of Trustees does have a clearly defined process for self- evaluation in Board Policy 2745. The Board will conduct its self-evaluation by a periodic review and discussion of its performance in open session.

PLAN

- The Board of Trustees will conduct annual assessments as described in its new policy.

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IV.B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTION

The board maintains Board Policy 1080, Conflict of Interest Code, pursuant to the requirements of the Political Reform Act of 1974, Gov. Code §81000. This code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all board members fill out a Statement of Economic Interest (California Fair Political Practices Commission 1999/2000 Form 700), which is kept on file in the Human Resources Office.

Board Policy 3050 establishes an "Institutional Code of Ethics." Proposed Board Policy 2715, "Code of Ethics/Standards of Practice," defines appropriate motives and actions of the Board of Trustees and provides a process for dealing with behavior in violation of board ethics and standards.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.B.1.i.

The governing board is informed about and involved in the accreditation process.

DESCRIPTION

The Board of Trustees has been informed about the progress on accreditation through written and oral presentations at their meetings. They have supported the process and stressed the importance of producing an accurate self-study.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.B.1.j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTION

Board Policy/Procedure 2435 clearly defines the evaluation process for the chancellor and lays out the format and the topics the evaluation should cover. The evaluation typically involves an oral interview in which the chancellor has the opportunity to summarize his achievements and goals. The chancellor and the board may discuss any of the following topics:

- committees
- financial information
- new programs or major refocusing of existing programs
- student services
- chancellor and staff relationships
- trustee and chancellor relationships
- other.

The board is charged with the governance of all campuses in the district, holding the chancellor responsible for district administration and management.[31]

The first chancellor of the district, appointed to that position in 2002, announced in July 2006 his intention to retire; accordingly, the Board of Trustees hired Korn/Ferry Associates to establish search criteria and to publicize the open chancellor's position for the Riverside Community College District. The application period for this position closed in December 2006. Interviews conducted during winter 2007 by the Board of Trustees in closed session meetings resulted in the selection of three candidates for chancellor. All interested constituencies at the district and campus level vetted these candidates in March 2007 through a process of community, district, and campus meetings with faculty, administrators, staff, and students as well as members of the communities served by the RCC District. None of the three candidates was able to garner substantial support from constituencies that

provide input to the board, which subsequently decided to select an internal candidate as an interim chancellor and continue the search at a later date.

New policies, approved by the board in April 2007, relate to the chancellor's selection and evaluation. Board Policy 2431, "Chancellor Selection," states that "in the case of a Chancellor vacancy, the board will establish a process to fill the vacancy. The process will be fair and open, and will comply with relevant regulations." Board Policy 2430, "Delegation of Authority to the Chancellor," defines the duties and responsibilities of the chancellor. The Board conducts annual evaluations of the chancellor as specified in Board Policy 2435, "Evaluation of Chancellor"; these evaluations are conducted in closed session.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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IV.B.2.

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTION

The president serves as the chief executive officer of the Moreno Valley Campus, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of the Moreno Valley Campus. The president provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and in assessing institutional effectiveness. He assigns responsibility to his team of administrators and managers consistent with their assigned responsibilities.

The president has overall responsibility to establish collegial processes; to set values, goals, and priorities for the campus; and to communicate those values, goals, and priorities to all constituencies on the campus. He is responsible for effectively controlling the budget and expenditures, and for working with the community.

The president communicates with the Board of Trustees by attending all of the Board of Trustees meetings and standing subcommittee meetings. He coordinates with the district chancellor by attending and participating in Chancellor's Cabinet, District Executive Committee, District Budget Bunch, and District Strategic Planning Committee meetings.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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IV.B.2.a.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTION

As stated in the position description, the president of the Moreno Valley Campus is the chief executive officer of the campus and, as such, has the ultimate responsibility for academic and financial decisions.[32]   However, functional responsibility resides with the campus vice presidents: the vice president of educational services coordinates decision making processes for academic matters, and the vice president of business services coordinates decision making processes for financial matters. The two vice president positions were created in the 2006/07 academic year specifically to meet growth and to establish the necessary administrative structure for the shift to college status. The president meets regularly with the vice presidents to coordinate policies, procedures, goals, and actions. Additionally, the president chairs the Moreno Valley Campus Management Council, a body that includes the vice presidents, deans, and other managers (see IV.A.1). The president reports to the district chancellor and attends meetings of the chancellor's Executive Cabinet, the "Budget Bunch," and the District Strategic Planning Committee (DSPC). The president also communicates with the Board of Trustees by attending meetings of the board and its subcommittees.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following: Establishing a collegial process that sets values, goals, and priorities. Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

DESCRIPTION

The campus president maintains an open-door policy and is accessible to the faculty, staff, and students. Through participation on the Moreno Valley Strategic Planning Committee, through attendance at campus Academic Senate meetings, and through the establishment of the campus's bi-weekly Management Council meetings, the president has established a pattern of collegial exchange on our campus.

In response to Recommendation 2 from the AACJC's communication with Riverside Community College following its last accreditation,[33] the Moreno Valley Campus has formed the Moreno Valley Strategic Planning Committee (MVSPC) in order to integrate planning and resource allocation with program review. In the spirit—and actual practice—of shared governance, most major goal setting and resource allocations are to occur through the Strategic

Ensuring that educational planning is integrated with resource planning and distribution to achieve student-learning outcomes. Establishing procedures to evaluate overall institutional planning and implementation efforts.

Planning Committee and its nine subcommittees. Planning is theoretically linked to the program review process, which involves evaluation of the various campus departments by analysis of external and internal conditions. The president of the Moreno Valley Campus is a member of the MVSPC and brings the recommendations of the committee to the District Strategic Planning Committee, where he acts as an advocate for programs and services at the Moreno Valley Campus.

EVALUATION

We believe this standard is met. The president oversees and guides the institution in its efforts to improve teaching and learning. As discussed in IV.A.5 above, a more clearly articulated integration of resource planning to educational planning is desirable.

PLAN

No further plan is needed; see IV.A.5 for the plan for a president's annual report that explains the relation between educational plans and institutional follow-through.

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IV.B.2.c.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTION

The president has overall responsibility to know and understand all statutes, regulations, and board policies; to assure their consistency with institutional mission and policies; and to communicate to the Moreno Valley Campus staff, faculty, administrators, and students all important and pertinent regulatory information. Through participation in Board of Trustees and other meetings mentioned in Standard IV.B.2.a, the president stays informed about state regulations, board policies, and institutional practices. Institutional mission is a prime consideration in the establishment of new programs, especially given our commitment to programs in the allied health areas.

The president is responsible for communicating his knowledge about policies and practices to other appropriate officers of the administration, as well as to the president of the Academic Senate and co-chairs of the Strategic Planning Committee.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.B.2.d.

The president effectively controls budget and expenditures.

DESCRIPTION

The president is responsible for (1) obtaining an adequate budget to allow the Moreno Valley Campus to meet its mission, (2) appropriately allocating the budget, (3) educating management, staff, and faculty in how to properly spend and account for expenditures, and (4) overseeing the expenditure of funds.

The campus budget is currently developed by the president, in close cooperation with the two vice presidents, following submission of budget projections and requests from all segments of the campus. These requests are analyzed, in increasing collaboration with the strategic planning process, and submitted to the chancellor or his designee (currently the vice chancellor of administration and finance) for consideration and recommendation to the Board of Trustees. As a matter of procedure, the vice chancellor of administration and finance brings budget requests to a council (the "Budget Bunch") composed of all campus presidents, chief campus budget officers, and the most senior officers of his own staff for establishing system-wide funding priorities.

The president controls discretionary spending from category to category; the vice president of business services has functional responsibility for the budget, in communication with the district associate vice chancellor of finance. The president meets regularly with the vice president of business services, the vice president of educational services, and other area managers to discuss budget needs and determine how to best allocate the college's funds. There is no history of budget development with campus faculty bodies, including the Moreno Valley Strategic Planning Committee. Specific administrators have line item responsibility in their areas. Academic departments have designated budgets which are administered by the dean of instruction and which are fairly fluid—allowing funds to be transferred from one department to another as needed.

EVALUATION

We believe this standard is met. At this time, the lines between district budget and individual campus funding are not completely delineated. The campus governing bodies should be more involved in the development of the budget.

PLAN

- The president will continue to work with district management, the Moreno Valley Strategic Planning Committee, and the vice president of business services to develop the Moreno Valley Campus budget.

IV.B.2.e.

The president works and communicates effectively with the communities served by the institution.

DESCRIPTION

The president of the Moreno Valley Campus convenes the Community Partners, an advisory and advocacy group that is composed of city and educational leaders, and which meets three times per year. The mission of the Moreno Valley Campus Community Partners is "To establish communication between the community and the college campus and to assist the college in responding to the economic, social and educational needs of the community."[34] Projects resulting from this partnership include the campus's planned amphitheatre and the city park on campus land. The current president is also a member of the Moreno Valley Chamber of Commerce and the Student of the Month Club for both the Val Verde and Moreno Valley Unified School Districts. Additionally, the president meets with a specialized, community-based Health Sciences Advisory Committee for the purpose of gaining community support for the various specialized campus programs in the health sciences. This body also meets three times a year and as needed.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.B.3.

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a.

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTION

A series of district/college organization charts was prepared and presented to the Board of Trustees in fall 2006; the charts identify new positions and show newly established lines of authority and responsibility. Responding to their changing roles as facilitators of district strategic planning and management processes, and to distinguish more clearly their own operational responsibilities and functions from those belonging to the campuses, most district administrative offices were moved to a separate location in Riverside in fall of 2006, away from their former location at the Riverside Campus.

As part of this considerable effort to delineate district and campus functions, roles, and responsibilities, the district began developing a series of "Functions Maps" in fall 2006. These maps show, in matrix format, the district and college responsibilities in the following areas:

> Function 1 - Academic Affairs
> Function 2 – Administration and Finance
> Function 3 – Chancellor's Office
> Function 4 - Governance
> Function 5 – Human Resources
> Function 6 – Student Services.

These functions maps were submitted to the Chancellor's Cabinet in spring 2007 and to the Board of Trustees for review as part of this report. They distinguish the responsibilities and functions of the district office and the campuses, in order to assist in clearer delineation of their respective roles and duties and to contribute to planning for the transition to a multi-college district.

EVALUATION

We believe this standard is met. The current organizational structure still contains some areas of uncertainty regarding campus and district functions. The district's updated organization charts and newly created functions maps clearly define the operational responsibilities of all district constituencies in an easy-to-understand format. It is assumed that these maps will need to be adjusted as they are tried and tested. The administrative program review process will contribute to evaluating organizational structure and support functions.

PLAN

- No plan is needed.

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IV.B.3.b.

The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTION

The Riverside Community College District provides several essential services for all three campuses. Budgets for these services are the responsibility of district personnel, not the individual campuses. Varying degrees of support are provided in each area depending upon the needs and requests of the campus, as well as upon resources available.

The following is a list of services that the district provides directly to the three campuses, including the Moreno Valley Campus:

- community education services
- economic development programs
- human resources
- information services
- institutional reporting

- online class set-up, delivery, and technical assistance (Open Campus)
- academic web services for faculty, disciplines, and departments
- professional development delivered via 4faculty.org
- phone and network services
- purchasing and payroll
- warehousing, inventory control, and delivery
- workforce development
- institutional research, including environmental scans
- facilitation of program review processes and documents, including assistance with outcomes assessment
- assistance with publications, including the class schedule, student handbook, online faculty handbook, and faculty survival guide
- college safety and police
- assistance with grant application and management.

The district also shares responsibility with the Moreno Valley Campus for other services:
- admissions and records archiving-recordkeeping
- business services
- child development center
- computing services
- enrollment management
- facilities support
- student services
- strategic planning.

The implementation of effective services by the district has supported the growing campuses in their missions and functions while Moreno Valley and its sister campus at Norco were still educational centers. Currently services are undergoing a period of redefinition and restructuring as the district moves to multi-college status. The district seeks to benefit from economies of scale where possible, while maintaining a focus on service to the future three colleges.

EVALUATION

We believe this standard is met.

PLAN

- Area managers will evaluate all support services through the non-instructional program review to ensure that campuses are adequately supported in their mission and operations.

IV.B.3.c.

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTION

A detailed overview of the budgetary process for the Riverside Community College District is given in Standard III.D.1. The district provides the Moreno Valley Campus funding for "necessary operations costs," which include the cost of all full-time instructors, staff, and administrators. The Moreno Valley Campus receives a base budget and has the opportunity to request additional resources, based on identified needs, during each budget development cycle. The part-time faculty and overload budgets were allocated to each campus in 06-07, a change from prior years.

Distribution of funding among the campuses is based on the actual operating costs of the preceding year. Campuses request additional funds, and allocations are based on those requests. Most units have discretionary funds for such uses as supplies and conferences; the Moreno Valley president was allocated a $40,000 discretionary budget in FY 06-07. Budgets are based on previous year allocations, and the need to expand in designated areas is identified cooperatively by the Moreno Valley administration and the Moreno Valley Strategic Planning Committee (via its subcommittee, the Academic Planning Council). Each year, the district Office of Administration and Finance distributes budget worksheets so that departments can request additional budget allowances and justify them. In addition, Administration and Finance distributes forms for requesting equipment and new positions. The campus president and the vice president of business services represent the Moreno Valley Campus on the Budget Bunch committee, which decides budgetary matters, especially regarding discretionary funds.

The voting constituents from the Riverside Community College District approved a $350 million bond—Measure C—in November 2004. In the months before the election, Evans-McDonough, Inc., conducted a survey to develop a list of projects that the Moreno Valley community desired for the campus. This list was published in the Statement of Votes that accompanied the ballot and included the following: "provide permanent classrooms and facilities, such as a health technology center, student support building, science and technology labs,, and buildings for job training and college transfer counseling; upgrade technology infrastructure; and alternative-energy cogeneration plant."[35] The campus was then asked to prioritize its needs with this list in mind. A project that has received Measure C funding and is complete is the Early Childhood Education Center. In the planning stages are a health sciences building that will contain laboratories for the sciences, and a Network Operation Center to improve our technology infrastructure.

EVALUATION

We believe this standard is met. The district has hired a consulting group, the Maas Companies, Inc., to assist the Moreno Valley Campus with the development of a Long Range Educational Plan, including an update of the Moreno Valley Campus Facilities Master Plan. The Educational Master Plan

will be based upon information from the Moreno Valley Academic Master Plan as well as other data, such as an external scan and demographic data. It will provide useful information needed to support a campus-based resource allocation model as well as the Moreno Valley Campus Facilities Master Plan. Both plans are expected to be in final form by the end of 2007.

With regard to budget allocation and use of financial resources in the district, the starting point for the new budget each year is the Revised Budget from April 30th of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the college business officers and district finance and administrative associate/assistant vice chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district. Among the issues under review is the Budget Allocation Model.

In the spring of 2007, a new Budget Allocation Model (BAM) and a Mid-Range Financial Model will be developed to assist in allocating resources to campuses and district offices as well as to assist in planning for the effects of new programs and initiatives on district and campus resources. Development of the BAM will involve representatives from the campus, particularly the new campus vice president of business services. The BAM is designed to be more sensitive to planning activities at the campus level.

Historically, in a one-college, multiple-site environment, budgeting occurred centrally and largely separated from the district's three major campuses. Therefore, quite understandably, Moreno Valley constituencies have often found the budgeting process mysterious; this can lead to misimpressions about its equitability. Hopefully, the development of the Budget Allocation Model will resolve this issue.

PLAN

- In order to ensure that resources are available to support anticipated growth and development, the vice president of business services will monitor district budget allocations as part of his report back to the Financial Resources Subcommittee.

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IV.B.3.d.

The district/system effectively controls its expenditures.

DESCRIPTION

Based on input from the campuses and "Budget Bunch" members, the annual budget is prepared by the district Business Office and gives a broad overview of district expenditures. The annual budget is then brought to the Finance and Audit Board Subcommittee for review and then to the following Board of Trustees meeting for approval. Actual monthly expenditures of the district appear in the Board Agenda, which is distributed in print to the Board of

Trustees, various college administrators, Academic Senate presidents, and the Faculty Association president at least five days prior to the board meeting. The Board Agenda also appears online for public scrutiny.

The district maintains a budget control process to ensure that expenditures fall within the adopted budget or board-approved revisions. Standard III.D details this procedure.

This openness regarding budgetary matters contributes to effective communication and control of the budget. In fact, the district had maintained budget reserves of over $10 million for the past 2 years indicating a conservative, well-controlled fiscal policy.[36]

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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IV.B.3.e.

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

DESCRIPTION

The top district management position is that of chancellor. According to Board Policy 2005, "The Chancellor's responsibilities are to serve as the executive officer of the Board in carrying out the District programs established by Board policies and other official Board actions and to serve as advisor to the Board in the development of District programs, policies, and Board actions."[37] Board Policy 2000 charges the district chancellor with the district's organizational structure, which is to be defined in a board-approved organizational chart showing the entire college staff and student body. The organization chart was revised in spring 2007 and submitted for board approval. Board Policy 2000 also states that the major duties and responsibilities of each administrative position other than that of the chancellor of the district are to be delineated in the management handbook, which is to be available through a link on the Human Resources webpage. In the job announcement (2006) for the interim president of Moreno Valley, the president is designated as the chief executive officer of the campus and, as such, has the ultimate responsibility for academic and financial decisions.

The chancellor delegates authority for administration and operation of the Moreno Valley Campus to the campus president. To ensure that these responsibilities are carried out efficiently and effectively, Executive Cabinet meetings are held weekly to discuss matters of importance to the district and the campuses. The Moreno Valley Campus president meets regularly with the chancellor as needed to communicate and advise on matters of importance.

EVALUATION

We believe this standard is met. The chancellor has given responsibility and authority to the campus president to implement the district's policies in a manner that is appropriate for the local campus and community, without interference in day-to-day management decisions. Likewise, the campus president is held accountable for the budget, operation, and management of the campus. Because the management structure is new, it is anticipated that adjustments to the delineation of responsibilities for the campus president will be needed in the future.

PLAN

- None is needed.

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IV.B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTION

The Board of Trustees is kept informed by the chancellor, who oversees four vice chancellors in the following areas:
- Administration and Finance
- Academic Affairs
- Student Services/Operations
- Diversity and Human Resources.

Each of these administrators convenes a cabinet consisting of associate vice chancellors, district deans or directors, campus presidents, and/or campus vice presidents and deans. The campus representation helps to ensure that the district provides support and fair distribution of resources to make the college operations successful.

Communication between the district and the colleges is maintained through several district-wide standing committees. The Chancellor's Executive Cabinet meets weekly to discuss and assign responsibility for carrying forth district policies and dealing with salient district-wide issues. Chaired by the chancellor, the Executive Cabinet includes the three campus presidents, the vice chancellors identified above, and the associate vice chancellor of public affairs & institutional advancement. In addition, the same membership is convened at least monthly by the vice chancellor of administration and finance under the informal designation of the "Budget Bunch," where its business is strictly related to finances and fiscal allocation issues. Similarly, the vice chancellor of administration and finance meets with the associate vice chancellor of finance and the campus vice presidents of business services to distribute resources and implement fiscal policies in a manner agreed to in principle by the chancellor and the Executive Cabinet. The coordination of academic policy is overseen by the vice chancellor of academic affairs, who convenes a biweekly cabinet attended by the campus vice presidents of educational services/academic affairs and selected other academic officers of the district administration and the campuses. The precise

composition of these committees varies, but all provide a means of assuring that district policies are adhered to and that resources are disbursed in a fair and appropriate manner.

Communication and reports to the board are coordinated by the chancellor. Detailed reports are regularly given to the board committees.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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IV.B.3.g.

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTION

Because RCCD is a multi-campus community college district, it is continually evaluating and developing its governance and decision-making structures. Since the last accreditation visit in 2001, a number of new procedures have been designed and implemented for evaluating decision-making processes as part of ongoing strategic planning. In just the last few years there have been significant adjustments to the organization charts and continued additions and improvements to the program review and strategic planning processes.[38] Outside consultants have also advised the district on its future. The McQuern Report, commissioned by the Board of Trustees and completed in June 2004, was intended to review "at a macro level the current operations, procedures, planning activities and college community opinions in light of plans for accrediting the three campuses of the district as independent colleges."[39] The McQuern Report "suggested changes needed not only for the new district structure, but also for better operation of the current structure in advance of the split."   The report was widely disseminated and is available online. Recommendations covered a broad range of topics, from Board of Trustees representation to reviews of administrative performance. Planning consultant Charles McIntyre has also been contracted—most recently in spring 2007—to conduct a detailed environmental scan and offer his expert opinion on the future of the district and its programs. Each campus has also selected consultants to assist in the development of integrated long-range educational master plans.

In addition to these efforts and as part of strategic planning, the District Strategic Planning Executive Committee developed and agreed upon Strategic Initiatives for 2005-2010. The Moreno Valley Strategic Planning Committee has responded to and interpreted those initiatives as they pertain to the campus and district missions. The strategic initiatives identify goals for the district and campuses for 2010; progress toward these goals is tracked and reported to all relevant constituencies.

EVALUATION

We believe this standard is met. The Board of Trustees structure works well, and board policy is being reviewed and updated. The district has key personnel in place in the chancellor position, in finance, in academic affairs, in human resources, and in student services. The Moreno Valley Campus has taken strides to put into place key governing bodies and administrative support. The additions of the offices of campus president, vice president of educational services, and vice president of business services have provided the support necessary to begin work on a truly functional strategic planning model that is specific to our campus, that is data driven, and that will have information regarding availability of resources. This campus administrative leadership should promote greater mutual accountability and collaboration in the relationship between district administrators and campus personnel in academic, student services, and budgetary matters. In the area of budget development, some distinctive features of the shared governance process are present, but some need to be further delineated. Organization charts, updated in spring 2007 to include the campus leadership positions, have been presented to the Board of Trustees. These, along with the functions maps, make district and campus responsibilities clearer and will be revised as appropriate. The administrative program review process implemented in spring 2007 will contribute to evaluation of organizational structure and support functions.

PLAN

- Staff and management of non-instructional areas will conduct the administrative program review with the purpose of evaluating how campus and district administrative functions are working.
- The campus leadership will plan to improve on and expand the use of teleconferencing and other electronic methods of communication with district bodies.

[1] Midterm Accreditation Report: Riverside Community College District, Responses to the Request of the Commission in the Action Letter, pp. 8 – 13.

[2] Board of Trustee Resolution 25-02/03.

[3] Instructional Program Review: Self-Study Resource Guide, Riverside Community College District, Office of Institutional Effectiveness.

[4] Agendas from APC.

[5] Department minutes.

[6] Student Services Program Review, 2006 and 2007.

[7] Instructional Program Review: Annual Program Review Update, Riverside Community College District, Office of Institutional Effectiveness.

[8] Moreno Valley Campus/College Academic Senate Constitution and By-Laws.

[9] Riverside Community College District 2005 Academic Master Plan.

[10] CTA and CSEA constitutions and by-Laws.

[11] Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA; CSEA contract.

[12] Document of Riverside Community College District Classified and Confidential Staff Development Program, p. 2.

[13] MVSPC minutes, Sept. 2005.

[14] Program Review documents for instructional programs and student services.

[15] Retreat Agendas.

[16] Retreat Agendas.

[17] Email reminder from Susan Lauda re meeting, 1/17/07.

[18] Emails from Senate and MVSPC.

[19] Copy of WebCT Homepage.

[20] Emails and attendance sheets.

[21] http://accreditation.rcc.edu/default.aspx

[22] Midterm Accreditation Report: Riverside Community College District, Participants in Report Preparation, pp. 4 – 7.

[23] Letter from the Commission, June, 2001.

[24] Handouts from ACCJC conference at Glendale.

[25] Management Evaluation Processes and Forms.

[26] The proposed language for BP 2715 which the Board will review in May 2007 requires that the board "prevent conflicts of interest and the perception of conflicts of interest." AP 2715 goes on to state that the board should "Avoid situations that have, or appear to have, potential for personal gain or constitute a conflict of interest as defined in law, and inform the Board or Board President when a matter under consideration might involve or appear to involve such a conflict."

[27] Board Regulation 1010 (applicable prior to May 2007) says: "Three members present will constitute a quorum for the transaction of business, except as otherwise provided. All motions will be passed by majority vote of all the membership constituting the governing board (Ed Code 72000)."

[28] Board Policy series 6000 (in place prior to May 2007).

[29] In May 2007 it is anticipated that the Board will adopt a new Board Policy 1200, titled District Mission.

[30] See matrix of old and new policies.

[31] Board Policy 1010.

[32] Position Description, President (Moreno Valley), June 28, 2006.

[33] Letter from the Commission, June 2001.

[34] Riverside Community College, Moreno Valley Campus Community Partners Mission Statement.

[35] Full Text Ballot Proposition of the Riverside Community College District Bond Measure, March 2, 2004.

[36] CCFS-311 Report 2004-05 and 2005-06.

[37] Board Policy Manual, Board Policy 2005.

[38] Board of Trustee Agenda 06/06/05

[39] McQuern Report, p.1. http://accreditation.rccedu.net/District/Governance/091504%20MCQUERN%20REPORT.doc

SELF-STUDY PLANS
FOR ALL STANDARDS

MORENO VALLEY CAMPUS SELF-STUDY PLANS

The following plans are of several kinds: some address shortcomings; most are responses to opportunities for improvement as identified in the Standards. We intend to circulate them widely, sort them in many ways, and invite prioritization by various constituent groups. The plans will be presented formally to the Moreno Valley Strategic Planning Committee and the Academic Senate. To facilitate action and track outcomes, a responsible party is assigned to most plans.

In the spirit of our campus mission, we have committed to perpetuating the productive self-reflection, now systematized, and to maintaining our signature responsiveness to the needs of our vibrant and supportive community.

I.A: INSTITUTIONAL MISSION

- The mission statement will be regularly reviewed by the Moreno Valley Campus Strategic Planning Committee and recommended changes submitted to the Board of Trustees for their approval.

I.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

- The dean of instruction in cooperation with the Academic Senate president will conduct a survey of faculty non-instructional commitments—including participation in committees. The results of the survey could then aid in the evaluation faculty commitments.

- The Academic Senate, Academic Planning Council, and the Moreno Valley Strategic Planning Committee, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships. (See Standard IV.A.)

- The faculty co-chair of the Moreno Valley Strategic Planning Committee will put on the committee's agenda the question of how to address strategic opportunities that require a quick decision.

- The vice president of educational services, in consultation with the district Office of Institutional Effectiveness, will continue to expand data resources available on campus to support classroom assessment.

- The Strategic Planning Committee will investigate making campus data available in a meaningful and simple format on the campus website to our students and service population.

- The vice president for educational services, in collaboration with Institutional Research, shall develop a proposal to track the achievements of students after they leave the Moreno Valley Campus.

- The Moreno Valley Strategic Planning Committee will consult with the Faculty Senate and the campus administration to evaluate the efficacy of the new Administrative Unit Program Review. This review will function as a report card to answer the question, "How did we do?"

- The Moreno Valley Strategic Planning Committee will stipulate in the institutional effectiveness review process (see Evaluation and Plan for I.B.6) that programs, disciplines, and all non-instructional units on campus are to receive the institutional report card in time for the next program review cycle.

II.A: INSTRUCTIONAL PROGRAMS

- The campus will identify strategies to increase community partnerships, and will investigate ways to change funding allocations to support existing and develop additional vocational programs to meet community needs.

- Disciplines and departments will research the relationships between the entry-level basic skills competencies of our students and the skills required for success in vocational and baccalaureate transfer courses.

- Continue the professional development initiatives begun at the Basic Skills Retreat held in spring 2007. The campus faculty development coordinator will promote professional development activities that target the utilization of best practices in teaching students with basic skills deficiencies.

- Departments will increase the proportion of basic skills sections taught by full-time faculty members.

- Campus representatives will meet with representatives of the Office of Institutional Effectiveness to formalize a data timeline.

- The dean of instruction, affected department chairs, and middle college high school coordinators will coordinate identification, enrollment, and scheduling of all middle college students in order to avoid large concentrations in given sections.

- The Academic Planning Council will implement mechanisms to better recruit and support part-time faculty.

- The faculty development coordinator will post faculty development activities on the campus website and make arrangements to have them announced at department and Academic Senate meetings.

- The faculty development coordinator and personnel in the new Center for Faculty Development will collaborate with the district Open Campus unit to supplement its Hybrid Academy training with on-site, focused workshops specifically aimed at web-enhancement techniques for all Moreno Valley instructors.

- The new Center for Faculty Development will schedule workshops and speakers on best practices in assessing and analyzing student learning outcomes, to include a) representatives from district Institutional Research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley Campus vocational programs; and d) the Title V Grant Outcomes Assessment Specialist.

- Through the strategic planning process, the campus will study the feasibility of establishing a cataloguing system for documentation of public records produced by the campus and the district and all units on campus.

II.B: STUDENT SUPPORT SERVICES

- As funding becomes available, the dean of student services will request full-time staff in EOPS and Job Placement.

- As funding becomes available, the dean of Student Services will arrange for expanded service hours for evening and weekend students.

- Student Services personnel will explore avenues for expanding the offerings of cultural events on campus that are open to our surrounding communities, perhaps through KRCC TV Station and the various Chambers of Commerce.

- Provide ongoing training for part-time counselors and interns.

II.C: LIBRARY AND LEARNING SUPPORT SERVICES

- The Library and Learning Support Subcommittee will facilitate increased dialogue between library personnel and campus faculty, especially in an effort to develop strategies for improving the quality and currency of the library's book collection and for increasing library services.

- The Strategic Planning Committee will study the need for more space for library functions when Phase III construction has been completed.

- The Strategic Planning Committee will ask the Library and Learning Support Subcommittee and other relevant groups on campus, such as the staffs of the Writing and Reading Center and the Computer Lab, to study the overall availability of computers for general student use and develop a campus-wide strategy for improving student access to computers.

- The IMC staff will provide instructional workshops or presentations to faculty, perhaps in the context of department meetings, to promote awareness of services and proper procedures for use.

- The Office of the Dean of Instruction will publicize the CIS lab as an open computer lab to promote more student use.

- The library will offer LIB 1 on this campus when space and resources are made available.

- The Library/Learning Resources Center will work with Information Services to ensure that the infrastructure will support expansion in terms of bandwidth and access to the library's subscription resources.

- The Library/Learning Resources Center will raise with the Strategic Planning Committee the possibility of extended hours and promoting more student use of the library as a place to study.

III.A: HUMAN RESOURCES

- Moreno Valley faculty will continue to develop and participate in discipline-based assessments of student learning outcomes. Discipline leaders on campus, moreover, will seek to use the results of these assessments to promote more research on and faculty development in best practices for in-class assessment.

- The faculty development coordinator, with the assistance of the Office of Equity and Diversity, will offer more FLEX workshops on campus on topics of ethical treatment of all categories of employees and students.

- Through the strategic planning process, a plan will be developed for the continued hiring of more full-time faculty and staff to accommodate future growth.

- The campus faculty development coordinator, in consultation with the district Office of Institutional Effectiveness, will assess faculty awareness of and involvement in the various faculty development opportunities and venues. The coordinator will seek to coordinate and promote faculty development opportunities, placing emphasis on those which directly promote student learning and the assessment of student learning outcomes.

- The district Office of Institutional Effectiveness will evaluate the efficacy of Administrative Unit Program Review.

III.B: PHYSICAL RESOURCES

- The Plant/Operations and Management Department has a district-supported plan to place computers in specific areas on campus in order to provide facilities personnel real-time access to Footprints. Also planned is Footprints access for all faculty, staff, and administrators. This implementation will eliminate the transferring of work orders from the WEBFORMS into the Footprints data base.

- The vice president of business services will disseminate evacuation and lockdown plans, and procedures will be posted in all faculty offices and off-site facilities.

- The Strategic Planning Committee will work with Student Services and Facilities to explore options for improving transportation options for students and campus personnel. These options might include
  - funding a nicer campus bus stop
  - working with RTA to develop student pass discounts, coordinated schedules, and express student bus services from key points throughout our service area
  - working with the city of Moreno Valley to explore options for improving bicycle and pedestrian access to campus, perhaps through the development of bike-pedestrian corridors
  - working with Associated Students to promote bicycling and walking to campus.
- The Strategic Planning Committee will also review the campus non-smoking policies to address the concerns about non-compliance and enforcement.

III.C: TECHNOLOGY RESOURCES

- The Moreno Valley Strategic Planning Committee will activate the new maintenance and upgrade process and will request that the Technology Subcommittee study the feasibility of incorporating a queue into the protocol, so that justified needs that do not get funded due to financial restraints are rolled over to the next year.

III.D: FINANCIAL RESOURCES

- The faculty development coordinator, with the assistance of the vice president of business services, will offer FLEX workshops on the college's budgetary development process.

- The Moreno Valley Strategic Planning Committee will develop bylaws that will define the charge of the Financial Resources Subcommittee and will determine how budgetary information flows between subcommittees and to the Academic Senate.

- The vice president of business services will work with the Academic Senate and the Strategic Planning Committee to develop mechanisms for reporting budget development information back to planning and to the campus community generally.

- The vice president of educational services will work with the Strategic Planning Committee and the vice chancellor of Student Services/Operations to develop a plan for augmenting police presence on the campus during the evening and weekend hours.

- The vice president of business services will work with the Moreno Valley Strategic Planning Committee to develop an evaluation process for budget development.

- Program reviews will incorporate the evaluation of grant projects and note when grant funding will end. A mechanism will be developed within program review to request general fund support if the department/campus deems that a project effectively contributes to student learning.

- Department chairs will be expected to get Galaxy training, so as to use budget information effectively for program review.

IV.A: DECISION-MAKING ROLES AND PROCESSES

- The Academic Senate, Academic Planning Council, and the Moreno Valley Strategic Planning Committee, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships.

- The campus governing bodies will dialogue and develop a formal document describing the relationships and processes among the subcommittees of Moreno Valley Strategic Planning Committee.

- The Technology Subcommittee will discuss improving methods of teleconferencing.

- The administrative and faculty co-chairs of the Moreno Valley Strategic Planning Committee will begin work on establishing formal processes for evaluating governance and decision-making structures at the Moreno Valley Campus by convening a task force—including representation from the senate, CSEA, and the strategic planning subcommittees—to develop and disseminate charges and workflow for the Moreno Valley Strategic Planning subcommittees, including feedback loops.

- The Academic Senate will evaluate and update its constitution and by-laws.

- The Moreno Valley Campus president will deliver an annual report in writing to the Moreno Valley Strategic Planning Committee and to the Academic Senate. The report will respond to the initiatives generated by the campus governance structure and assess, with rationales, the degree to which outcomes were or were not achieved.

IV.B: BOARD AND ADMINISTRATIVE ORGANIZATION

- The Board of Trustees will ensure that Board Policies are reviewed and updated as needed.

- The Board of Trustees will conduct annual assessments as described in their new policy.

- The president will continue to work with district management, the Moreno Valley Strategic Planning Committee, and the vice president of business services to develop the Moreno Valley Campus budget.

- Area managers will evaluate all support services through the non-instructional program review to ensure that campuses are adequately supported in their mission and operations.

- In order to ensure that resources are available to support anticipated growth and development, the vice president of business services will monitor district budget allocations as part of his report back to the Financial Resources Subcommittee.

- Staff and management of non-instructional areas will conduct the administrative program review with the purpose of evaluating how campus and district administrative functions are working.

- The campus leadership will plan to improve on and expand the use of teleconferencing and other electronic methods of communication with district bodies.