

MORENO VALLEY CAMPUS

Riverside Community College District



2009 INSTITUTIONAL SELF-STUDY REPORT IN SUPPORT OF INITIAL ACCREDITATION

Submitted by:

Moreno Valley Campus
Riverside Community College District
16130 Lasselle Street
Moreno Valley, CA 92551

Submitted to:

The Accrediting Commission for
Community and Junior Colleges
Western Association of Schools
and Colleges



Murals by local artist and RCC alumnus Tim Taylor

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CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

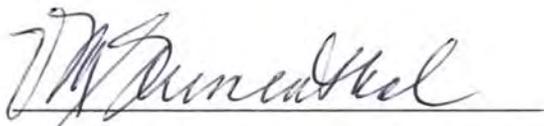
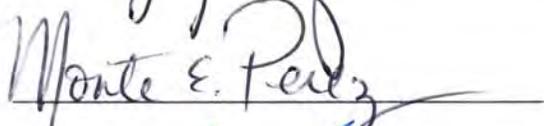
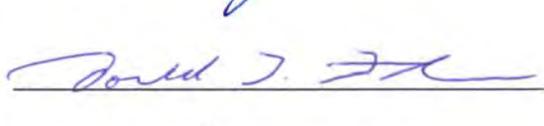
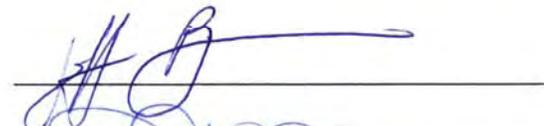
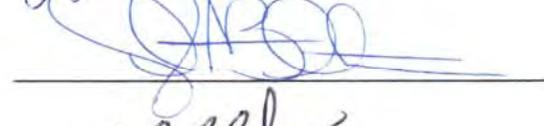
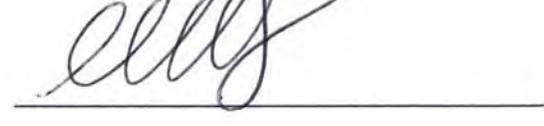
DATE: June 16, 2009

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.

	Virginia Blumenthal President, Board of Trustees Riverside Community College District
	Gregory W. Gray, Ed.D. Chancellor Riverside Community College District
	Monte E. Perez, Ph.D. President Moreno Valley Campus
	Lisa Conyers, Ph.D. Vice President of Educational Services Co-Chair, Accreditation Steering Committee
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	Gustavo Segura President, RCCD Employees Chapter 535 California School Employees Association
	Zulma Michaca President, Associated Students Moreno Valley Campus

ELIGIBILITY REQUIREMENTS

MORENO VALLEY CAMPUS

Moreno Valley College 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 California Community Colleges Chancellor's Office in May 2007.

#1 – Authority

Moreno Valley College is part of the Riverside Community College District (RCCD). Riverside City College holds the current accreditation for all district campuses and educational centers. Riverside City College 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 Moreno Valley College 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.”

The Moreno Valley College mission statement appears in the Educational and Facilities Master Plan and is published in the Moreno Valley College Catalog. In 2008, the Moreno Valley Strategic Planning Committee reaffirmed the mission statement, which was subsequently approved by the Board of Trustees.

#3 – Governing Board

Moreno Valley College 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 nonvoting student trustee. Members are elected for four-year terms which are staggered. Board members have no employment or personal financial interest in the institution.

#4 – Chief Executive Officer

The president of Moreno Valley College was recommended by the chancellor and approved by the Board of Trustees. The president reports directly to the chancellor. The chancellor is appointed by and reports to the Board of Trustees.

#5 – Administrative Capacity

Moreno Valley College has 15 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose. In addition to the president, administrative appointments include vice presidents of educational services and of business services; deans of instruction, student services, health sciences, and public safety education and training; an associate dean of library/learning resources; directors of the law enforcement training program, fire technology/fire academy program, Title V, the Middle College High School; a supervisor of student services; a director of plant operations and maintenance; and an assistant custodial manager. An organizational chart is included in this report.

#6 – Operational Status

Moreno Valley College has been operational since it opened its doors in March 1991. In fall 2008, there were nearly 11,000 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 development of academic skills.

#7 – Degrees

To meet its stated mission, Moreno Valley College 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 at Moreno Valley College and its off-campus educational sites.

#8 – Educational Programs

The degree programs offered at Moreno Valley College 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 nondegree 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

Moreno Valley College 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 2009-10 edition of the 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, student learning outcomes have been developed for many programs. The curriculum is districtwide: courses taught at Moreno Valley College 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 college and district Academic Senates, the Matriculation Committee, and appropriate constituencies; furthermore, the district adheres to the requirements for mathematics and writing effective at the state level as of 2009.

#12 – Academic Freedom

Moreno Valley College 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 a commitment to intellectual freedom and independence of thought.

#13 – Faculty

Moreno Valley College has 70 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

Moreno Valley College 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 the students.

#15 – Admissions

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

#16 – Information and Learning Resources

Moreno Valley College 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 college resources. Internet access and online computer search capabilities are available without charge to students in the library, student support programs, and computer laboratories. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

#17 – Financial Resources

Moreno Valley College, through the Riverside Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The Moreno Valley College Strategic Planning Committee includes a Resources Subcommittee which ensures the college has the financial resources and plans for financial development adequate to support the mission through 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 College budget, a vice president of business services was hired in summer 2006.

#19– Institutional Planning and Evaluation

Moreno Valley College has an established institutional planning process and works with the Riverside Community College District to provide planning for the development of the college, 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 College Academic Planning Council, the strategic planning committee and its four subcommittees, and the Moreno Valley College Academic Plan and Long Range Educational and Facilities Master Plan, the college is in a constant state of review and improvement. The college and district systematically evaluate how well and in what ways the college is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

#20 – Public Information

Moreno Valley College publishes its own catalog, but the district is continuing its practice of publishing a schedule of classes that contains separate listings of courses offered at each college. These documents, along with the 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 members of the Board of Trustees; 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 Moreno Valley College adheres to the eligibility requirements and accreditation standards and policies of the commission, describes the college 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

RESPONSE TO THE 2007 SITE VISIT RECOMMENDATIONS

In May 2004, the Moreno Valley Campus applied for and received eligibility to be an independent college. In May 2007, the Moreno Valley Campus submitted an Institutional Self-Study Report in Support of Candidacy for Initial Accreditation. During October 8 – 11, 2007, the Moreno Valley Campus received an ACCJC site visit. During January 9-11, 2008, the Commission met and forwarded the following recommendations:

DISTRICT RECOMMENDATION 1:

The teams recommend that the board of trustees and chancellor develop and implement a district strategic plan that will:

- Align with the district mission statement (Standards IA.1 and IIID.1);
- Provide a framework for the college's/campuses' strategic plans (Standard IB.4); and
- Drive the allocation of district resources for the college, campuses, and district office (Standard IIID.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accrediting recommendations.

DESCRIPTION

On October 21, 2008, the Board of Trustees approved the Riverside Community College District Strategic Plan 2008-2012. The plan includes a revised mission statement, one that drives the district's strategic themes and that provides a template for each college's individual mission statements. The overarching themes and strategies in the plan offer a foundation for each college's strategic planning process and also clarify the district's role in the planning process. In addition, the Riverside Community College District Mission Statement confirms, as a general principle, the support role of the district offices in the planning process.ⁱ The themes and strategies in the adopted strategic plan, although not identical, parallel and complement the strategic planning initiatives of the California Community Colleges and the three colleges within the district.

The District Strategic Planning Committee, composed of voting members from various constituency groups and the co-chairs of each college's strategic planning committee, addresses planning issues that affect all three colleges.ⁱⁱ The specific process for moving items or issues through the district's decision-making processes begins with the program review and strategic planning processes at the college level or with the program review of the district's administrative units. The Office of the Associate Vice Chancellor for Institutional Effectiveness provides the program review templates to the colleges and to the district offices.ⁱⁱⁱ Each college has adopted individual strategic planning processes that link comprehensive program reviews (every four years) and annual program reviews to the allocation of resources at the colleges.^{iv} In 2007-08 and again in 2008-09, the administrative units at the district offices completed their program reviews. Each unit submitted its program review to the appropriate vice chancellor, who prioritized the requests for the chancellor to consider. The funding for these requests comes from the district office allocation provided in the budget allocation process, recently adopted and used in 2008-2009 to allocate funds to the colleges and to the district offices. The budget allocation process allows each segment of the district to distribute new financial resources using the strategic planning processes developed by each college and the district offices.^v

The District Strategic Planning Committee (DSPC) reviews and makes recommendations regarding the allocation of state capital outlay and local bond money, any requests not anticipated in original strategic plans, or programs that affect at least two colleges or the district. The DSPC analyzes the impact that new initiatives have on the existing programs and on budgets, planning, and policies. Once the DSPC makes its recommendation, the new college program is eligible for funding, which appears as a budget line item not previously allocated to the colleges.^{vi} Essentially, the District Strategic Planning Committee makes recommendations to the chancellor, who ultimately makes his recommendation to the Board of Trustees on items or issues that affect all three colleges or the district offices.

The representatives from each college's strategic planning committee serve as the "feedback mechanism" between the college committees and the District Strategic Planning Committee.

The agendas for the District Strategic Planning Committee meetings have a place for each college and the district to report their planning initiatives. The individual college representatives also report the activities and actions of the District Strategic Planning Committee to the college strategic planning committees. Again, each college has a place on its strategic planning committee agenda for this purpose.^{vii}

EVALUATION

With the formal adoption of the Riverside Community College District Strategic Plan and the implementation of the budget allocation process, the district has provided the framework for each college's mission and strategic planning process. The process clearly connects the planning with budget allocations at all levels of district operation. In fact, the budget allocation process reflects many of the district's strategic themes. It also offers incentives for enrollment efficiency and provides resources for new programmatic initiatives.^{viii} Moreover, the program review templates supplied by the district and the nature of data made available to various district constituencies have been modified as a result of the recommendations coming from the strategic planning committees at each college.^{ix}

In March 2009, the District Strategic Planning Committee adopted a process for the annual review of the District's Mission Statement. Moreover, the District's Strategic Plan includes strategies and specific outcome measures to assess the strategic themes identified in the plan. The Office of Institutional Effectiveness will provide a formal "Report Card" assessing the progress on these themes, which will be reported to the Board of Trustees in September 2009 and annually thereafter.^x Because the data used to validate the progress of most of the district's strategic themes derive from the college activities (in fact, the district folded the strategic initiatives of the three colleges into the district's plan), it is critical that each college continue to align its strategic initiatives with the district themes. At present only informal processes at the college level exist to align the district themes and the colleges' strategic planning initiatives. A more formal alignment will occur as the district and colleges assess their strategic planning outcomes.

PLAN

- District Strategic Planning Committee will review the district mission statement annually in the fall and forward its recommendation to the Board of Trustees. (Office of Institutional Effectiveness)
- District Strategic Planning Committee will annually review in fall the status of the outcome measures related to the District's Strategic Plan and report findings to the Board of Trustees. (Office of Institutional Effectiveness)
- District Strategic Planning Committee will meet and discuss the alignment of the district and college strategic plans annually in November. (Office of Institutional Effectiveness)

DISTRICT RECOMMENDATION 2:

The teams recommend that the district and college/campuses develop, implement, and assess a resource allocation model that

- Is open, transparent, and inclusive (Standards IB and IVB.3c);
- Is widely disseminated and reviewed periodically for effectiveness (Standards IIID.2b and IIID.3);
- Is linked to the strategic plans at the district, college, and campus levels (Standards IA.1, IIID.1a-d, and IVB.3c).

DESCRIPTION

In September 2007, a district task force comprising the chief business officers from each college and the district along with representatives from various college constituencies developed a Budget Allocation Model (BAM) that the district adopted in fall 2008. The task force disseminated the proposed model with its various permutations throughout the district for comment and revision.^{xi} In fact, the model continues to be refined and modified as each college assesses its processes. To ensure continued assessment and review, the original task force has evolved into the District Budget Advisory Council (DBAC), formed in spring 2009, that meets regularly and addresses budget-related issues. In addition, this committee continually evaluates and revises the adopted BAM process to make it more effective. The results of this evaluation are reported to the various college and district strategic planning committees. The district used the model to allocate financial resources for the 2008-09 academic year, and the district budget (2008-09) outlines the rationale and provides the allocations to each district entity in the introductory material.^{xii}

EVALUATION

The budget allocation process, a model that continues to be improved as the district assesses its effectiveness, provides an open and transparent method for allocating resources. The process aligns closely with the strategic planning processes at both the district and college levels.

Discussion about the budget allocation process continues in several key areas. First, the unspent money at each college cycles back to the district's reserves at the end of each academic year and is re-allocated. The District Budget Advisory Council (DBAC, formerly the BAM Task Force) has begun discussion about the possibility of "college" reserves and is evaluating a process by which colleges can retain positive budget variances in select expenditure categories.^{xiii} Second, the DBAC continues to discuss the process used to budget "set-asides" and/or money for other district initiatives before the district allocates funds to the various district entities, including the three colleges.^{xiv} Third, the district determines the number of new faculty positions for each college and allocates funds as part of the budget allocation process. While district and college oversight must occur to ensure compliance with the 50% law and with the full-time faculty obligations required by the state chancellor's office, at present the colleges, while they do have the ability to fund new positions from internal savings and cost-cutting measures, do not have the authority to fill those positions. For the 2008-09 academic year, the district allocated new faculty positions to the colleges.^{xv} However, unfilled positions from retirement and resignations remain under the control of the colleges. Fourth, the amount of money allocated to District entities continues to be a concern. Once the district inserted the actual financial amounts allocated to the various district entities, over 30% of the unrestricted fund went to the district offices in 2007-2008. The district Budget Advisory Council and the chancellor's cabinet discussed and reviewed the district's organizational structure and, as a result, reduced the amount to about 20% in 2008-09 by further clarifying the district and college functions and by reallocating positions and offices to the colleges.

Because this process of separating district functions from college functions is ongoing, budget allocations continue to be revised.^{xvi} It should be noted, however, that a significant part of the 20% allocated to the district supports operations at the colleges, for example, information technology services and human resources. Although the district continues discussion on these issues, the district in consultation with the colleges has implemented a budget allocation process that undergoes revision and modification within a basic philosophical framework. More important, it is a process that allows for, in an open and transparent manner, continued discussion of budget issues as they surface.

PLAN

- The District Budget Advisory Council will continue to assess the budget allocation process. (Ongoing: district, Office of Administration and Finance; college, vice president of business services)

DISTRICT RECOMMENDATION 3:

The teams recommend that college, campus, and district administrators and faculty delineate, document, and assess:

- The roles and responsibilities between and among the district's entities (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems);
- The roles and scope of authority of the CEOs at the district and college/campus levels (Standard IVA.2);
- A feedback loop between and among the entities on key issues, such as planning, staffing priorities, etc. (Standards IVA.2, IVB.3, IVB.4, and IVB.6).

DESCRIPTION

The district's organizational structure delineates the roles and responsibilities among the district entities. A review of the district's organizational charts elucidates the areas of responsibility and reporting lines in a clear and coherent manner.^{xvii} In addition, each college has its own organizational chart that clarifies the areas of administrative responsibility. Each college has a president and vice presidents, which have different titles at the colleges, to administer the areas of business services, academic affairs, and student services. Moreover, each of the administrative positions in the district and those at the colleges have job descriptions. The job descriptions of the CEOs of the colleges and of the chancellor underwent revisions before the district advertised for a college president at Riverside City College and for a chancellor.^{xviii} Both positions were filled in 2009. The organizational structure of each college differs slightly based on the specific needs of the college. The CEOs of each college have authority to manage their institutions, and they serve as members of the chancellor's cabinet, which has bimonthly meetings to discuss district and college issues and also serves to complete the feedback loop between the district and the colleges.

To ensure that the district clarifies the areas of responsibility for each entity, the academic affairs/education services vice presidents of each college and the academic affairs associate vice chancellors at the district office developed a "Function Map" that illustrates in detail the distribution of responsibility between and among the colleges and the district entities.^{xix} The maps show which entities have primary, secondary, and shared responsibilities. Assessment and feedback on how well the district entities provide service occur through annual administrative program reviews, which include assessments in the form of surveys of all district administrative units.^{xx}

Faculty, staff, and students participate in the decision-making process by serving on the strategic planning committees and other specific committees at the college level and on the District Strategic Planning Committee. (See responses to Recommendation 1 and Recommendation 2 for more information about how the feedback loops work in the areas of planning and budget allocation.) In addition, several districtwide committees exist in the areas such as curriculum, assessment, budget advisory, and program review. Each of these committees has clear charges. A complete list of districtwide committees as well as their charges and membership undergo annual updates.^{xxi} The District Academic Senate addresses issues affecting all three colleges, and the students have likewise developed their own college and district governance processes.^{xxii}

EVALUATION

The district and the individual colleges have delineated and clarified the roles and responsibilities among the district entities within each college. Moreover, the district continues to assess and to separate district functions from college functions. For example, the Open Campus Office, which was located on the Riverside City College Campus but provided the infrastructure for alternative delivery courses in the entire district, has relocated to a facility off the campus in close proximity to the District Office. The District Budget Advisory Council continues to review, assess, and im-

prove the resource allocation process.^{xxiii} As the changes occur, each college assesses the impact of the changes on its internal processes. Moreover, each college has its own mechanism for assessing its internal processes.

As the district continues to decentralize some services (while maintaining centralized services in areas where it is appropriate and efficient) and as each entity undergoes additional cycles of program review and administrative unit assessment, the district and the colleges uncover new issues and concerns. The evolution of the campuses into colleges required change and reorganization, but is complete as each campus now operates as an independent college. As the multicollege district matures, discussions will continue to be collaborative and passionate. The administrative and instructional program reviews, both comprehensive and annual, provide an opportunity for the various college and district entities to have open discussion, to assess the relationship between district and college autonomy in an effort to maintain an optimum balance and effectiveness, and to propose changes through the strategic planning and committee processes now in place.

The effect of these changes and of clarifying the roles and responsibilities among the district entities has strengthened autonomy of the three colleges and has allowed a clearer understanding of the role of the district to provide support for the educational and student service activities at each college. In fall 2009, to ensure that the changes are effective, the Office of Institutional Effectiveness will send a survey to the employees of the district to assess their awareness of the lines of authority and their evaluation of the effectiveness of the functions and the lines of authority as delineated at the individual colleges and at the district offices. The results will be disseminated to district and college constituencies and will be used to inform future planning.

PLAN

- In fall 2009, the district will survey all employees to assess the effectiveness of the functions and the lines of authority as delineated at the individual colleges and at the district office. The results will be distributed to all district and college constituencies and will be used to inform future planning. (Office of Institutional Effectiveness)

DISTRICT RECOMMENDATION 4:

The teams recommend that the district clearly specify personnel selection procedures for district administrators including the position of chancellor. These selection processes must include input from the various college/campuses constituent groups (Standard IIIA.1, Standard IIIA.3, and IVB.1).

DESCRIPTION

The district has developed "Administrative Procedures" (AP) to implement board policies that clearly specify personnel selection procedures for all categories of employees. All of the procedures include input from appropriate college/campus constituent groups. In fact, during the 2008-2009 academic year, as a result of wide-spread discussion among and between various district and college entities, the district refined and used the newly developed CEO selection procedures to hire a district chancellor and a president at Riverside City College. In Fall 2008, the Office of Diversity and Human Resources began the process of collecting and revising all hiring policies and labeling them with an appropriate administrative procedure number.^{xxiv} The processes for hiring the chancellor and the CEOs of the colleges have separate administrative procedure numbers. Each of these procedures needed revision to reflect the changes necessary for a multicollege district. In spring 2009, all of these procedures went through the shared governance process to receive input from the appropriate district entities before the district adopted them as formal administrative procedures. In addition, the Board of Trustees has adopted AP 3420, Equal Employment Opportunity Plan, to assist in the recruitment of district employees.

EVALUATION

Prior to the 2008-2009 academic year, the district's hiring policies and procedures existed in various policies and documents. For example, the hiring processes for full-time tenure track faculty, for management (administrative) employees, and for classified employees were included in the regulations for Affirmative Action Policy 3099/4099. The temporary/one-year faculty hiring policy existed in an agreement with the Academic Senate, and the part-time faculty hiring procedure in the collective bargaining agreement. Also, no formal procedures existed for hiring CEOs in the district. Now all district recruitment and hiring procedures have been collected and formalized as part of official board policy and administrative procedures. These procedures now include a separate process for hiring administrative positions, the CEOs of the colleges, and the chancellor. Moreover, the Board of Trustees adopted a formal process for the periodic review and assessment of all board policies/administrative procedures (Board Policy/Administrative Procedure 2410).

PLAN

- None needed. Periodic reviews will be conducted to maintain optimum effectiveness. (vice chancellor of the Office of Diversity and Human Resources)

DISTRICT RECOMMENDATION 5:

As recommended by the 2001 accreditation visiting team, the teams recommend that the board of trustees implement its recently approved process for self-evaluation (Standard IVB.1g).

DESCRIPTION

On July 28, 2008, at a special Board of Trustees meeting, Dr. Narcisa Polonio, a consultant from the Association of Community College Trustees, led a follow-up discussion of the board's self-assessment on April 26, 2008, which included a discussion of the board's self-assessment tool.^{xxv} The discussion at the July meeting built upon the Board's Special Planning Meeting of April 26th. At the June 11, 2008, Special Board Meeting, the board met with Interim Chancellor Buysse and new Interim Chancellor Hendrick to discuss the goals and priorities for the Chancellor's Office. As a result of the April 26th and the June 11th discussions, at the July 28th meeting the board directed Interim Chancellor Hendrick to address five (5) goals and priorities.^{xxvi} These goals, which closely align with the district's strategic themes and initiatives, result from the board's self assessment. Also, in May 2009, the Board of Trustees again applied Board Policy 2745 to assess itself. Each member of the board completed an anonymous self-assessment instrument.^{xxvii} Then, at a special board meeting on May 19, 2009, Dr. Cindra Smith, who is recognized nationally for her expertise in governing boards and trustee development, facilitated a discussion of board effectiveness based on the results of the self-assessment tool.^{xxviii} At the June 16, 2009, meeting, the board reported plans and actions based on the results of its self-assessment.^{xxix}

EVALUATION

The Board of Trustees implemented its self-assessment process in 2008, but no formal reporting of the results was conducted. However, during the Special Meetings of April 26, June 11, and July 28, 2008, the board structured part of its discussion on one of the seven dimensions of board effectiveness and management oversight, by assessing its relationship with the interim chancellor and focusing on the chancellor's search. Given the issues facing the district in 2008, it was particularly relevant that the board focused its attention on one dimension over the others and worked closely with the interim chancellor. Additionally, the specific goals and priorities given to the interim chancellor reflect

other dimensions of the board's self-assessment process. Moreover, the board's willingness to listen to constituency groups and to modify its search process for the chancellor (a clear example of the board's self-assessment activities related to Constituency Interface and District Policy Leadership), resulted in a successful chancellor search and in codifying the search process into Administrative Procedures 2431.^{xxx}

At its May 19, 2009, meeting, the board again initiated its self-assessment process and reported the results of that process to the various entities in the district. The board asked staff to collect material (topics and presentations) from its regular board meeting agendas and from its committee meeting agendas that reflect the seven (7) dimensions of board effectiveness outlined in Board Policy 2745.^{xxxi} Additionally, the calendars of board members reflect their attention and commitment to several dimensions of their effectiveness including the Constituency Interface, Community College System Interface, and Economic/Political System Interface. The president of the Board of Trustees summarized the way in which the board has used these presentations and discussion topics along with sessions/meetings with leaders at the local, state, and federal levels to gain a sense of the board's effectiveness and asked the members of the board to complete a self-assessment survey, and to begin the self-assessment discussion in open session during the May 19, 2009, Special Board Meeting.^{xxxi} The results of this self-assessment process were then reported to the public and the institution at the June 16, 2009, board meeting.^{xxxi}

PLAN

- The self assessment of the Board of Trustees will become part of the board's annual calendar. In May of each year, the Board of Trustees will conduct its self-evaluation and report the results, plans, and action, if any, in June. (Office of the Chancellor)

CAMPUS RECOMMENDATION 1:

The team recommends that Moreno Valley College complete development and implementation of its planning processes, integrate it with budget allocation, and communicate the process and results to all constituents. This planning process includes integrating program review, educational planning, human, physical and fiscal resources into a comprehensive plan from which data can be obtained. The results should be analyzed to help assess institutional effectiveness, student learning and success, physical resources needs, priorities for funding and areas for improvement. (Standards I.B.3, I.B.5, II.A.1.c, II.A.2.a, II.A.2.b., II.A.2.c, II.3A.2, II.A.6, II.A.2.e, III.A.6, III.B.1.a, IV.2.a., IV.A.5).

DESCRIPTION

Moreno Valley College has developed planning processes which are integrated with budget allocation, implemented them, and communicated the results to all constituents. These comprehensive strategic planning processes provide an avenue for faculty, staff, and students to contribute at all steps of the planning and decision-making processes. The college utilizes planning to address fiscal, physical, educational, and human resources so that constituents are fully aware of the college's direction and priorities for the coming year.

Strategic planning starts with program and administrative reviews which are submitted to the Academic Planning Council (APC), a standing committee of the Academic Senate, and to the appropriate administrative units in student and business services. After these reviews are discussed by the APC, the vice president of educational services, the dean of students, the vice president of business services, and managers of Facilities Department, the APC develops priorities for submission to the Moreno Valley Strategic Planning Committee (MVSP), the Academic Senate, and President's Cabinet (president and vice presidents). The President's Cabinet and the Academic Senate review the recommendations which are returned to the strategic planning committee. The strategic planning committee forwards

these recommendations to the appropriate strategic planning subcommittees which are aligned with the four accreditation standards: (1) institutional mission and effectiveness, (2) student learning programs and services, (3) resources, and (4) leadership and governance.

The subcommittees, comprised of faculty, staff, and students, and supported by administrators, review the proposals and recommendations forwarded by the APC, as well as those forwarded by student and administrative services. After discussion, the subcommittees make recommendations to the MVSP. The MVSP adopts or rejects subcommittee recommendations by a vote of faculty and staff co-chairs from all subcommittees and student representatives (totaling 6 full-time faculty, 1 part-time faculty, 6 classified staff, and 2 students). Managers from student services, administrative services, and instruction participate in the MVSP but are not voting members.

Once the MVSP recommends action, it is sent to the Academic Senate and the president of the college for review and action. The Academic Senate can use this opportunity to discuss their support or opposition to a recommendation with the president and his cabinet. The president has the authority to accept the recommendation if it is Moreno Valley specific, or take it to the district strategic planning committee for action. The president only forwards recommendations to the DSPC that require new funding above the college's base budget or Measure C funds. If the president does not accept the recommendation of the MVSP, he may request that the strategic planning committee conduct further work in order to modify its recommendation.

This process has worked well for Moreno Valley College. For example, the institutional mission and effectiveness subcommittee reviewed the college's mission statement and sent a recommendation to continue the current mission statement. The strategic planning committee accepted the recommendation, which was supported by the Academic Senate and president and then forwarded to the district strategic planning committee for adoption.^{xxxiv} The student learning subcommittee recommended priority hires for faculty in 2008-09, as forwarded by the APC. Again, these recommendations were subsequently supported by the senate.^{xxxv} The resources subcommittee, moreover, recommended funding requests for facilities priorities—all of which were adopted by the strategic planning committee.^{xxxvi} The president and Academic Senate supported these recommendations and forwarded them to the district strategic planning committee. Finally, the leadership and governance subcommittee recommended changes to the strategic planning process that were adopted by the strategic planning committee and supported by the Academic Senate and president.^{xxxvii}

All of these recommendations and decisions are communicated to faculty, staff, and students through the minutes prepared by the strategic planning committee and subcommittees. The president reports the results of the district strategic planning committee to the Academic Senate and to the strategic planning committee. The MVSP co-chairs (a faculty member and the vice president of educational services) are voting members of the district strategic planning committee, as is the president, a classified representative, and the president of the Academic Senate.

Finally, Moreno Valley has implemented and evaluated the academic master plan for 2005-2010 and the Educational and Facilities Master Plan developed in January 2008. Data on these two plans have been collected and evaluated by the strategic planning committee, academic senate, associated students, and classified staff. These data are collected annually through program review and ongoing institutional assessments on student achievement, persistence, retention, and completion. The results of these evaluations can be found in Standard IV.

EVALUATION

This recommendation has been met.

The results of the decisions and actions taken by the strategic planning committee, Academic Senate, and the president are evaluated annually. The last evaluation was conducted in the spring of 2009. (See Standard IVA.) The president guided this discussion with the Associated Students, Academic Senate, MVSP, and Classified Staff Employees Association on the degree to which Moreno Valley College achieved its goals over the last five years. These goals

were aligned with the district's strategic plan and came from Moreno Valley's Long Range Educational and Facilities Master Plan and the Academic Master Plan for 2005-2010. The stakeholders also evaluated the effectiveness of Moreno Valley College's strategic planning processes.

Program reviews are submitted to the Academic Planning Council and to the appropriate administrative bodies as the first step toward completing the strategic planning process for academic, student services, and administrative services units. This ensures that the entire strategic planning process is transparent. All program review recommendations coming from academic departments, student services, and administrative units are communicated openly to the entire campus as these recommendations and their rationales are considered by the strategic planning subcommittees, the MVSP itself, Academic Senate and the President's Cabinet.

As a result of these self-evaluations, the college is implementing two actions. First, an updated strategic plan needs to be developed and adopted in 2009-2010. This plan will include fiscal, human, physical, academic, and technology planning to 2015. Second, the strategic planning process is to be reviewed annually to encourage active participation of more faculty and staff.

PLAN

- The college will develop a new strategic plan in the fall of 2009 to be implemented from July 1, 2010, to June 30, 2015.
- The college will evaluate the accomplishment of its goals and the strategic planning processes on an annual basis. The next evaluation will take place in spring 2010.

CAMPUS RECOMMENDATION 2:

The team recommends that the campus institutionalize the established systematic process to identify and assess student learning outcomes and use outcome assessment data to improve learning. (Standards II.A.2.a, II.A.2.b, II.A.2.c., II.C.2.).

DESCRIPTION

Moreno Valley College, through college and district processes, has institutionalized a systematic process to identify and assess student learning outcomes; the college uses the assessment data to improve learning.

The process starts with instructional and student services program reviews that require the identification, implementation, and evaluation of student learning outcomes for courses and programs. The comprehensive program review directs disciplines and programs to "develop a student learning outcomes plan" for individual courses. In addition, courses that meet general education requirements are reviewed using a district matrix for the correlation of course student learning outcomes to districtwide, general education student learning outcomes.

The district process is implemented by the district's Office of Institutional Effectiveness that supports the three college's student learning outcome activities with training and sharing of student learning outcomes across the curriculum. Riverside Community College District has one curriculum, except for certificate and other special programs. The unified curriculum allows for assessment of student learning outcomes to be shared among the three colleges.

Moreno Valley College has student learning outcomes for 497 of its 574 courses. Fifty-four percent of the college's courses (293 of 547) and four percent of its programs (2 of 48) have ongoing assessment.^{xxxviii} SLOs have been identified and ongoing assessment is taking place for 90 percent of student and learning support activities.

Over the last two years, the Fire Technology and Peace Officer Certificate Programs have become models for assessment of student learning outcomes and use of data to improve student learning. These programs are being used to demonstrate to faculty in other programs how assessment of student learning outcomes can result in instructional improvement and student success.

EVALUATION

This recommendation has been met.

Moreno Valley College recognizes that there is still a great deal to do to complete assessment of student learning outcomes for 100% of courses and programs to advance student learning outcomes at the college. To assist faculty in the assessment of student learning outcomes and the improvement of student success, the college established the Office of Institutional Research and Assessment. This office has a full-time faculty student-learning-outcome specialist, a position filled through joint funding from Title V and Basic Skills, who will work with faculty and department heads to establish comprehensive assessment of student learning outcomes for the college. Moreno Valley College has established the support for total completion of student learning outcomes by 2012. The work of the Student Learning Outcome Specialist within the college and district Offices of Institutional Research and Institutional Effectiveness will be instrumental in completing the student learning outcome evaluation process by 2012.

PLAN

- The Student Learning Outcome Assessment Specialist will meet with faculty to assist them in identifying student learning outcomes and developing assessment strategies. The outcomes specialist will help collect data and jointly analyze the student learning outcome data with individual faculty members, as well as with departments and programs. The outcomes specialist will also provide reports to faculty and departments on the progress of improving instruction and student services delivery using assessment data.
- An evaluation of progress will be conducted by the Office of Institutional Research and Assessment in 2010 and 2011 to ensure the completion of student learning outcome assessments and consequent improvement of instructional and student services by 2012.

CAMPUS RECOMMENDATION 3:

The team recommends that the campus clarify a written code of ethics for all employees. (Standards III.A.1.d).

DESCRIPTION

There are several board policies that clarify the code of ethics for all employees. These Board Policies (BP) are listed below:

- BP 2712: Conflict of Interest Code
- BP 2715: Code of Ethics/Standards of Practice
- BP 3050: Institutional Code of Professional Ethics
- BP 4030: Academic Freedom

- BP 5500: Standards of Student Conduct
- BP 7120: Recruitment and Hiring
- BP 7700: Whistleblower Protection

In addition there is a Faculty Ethics Statement and a Classified and Management Handbook that contains all the Board Policies on Ethics and Standards of Practice.

EVALUATION:

This recommendation has been met.

Moreno Valley College faculty, staff, and managers have these handbooks and policies available to them through the Office of Human Resources and Diversity as well as through the district website.

PLAN

None is needed.

CAMPUS RECOMMENDATION 4:

The team recommends that a written policy be developed which provides participation in the decision making by faculty, staff, administrators, and students. The policy must delineate the manner in which individuals bring forward ideas from their constituencies. The role of leadership and the institution's governance and decision-making structures and processes should be evaluated on a regular basis and the results communicated back to the constituencies in order to promote improvement and institutional effectiveness (Standards IV.A.2, IV.A.2.a., IV.A.5).

DESCRIPTION

Moreno Valley College has established a very effective strategic planning process and provided a written policy to all constituencies on how to participate in the process. The written policy, which is reviewed and communicated to constituents annually, delineates the roles of the president, faculty, Academic Senate, and students in governance and decision making.^{xxxix}

The written policy was evaluated and updated in the spring of 2009 as part of the college's self-assessment of its goals and strategic planning processes.^{xl} This self-assessment was completed by the president at the same time the college's strategic goals were evaluated, the result of which revealed that college constituents fully understood the strategic planning process and the roles of the Academic Planning Council, administrative units, the President's Cabinet, the Academic Senate, the Moreno Valley Strategic Planning Committee, including its subcommittees, and appropriate district entities.

EVALUATION

This recommendation has been met.

The written policy was revised to include clarity about the roles of the Academic Senate and the president, especially with regard to the alignment of recommended actions by the strategic planning committee and the allocation of re-

sources. This clarification has provided a stronger link between the Academic Senate and the president in the decision making of the college.

The strategic planning committee agreed that an assessment of college goals and the effectiveness of the strategic planning process occur annually, the next one of which is to be conducted in spring 2010.

PLAN

- The strategic planning written policy will be reviewed annually. In addition, bylaws for the strategic planning committee are completed and will be reviewed for approval in the fall of 2009.

CAMPUS RECOMMENDATION 5:

The team recommends that the campus and district leadership continue to dialogue and reach agreement on a clear delineation of campus and district functions, processes, and resource allocation (Standards IV.B.3.a, IV.B.3.b, IV.B.3.c, IV.B.3.g).

DESCRIPTION

Moreno Valley College and Riverside Community College District have reached agreement on the delineation of district and college functions, processes, and resource allocation policies and procedures. This ongoing dialogue ensures that Moreno Valley College has achieved full college autonomy and authority.

The district embraces its central role to “support the strategic goals of the campus.” In doing so, two documents have delineated that agreement. First, the district and college functional map has been completed and endorsed by the college and district. Second, a student services transition plan has been adopted and implemented to distribute student services and categorical services from the district to the college over a period of time. Both documents are blueprints that are continually evaluated to ensure that economies of scale are achieved and that the proper decision-making authority of the colleges and district are delineated.

Moreno Valley College has autonomy over its budget and can allocate funds across all budget categories. This college-level locally based decision making is supported by the District Budget Advisory Council (DBAC) as it applies the district- and college-adopted Budget Allocation Model.

In addition, Moreno Valley College’s strategic planning process, which includes the participation of the Academic Senate, provides the structure within which the college makes all decisions regarding the allocation of resources. These decisions are based on the college’s annual program reviews which include facility priorities, reorganization of instruction, student services, administrative services, and the development of new initiatives recommended by the strategic planning committee and approved by the president. When projects require funds beyond the college’s allocation, recommendations are forwarded to the District Strategic Planning Committee for recommendation/action.

EVALUATION

This recommendation has been met.

The college and district will continue to delineate responsibilities in order to serve students efficiently. This sharing of authority must be done as the district and colleges reorganize to meet fiscal challenges in California and to ensure that instruction, student services, and administrative services are implemented efficiently and effectively to meet student needs. Ongoing discussions and annual reviews will be conducted by the district and college staff.

PLAN

- College committee chairs will continue to meet with district committee members to discuss the clarification and distribution of college-based and district-based decision making. Evaluating the district and college strategic planning processes will be integral in this discussion.
- The president will meet every two weeks with the chancellor regarding the effectiveness of district and college functions, processes, and resource allocation policies and procedures.

List of Supporting Documents and References (Response to Previous Recommendations)

- ⁱ See the Riverside Community College District Strategic Plan 2008-2012.
- ⁱⁱ See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee (revised and formally adopted February 27, 2009) for a complete list of voting members.
- ⁱⁱⁱ See the program review templates provided by the Office of Institutional Effectiveness.
- ^{iv} See the flow charts for each college's strategic planning process in the Operational Guidelines for the Riverside Community College Strategic Planning Committee.
- ^v See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee for a complete overview of the operating procedures and function of the RCCDSPC and of the roles and processes of the college committees and District Offices.
- ^{vi} See the District Budget 2008-2009 for the line items for new initiatives.
- ^{vii} See the minutes of the strategic planning committees of the district and the three colleges.
- ^{viii} See the Introduction to the Riverside Community College District Budget for 2008-2009 for an explanation of the budget allocation process used to provide resources to the colleges and district offices.
- ^{ix} See the Riverside City College suggested changes to the program review templates as an example. The District Program Review Committee addresses the recommended revisions.
- ^x At the time of this report, March 2009, the data for "Report Card" has not been collected. The Visiting Teams will have access to this report when they visit in October 2009.
- ^{xi} See the Riverside Community College Budget Allocation Model Information—i.e., the membership, the minutes, including the various revisions of the model, and actions of the BAM committee.
- ^{xii} See the Introduction to the Riverside Community College District Budget 2008-09.
- ^{xiii} See the minutes of DBAC for February and March, 2009.
- ^{xiv} See Exhibit G of the Riverside Community College Budget 2008-2009 for details.
- ^{xv} See Exhibit G of the Riverside Community College Budget 2008-2009 for details.
- ^{xvi} Review the Riverside Community College Function Map.
- ^{xvii} See the district's and each college's organizational charts.
- ^{xviii} See the job descriptions for the president of Riverside and for the chancellor.
- ^{xix} Review the Riverside Community College District Function Map.
- ^{xx} See sample survey from administrative program reviews.
- ^{xxi} See the Academic Senate web page for a complete list of committees, membership, and charges.
- ^{xxii} See the various student government organizational charts.
- ^{xxiii} Even though a review of the minutes of the Budget Allocation Model Committee and the District Curriculum Committee indicate areas of disagreement, the minutes also demonstrate an open and transparent discussion to resolve those differences.
- ^{xxiv} See index of Board Policies and Administrative Procedures that specify the hiring procedures for all categories of employees in the district. Except for the position of chancellor (AP 2431) and the position of president (AP 7121), all other procedures for recruitment and hiring fall under Board Policy/Administrative Procedure 7120.
- ^{xxv} See the Board Self-Assessment Form.
- ^{xxvi} See the minutes of the Special Board of Trustees meeting of April 26, 2008, and of July 28, 2008, for the results of the planning meeting and a list of the goals for the chancellor.
- ^{xxvii} See the board self-assessment packet.
- ^{xxviii} See RCCD Board of Trustees Self Assessment Highlights
- ^{xxix} See the minutes of the June 16, 2009, Board of Trustees meeting.
- ^{xxx} See AP 2431 – Chancellor Selection
- ^{xxxi} See BP 2745 – Board Self Evaluation
- ^{xxxii} See Agenda and Minutes for May 19, 2009 Special Board Meeting
- ^{xxxiii} See Agenda and Minutes for June 16, 2009 Board Meeting
- ^{xxxiv} See MVSPC minutes, November 20, 2008.
- ^{xxxv} See Approval of Priority Hires.
- ^{xxxvi} See Program Review Request Memo to faculty and staff (Braymer/Romali)
- ^{xxxvii} See revised strategic planning process recommended by the Leadership and Governance Subcommittee, "Evaluation of Moreno Valley Goals and Strategic Planning Process."
- ^{xxxviii} See Institutional Research Report on SLO progress.
- ^{xxxix} See revised chart, "Strategic Planning Process and Process Narrative."
- ^{xl} Summary of Evaluation of Goals from the Academic Master Plan (2005-2010) and the Long Range Educational and Facilities Master Plan.

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STANDARD IV

Leadership and Governance

Coordinating Co-Chairs:

Lisa Hausladen, Associate Professor, Medical Assisting, and Senator (Faculty)
Gustavo Segura, IMC Coordinator, and CSEA President (Staff)

Administrative Resource Person: Cordell Briggs, Dean, Public Safety Education and Training

Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Sal Soto, Instructor, Counseling, and Academic Senate Vice President
Travis Gibbs, Associate Professor, Psychology (and Academic Senate President beginning 2009-10)
Carmen Payne, Secretary IV, Dean of Health Sciences
Marilyn Heyde, former Instructor, Dental Hygiene
Ellen Lipkin, Associate Professor, Microbiology
Susan Ingham, Associate Professor, English
Cheryl Honore, Associate Professor, Accounting
Eric Thompson, Associate Professor, Sociology
Kathleen Saxon, Associate Professor, Mathematics
Nick Sinigaglia, Assistant Professor, Philosophy

Contributors:

Ruth Adams, Director, Contracts, Compliance and Legal Services; Ignacio Alvarez, Educational Advisor, Assessment Center; Lauren Bishop, Student; Aaron Brown, Associate Vice Chancellor, Finance; Nickolas Burciaga, Student; Chris Carlson, Executive Assistant to the Chancellor and Chief of Staff; Dan Clark, Associate Professor, English; Diane Conrad, Associate Professor, Speech Communications; Lisa Conyers, Vice President of Educational Services; Irving Hendrick, former Interim Chancellor; Shufen Huang, former Assistant Professor, Mathematics; Tremann Humphrey, Student; Kristina Kaufmann, Associate Vice Chancellor, Institutional Effectiveness; Monte Perez, President; Ann Pfeifle, Associate Professor, History, Sheila Pisa, Associate Professor, Mathematics

The Steering Committee acknowledges the essential input of
Kristina Kauffman, Associate Vice Chancellor, Institutional Effectiveness;
and Sylvia Thomas, Associate Vice Chancellor, Instruction.

The artwork was coordinated by Angela Thomas, Instructional Media/Broadcast Technician; Mark Knight, Information Architect; Jerry Sepulveda, Instructional Media Center Part-time Employee; Don Foster, Associate Professor, Music; Jeff Rhyne, Assistant Professor, English; Lisa Conyers, Vice President, Educational Services; Gustavo Segura, Instructional Media/Broadcast Coordinator; and Heidi Velarde, Instructional Media Center Part-time Employee. The formatting was facilitated by Mark Knight, Julio Cuz, and Matthew Barboza.

HISTORY OF MORENO VALLEY COLLEGE

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, the Student Services Building, the 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 will be operational in 2010.

During the 18 years it has offered classes, Moreno Valley College has come to be a campus of approximately 10,000 students (fall 2008 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 Moreno Valley College 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. The college's nationally accredited programs—Physician Assistant, Dental Hygiene/Assisting, and Paramedic—are exemplary.

The curricular innovations developed at Moreno Valley College have been integrated into a single, districtwide body of curriculum. The college takes pride, not only in its professional and preprofessional programmatic offerings, but also in a full array of liberal arts and sciences offerings. Adhering to the value of "local responsiveness," the college builds on the university-equivalent transfer base with new courses and programs that address the needs and learning objectives of Moreno Valley's diverse student community. The 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.

Curricular outreach extends into Moreno Valley College's 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. The college also offers a range of basic skills and English as a second language courses appropriate to the needs of the students in the service area; in development are plans for an ESL enrollment alliance with K-12 and adult education programs. Student support services 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 the service area: 40 percent Hispanic, 30 percent white, 14 percent African American, 8 percent Asian, and 8 percent other. Moreno Valley College students are taught by 70 full-time and over 300 part-time instructors from six academic departments. The college 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 locally based shared governance guide the work of the faculty. Faculty and staff, the very supportive community, and the students themselves have participated resourcefully and resolutely in making Moreno Valley College what it is today: a campus which has matured sufficiently to serve its community as an accredited college.

STUDENT LEARNING OUTCOMES AND OUTCOMES ASSESSMENT RIVERSIDE COMMUNITY COLLEGE DISTRICT

The District Assessment Committee: A Brief History and Current Role

The District Assessment Committee (DAC) was formed in December 2000 as a subcommittee of the Academic Senate. It was made up of faculty from each of the campuses and from a broad cross-section of disciplines. Membership has always included administrative staff from institutional research and effectiveness. With the formation of three college-based senates, DAC is now a subcommittee of the District Academic Senate. DAC's original charge included the following: 1) study outcomes assessment and become a resource for educating the Riverside Community College District (RCCD) community about assessment methodology and techniques; 2) develop an assessment plan for the district consistent with the new ACCJC accreditation standards and help implement it; and 3) provide assistance to the Program Review and Curriculum committees as they jointly worked to support the Board-approved (June 2002) curriculum-centered strategic planning framework.

After a decade of work, DAC's charge has evolved, in response to both external and internal exigencies. DAC continues to stay current on outcomes assessment theory and practice, and it provides assistance to those at RCCD engaged in outcomes assessment. Having developed an assessment plan for the district that has received commendation from the visiting ACCJC team, DAC also supports implementation efforts—at the institution level by providing leadership in: 1) defining and assessing general education and degree outcomes, including the completion of an assessment of the critical thinking outcome that is part of general education (see); 2) facilitating ongoing outcomes assessments at the course and program levels (in consultation with the Program Review Committee [PRC] and the District Academic Senate) by providing guidelines, workshops, and individual assistance; 3) increasing knowledge of developing outcomes and assessing these at all levels of the institution, including administrative units at the college and district levels; 4) disseminating information about best assessment practices; and 5) responding to requests for information about RCCD assessment activities to a number of interested parties, including RCCD faculty (particularly strategic planning and accreditation committees), staff, students, and the ACCJC. DAC works to communicate these activities in a variety of ways, including presentations at meetings, annual assessment reports, and constant monitoring of the DAC website (<http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>).

A common RCCD curriculum and a districtwide planning process necessitate district coordination of outcomes assessment efforts, yet DAC has always encouraged faculty to develop college-specific assessment processes—particularly ones that are consistent with ACCJC accreditation standards. Since Moreno Valley and Norco have been given candidacy status, college-based assessments have increased significantly, and new assessment techniques and sites for “doing assessment” continue to emerge. DAC continues to discuss how it will support the systematic and ongoing assessment of student learning in any new structure. However, one tenet of DAC will not change as it supports the work of outcomes assessment at RCCD: DAC will continue to serve largely in a supporting rather than evaluative role, recognizing, however, that communication and guidance can never be entirely evaluation-free.

In light of these changes, DAC's current charge reads:

Accrediting bodies including the Accrediting Commission for Community and Junior Colleges (ACCJC) are placing a great deal of emphasis on student learning outcomes. New accreditation standards for community colleges make assessment a critical and mandatory component of institutional self-study.

The District Assessment Committee (DAC) works to support outcomes assessment as a vital method for improving teaching and learning. By supporting the collaborative efforts of practitioners to improve teaching and learning, a secondary effect of our work is to ensure we meet standards set by accrediting bodies such as the Accrediting Commission of Junior and Community Colleges. To accomplish our goals, the District Assessment Committee (DAC) interacts in outcomes assessments at all levels of the institution with its primary function at the district level. DAC provides support to faculty, administrators, and staff work working collaboratively to develop assessment outcomes, engage in assessment activities, and develop reports indicating how results of assessments are used to improve student learning. We also work to ensure that outcomes assessment is embedded in all major processes of the institution, particularly planning and resource allocation.

Current Status of Student Learning Outcomes Development at RCCD

The district and its colleges have made considerable progress in the establishment of student learning outcomes at the district, college, program, and course levels:

- General education SLOs for academic and occupational degree programs have been established for the district and colleges as a whole. Approved by the Board of Trustees in December 2006, these SLOs were aligned with course-based SLOs during summer 2008 and continue to be part of discipline assessment dialogues.
- In fall 2008, an assessment of the critical thinking SLO of general education was completed and the results were publicly disseminated. The report "Assessing Critical Thinking at RCCD" by Dr. Arend Flick is available at the DAC website at <http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/projects.cfm>
- Specific SLOs for disciplines or programs as a whole have been established for most instructional disciplines, college-based administrative units, district-based administrative units, and all student support units.
- Course outlines of record for courses in the district have been 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.
- 40 of the disciplines that have completed a comprehensive program review are engaged in the assessment plans they put forth in that document.

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 at Moreno Valley College.

Activities and Evidence Regarding Effectiveness of SLOs and Assessment Outcomes Projects, 2001-2008

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.
- In 2007, 2008 and early in 2009, DAC continued to create ways to help disciplines integrate outcomes assessment into a systematic and ongoing process. These included:
 - 1) a new single page form to help faculty track assessment activities. The new Planning Guide can be accessed at <http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>
 - 2) four ways for assessing learning have been posted on the assessment website. These methods help full-time and part-time faculty who are the only discipline representatives at their college assess learning in their courses
 - 3) working with the Program Review Committee in reviewing templates for all program review reports
 - 4) implementing a review and ranking of all quadrennial and annual program review reports

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

- 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)
- annual surveys of graduates on their achievement of GE SLOs and analysis of the survey and its implications for teaching and learning
- successful implementation of classroom-based assessment plans for disciplines as part of their program review
- inclusion of appropriate SLOs within integrated course outlines for nearly all courses in the district
- progress towards inclusion of course outline SLOs within all instructor syllabi for all courses taught in the district
- launching an eportfolio pilot project engaging twenty faculty members and their students across the district
- funding through a Title V grant of outcomes assessment specialist (OAS) positions at two campuses in the district (Moreno Valley and Norco). One key function of the OAS job description is to assist disciplines with the development, collection, analysis, and interpretation of SLO data.

Although outcomes assessment and development of formalized SLOs at Riverside Community College District began as a response to extrinsic pressures, faculty and administration recognize the intrinsic purpose of developing appropriate SLOs and conducting outcomes assessment as an embedded element of practitioner inquiry.

DISTANCE EDUCATION

During the 2008—2009 academic year, the Moreno Valley Campus offered 151 sections of online, hybrid, and telecourses in 16 different disciplines. The following table provides an overview.

Academic Term	Discipline	Number of Sections	Mode of Delivery
<p style="text-align: center;">Summer 2008</p> <p><u>29 sections:</u></p> <ul style="list-style-type: none"> • 22 online • 6 hybrid • 1 telecourse 	Art	1	Hybrid
	Business Administration	3	Online
	Computer Applications & Office Technology	1	Hybrid
	Computer Information Systems	1	Online
	English	3	Hybrid
	History	3	Online
	Humanities	3	Online
	Management	1	Online
	Marketing	2	Online
	Mathematics	1	Online
	Music	3	Online
	Physical Education	2	Online
	Political Science	3	Online
	Psychology	1	Telecourse
Reading	1	Hybrid	
<p style="text-align: center;">Fall 2008</p> <p><u>46 sections:</u></p> <ul style="list-style-type: none"> • 25 online • 20 hybrid • 1 telecourse 	Art	1	Hybrid
	Business Administration	3/1	Online/Hybrid
	Computer Applications & Office Technology	1	Hybrid
	Computer Information Systems	2	Online
	English	3/10	Online/Hybrid
	History	3	Online
	Humanities	2	Online
	Management	3	Online
	Marketing	2	Online
	Mathematics	3/3	Online/Hybrid
	Music	2	Online
	Physical Education	1	Online
	Psychology	1	Telecourse
	Reading	4	Hybrid
Sociology	1	Online	

Winter 2009 19 sections: <ul style="list-style-type: none"> • 11 online • 8 hybrid 	Art	1	Hybrid
	Business Administration	1	Online
	English	1/5	Online/Hybrid
	History	3	Online
	Humanities	2	Online
	Music	2	Online
	Reading	2	Hybrid
	Sociology	2	Online
Spring 2009 57 sections: <ul style="list-style-type: none"> • 30 online • 27 hybrid 	Art	1	Hybrid
	Business Administration	5/1	Online/Hybrid
	Computer Information Systems	4/1	Online/Hybrid
	English	3/10	Online/Hybrid
	History	3	Online
	Humanities	2	Online
	Management	1	Online
	Marketing	2	Online
	Mathematics	5/5	Online/Hybrid
	Music	2	Online
	Physical Education	1	Online
	Political Science	4	Hybrid
	Reading	4	Hybrid
	Sociology	2/1	Online/Hybrid

Fully online courses are presented in a multimedia 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/Blackboard platform and requires and provides training for all instructors interested in using distance education methods. The Moreno Valley College Center for Faculty and Professional Development, opened in fall 2007, makes 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. Through the shadow process, campus dialogue was initiated, campus-to-college planning issues framed, and campus accreditation leadership emerged. The co-chairs of the 2007 self-study were 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. The administrative co-chair remained in place for the ensuing self-study process, and was joined by a new faculty co-chair—their broad outreach culminating in this 2009 Self-Study Report in Support of Initial Accreditation.

Committee assignments for the self-study were drawn from the rosters of the four strategic planning subcommittees, which align with seven 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. Resources, and IV. Leadership and Governance. Faculty and staff co-chairs of these standard subcommittees were created by identifying accreditation liaison relationships with the strategic planning subcommittee chairs already in place. Subcommittee assignments were flexible, and all college personnel were encouraged to join more than one standard subcommittee. Each subcommittee was assigned administrative support personnel.

The modalities of convening the accreditation subcommittees were varied: face-to-face meetings, online discussion boards, an all-faculty tour of the college’s 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. The accreditation co-chairs prepared a video of accreditation activities and outcomes which was screened at the strategic planning committee. The college president made rounds of departmental and shared governance meetings, encouraging discussion and recording updates on outcomes objectives in relation to the Educational and Facilities Master Plan. 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 conscientious transparency of the 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 nature of district services and data. Participants—particularly faculty—took advantage of training provided in interpreting institutional data.
- 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 and its significance to Moreno Valley College’s mission brought into perspective. As part of the self-study process, a two-day basic-skills retreat was held 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. A follow-up Student Services retreat provided a forum to discuss the strategic alignment of appropriate support for developmental course offerings.

- The accreditation process underscored Moreno Valley College's very successful record of new-program development and the influence of the health and public service disciplines on community outreach and outcomes assessment documentation. 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 and Professional Development.

The self-study process has activated multifaceted dialogue at the college and beyond. Dating back to the shadow accreditation self-study in 2001, and carrying through to the present report of 2009, this dialogue has fostered professional acquaintanceships, mobilized enrollment management, and focused our overarching responsibility to provide not only university-equivalent transfer courses and rigorous occupational training but also precollegiate skills building to those who are underprepared. 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 teammanship, 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.
Emergency Medical Services Program accredited.

Spring 2005

Moreno Valley Campus steering committee selected.
Accreditation standards interwoven into strategic planning subcommittee structure.
Self-study training begins at the district level.
July: Dental Hygiene Program re-accredited for seven years.

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
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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
July 2008	Dental Assisting Program accredited.

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 ongoing.

August 25	All-campus retreat: Update on Self-Study
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Winter 2007

Editing and evidence verification 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 Physician Assistant Program reaccredited for five years.
May 29 Self-Study Report submitted to RCCD Board of Trustees

Fall 2007

October 8 - 11 ACCJC Team Visit for Candidacy

Winter 2008

January 9 -11 Awarded Candidacy for college status by the ACCJC

Spring 2008

Reconvened Standard Committees, reflective of updated Strategic Planning Subcommittee structure
Selected Accreditation Steering Committee leadership

Summer 2008

Completed second complete cycle of Administrative Unit Program Review (second year)

Fall 2008

Standard Subcommittees convened, writing carried out

Winter 2009

Self-Study editing

Spring 2009

March 4 "Managers' Accreditation Marathon"
March 4 "Sneak Preview of the 2009 Self-Study Report: Video "Attack of the Killer Tomatoes/Accreditors," and working session for faculty and staff
March 9 Working session for ASRCC-MV
March 11 - 17 Formatting sessions
April 6 Presentation to Academic Senate
April 23 Presentation to Strategic Planning Committee
April 24 Student Services retreat
April 24 - June 5 Hardcopy final draft available for drop-in viewing
June 16 Presentation at Board of Trustees committee meeting
June 23 Board of Trustees board meeting: Signatures

ABSTRACT OF THE MORENO VALLEY COLLEGE SELF-STUDY

Institutional Commitments: This self-study is the expression of a college that is committed to its mission of serving “all who can benefit” from instruction in its 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 career and technical education programs responsive to a growing economy and community, with a special emphasis on health care and public services; 3) to helping incoming students complete the foundation of basic skills essential for further academic, economic, and social success in an information-driven economy.

Evaluation, Planning, and Improvement: Virtually every standard and substandard of this self-study responds to utilizing information from program reviews, integrating college planning and budgeting processes, and evaluating and reporting outcomes of the recommendations resulting from the review-driven planning. The district and the college have put into place a comprehensive program review process, both cyclical and annual. The self-study repeatedly highlights the college’s commitments to make instructional program review the engine that drives the strategic planning process and to put student learning at the heart of instructional program review. Instructional program review should inform the development of program review goals for every unit of campus. Student services, facilities, budget, and administrative services—all coordinate their efforts with the college 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 participatory and effective role this body plays. Its central role is reflected in this self-study in the 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 Moreno Valley College’s 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, the college builds upon the 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 needs of the faculty, disciplines, and departments at Moreno Valley College. The self-study makes the case that continuous and sustainable improvement on both of these fronts—institutional report-back mechanisms and timely availability of meaningful data—is the cornerstone to the evaluation and improvement of 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 Moreno Valley College in enacting an outcomes-based approach to student learning. This commitment to student learning outcomes is evident in the college’s participation in the districtwide Assessment and Curriculum Committees. By fall 2007, virtually all district course outlines of record had 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 districtwide disciplines—notably mathematics and English—led the early way in outcomes assessment projects. Geography, Fire Technology, and a host of other college-specific programs or districtwide disciplines now also demonstrate exceptionally well how improvement of student learning is central to assessment of student learning outcomes. At the same time, Moreno Valley College is working to promote best-practices delivery of instruction on several fronts: from basic skills offerings, to an array of learning communities that focus on the learning needs of underserved populations, to the college’s Center for Faculty and Professional Development. Student Services has also developed demonstrable student learning outcomes as appropriate. At the

same time, challenges remain for continued progress: confronting the challenge posed to transfer mission by the limited basic skills of the majority of entering students; expanding transfer-level offerings in the liberal arts and sciences; continuing to bolster support for part-time instructors and ultimately improving the ratio of full-time to part-time instructors.

Organization: The self-study documents the organizational advances made in preparation for the transition to college status. The Moreno Valley Strategic Planning Committee held its first meeting in spring 2005. The Moreno Valley Academic Senate was installed in fall 2005, its members elected according to the process stipulated by the newly ratified senate constitution. And in fall 2006, a new campus administrative structure went into effect, headed by a president and two vice presidents. These developments reflect the larger restructuring of the district as it prepared for the shift from to a multicollege district. 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 Moreno Valley College to acquire more autonomy and equity. Especially in the matter of budget, greater control and equity has provided more flexibility and responsiveness in achieving the college's specific educational missions. While the college has special role as the healthcare college in the district, it firmly supports the single district general education curriculum, which will afford the greatest options and continuity to all RCCD students. Reflecting the commitment to being a learner-centered institution that is driven by instructional program review and participatory strategic planning, Moreno Valley College will continue improving the transparency and responsiveness of the its governance structure.

Integrity: Moreno Valley College already enjoys a culture of openness. 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 such a commitment to integrity on at least three levels. First, planning is 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 is 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 public documents.

Dialogue: Despite efforts at stylistic continuity, this self-study is bursting with a diversity of voices; as the lists of contributors reveal, almost everybody at the college 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, the self-study reflects above all Moreno Valley College's culture of openness, of fearlessness even. Faculty, administrators, and staff—all are confident about their strengths and sure of their future, yet for that reason they feel free to be hard on themselves. 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 the college's 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 an expression of our ambition. 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 career and technical education programs are models of success, our transfer offerings solid and growing, our student services comprehensive and accessible.

THEMES

INSTITUTIONAL COMMITMENTS

The Moreno Valley College 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 College community take this mission seriously as they strive together to meet these needs. Throughout this self-study, this institutional commitment is reflected in the all the programs and services the college offers. The Moreno Valley College mission is integrated into the strategic planning process, which is overseen by the Moreno Valley Strategic Planning Committee, in consultation with the Academic Senate and other stake-holding groups, both at the college and in the community. Thus, Moreno Valley College has put review of its mission at the center of its whole planning and decision-making process, and it uses that mission to guide its actions.

A site survey carried out by the Riverside County Economic Development Agency in 1997 indicated that surrounding community needed programs in health-related fields. This led to one aspect of the college's mission: the commitment to those individuals seeking life-long learning, especially in health and public services. Not only does Moreno Valley College provide programs in health and public services, but also cooperation between the college and three feeder high schools has resulted in the creation of “health career academies,” making Moreno Valley College part of an articulated pathway from K-12 education to area employment. Moreover, the three early and middle college high schools affiliated with Moreno Valley College have developed career pathways in the health sciences. Thus evident is the institutional commitment to provide programs that lead to degrees and certificates in health and public service careers, as well as the 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 college illustrates its commitment to the “pre-collegiate” part of its mission: basic skills programs. Many steps have been taken by the college 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 its 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 campus resources and of gaining a clearer understanding of student potential. Furthermore, the college has a high-functioning Basic Skills Committee, the chair of which holding 50 percent reassignment to develop coherent and responsive basic skills programs. Additionally, to promote student success

*Institutional
Commitments
(Continued)*

and transfer, the college coordinates with its 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 Moreno Valley College. The college provides 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. Career and educational 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 today's 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 College 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 an earlier 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 Riverside Community College District (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.

Moreno Valley College 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 college community in achieving its mission. In fact, the development and recent affirmation of the Moreno Valley College Mission Statement itself is a reflection of the theme of evaluation, planning, and improvement. At the time the college was 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 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 Strategic Planning Committee and the RCCD Board of Trustees. The planning process provided the mechanism needed to improve the prior draft of the mission statement.

Evaluation,
Planning, and
Improvement
(Continued)

The theme of evaluation, planning, and improvement is imbedded in the entire Moreno Valley Campus Self-Study document and reflects the college's commitment to its mission statement. Each section of the self-study also offers examples of how evaluation, planning, and improvement at Moreno Valley College reflect and respond to the 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 an educational master plan for the college 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 Moreno Valley College. Standard IV, especially, highlights the role of collaboration and systematic feedback in effective planning and implementation of improvements that support the college's mission.

**STUDENT
LEARNING
OUTCOMES**

Student Learning Outcomes (SLOs)—both course/program outcomes and broader general-education competencies—guide the activities of Moreno Valley College 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 at Moreno Valley College. The districtwide disciplines, through comprehensive instructional program review, oversee quality control and the establishment of clear and appropriate student learning outcomes. The program review process, which was significantly revised in 2000-01, continues to be refined 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 and college Curriculum Committees assist in this task by approving the course outlines of record (CORs) for each course offered in the district and college, respectively. Instructors at Moreno Valley College 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 Committee, the Program Review Committee, and the Curriculum Committee. The District Assessment Committee (DAC) was formed with the goal of using outcomes assessment to improve instruction and learning, and in the past eight 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 districtwide efforts, the services provided by the college 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.

Student Learning Outcomes (Continued)

In conformity with state requirements, career and technical education programs at Moreno Valley College 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 the college's career and technical education 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 Moreno Valley 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 nonparticipant 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 the college's institutional mission, insists on clearly stated criteria, and stipulates that hires "[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." Moreno Valley College responded to these initiatives in 2006 and updated its response in 2007. The Instructional Programs Subcommittee of the Moreno Valley Strategic Planning Committee is responsible for monitoring college progress towards achieving this goal. There has been broad participation in reviewing student learning outcomes as part of the annual program review updates developed by discipline representatives at the college. The noninstructional 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 Moreno Valley College is inclusive and engaging. It is also complex: a mixture of district-based and local college 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 Moreno Valley College's 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, Moreno Valley College has made inclusive, informed, and intentional efforts to define student learning outcomes

Organization
(Continued)

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 six multidisciplinary departments gather the information, rank requests, and present them at the Moreno Valley College Academic Planning Council (consisting of department chairs, assistant chairs, and the dean of instruction) where all requests are considered and prioritized. Noninstructional 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 noninstructional program review information concerning resources is conveyed, if applicable, to both the college 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 College faculty. The senate makes recommendations to the Board of Trustees concerning policies and procedures related to academic and professional matters. The 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 college also elects two faculty representatives to serve on each district senate subcommittee, and each department elects a representative to the Curriculum Committee, the chair of which serves on the districtwide 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 originally created with nine subcommittees that were formed to align with the major accreditation substandards. In 2008, the subcommittees were reorganized to mirror the four accreditation standards. Every full-time employee, as well as representatives from the Associated Students of the Moreno Valley College, serves on at least one of the following subcommittees, with administrators serving as resource personnel: Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance. These subcommittees, having representation from faculty, staff, and students, are designed to make recommendations to the Moreno Valley Strategic Planning Committee which votes to forward these recommendations to the college 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 twice monthly cabinet meetings which are convened by the president and include the vice presidents. In addition, it goes to the Moreno Valley Management Council (president, vice presidents, deans, directors, and Academic Senate and associated students representation), which the president convenes monthly. In addition, The vice president of educational services meets weekly with the deans and regularly attends Academic Senate meetings. Other administrators have developed a similar practice of attending the Senate meetings.

Organization
(Continued)

The 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 Moreno Valley College, in order to gain greater control of college-specific decision-making. 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 Moreno Valley College in these forums and report back to their constituents at the college 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 faculty and from noncampus-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 Moreno Valley College. 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). Moreno Valley College engages in intracampus dialogue, intercampus dialogue, and dialogue with the communities the college serves.

Using the organizational structure that has been described in the previous essay, the whole Moreno Valley College 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 at the college. Dialogue and input from the whole community were integral to the development of the Moreno Valley College Mission Statement. Informal dialogue occurs at meetings and retreats held throughout the academic year among various sectors of the Moreno Valley College community, including

- all-faculty meetings and retreats
- discipline and department meetings
- Academic Planning Council meetings
- Academic Senate
- strategic planning committee and subcommittee meetings
- staff meetings (admissions, counseling, student services, library)
- administrative meetings
- career and technical education meetings and retreats
- FLEX day activities
- online forums and discussion boards.

Moreno Valley faculty meetings provide opportunities for dialogue across disciplines and

Dialogue
(Continued)

departments on college-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.

Moreno Valley College communicates with its sister colleges through a district committee structure. Districtwide discipline meetings promoting dialogue among members from different colleges 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 Committee, the Program Review Committee, and the district Curriculum Committee are instrumental in the work of maintaining the one-curriculum concept throughout the district. College 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 college and assists with data requests for program review. The Academic Senate, Academic Planning Council, and Moreno Valley Strategic Planning Committee all have district counterparts to encourage communication and collaboration among the colleges. Regular districtwide meetings of noninstructional 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 College advisory committees for career and technical education programs embrace inclusive, informed, and intentional dialogue. These 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, career and technical education programs at Moreno Valley College rely on advisory committees of area professionals for assistance in developing effective student outcomes and assessment guidelines for particular programs and 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**

Moreno Valley College, 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 Moreno Valley College, which is the most ethnically diverse college of the Riverside Community College District.

Moreno Valley College values equity and diversity in regards to its students, faculty, administrators and staff. The faculty, administrators, and staff reflect the commitment to

Institutional Integrity
(Continued)

diversity in hiring. Moreno Valley staff, faculty, and administrators receive diversity training prior to participating on hiring committees. The nondiscrimination 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.)

College and district publications are accessible, appropriate, and well presented. The Catalog, updated yearly, provides information about educational courses, programs, and transfer policies. Moreno Valley College considers this document a contract with the students and adheres to published information as an indicator of 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 college.

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 college 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 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 of Trustees 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 college also adheres to Board of Trustees policies that deal with discrimination, harassment, and nepotism.

Moreno Valley College 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 College Student Service programs and activities include a number of initiatives that focus specifically on reaching out to diverse student populations, further illustration of the college's 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 college provides the services to the community described in the mission statement. The college also sponsors clubs and organizations representing gender, religious, sexual orientation, and ethnic diversity.

Institutional Integrity
(Continued)

Institutional integrity is also demonstrated in the manner in which the district and the campus treat employees. Board Policy 7120 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 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 college carries out its mission of offering academic programs and student support defines Moreno Valley College.

DEMOGRAPHIC DATA

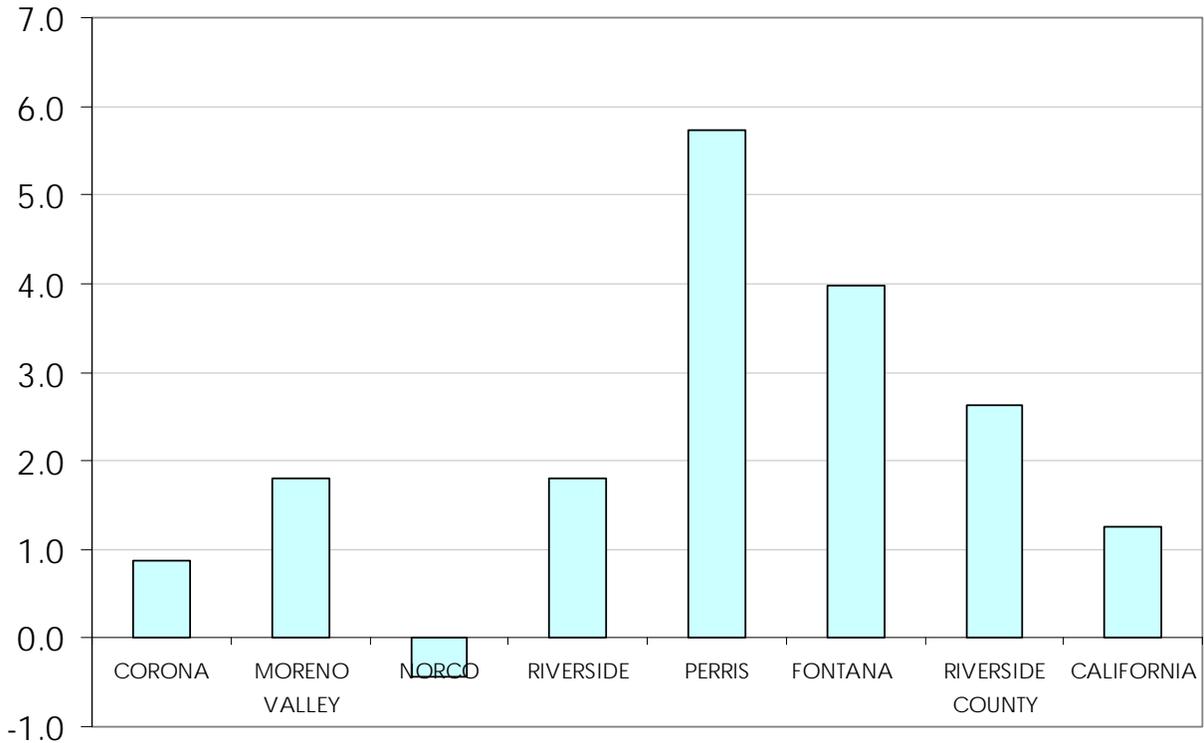
Riverside Community College District Service Area
 City Population Estimates with Annual Percent Change
 2007 & 2008

City/County	Total Population		Percent Change
	2007	2008	
RIVERSIDE	2,034,840	2,088,322	2.6
BANNING	28,293	28,348	0.2
BEAUMONT	28,271	31,477	11.3
BLYTHE	22,636	21,695	-4.2
CALIMESA	7,420	7,536	1.6
CANYON LAKE	10,979	11,051	0.7
CATHEDRAL CITY	52,151	52,465	0.6
COACHELLA	38,515	40,517	5.2
CORONA	146,147	147,428	0.9
DESERT HOT SPRINGS	24,907	26,068	4.7
HEMET	73,299	74,185	1.2
INDIAN WELLS	4,945	5,025	1.6
INDIO	77,208	81,512	5.6
LAKE ELSINORE	47,669	49,807	4.5
LA QUINTA	41,125	42,958	4.5
MORENO VALLEY	180,603	183,860	1.8
MURRIETA	97,329	100,173	2.9
NORCO	27,375	27,255	-0.4
PALM DESERT	49,789	50,907	2.2
PALM SPRINGS	46,893	47,251	0.8
PERRIS	50,701	53,605	5.7
RANCHO MIRAGE	16,957	17,057	0.6
RIVERSIDE	291,611	296,842	1.8
SAN JACINTO	34,371	35,672	3.8
TEMECULA	98,009	101,057	3.1
BALANCE OF COUNTY	537,637	554,571	3.1
RIVERSIDE COUNTY	2,034,840	2,088,322	2.6

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2007 and 2008*.
 Sacramento, California, May 2008.

Riverside Community College District Service Area General Population – Selected Cities 2007-08

**Percentage Growth, General Population, 2007-08
Selected Cities in RCCD Service Area**

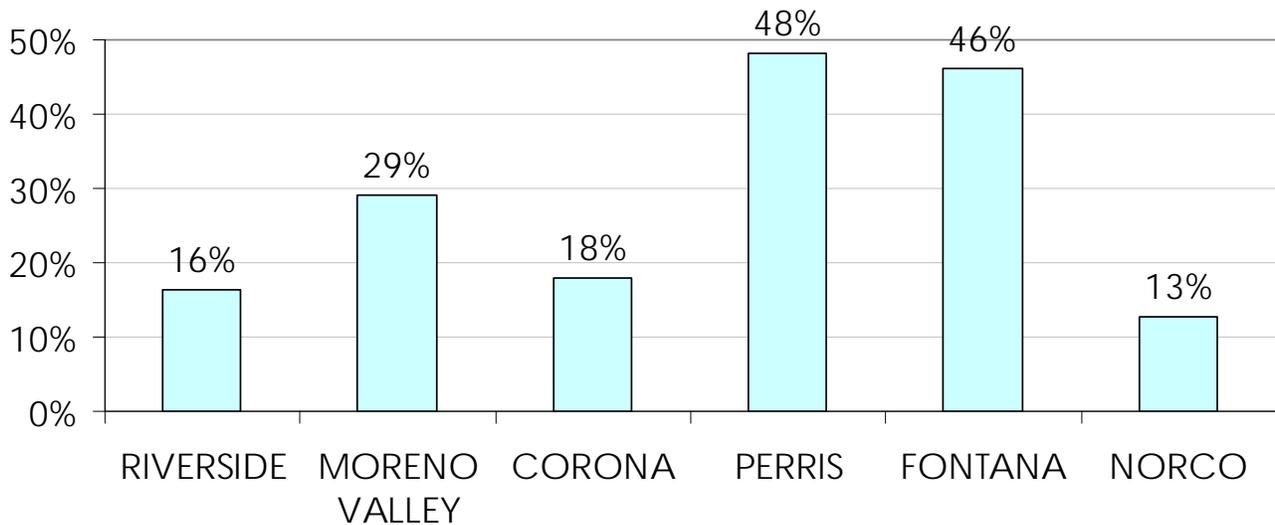


	2007	Change from 2007-08
RIVERSIDE COUNTY	188,498	2.6
CORONA	147,428	0.9
MORENO VALLEY	183,860	1.8
NORCO	27,255	-0.4
RIVERSIDE	296,842	1.8
PERRIS	53,605	5.7
SAN BERNARDINO COUNTY	2,055,766	1.5
FONTANA	188,498	4.0
CALIFORNIA	38,049,462	1.3

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2007 and 2008*. Sacramento, California, May 2008.

Riverside Community College District
RCCD Service Area
Population Changes for Selected Cities
2000 - 2008

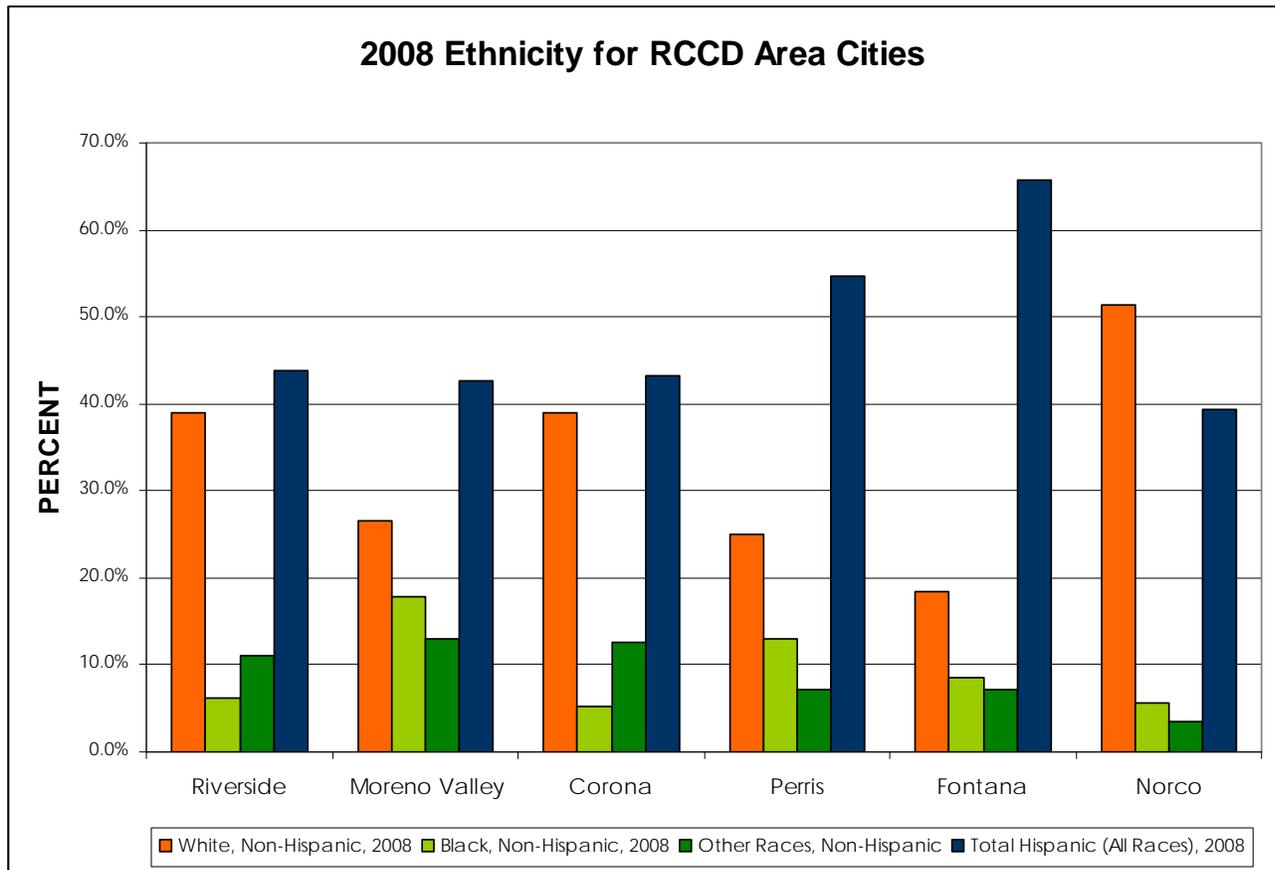
Percent Change, 2000-2008



	RIVERSIDE	MORENO VALLEY	CORONA	PERRIS	FONTANA	NORCO
Population, 2000	255,166	142,381	124,966	36,189	128,929	24,157
Population, 2008	296,842	183,860	147,428	53,605	188,498	27,255
Percent Change, 2000-2008	16%	29%	18%	48%	46%	13%

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.

Riverside Community College District
 RCCD Service Area
Ethnicity
 2008

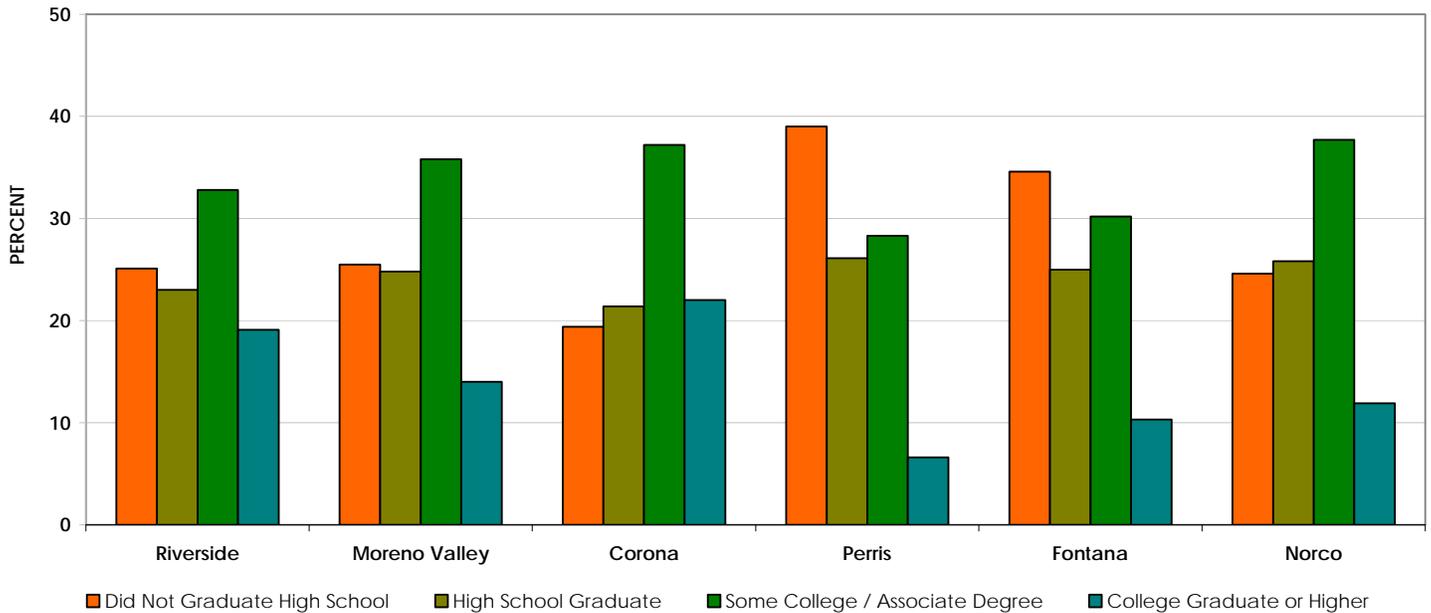


	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
White, Non-Hispanic, 2008	186,173	60,544	87,021	27,960	44,338	14,693
Black, Non-Hispanic, 2008	29,476	40,712	11,481	14,648	20,674	1,584
Other Races, Non-Hispanic	52,977	29,874	28,165	8,050	17,506	1,021
Total Hispanic (All Races), 2008	209,381	97,534	96,340	61,343	158,340	11,271
Total Population, 2008	478,007	228,664	223,007	112,001	240,858	28,569

Source: EMSI Fall Covered Employment – Fall 2008.

Riverside Community College District RCCD Service Area Educational Attainment 2000

2000 Educational Attainment for RCCD Service Area Cities



(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

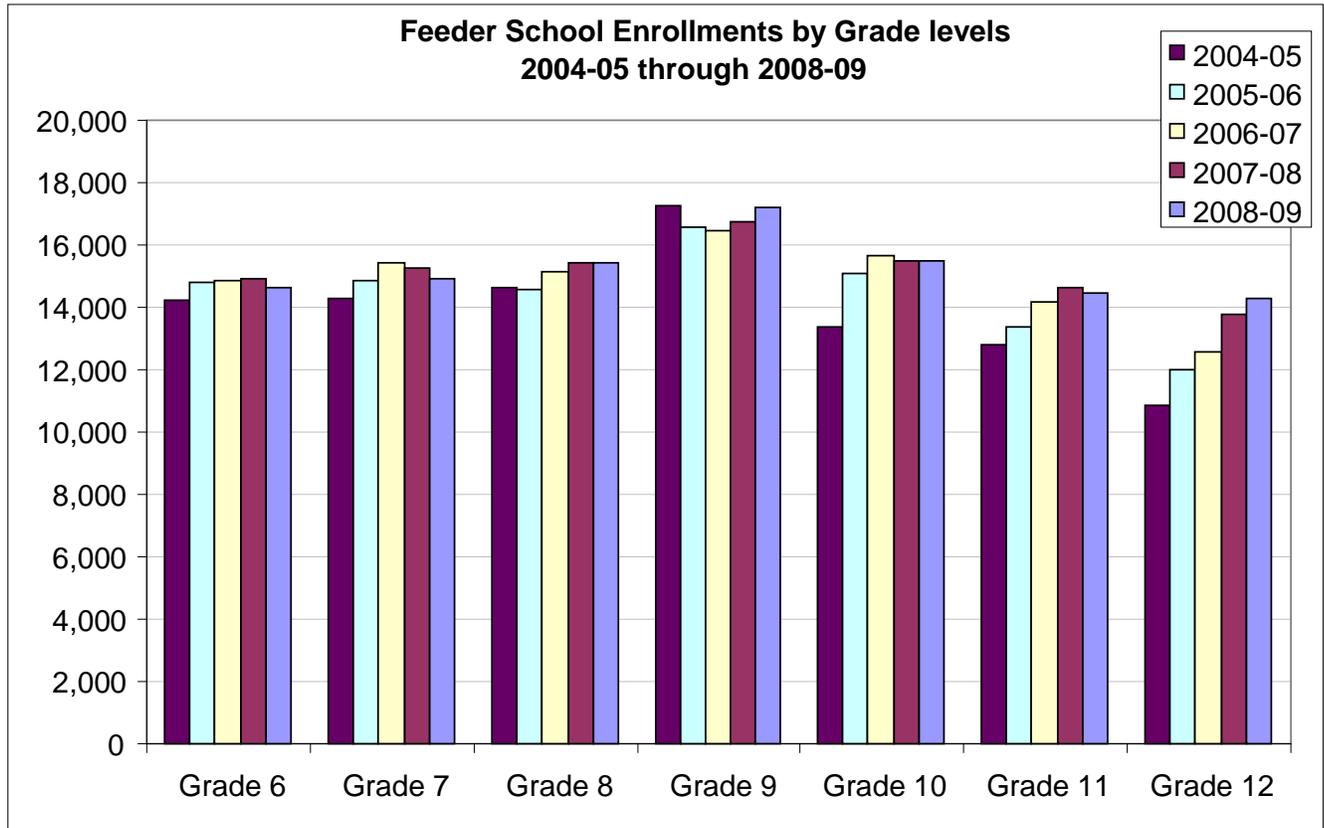
Source: State of the Cities Data Systems (SOCDS), <http://socds.huduser.org/index.html>

RCCD Service Area
Feeder School Enrollments
 by District and Grade Levels
 2004-05 through 2008-09

Feeder District		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alvord	2008-09	1,508	1,520	1,611	2,216	1,464	1,204	1,040
Alvord	2007-08	1,506	1,605	1,601	2,156	1,484	1,211	1,000
Alvord	2006-07	1,590	1,601	1,625	2,119	1,545	1,167	905
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
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Corona-Norco	2008-09	4,025	4,092	4,373	4,373	4,218	4,173	4,258
Corona-Norco	2007-08	4,020	4,105	4,149	4,140	4,101	4,101	4,038
Corona-Norco	2006-07	3,985	4,063	3,916	3,976	4,043	3,918	3,665
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
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Jurupa	2008-09	1,565	1,566	1,627	1,706	1,679	1,543	1,517
Jurupa	2007-08	1,634	1,628	1,689	1,679	1,574	1,596	1,533
Jurupa	2006-07	1,613	1,724	1,660	1,568	1,654	1,669	1,372
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
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Moreno Valley	2008-09	2,758	2,840	2,910	2,947	2,952	2,788	2,827
Moreno Valley	2007-08	2,878	2,956	2,993	3,000	2,952	2,878	2,794
Moreno Valley	2006-07	2,945	2,950	3,046	3,005	2,999	2,787	2,757
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
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Riverside	2008-09	3,302	3,378	3,324	4,460	3,730	3,266	3,281
Riverside	2007-08	3,277	3,384	3,421	4,265	3,827	3,452	3,013
Riverside	2006-07	3,202	3,515	3,378	4,281	4,030	3,242	2,779
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
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Val Verde	2008-09	1,488	1,502	1,566	1,521	1,446	1,463	1,382
Val Verde	2007-08	1,577	1,594	1,597	1,520	1,545	1,372	1,411
Val Verde	2006-07	1,539	1,589	1,510	1,535	1,385	1,365	1,120
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

Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, April 2009.
 RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde

RCCD Service Area
 Feeder School District Enrollments
 by Grade Levels
 2004-05 through 2008-09

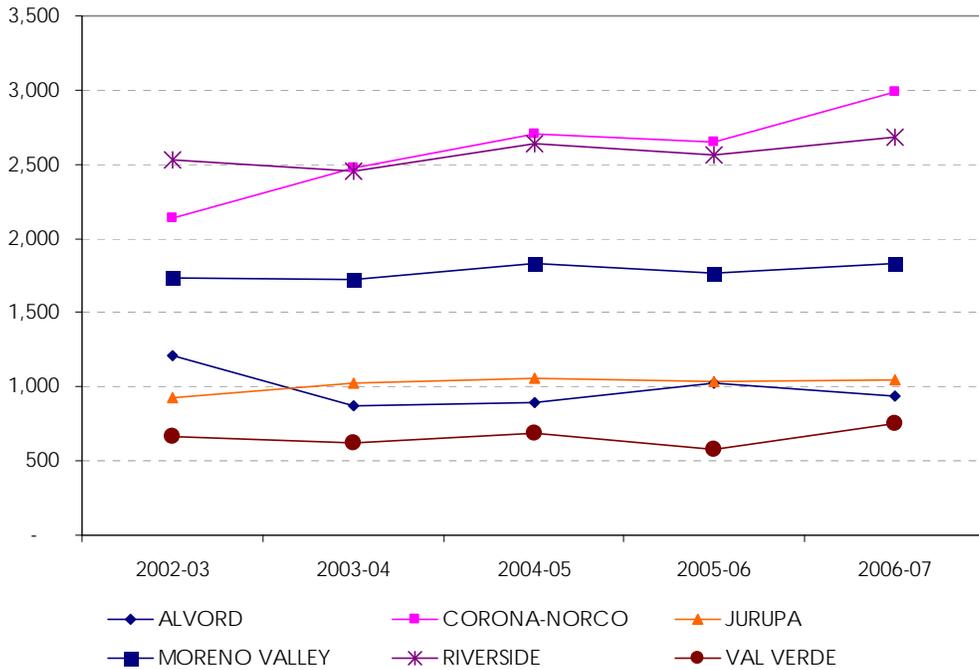


		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District Totals	2008-09	14,646	14,898	15,411	17,223	15,489	14,437	14,305
District Totals	2007-08	14,892	15,272	15,450	16,760	15,483	14,610	13,789
District Totals	2006-07	14,874	15,442	15,135	16,484	15,656	14,148	12,598
District Totals	2005-06	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

Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, April 2009.
 RCCD feeder school districts include Alford, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area RCCD Feeder High School District Graduates 2002-03 through 2006-07

Graduates from RCCD Feeder School Districts

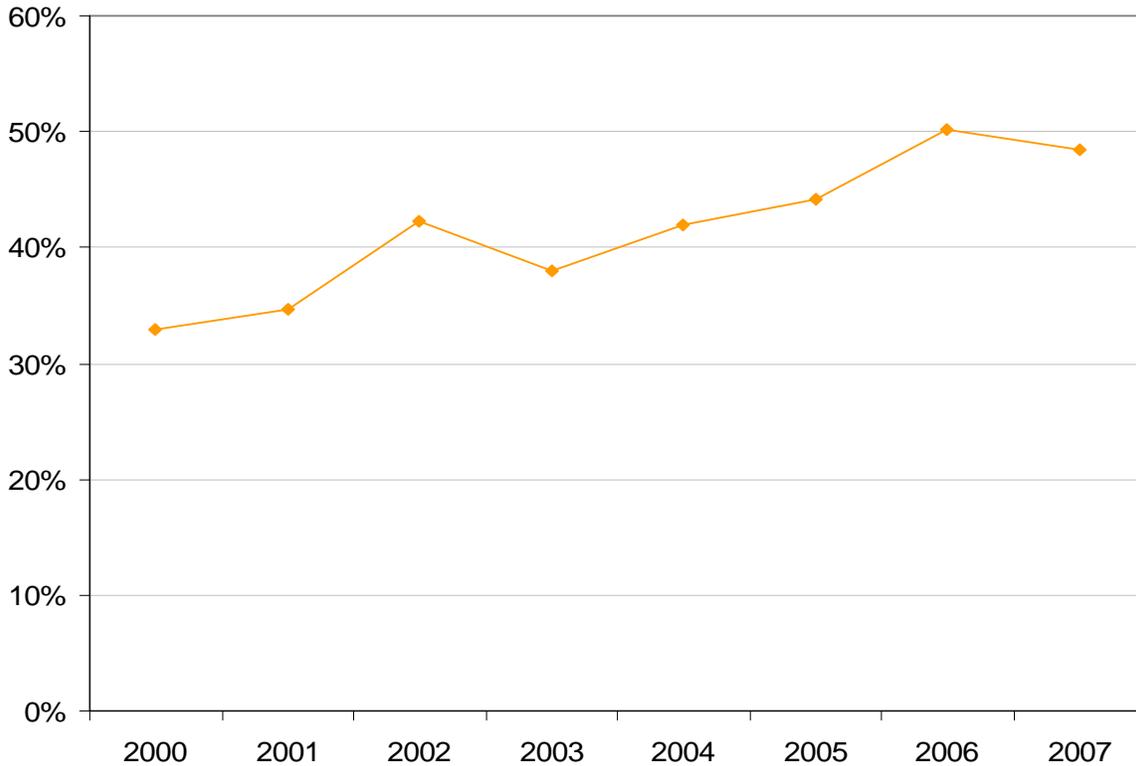


	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2002-03 to 2006-07
ALVORD	1,207	872	899	1,020	934	-23%
CORONA-NORCO	2,134	2,479	2,707	2,647	2,991	40%
JURUPA	923	1,029	1,055	1,034	1,044	13%
MORENO VALLEY	1,738	1,724	1,837	1,762	1,833	5%
RIVERSIDE	2,529	2,455	2,636	2,566	2,683	6%
VAL VERDE	664	618	685	578	752	13%
TOTAL	9,195	9,177	9,819	9,607	10,237	11%

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

RCCD Service Area College Going Rates for RCCD Feeder Districts 2000 - 2007

RCCD College Going Rates 2000-2007



College Going Rate

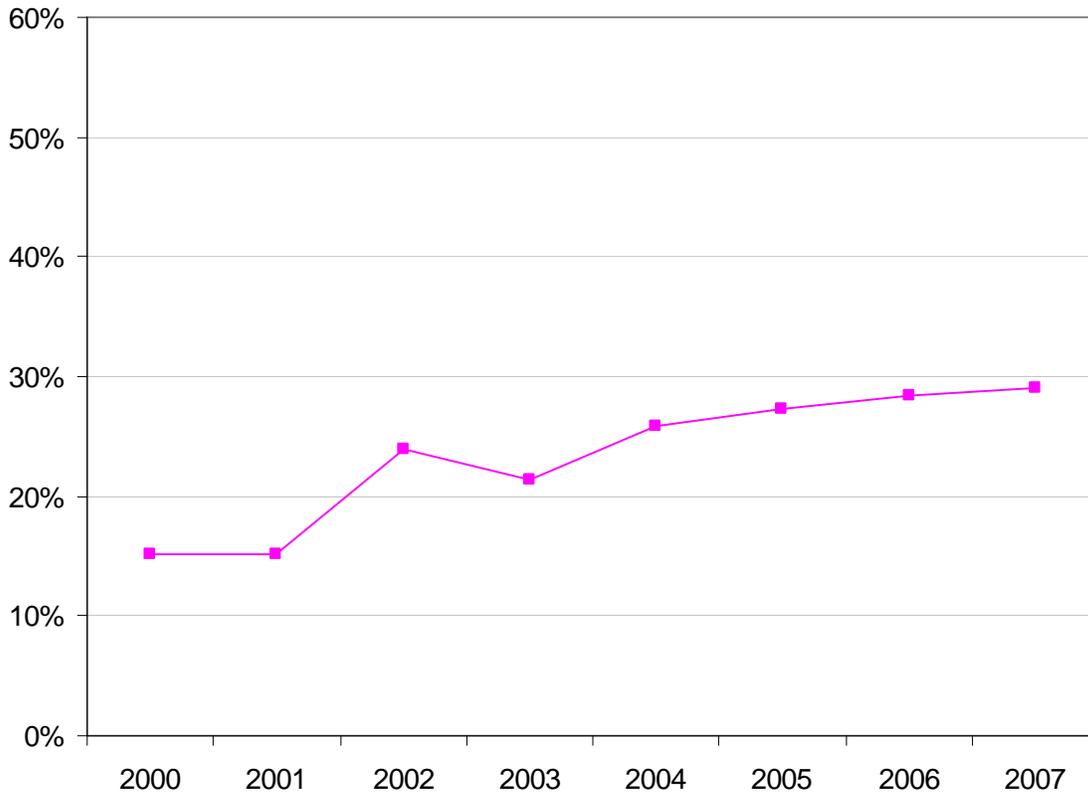
2000	32.9%
2001	34.7%
2002	42.2%
2003	37.9%
2004	42.0%
2005	44.2%
2006	50.2%
2007	48.4%

“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/>.

RCCD Service Area Capture Rates for RCCD Feeder Districts 2000 - 2007

RCCD Capture Rates, 2000-2007



Capture Rate

2000	15.2%
2001	15.2%
2002	24.0%
2003	21.4%
2004	25.9%
2005	27.3%
2006	28.4%
2007	29.1%

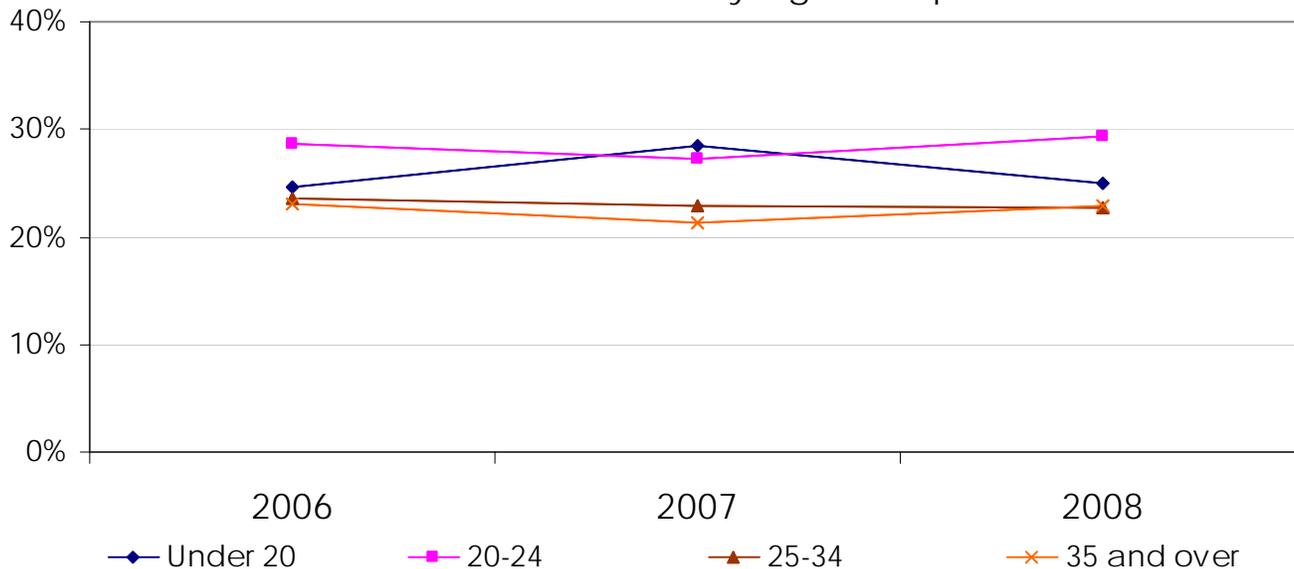
“Capture Rate” is the percent of recent high school graduates from the service area who are 19 years and under and attending Riverside Community College during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside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

Source:

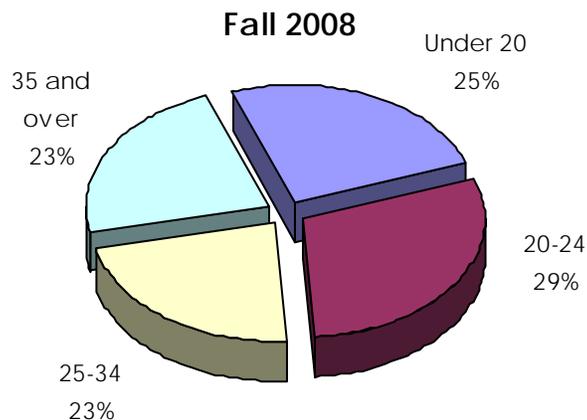
California Postsecondary Education Commission webpage: <http://www.cpec.ca.gov/>

Moreno Valley Campus Student Demographics Age Groups Fall 2006, 2007 & 2008

Student Headcount by Age Group



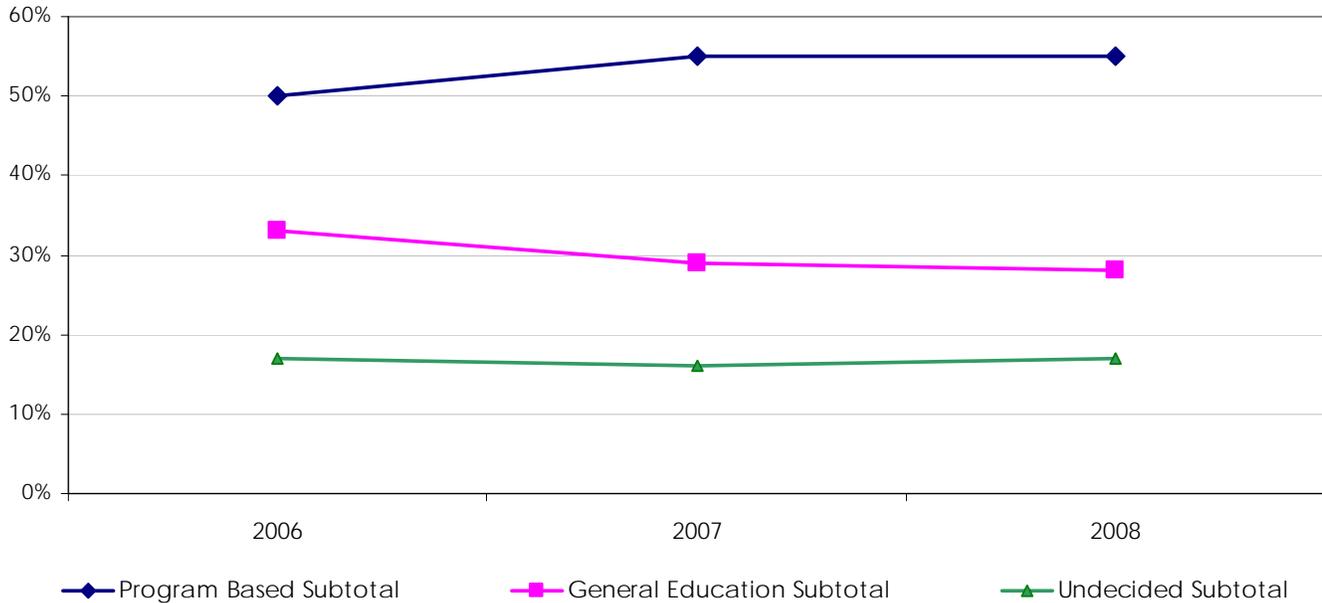
Age Groups	2006	2007	2008
Under 20	2,319 25%	2,697 28%	2,723 25%
20-24	2,699 29%	2,587 27%	3,187 29%
25-34	2,217 24%	2,164 23%	2,472 23%
35 and over	2,169 23%	2,022 21%	2,482 23%
Total	9,404 100%	9,470 100%	10,864 100%



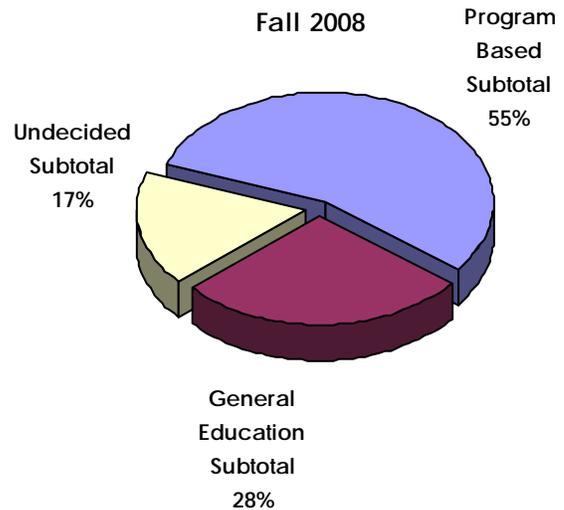
Source for all Moreno Valley Campus data: Internal RCCD MIS Data Repository

Moreno Valley Campus Student Demographics Educational Goal Fall 2006, 2007 & 2008

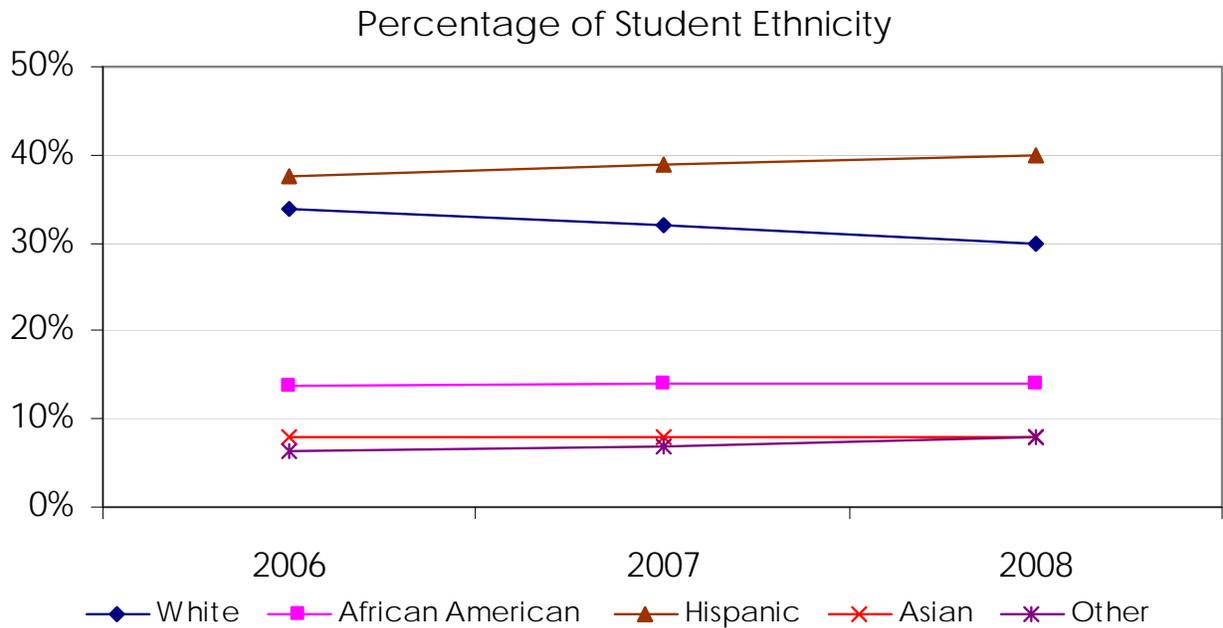
Student Educational Goal in Percentages



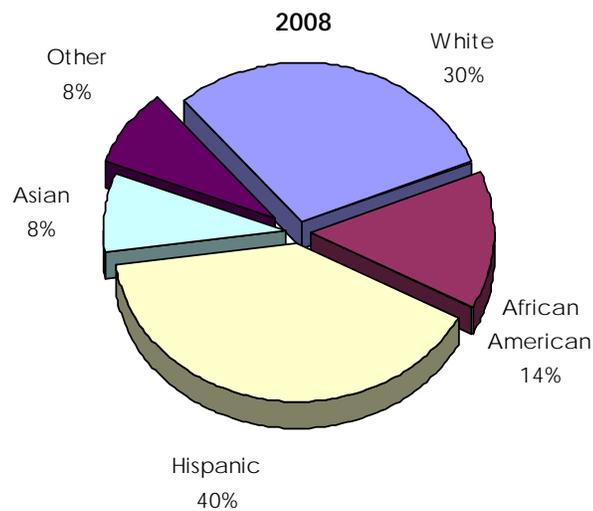
Educational Goal	2006	2007	2008
BA W/AA	3,143	3,498	3,957
BA W/O AA	557	600	680
AA W/O TRANSFER	531	625	741
2YR VOC DEG WO TRANS	209	210	191
2YR VOC CERT WO TRANS	305	234	293
4YR COLLEGE STUDENT			123
Program Based Subtotal	4,745	5,167	5,985
	50%	55%	55%
PLANNING IN PROGRESS	178	149	168
NEW CAREER PREP	538	479	556
UPDATE JOB SKILLS	1,668	1,471	1,491
MAINTAIN CERT OR LIC	132	136	188
ED DEVELOPMENT	212	181	251
IMPROVE BASIC SKILLS	146	138	151
COMPLETE HS CRED/GED	231	222	233
General Education Subtotal	3,105	2,776	3,038
	33%	29%	28%
UNDECIDED	1,506	1,455	1,707
UNCOLLECTED/UNREPORTED	48	76	134
Undecided Subtotal	1,554	1,531	1,841
	17%	16%	17%
Total	9,404	9,474	10,864



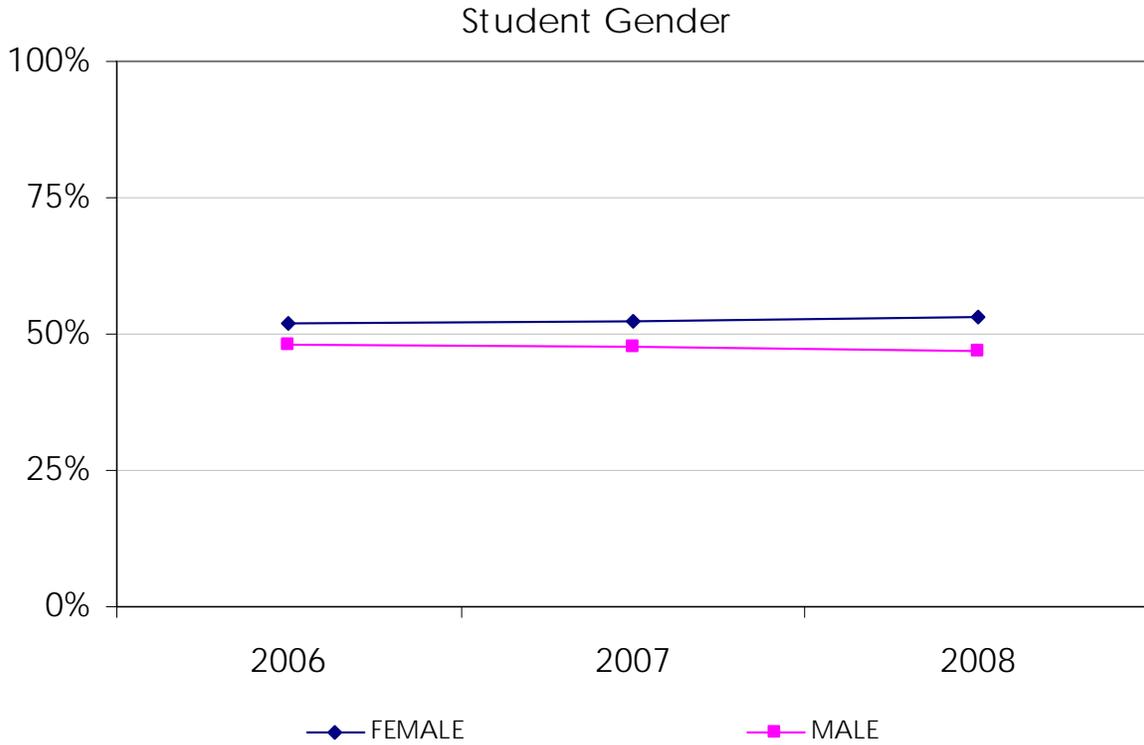
Moreno Valley Campus
Student Demographics
Ethnicity
Fall 2006, 2007 & 2008



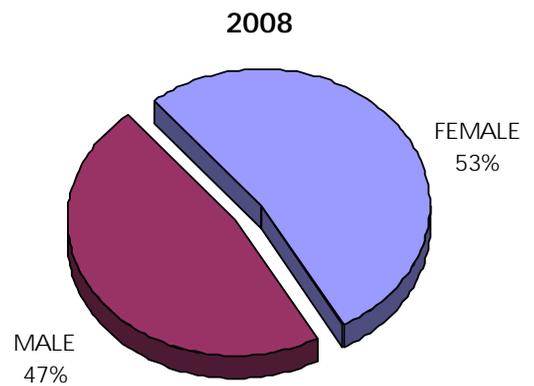
Ethnicity	2006	2007	2008
White	3,192 34%	2,997 32%	3,278 30%
African American	1,306 14%	1,337 14%	1,572 14%
Hispanic	3,543 38%	3,738 39%	4,326 40%
Asian	755 8%	750 8%	819 8%
Other	608 6%	652 7%	869 8%
Total	9,404 100%	9,474 100%	10,864 100%



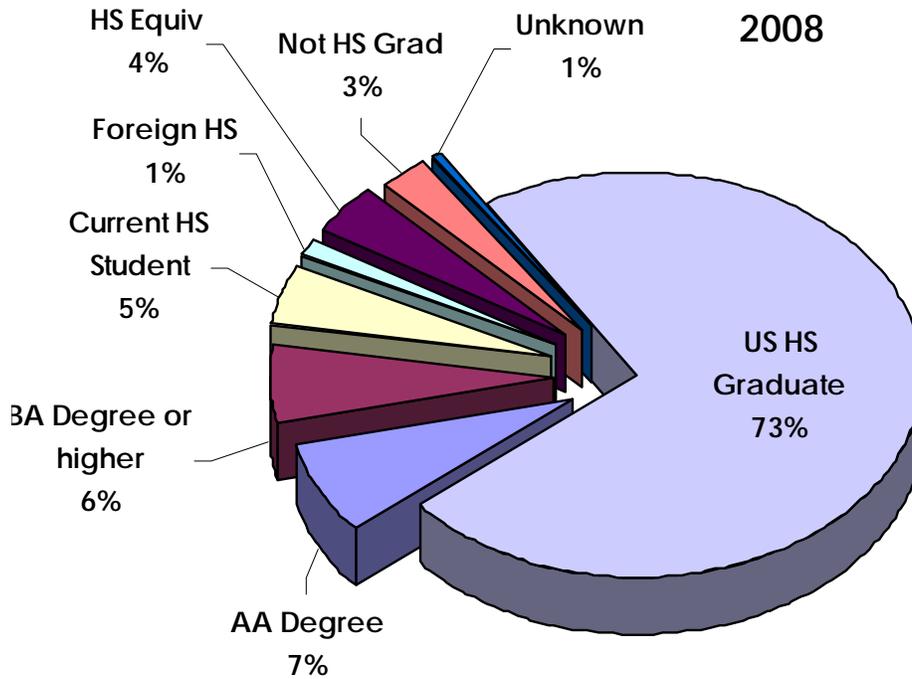
Moreno Valley Campus
Student Demographics
Gender
Fall 2006, 2007 & 2008



Gender	2006	2007	2008
FEMALE	4,885 52%	4,950 53%	5,705 53%
MALE	4,487 48%	4,478 47%	5,062 47%
Total	9,372 100%	9,428 100%	10,767 100%

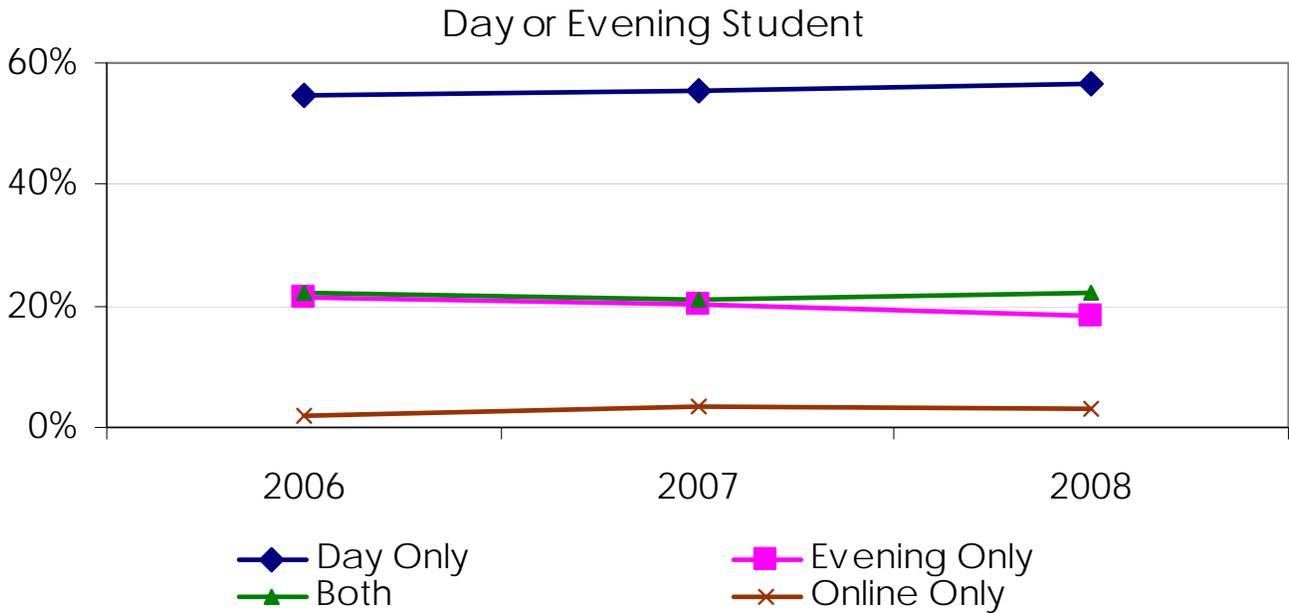


Moreno Valley Campus
Student Demographics
Prior Education
Fall 2006, 2007 & 2008

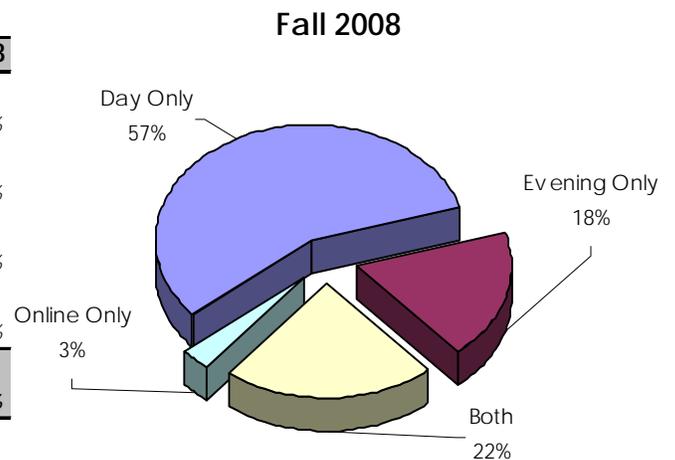


Prior Education	2006	2007	2008
AA Degree	538	478	811
	6%	5%	7%
BA Degree or higher	596	597	653
	6%	6%	6%
Concurrent HS Student	486	526	537
	5%	6%	5%
Foreign HS Graduate	149	149	153
	2%	2%	1%
HS Equiv, Prof Cert, etc	345	364	440
	4%	4%	4%
Not HS Grad	353	292	294
	4%	3%	3%
Unknown	6	8	84
	0%	0%	1%
US HS Graduate	6,928	7,060	7,892
	74%	75%	73%
Total	9,401	9,474	10,864
	100%	100%	100%

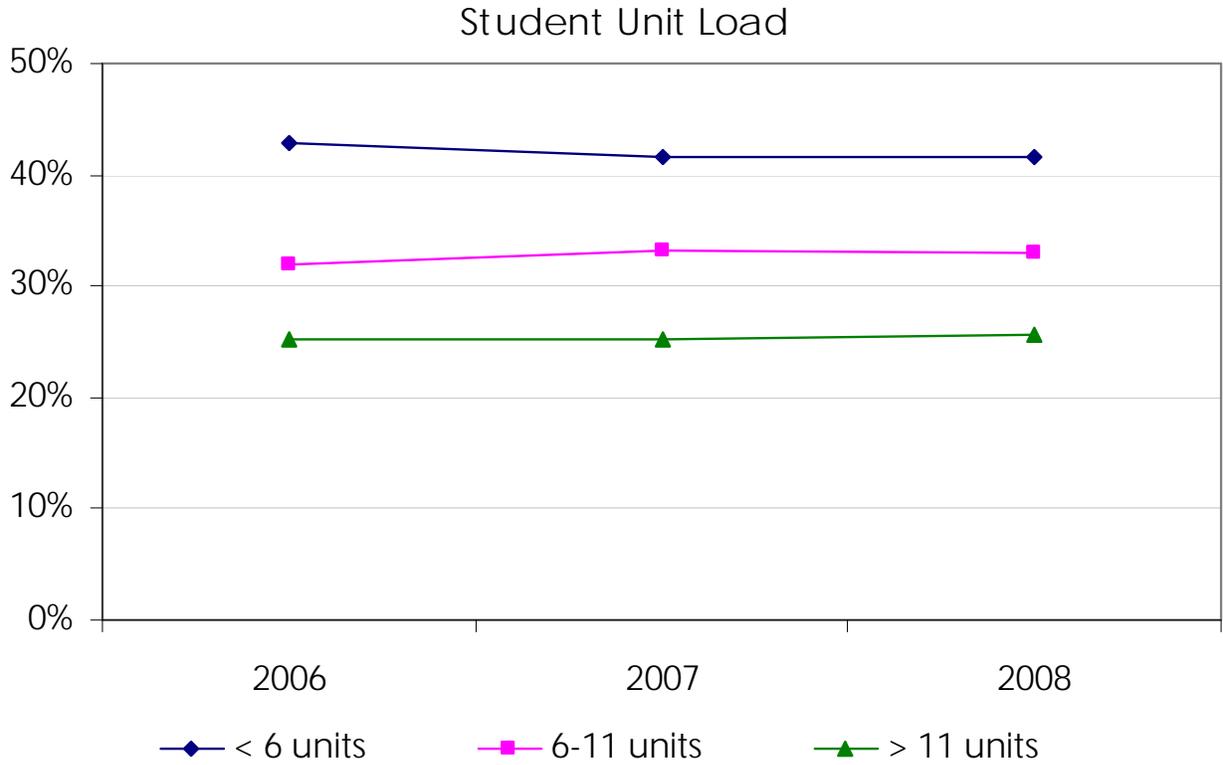
Moreno Valley Campus
Student Demographics
Day or Evening Student
Fall 2006, 2007 & 2008



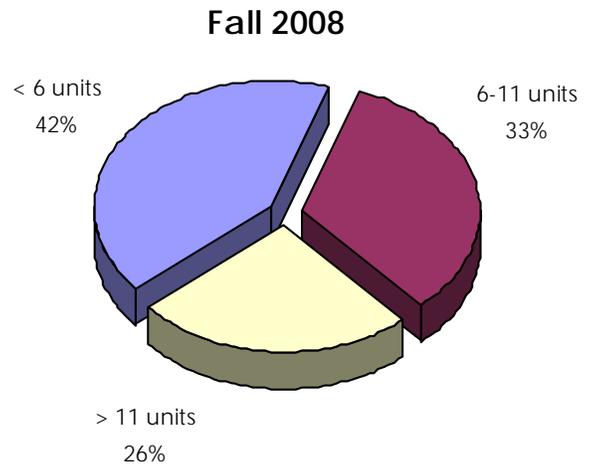
Time of Day	2006	2007	2008
Day Only	5,134	5,249	6,139
	55%	55%	57%
Evening Only	2,009	1,903	1,980
	21%	20%	18%
Both	2,069	2,001	2,409
	22%	21%	22%
Online Only	196	321	336
	2%	3%	3%
Total	9,408	9,474	10,864
	100%	100%	100%



Moreno Valley Campus
Student Demographics
Student Unit Load
Fall 2006, 2007 & 2008



Student Load	2006	2007	2008
< 6 units	4,022 43%	3,939 42%	4,511 42%
6-11 units	3,010 32%	3,138 33%	3,574 33%
> 11 units	2,375 25%	2,397 25%	2,779 26%
Total	9,407 100%	9,474 100%	10,864 100%



Riverside Community College District
 Student Outcomes
 Retention Rates, Disciplines A-D
 Fall 2008

Discipline	Retention Rates
Accounting	78.3%
Administration of Justice	95.0%
Air Conditioning/Refrig.	90.5%
American Sign Language	86.1%
Anatomy & Physiology	80.4%
Anthropology	85.9%
Applied Digital Media	92.0%
Arabic	79.8%
Architecture	75.0%
Art	86.1%
Astronomy	82.1%
Automotive Body	92.8%
Automotive Technology	93.3%
Biology	75.4%
Business Administration	84.8%
Chemistry	85.3%
Chinese	80.0%
Community Interpretation	91.8%
Computer App. & Office Tech.	80.8%
Computer Information Systems	85.3%
Construction	95.3%
Continuing Education-Nursing	93.5%
Cosmetology	97.8%
Culinary Arts	93.4%
Dance	85.5%
Dental Assistant	98.8%
Dental Hygiene	100.0%
Dental Technology	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.

Riverside Community College District
 Student Outcomes
 Retention Rates, Disciplines E-L
 Fall 2008

Discipline	Retention Rates
Early Childhood Studies	90.4%
Economics	83.2%
Education	82.4%
Electronics	85.2%
Emergency Medical Services	88.3%
Engineering	84.6%
English	85.8%
English as a Second Language	90.1%
Film, Television & Video	82.9%
Fire Technology	97.6%
French	70.7%
Geography	80.8%
Geology	90.2%
German	59.3%
Guidance	92.8%
Health Sciences	91.6%
Healthcare Technician	93.2%
History	84.0%
Human Services	88.7%
Humanities	84.1%
Italian	84.7%
Japanese	88.9%
Journalism	84.0%
Library	85.2%

Riverside Community College District
 Student Outcomes
 Retention Rates, Disciplines M-Z
 Fall 2008

Discipline	Retention Rates
Machine Shop Technology	90.0%
Management	82.0%
Manufacturing Technology	79.2%
Marketing	75.6%
Math	81.4%
Medical Assisting	80.4%
Microbiology	78.2%
Military Science	94.7%
Music	83.0%
Oceanography	86.6%
Paralegal Studies	82.2%
Philosophy	85.6%
Photography	73.6%
Physical Education	87.2%
Physical Science	85.2%
Physician's Assistant	98.2%
Physics	80.6%
Political Science	81.7%
Portuguese	80.6%
Psychology	82.3%
Reading	83.4%
Real Estate	90.6%
Registered Nursing	98.3%
Russian	78.0%
Senior Continuing Education	0.0%
Sociology	88.5%
Spanish	81.5%
Speech	85.9%
Theatre	86.9%
Vocational Nursing	85.4%
Welding	88.9%
Work Experience	90.4%
Grand Total	85.5%

Riverside Community College District
 Student Outcomes
 Success Rates, Disciplines A-D
 Fall 2008

Discipline	Success Rates
Accounting	46.4%
Administration of Justice	86.1%
Air Conditioning/Refrigeration	77.2%
American Sign Language	67.3%
Anatomy & Physiology	63.1%
Anthropology	64.1%
Applied Digital Media	79.5%
Arabic	55.6%
Architecture	71.0%
Art	70.9%
Astronomy	52.4%
Automotive Body	79.1%
Automotive Technology	77.1%
Biology	50.7%
Business Administration	61.9%
Chemistry	73.7%
Chinese	62.2%
Community Interpretation	82.9%
Computer Applications & Office Technology	50.1%
Computer Information Systems	52.5%
Construction	86.4%
Continuing Education-Nursing	90.9%
Cosmetology	88.5%
Culinary Arts	84.8%
Dance	69.9%
Dental Assistant	95.0%
Dental Hygiene	98.1%
Dental Technology	89.6%

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 2008

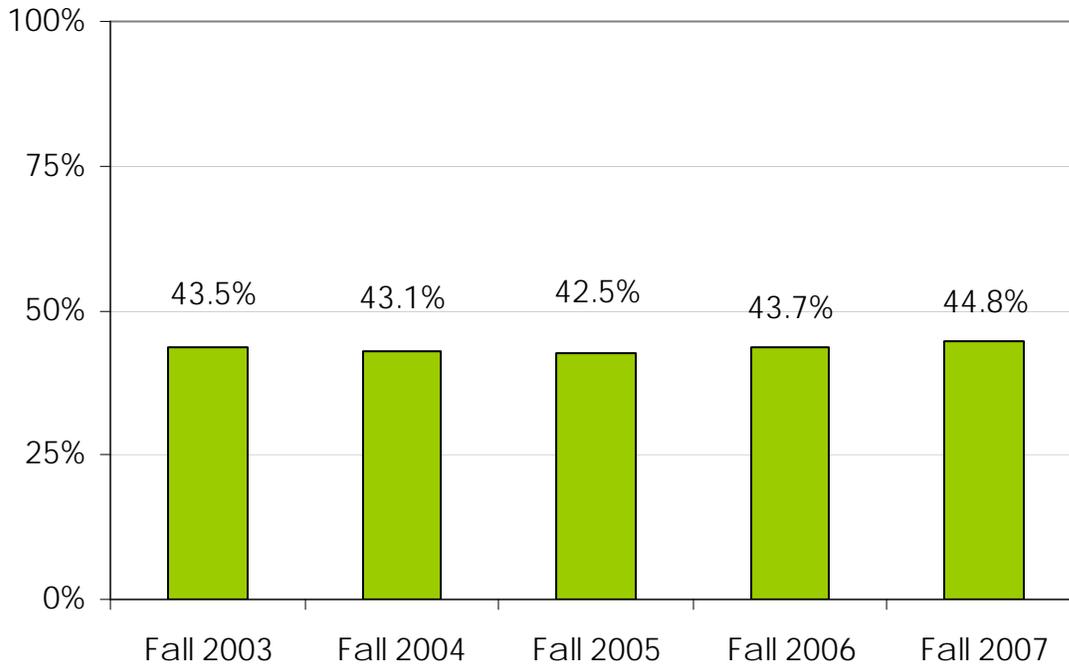
Discipline	Success Rates
Early Childhood Studies	75.7%
Economics	61.1%
Education	63.4%
Electronics	64.8%
Emergency Medical Services	70.9%
Engineering	72.7%
English	66.9%
English as a Second Language	70.5%
Film, Television & Video	63.3%
Fire Technology	91.8%
French	54.0%
Geography	64.4%
Geology	78.5%
German	51.9%
Guidance	74.2%
Health Sciences	62.4%
Healthcare Technician	86.8%
History	59.7%
Human Services	82.8%
Humanities	64.1%
Italian	63.1%
Japanese	74.9%
Journalism	61.1%
Library	68.9%

Riverside Community College District
 Student Outcomes
 Success Rates, Disciplines M-Z
 Fall 2008

Discipline	Success Rates
Machine Shop Technology	60.0%
Management	67.0%
Manufacturing Technology	62.5%
Marketing	51.7%
Math	53.6%
Medical Assisting	63.1%
Microbiology	66.7%
Military Science	47.4%
Music	67.6%
Oceanography	65.4%
Paralegal Studies	59.6%
Philosophy	63.8%
Photography	55.9%
Physical Education	78.9%
Physical Science	61.3%
Physician's Assistant	85.5%
Physics	62.7%
Political Science	60.8%
Portuguese	58.1%
Psychology	56.9%
Reading	59.3%
Real Estate	72.7%
Registered Nursing	82.8%
Russian	61.0%
Sociology	63.7%
Spanish	62.0%
Speech	68.1%
Theatre	62.9%
Vocational Nursing	71.0%
Welding	83.1%
Work Experience	75.1%
Grand Total	65.3%

Riverside Community College District
Student Outcomes
Fall-to-Fall Persistence Rates
Fall 2003 through 2007

**RCCD Fall to Fall Persistence Rates,
2003 through 2007**



	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 2006	31,758	13,877	43.7%
Fall 2007	34,467	15,454	44.8%

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.

Moreno Valley Campus
Student Outcomes
Retention Rates, All Disciplines
Fall 2008

Discipline	Discipline
Accounting 75.5%	93.2% Healthcare Technician
Administration of Justice 96.8%	85.9% History
American Sign Language 83.6%	88.7% Human Services
Anatomy & Physiology 76.3%	79.8% Humanities
Anthropology 90.5%	82.2% Journalism
Art 87.9%	80.0% Management
Astronomy 88.4%	55.3% Marketing
Biology 79.6%	82.9% Math
Business Administration 83.4%	80.4% Medical Assisting
Chemistry 91.2%	84.5% Microbiology
Community Interpretation 91.8%	89.6% Music
Computer App. & Office Tech. 86.4%	88.7% Philosophy
Computer Information Systems 89.0%	87.5% Photography
Dance 83.0%	91.5% Physical Education
Dental Assistant 98.8%	79.6% Physical Science
Dental Hygiene 100.0%	98.2% Physician's Assistant
Dental Technology 96.1%	86.7% Physics
Early Childhood Studies 95.8%	85.0% Political Science
Economics 87.8%	82.9% Psychology
Education 87.1%	81.0% Reading
Emergency Medical Services 88.3%	92.9% Real Estate
English 88.6%	87.9% Sociology
English as a Second Language 91.2%	91.5% Spanish
Fire Technology 97.6%	85.1% Speech
Geography 59.4%	97.4% Theatre
Guidance 93.4%	97.3% Work Experience
Health Sciences 93.2%	
	88.6% Grand Total

*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, 2009.

Moreno Valley Campus
Student Outcomes
Success Rates, All Disciplines
Fall 2008

<u>Discipline</u>	<u>Success Rates</u>	<u>Success Rates</u>	<u>Discipline</u>
Accounting	54.0%	86.8%	Healthcare Technician
Administration of Justice	94.3%	64.6%	History
American Sign Language	63.6%	82.8%	Human Services
Anatomy & Physiology	52.0%	62.3%	Humanities
Anthropology	80.3%	42.2%	Journalism
Art	75.4%	61.5%	Management
Astronomy	74.4%	28.9%	Marketing
Biology	59.9%	54.0%	Math
Business Administration	58.6%	63.1%	Medical Assisting
Chemistry	85.3%	76.7%	Microbiology
Community Interpretation	82.9%	72.2%	Music
Computer App. & Office Tech.	55.7%	69.5%	Philosophy
Computer Information Systems	62.4%	68.8%	Photography
Dance	65.0%	82.1%	Physical Education
Dental Assistant	95.0%	64.8%	Physical Science
Dental Hygiene	98.1%	85.5%	Physician's Assistant
Dental Technology	89.6%	75.6%	Physics
Early Childhood Studies	81.6%	61.4%	Political Science
Economics	74.3%	57.7%	Psychology
Education	58.1%	60.8%	Reading
Emergency Medical Services	70.9%	73.8%	Real Estate
English	69.3%	63.8%	Sociology
English as a Second Language	74.3%	80.3%	Spanish
Fire Technology	91.8%	72.6%	Speech
Geography	48.5%	80.3%	Theatre
Guidance	67.3%	83.6%	Work Experience
Health Sciences	71.2%		
		71.7%	Grand Total

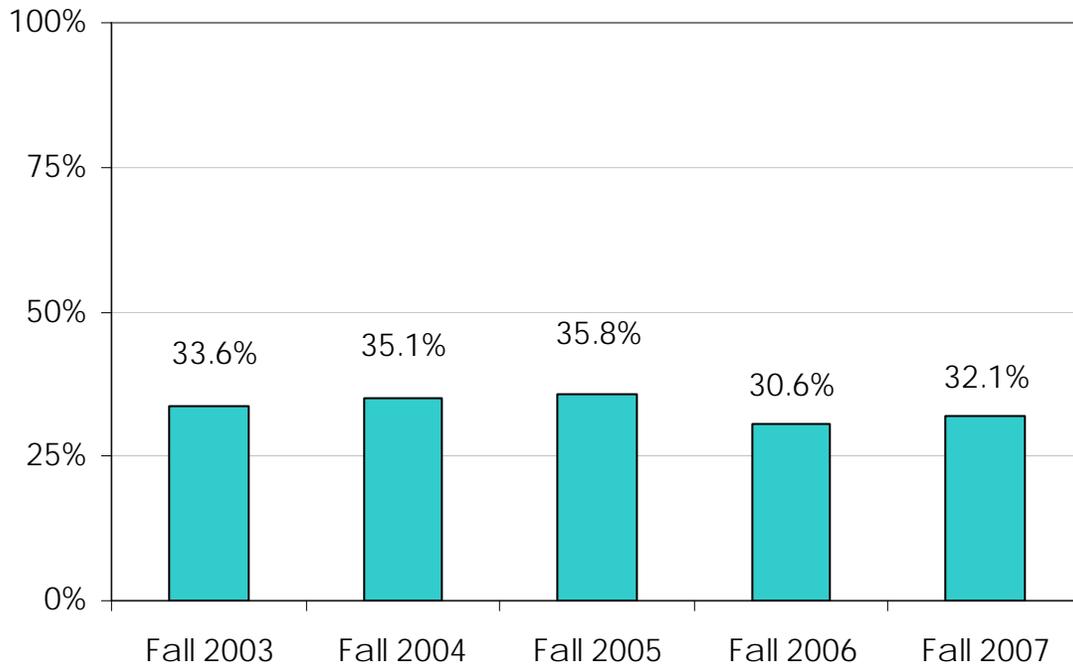
*Administration of Justice includes classes at Ben Clark Training Center.

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

Source: Internal RCCD MIS Data Repository.

Moreno Valley Campus
Student Outcomes
Fall-to-Fall Persistence Rates
Fall 2003 through 2007

**Moreno Valley Fall to Fall Persistence Rates,
2003 through 2007**



	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 2006	9,404	2,874	30.6%
Fall 2007	9,469	3,035	32.1%

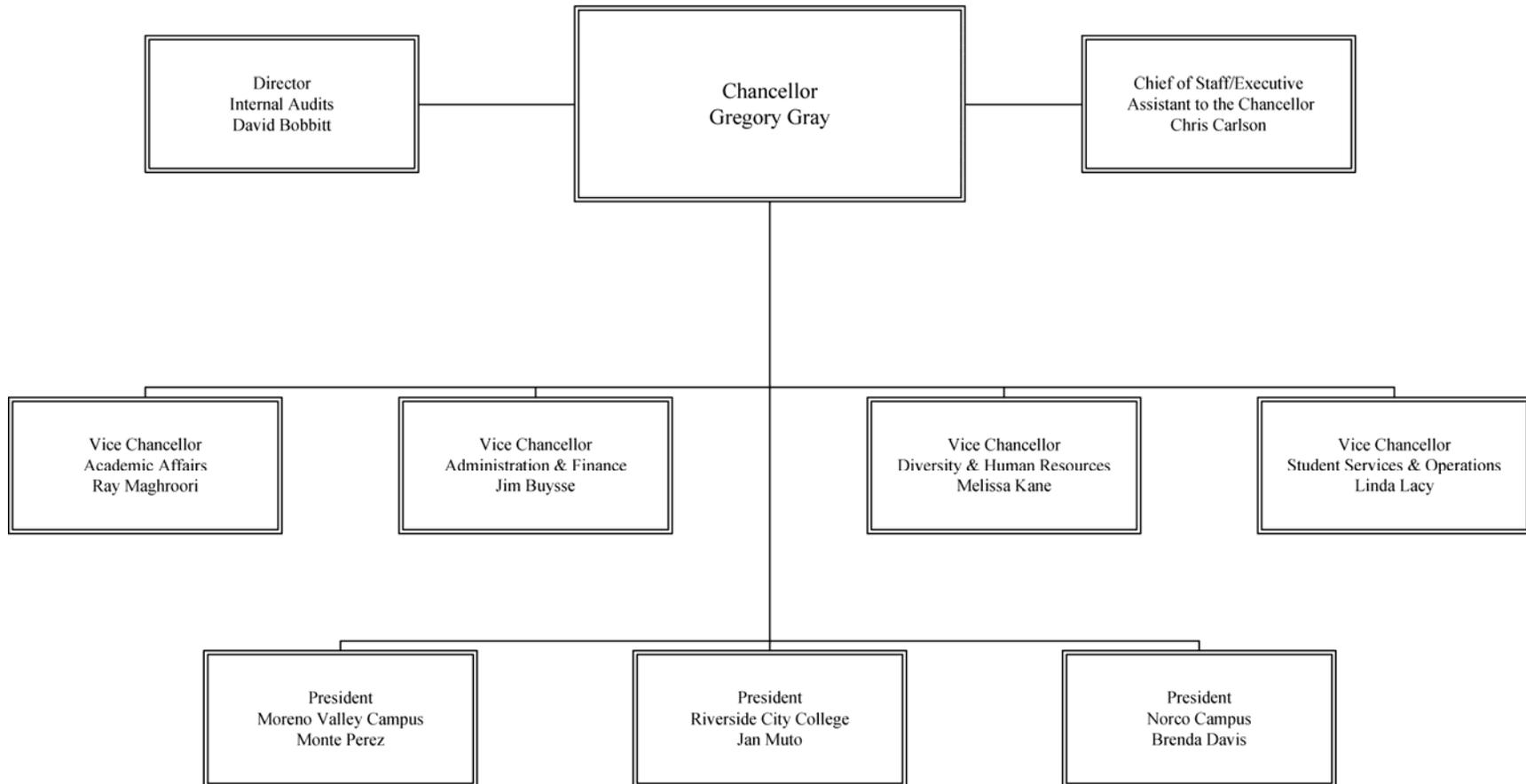
Fall to fall Persistence Rate for Moreno Valley is the percent of any students taking at least one course at the Moreno Valley Campus during a Fall semester and then subsequently taking at least one course at the Moreno Valley Campus in the following fall semester.

Source: RCCD Institutional Research, 2009.

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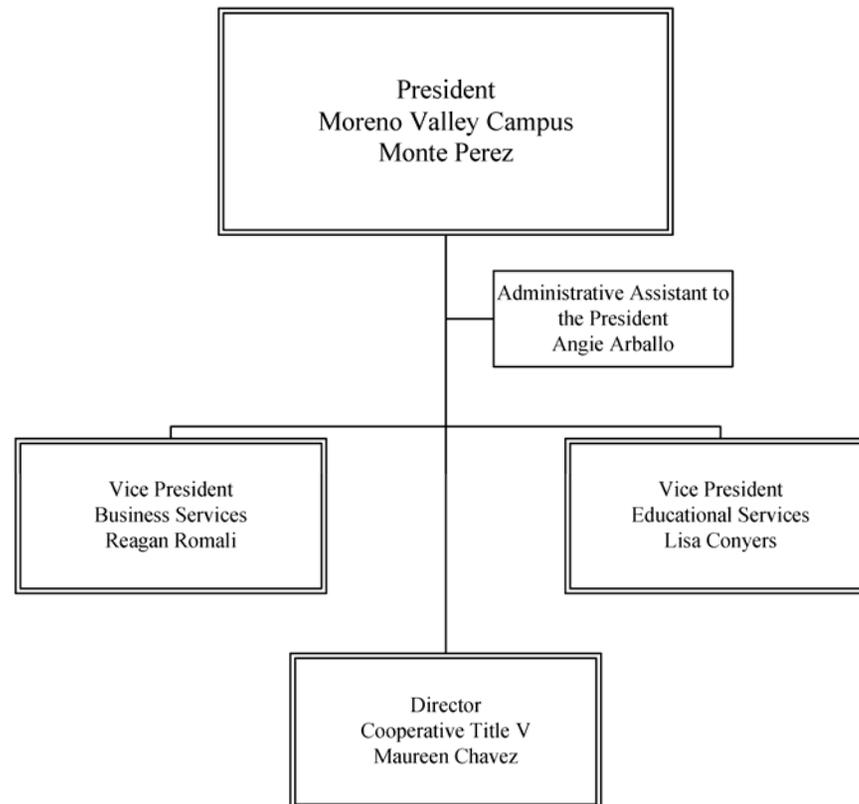
DISTRICT/COLLEGE ORGANIZATION CHARTS AND FUNCTION MAP

Riverside Community College District Chancellor



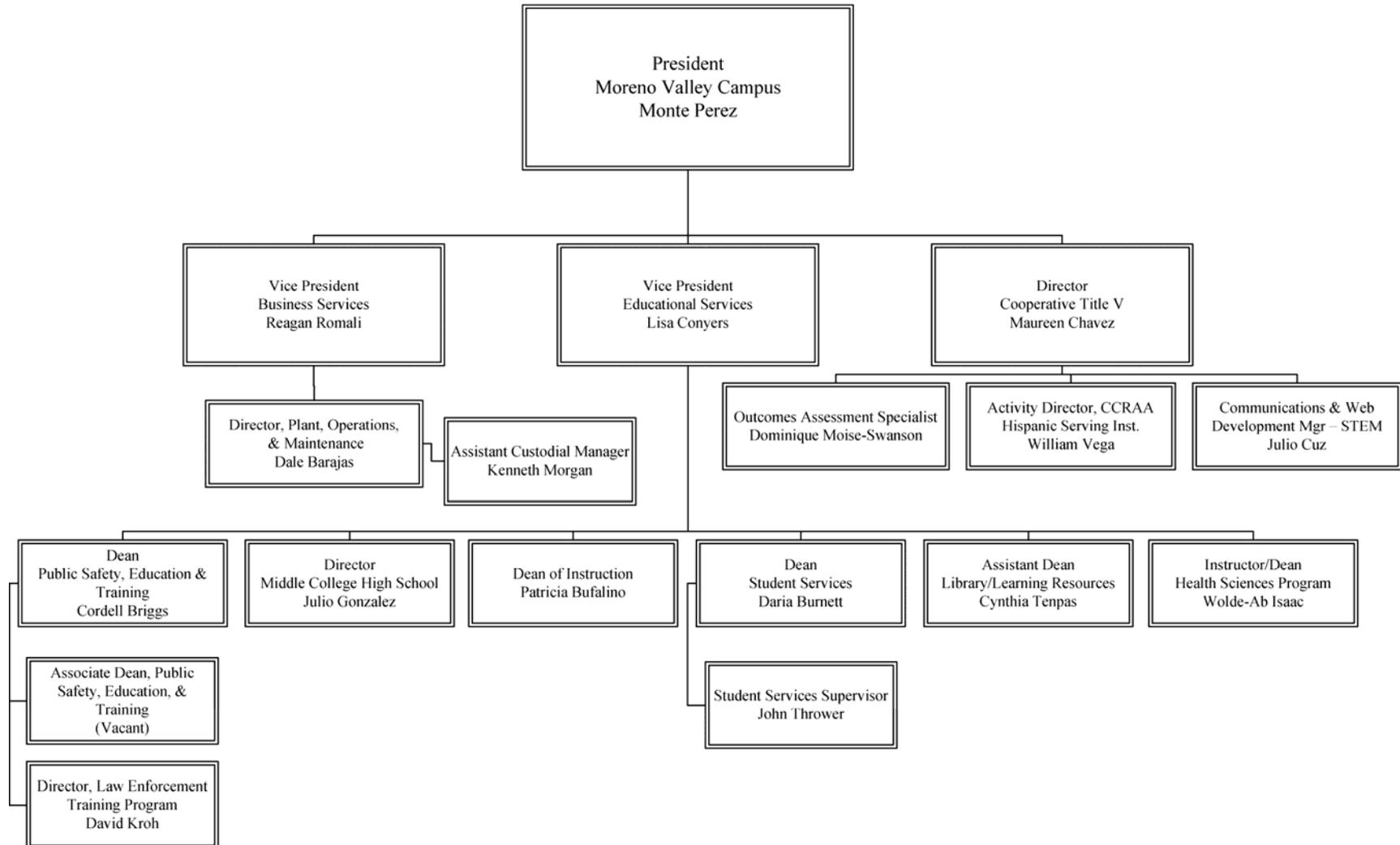
Riverside Community College District

Moreno Valley Campus - President's Office



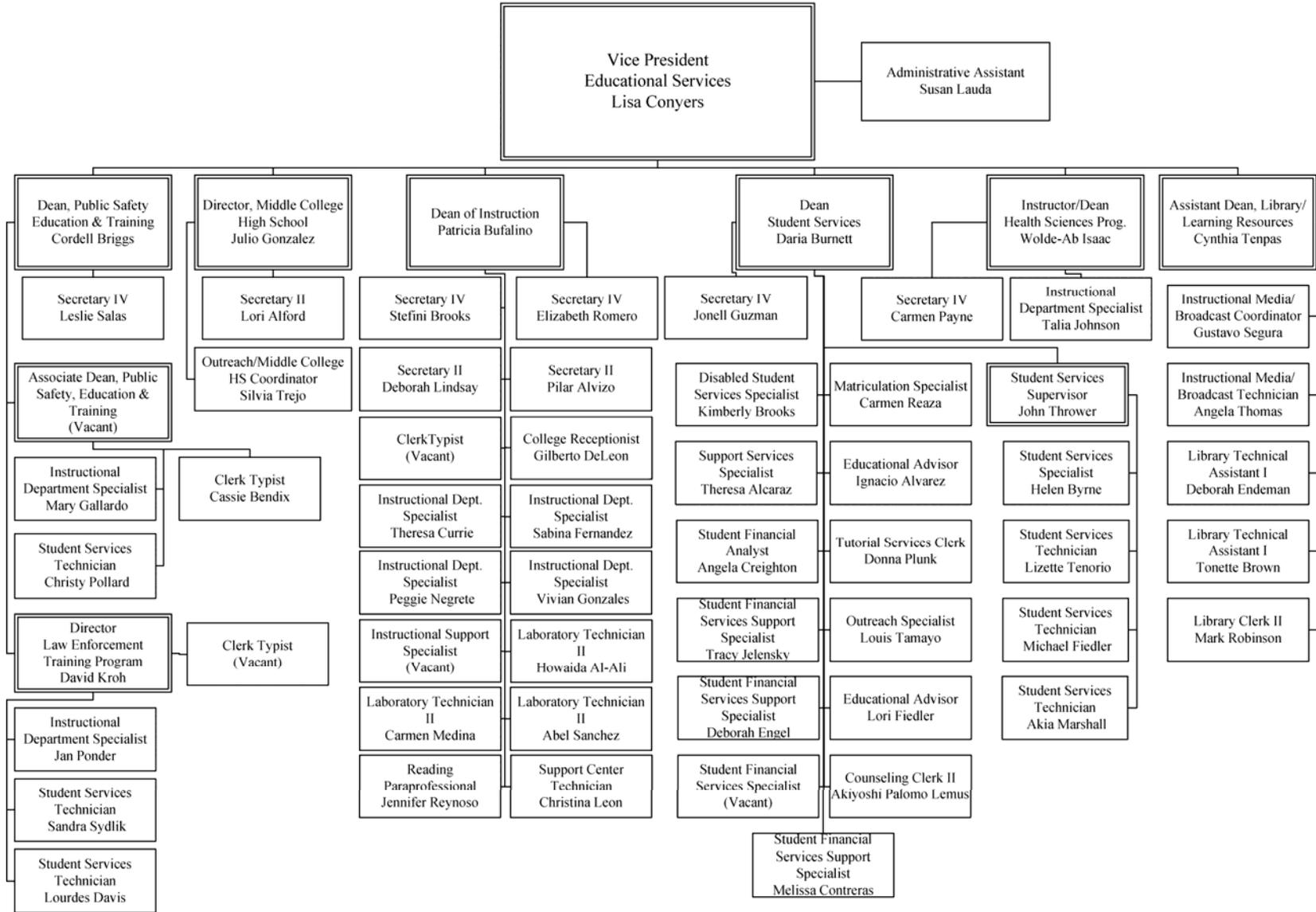
Riverside Community College District

Moreno Valley Campus



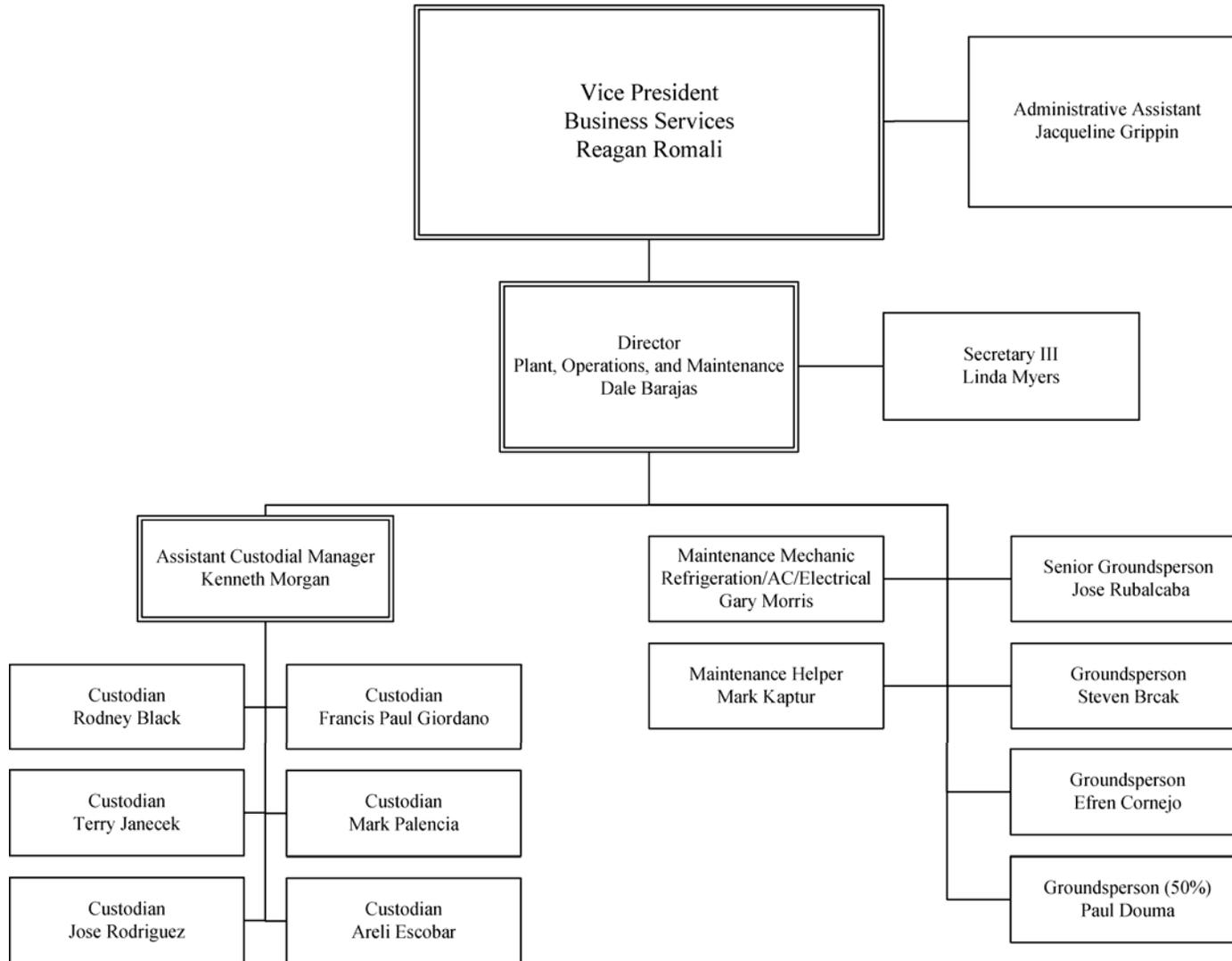
Riverside Community College District

Moreno Valley Campus - Educational Services



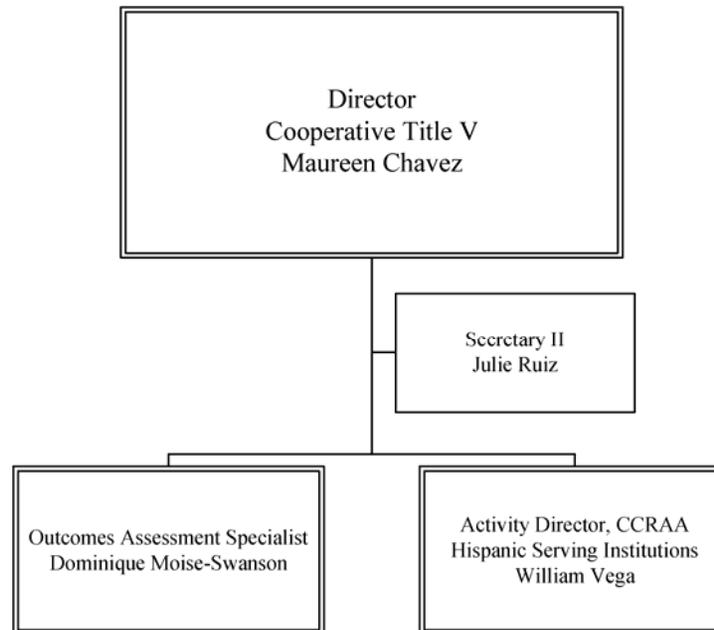
Riverside Community College District

Moreno Valley Campus - Business Services



Riverside Community College District

Moreno Valley Campus - Cooperative Title V



RCCD FUNCTION MAP

The Riverside Community College District (RCCD) Function Map illustrates how the three colleges and the district manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map is the result of a collaborative process among the three colleges of the district—Riverside City, Norco, and Moreno Valley—and the Riverside Community College District office. The associate vice chancellor of institutional effectiveness and associate vice chancellor of instruction met with the vice presidents of academic affairs/educational services of the three colleges to develop an initial draft. After consultation with district and college constituencies, a final draft was given to the chancellor’s Executive Cabinet for review and approval.

The Function Map clarifies areas of responsibility between and among the colleges and district. Annually, in fall of each year, the district will survey all employees to assess the effectiveness of the functions and the lines of authority as delineated in the Function Map. The results will be distributed to all district and college constituencies and will be used to inform future planning.

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function which may include feedback, technical assistance, input and communication to assist with successful integration.

SH = Shared Responsibility: Pertains primarily to functions for which responsibility is shared, either by the faculties of the three District colleges/campuses (in the case of curriculum) or by the college/campus and the District Office (in the case of human resources, technology services and financial management).

N/A = Responsibility Not Applicable: In cases where neither the district nor the college has such responsibility, for example, Standard II.A.8, concerning offering courses in foreign locations.

Standard I: Institutional Mission and Effectiveness

<p>A. 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.</p>		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	P	S
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.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S
<p>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.</p>		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
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.	P	S
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.	P	S
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.	P	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS		
<p>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.</p>		
	College	District
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.	P	S
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.	P	S
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.	P	S
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.	SH	SH
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.	SH	SH
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.	P	S
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.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	SH	SH

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
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 vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	N/A	N/A
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.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
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 the 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:	SH	SH
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.	SH	SH
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.	SH	SH
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an 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.	SH	SH
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	SH	SH

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.	P	S
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.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of 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.	P	S
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.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and regularly reviews institutional policies, procedures, 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.	SH	SH
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 or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that 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.	SH	SH
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

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.

	College	District
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.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: <ol style="list-style-type: none"> a. General Information b. Requirements c. Major Policies Affecting Students d. Locations or publications where other policies may be found. 	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
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.	P	S
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.	P	S
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.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH
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.	SH	SH
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.	P	S

C. 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.

	College	District
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.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
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.	P	S
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.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
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.	N/A	N/A
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.	P	S

Standard III: Resources

A. HUMAN RESOURCES		
<p>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.</p>		
	College	District
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.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge 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. Institutional 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.	S	P
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.	P	S
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.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	P	S
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.	P	S
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.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P

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.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
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.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource 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.	P	S

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.

	College	District
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.	P	S
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.	P	S
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.	P	S
3. 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.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The	P	S

institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.		
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.		
	College	District
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.	P	S
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
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.	P	S
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.		
	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
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.	SH	SH
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.	P	S

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.	S	P
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 findings are comprehensive, timely, and communicated appropriately.	S	P
b. Appropriate financial information is provided throughout the institution.	SH	SH
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.	S	P
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.	SH	SH
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.	P	S
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.	P	S
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

Standard IV: Leadership and Governance

<p>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.</p>		
	College	District
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 implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	SH	SH
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.	P	S
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.	P	S

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.

	College	District
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.	S	P
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.	N/A	P
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.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
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.	N/A	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
i. The governing board is informed about and involved in the accreditation process.	P	S
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	S	P

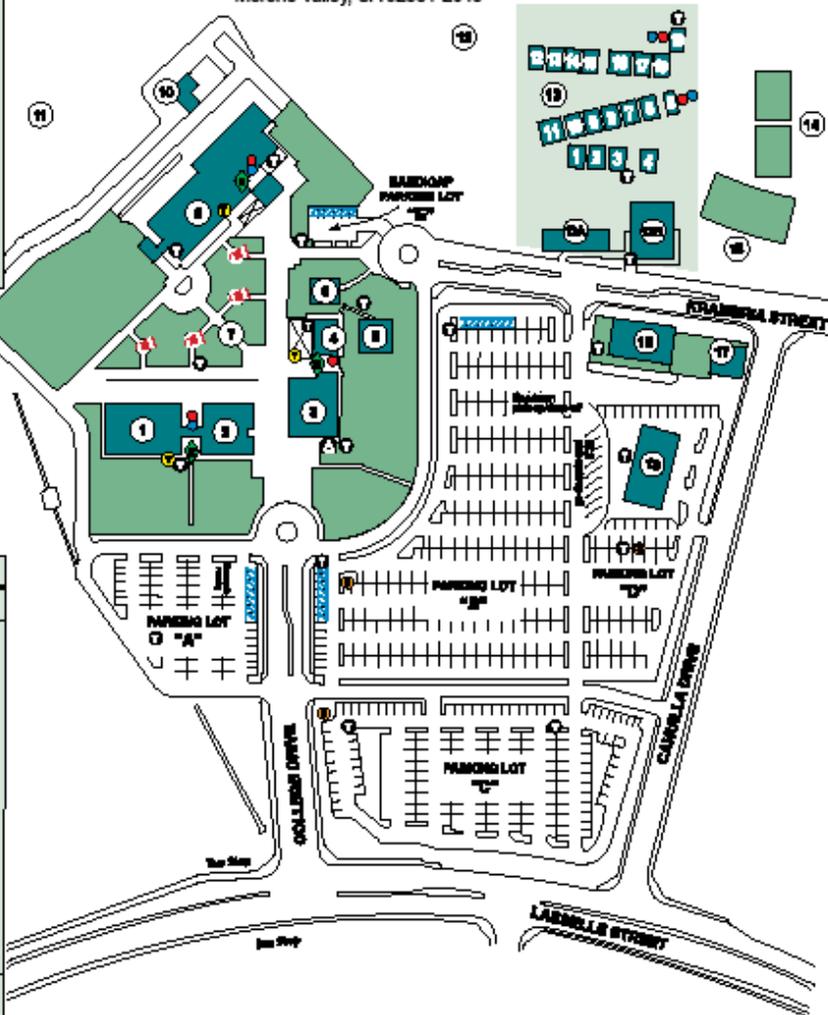
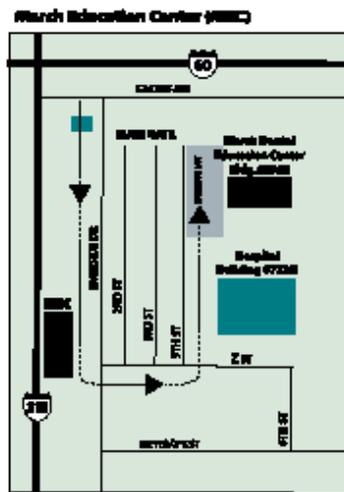
accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.		
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
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.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • 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; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S
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.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
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.	S	P
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.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies	S	P

	without his/her interference and holds them accountable for the operation of the colleges.		
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.	S	P
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.	S	P

CAMPUS AND SITE MAPS



Moreno Valley Campus
 Riverside Community College District
 16130 Lassel Street
 Moreno Valley, CA 92551-2045



	Emergency Telephone
	Telephone
	Shower
	Restroom
	Reading Room
	Free Speech Area
	Reading Parking
	Parking Fee Station

- LIBRARY
 IMC Office
 KRCC TV, Channel 17
 Middle College High School Office
 Tutorial Services
- STUDENT SERVICES
 Admissions
 Assessment and Placement Testing
 Career and Transfer Center
 Counseling
 Dean of Student Services
 E.O.P.S.
 Financial Services
 Job Placement
 Motivation
 Puente Program
- SCIENCE AND TECHNOLOGY
 Computer Lab
 Disabled Student Program and Services
 Science Labs
- LIONS' DEN
- STUDENT ACTIVITIES CENTER
 ASROCC Student Government
 Outreach
- BOOKSTORE
- JOHN M. COUDURES, JR., PLAZA
- HUMANITIES
 Dean of Instruction
 Academic Departments:
 • Mathematics, Sciences, and Physical Education
 • Communications
 • Humanities and Social Sciences
 • Business and Computer Information Systems
 Writing and Reading Center
 Language Lab
 Math Lab
 Workforce Prep
- PHASE I MECHANICAL BUILDING
- PHASE II MECHANICAL BUILDING
- EDMUND C. JAEGER DESERT INSTITUTE
- CROSS COUNTRY TRACK
- PARKSIDE COMPLEX (PSC)
 1-2 Faculty Offices
 3-4 Classrooms
 5 Restrooms
 6 Health Services
 7-10 Classrooms
 11 Title V Office/Center for Faculty Development
 12-14 Classrooms
 15 Dean of Health Science Programs/Faculty Offices
 16-18 Classrooms
 19 Restrooms
- PSC WAREHOUSE
 Campus Police
 Facilities Office
 Mailroom
- PSC MULTIPURPOSE BUILDING
- SPORTS FIELDS
- COLLEGE PARK
- ADMINISTRATION ANNEX
 President and Vice President offices
- HEADSTART
- EARLY CHILDHOOD EDUCATION CENTER

updated 8/08

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:

Fitness 19
16080 Perris Blvd.
Moreno Valley, CA 92551
(Physical fitness classes)

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

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

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

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

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

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

STANDARD I:

Institutional Mission and Effectiveness





Standard I

Coordinating Co-Chairs: James Namekata, Associate Professor, Mathematics (Faculty)
Stefini Brooks, Secretary IV, Physician Assistant Program (Staff)

Administrative Resource Person: Patricia M. Bufalino, Dean of Instruction

I. Institutional Mission and Effectiveness

Nicolae Baciuna, Assistant Professor, Mathematics
Larisa Broyles, Associate Professor, Anthropology
Maureen Chavez, Title V Director
Lourdes Davis, Clerk Typist, Public Safety Education and Training
Lorraine Grippin, Secretary II, Emergency Medical Services Programs
Tracy Jelensky, Student Financial Services Support Specialist
Jeremy Johnson, Emancipation Coach, Workforce Preparation
Diane Marsh, Associate Professor, Chemistry
Peggie Negrete, Instructional Department Specialist, Communications
Clint Sandusky, Senior Officer, Safety & Police
Nicole Snitker, Instructor, Dental Hygiene Program
Susan Tarcon, Supervisor, Health Services
Adviye Tolunay-Ryan, Assistant Professor, Psychology
Silvia Trejo-Sigala, STEM Counselor
Sam Weston, Officer, Safety & Police
Edd Williams, Associate Professor, English
Chui Zhi Yao, Assistant Professor, Mathematics

Contributors:

Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President;
Chris Carlson, Executive Assistant to the Chancellor; Dan Clark, Associate Professor, English;
Lisa Conyers, Vice President of Educational Services; Debbie Di Thomas, Associate Vice Chancellor,
Student Services and Operations; Travis Gibbs, Associate Professor, Psychology; Jackie Grippin,
Administrative Assistant, Business Services; Marilyn Heyde, former Instructor, Dental Hygiene; Irving G.
Hendrick, former Interim Chancellor; Kristina Kauffman, Associate Vice Chancellor, Institutional
Effectiveness; Fen Johnson, Associate Professor, Mathematics; Linda Lacy, Vice Chancellor, Student
Services; Donna Lesser, Assistant Professor and Director, Dental Hygiene and Assisting Programs;
Shawanna McLaughlin, Student; Delores, Middleton, Associate Professor and Director, Physician Assistant
Program; Dominique Moise-Swanson, Outcomes Assessment Specialist; Peggie Negrete, Instructional
Department Specialist; Mark Palencia, Custodian; Carmen Payne, Secretary IV, Health Sciences; Monte
Perez, President; Ann Pfeifle, Associate Professor, History; Sheila Pisa, Associate Professor, Mathematics;
Jessica Rivera, Student; David Torres, Dean, Institutional Research; Richard Tworek, President Emeritus;
Kellie Wells, former Clerk Typist, Emergency Medical Services Program

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 Moreno Valley College, 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 college's distinctive offerings in "health and public service preparation."

EVALUATION

This standard is met. The mission statement is regularly reviewed by the Moreno Valley Strategic Planning Committee, and recommended changes, if any, are submitted to the Board of Trustees for approval. The Institutional Mission and Effectiveness Subcommittee reviewed the mission statement on November 6, 2008.¹ No changes were suggested, and the subcommittee recommended that the Moreno Valley Strategic Planning Committee (MVSPC) reaffirm the mission statement at its November 20, 2008, meeting.²

PLAN

None is needed.



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 District (RCCD), 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 to accommodate the explosive growth of Moreno Valley and nearby communities to the east and south of Riverside. Indeed, Moreno Valley had gone 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.³ In fall 2008, Moreno Valley College enrolled 2990 full-time equivalent students (10,248 headcount).

As the 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. The campus immediately set out to provide a full-service, well-rounded transfer curriculum, and it has steadily increased the range and variety of its offerings.⁴ Transfer-level offerings not only lead to greater job opportunities for 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 the new expanding suburban community of Moreno Valley and its neighboring cities, where newcomers' roots are still maturing 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.

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.⁵ 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 Moreno Valley College a distinctive character and a vital role in the region.

In accordance with the Riverside Community College mission and Master Plan, the college has developed curricular and site partnerships which address staffing needs identified at partner organizations, including healthcare technicians, physician assistants, biotechnology workers, dental hygienists and dental assistants, human services professionals, bilingual interpreters,

and other emerging occupations. 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.⁶

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 pre-collegiate, pre-professional, and transfer offerings. With a clear view of its future as a college, the campus community was ready to formalize a college mission statement. The document, Moreno Valley College Mission Statement: 1999-2006, From Proposal to Recommendation for Approval/Adoption by the RCCD Board of Trustees, summarizes the process of developing the mission statement consistent with the needs of the communities that Moreno Valley College serves.⁷

EVALUATION

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 College mission statement on June 20, 2006. The mission statement is published in the Moreno Valley Educational and Facilities Master Plan and on the Moreno Valley College website. In addition, it is contained in all major college publications published since June 2006. All proposed future changes and revisions to this mission statement will be approved by the Board of Trustees.

**I.A.3.**

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

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 district, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Moreno Valley College has engaged in significant dialogue to achieve this goal.

Dialogue and input from the whole campus community was integral to the development of Moreno Valley College'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.⁸ 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.⁹

Throughout 2005 and 2006, the campus continued to refine the mission statement to be responsive to the communities it serves. As noted in the description of Standard I.A., the document Moreno Valley College Mission Statement: 1999—2006 From Proposal to Recommendation for Approval/Adoption by the RCCD Board of Trustees provides a detailed outline of this process.

EVALUATION

This standard is met. As a dynamic and responsive institution, Moreno Valley College uses the strategic planning process to review its mission statement on an annual basis as described in section I.A.

PLAN

None is needed.

The logo for I.A.4. consists of a 3D cube icon on the left, followed by the text "I.A.4." in a bold, white, sans-serif font on a black rectangular background.

I.A.4. The institution's mission is central to institutional planning and decision making.

DESCRIPTION

Moreno Valley College has integrated review of the college's mission into its strategic planning and decision-making processes. For example, the Moreno Valley Strategic Planning Committee (MVSPC) has charged its Institutional Mission and Effectiveness Subcommittee with reviewing the mission statement on an annual basis. The subcommittee makes recommendations to the MVSPC to reaffirm or revise the mission statement as appropriate to assure that the statement is reflective of the educational interests of the communities served by the college. The MVSPC then consults with the Academic Senate and other stake-holding groups both at the college and in the community prior to making recommendations to the Riverside Community College District Strategic Planning Committee and Board of Trustees.

All MVSPC subcommittees receive their charges from the MVSPC and discuss issues through a consideration of their consistency with the institutional mission. To illustrate this consistency, the Resources Subcommittee considers mission to ensure that there are adequate resources and services in place to support all the scheduled instructional programs. The Resources Subcommittee reviews the instructional and administrative units' program reviews to align allocation of resources with planning in accord with the mission. Members of the Resources Subcommittee representing the Facilities Department approach their respective functional areas from a similar perspective, asking how actions under consideration support the college mission. In addition, the Leadership and Governance Subcommittee looks at the "big picture" and works through the strategic planning process to coordinate all aspects of the college. Thus, Moreno Valley College 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, the 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 College's mission.

EVALUATION

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 Strategic Planning Committee (MVSPC) met for the first time on May 24, 2004, and has held regular monthly meetings ever since.¹⁰ The MVSPC began to develop its subcommittee structure in November 2004. Following through on districtwide discussions dating as far back as 2000, the MVSPC aimed to align its subcommittees with the accreditation standards so that strategic planning subcommittees could also function as accreditation subcommittees.

The initial MVSPC subcommittees were

- 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)

The model used for strategic planning at Moreno Valley College is one in which the needs identified by instructional and administrative program reviews are assigned to the appropriate strategic planning subcommittees to discuss and make recommendations to the MVSPC.

In spring 2008, the MVSPC approved a streamlined reorganization of the subcommittee structure which was implemented in fall 2008. This alignment facilitates ongoing strategic planning and self-assessment. The current subcommittees include

- I. Institutional Mission and Effectiveness
- II. Student Learning Programs and Support Services
- III. Resources
- IV. Leadership and Governance.

Faculty and staff co-chairs were appointed for each subcommittee and administrators were designated as facilitator/resource persons for each

subcommittee. The same process established earlier continues to be used—namely, subcommittees discuss and make recommendations to the MVSPC with consultation from the Academic Senate and the Academic Planning Council.

The institutional shift to outcomes-based assessment is well underway at Moreno Valley College. All programs are attending to outcomes assessment. For example, Moreno Valley College's three nationally accredited professional programs—Physician Assistant, Paramedic, and Dental Hygiene—have detailed assessment and outcomes evaluation procedures. New career and technical education programs are being developed with program learning outcomes included in their initial designs and proposals. 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 career and technical education disciplines.
- The district and college curriculum committees have collaboratively developed program learning outcomes for all areas of emphasis for the associate degree programs.
- The District Assessment Committee has developed a comprehensive set of measures and processes to promote reporting of program assessment and effectiveness in achieving desired program outcomes.

Based on its determination of student needs and its assessment of student learning, each discipline's comprehensive program review—which occurs every four years and focuses on teaching and learning—can help guide the annual program review update and provide the college departments with specific discipline's needs in all areas: faculty development, equipment, staff hiring, and so forth. The annual review is completed by disciplines at each college, thus allowing the findings to feed into budget and strategic planning considerations for that college. The broad representation of college constituencies on the strategic planning subcommittees—as well as the committee itself—means that the whole college community is able to monitor the decision-making process.

EVALUATION

This standard is met.

The logo for I.B.1. consists of a 3D wireframe cube on the left, followed by the text "I. B. 1." in a white, sans-serif font on a black rectangular background.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

PLAN

None is needed.

DESCRIPTION

As the discussion above has indicated, the whole college 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 at the college. Informal dialogue occurs at meetings and retreats held throughout the academic year among all sectors of the Moreno Valley College community, including

- all-faculty meetings and retreats
- discipline and department meetings
- Basic Skills Initiative Committee meetings
- Academic Planning Council meetings
- strategic planning committee and subcommittee meetings
- Student Services staff meetings
- Educational Services meetings
- library staff meetings
- administrative meetings
- career and technical education meetings and retreats
- FLEX day activities
- faculty development box lunch series
- online forums and discussion boards.

Moreno Valley College faculty meetings provide opportunities for dialogue across disciplines and departments. 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. Districtwide discipline meetings promoting dialogue among faculty members from the different colleges assure integrity of student learning outcomes for each discipline as identified by program review; these meetings also encourage development, assessment, and revision of course student learning outcomes. Campus FLEX day meetings and faculty staff development box lunch activities 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 career and technical education advisory groups comprised of faculty and industry leaders provide further essential avenues for continuing input into student and institutional needs.

I. B. 2.

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.

EVALUATION

This standard is met.

PLAN

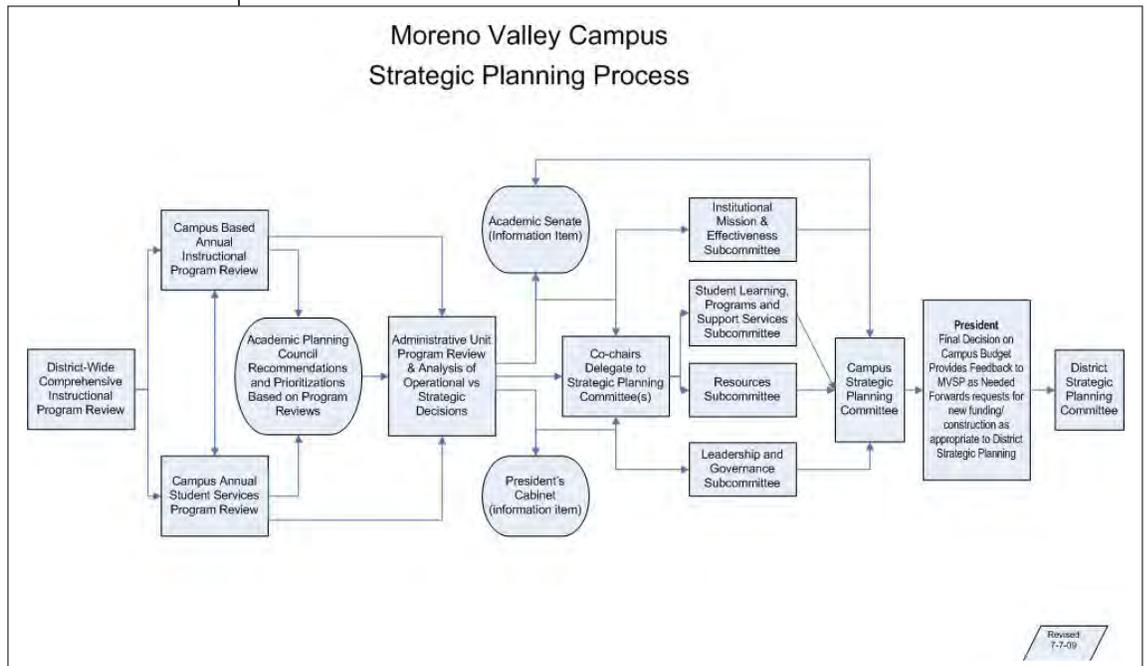
None is needed.

DESCRIPTION

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

The strategic planning process is responsible for monitoring the connection between the program reviews of noninstructional units and the instructional mission of the college. In addition, the administrative structure of the college, 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.

The following diagram illustrates the integration of the various Moreno Valley College entities.



The districtwide instructional program reviews (developed every three years), college-based annual instructional program review updates, and annual student services program reviews are reviewed by the academic planning council and administrators. The two college vice presidents confer and initiate action on operational items. Items that require strategic discussions are forwarded to the MVSPC co-chairs who assign discussion items to the appropriate subcommittees for review and recommendations to the MVSPC as a whole. These discussion items are also shared with the Academic Senate and President's Cabinet as information items. In collaboration with the Academic Senate, the MVSPC takes action through recommendations to the District Strategic Planning Committee and, ultimately, the Board of Trustees.

EVALUATION

This standard is met.

PLAN

None is needed.

A graphic consisting of a 3D wireframe cube on the left and a black rectangular box on the right containing the text "I. B. 3." in white, bold, sans-serif font.

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 previously described in I.B and I.B.2., 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 has distributed annual revisions. The Fact Book provides a wealth of information useful to many college constituents.

The district Office of Institutional Research and the Office of Institutional Reporting provide the following data to Moreno Valley College:

- 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
- percentage of successful completion by course
- current and historical count of graduates
- current and historical count of transfers
- 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.

Upon recommendation of the Institutional Mission and Effectiveness Subcommittee, the Moreno Valley Strategic Planning Committee voted to approve the creation of an Office of Institutional Research and Assessment. The office will be overseen by an advisory committee consisting of the following: the Title V director, the Basic Skills Initiative coordinator, the vice president of educational services, the vice president of business services, a representative from the Academic Senate, and the dean of students. This college-based Office of Institutional Research and Assessment will be a resource for faculty and college units to

- identify implementation instruments to aid faculty in analyzing attainment of student learning outcomes
- serve as a repository for surveys
- promote faculty access to assessment scores of students in their courses.

Apart from the data collected by disciplines as part of their program review assessment plans, Student Learning Outcome (SLO) data is collected for Moreno Valley College in conjunction with various Title V and Basic Skills grants. 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. More recently, the Basic Skills Initiative coordinator is collecting and analyzing similar data. The interventions suggested based on these data are being implemented in learning communities pairing students in developmental English, ESL, reading, and mathematics courses with general education course sections.

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

Effective enrollment management is likewise supported by timely analysis of 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 the district website. These data give a responsive snapshot of student demographics for decision making.

In addition to providing data internally, the Office of Institutional Research and the Office of 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 Riverside Community College District 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.

In the spring of 2009, the president facilitated an evaluation of college goals at a meeting of the strategic planning committee. Members of the Moreno Valley Strategic Planning Committee, representing all constituent groups, participated in this self-reflective evaluative dialogue.¹¹

EVALUATION

This standard is met. The expansion of training related to classroom assessment and data analysis continues to be requested. As the college expands its facility to utilize data effectively, faculty need and interest for training will likely continue to grow to accommodate their research requests.

PLAN

None is needed.

The logo for I.B.4. consists of a 3D wireframe cube on the left, followed by the text "I. B. 4." in a white, serif font on a black rectangular background.

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, Moreno Valley College 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 all constituents,
- instructional program review is driven by faculty, and
- noninstructional staff contribute to program reviews for student services and administrative units.

Students have input into decision making through the Associated Students of Moreno Valley (student government). Individuals represent their constituencies on the Academic Senate (college and district), the Curriculum Committee (college and district), as well as on the Professional Growth & Sabbatical Leave, Faculty Development, Matriculation, District Assessment, and Program Review committees. These meetings are open to all members of Moreno Valley College.

Full-time faculty members participate on at least one committee as a part of their contract, and many faculty members at Moreno Valley College 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 Moreno Valley College 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 for instructional and administrative units guide the planning and the identification of needed resources. Districtwide instructional disciplines, career and technical education programs, and noninstructional units (for example, Student Services and Library/Learning Resources) complete program reviews to determine the resources needed to improve, enhance, or advance the discipline or program. Discipline program reviews then go to the appropriate department, which integrates the different disciplinary needs into its portion of the Moreno Valley Educational and Facilities Master Plan.

Comprehensive discipline-based instructional program reviews are supplemented by the annual college-based instructional program reviews updates. These annual updates 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 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 in all important decision making and on all advisory units at Moreno Valley College is designed to maximize institutional effectiveness.

Finally, the president's dialogue on the strategic planning process, conducted in the spring of 2009, involved representatives from all constituent groups.¹²

EVALUATION

This standard is met.

PLAN

None is needed.



I. B. 5.

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 program review and curriculum development processes have established an outcomes-based approach to assessment, and disciplines have developed tools to assess the degree to which students are achieving desired student learning outcomes. Through the District Assessment Committee, the district has defined institutional-level student learning outcomes (SLOs) for general education and has identified mechanisms for assessing the attainment of these SLOs. Similarly, the district and college curriculum committees have developed program learning outcomes for the associate degree areas of emphasis.

Moreno Valley College communicates matters of quality assurance to the state and federal agencies through the district 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

- Accountability Report for Community Colleges (ARCC)¹³
- Riverside Community College District Fact Book
- Student Equity Report
- 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)—coordinates research, planning, and other efforts in support of college 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 annual Fact Book 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 colleges.

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.¹⁴ The district supports the use of data in all of its major decision-making processes. In addition, as described in section I.B.3., Moreno Valley College has approved the establishment of an Office of Institutional Research and Assessment that will provide assessment results to its faculty and staff.

In October 2008, Moreno Valley College secured a \$1,135,420 grant for the first year of a program to develop an integrated approach to academic and student support services for Hispanic and other low-income students. Through project-based learning, hands-on and interactive instruction, and a range of targeted counseling, study skills, financial aid and other workshops, faculty plan to immerse students in STEM (Science, Technology, Engineering, and Mathematics) subjects and through that process increase students' understanding and achievement. In the future, the college plans to submit another five year grant to continue the work on assessment, technology, and STEM education.

EVALUATION

This standard is met.

PLAN

None is needed.

The logo for I.B.6. consists of a 3D wireframe cube on the left, followed by the text "I. B. 6." in a bold, white, sans-serif font on a black rectangular background.

I.B.6. The institution assures the effectiveness 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 and administrative program reviews and the academic master plan—is the central process at Moreno Valley College for guiding decision making and allocation of resources to support effective student learning. Faculty, staff, and administrators 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 college's educational goals. At the district level, the Office of

Institutional Reporting prepares annually mandated state and federal data reports; allocation of resources for all three colleges is driven by this cyclical reporting of data as well as by program review data and analyses.

EVALUATION

This standard is met. All program review requests have been addressed. The Resources Subcommittee of the Moreno Valley Strategic Planning Committee (MVSPC) reviews requests for resources and makes recommendations to the MVSPC. Information about approved and unapproved allocations approved has been distributed to faculty and staff. The Institutional Mission and Effectiveness Subcommittee annually reviews program review data and reports to the MVSPC regarding changes implemented.

PLAN

None is needed.

The logo for I.B.7. features a stylized 3D cube icon on the left, followed by the text "I. B. 7." in a bold, white, sans-serif font on a black rectangular background.

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 and administrative 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 noninstructional 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 to make them more responsive to the district and college missions to promote student learning and increase institutional effectiveness. Current program reviews include discussions of assessment of unit effectiveness. The annual instructional program review process addresses resource needs and requires updates on assessment results. The noninstructional program review process requires noninstructional units to evaluate needs arising from discipline program review documents and report on how effectively these needs are being addressed. All of this information is made available to strategic planning subcommittees, which then consider how best to support these programs and assure responsiveness to needs by making recommendations to the Moreno Valley Strategic Planning Committee.

The District Assessment Committee issued its first annual report on the state of outcomes assessment in the summer of 2006.¹⁵ This annual report allows 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.¹⁶ For example, during a districtwide 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.

EVALUATION

This standard is met.

PLAN

None is needed.

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- ¹ Meeting Summary, Institutional Mission and Effectiveness Subcommittee, November 6, 2008.
- ² Minutes, MVSPC meeting, November 20, 2008.
- ³ Conversion of Moreno Valley Center to a California Community College, May 2003.
- ⁴ Schedule of Classes, 1991-2007.
- ⁵ Site Survey done by the Economic Development Agency in 1997 indicating programs in health-related fields were needed.
- ⁶ Riverside Community College District 2008-2009 Catalog; also, The Programmatic Evolution of the Moreno Valley Campus of Riverside Community College, by Lisa Conyers, 08/02.
- ⁷ Moreno Valley College Mission Statement: 1999-2006, From Proposal to Recommendation for Approval/Adoption by the RCCD Board of Trustees.
- ⁸ 1999 Draft of MVC Mission Statement.
- ⁹ Accreditation Eligibility Report for Moreno Valley Campus of the Riverside Community College District, May 2004.
- ¹⁰ Moreno Valley Strategic Planning Committee Minutes. See also "Program Review Since 2001."
- ¹¹ See "Evaluation of Moreno Valley Goals and Strategic Planning Process."
- ¹² See "Evaluation of Moreno Valley Goals and Strategic Planning Process."
- ¹³ ARCC 2009 Report: College Level Indicators
- ¹⁴ <http://www.rcc.edu/administration/academicaffairs/effectiveness/index.cfm> ;
<http://www.rcc.edu/administration/academicaffairs/research/index.cfm>
- ¹⁵ RCCD Assessment History, September 26, 2006 at
<http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>
- ¹⁶ RCCD Assessment History, September 26, 2006 at
<http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>

STANDARD II:

Student Learning Programs and Services





Standard II

II.A. Instructional Programs

Coordinating Chair: Jeff Rhyne, Assistant Professor, English

Administrative Resource Person: Wolde-ab Isaac, Dean, Health Sciences Programs

Julio Gonzalez, Director, Middle College High School

Dominique Moise-Swanson, Outcomes Assessment Specialist

Carlos Tovares, Associate Professor, Geography

Contributors: Patricia Bufalino, Dean of Instruction; Pilar Alvizo, Secretary II, Dental Hygiene and Assisting Programs; James Banks, Associate Professor, Human Services; Matthew Barboza, Associate Professor, CIS; Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President; Fabian Biancardi, Associate Professor, Political Science, and CTA Vice President; Cordell Briggs, Dean, Public Safety Education and Training; Chris Carlson, Executive Assistant to the Chancellor and Chief of Staff; 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; Debbie Di Thomas, Associate Vice Chancellor, Student Services and Operations; Jose Duran, Associate Professor, Business Administration; Gregory Elder, Associate Professor, History; Matthew Fast, Assistant Professor, CIS; Sabina Fernandez, Instructional Department Specialist; Vivian Gonzales, Instructional Department Specialist; Irving G. Hendrick, Interim Chancellor; Cheryl Honore, Associate Professor, Accounting; Kristina Kauffman, Associate Vice Chancellor, Institutional Effectiveness; 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, Physician Assistant Program; James Namekata, Associate Professor, Mathematics; Peggie Negrete, Instructional Department Specialist; Chris Nollette, Associate Professor and Director, Emergency Medical Services Program; Monte Perez, President; Donna Plunk, Tutorial Services Clerk; Bonavita Quinto, Associate Professor, Spanish; Liz Romero, Secretary IV, Office of Instruction; Sheila Pisa, Associate Professor, Mathematics; Donna Plunk, Tutorial Services Clerk; Lynne Soules, Clerk Typist, Workforce Preparation; Sylvia Thomas, Associate Vice Chancellor, Instruction; Sheryl Tschetter, Chair, District Assessment Committee and Associate Professor, English; Richard Tworek, President Emeritus; Bill Vincent, former Dean of Public Service Education and Training; Ron Vito, Vice President, Career Technical Education; Edd Williams, Associate Professor, English

II.B. Student Support Services

Coordinating Co-Chairs: Jeanne Howard, Assistant Professor, Counseling (Faculty)
Joe Reynolds, Assistant Professor, DSPS Counselor/LD Specialist (Faculty)
Lori Fiedler, Educational Advisor (Staff)

Administrative Resource Person: Daria Burnett, Dean of Student Services

Ana Aguas, Academic Evaluations Specialist
Ignacio Alvarez, Educational Advisor
Michael Arellano, Student Employment Personnel Specialist
Kimberly Brooks, Disabled Student Services Specialist
Gail Byrne, Student Services Specialist
Dee Chapman, Workforce Preparation Counselor/Case Manager
Angela Ceighton, Student Financial Services Analyst
Deborah Engel, Student Financial Services Support Specialist
Michael Fiedler, Student Services Technician
Lisa Frantz, Academic Evaluations Specialist
Jonell Guzman, Secretary IV, Student Services
Tracy Jelensky, Student Financial Services Support Specialist
Akia Marshall, Student Services Technician
Frankie Moore, Coordinator, Student Activities
Maria Pacheco, Associate Professor, Counseling
Akiyoshi Palomo, Counseling Clerk II
La Tonya Parker, Assistant Professor, Counseling
Larry Pena, Associate Professor, Counseling
Donna Plunk, Tutorial Services Clerk
Gregory Ramirez, Job Placement Technician
Carmen Reaza, Matriculation Specialist
Louis Tamayo, Outreach Specialist
Susan Tarcon, Supervisor, Health Services
Sal Soto, Associate Professor, Counseling

Contributors: Lori Alford, Secretary, Middle College High School; Pearl Alonzo, Student; Lorraine Anderson, Dean, Admissions and Records; Dan Clark, Associate Professor, English; Lisa Conyers, Vice President of Educational Services; Madelaine Dibler, former Academic Evaluations Specialist; Debbie Endeman, Library Technical Assistant I; Maria Hansen, Student; Irving G. Hendrick, former Interim Chancellor; Elizabeth Hilton, Student Financial Services Analyst; Lidia Hulshof, Assistant Professor, Dental Assisting; Kim Metcalfe, Associate Professor, Early Childhood Studies; Frankie Moore, Instructor, Student Activities; Chris Nollette, Associate Professor and Director, Emergency Medical Services Program; Sonya Nyrop, Assistant Professor, Reading; Monte Perez, President; Susana Perez, Student; Sheila Pisa, Associate Professor, Mathematics; Margarita Romero, Student; Johnny Rubalcaba, Senior Groundsperson; Clint Sandusky, Senior Officer, Safety and Police; Eric Thompson, Associate Professor, Sociology; John Thrower, Student Services Supervisor; Diana Webster, Professor Emerita, Business Management

II.C. Library and Learning Support

Coordinating Co-Chairs: Diana Myers-Hyatt, Part-time Faculty, Library (Faculty)
Angela Thomas, Instructional Media Broadcast Technician (Staff)

Administrative Resource: Cid Tenpas, Associate Dean, Library/Learning Resources

Anna Marie Amezquita, Associate Professor, English
Tonette Brown, Library Assistant II
Dan Clark, Associate Professor, English
Gilbert Deleon, Evening/Weekend Receptionist
Gregory Elder, Associate Professor, History
Michael Fiedler, Student Services Technician
George Gage, Associate Professor, Community Interpretation in Spanish
Susan Ingham, Associate Professor, English
Ian McLaughlin, Student
Twyla Miles, Student
Jan Ponder, Instructional Department Specialist
Mark Robinson, Library Clerk II
Kathy Saxon, Associate Professor, Mathematics
Nick Sinigaglia, Assistant Professor, Philosophy
Joanna Werner-Fraczek, Assistant Professor, Biology

Contributors: James Banks, Associate Professor, Human Services; Fred Brose, Professor Emeritus, Library Services; Larisa Broyles, Associate Professor, Anthropology; Sean Drake, Associate Professor, Mathematics; Yxstian Gutierrez, former Secretary Title V Grant; Shufen Huang, former Assistant Professor, Mathematics; Judith James, former Counseling Clerk II; Ellen Lipkin, Associate Professor, Microbiology; Sheila Pisa, Associate Professor, Mathematics; Donna Plunk, Tutorial Services Clerk; Abel Sanchez, Library Technician II

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.



DESCRIPTION

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.

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

Moreno Valley College 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 subsections of IIA below. The mission statement affirms the college's multifold educational mission, which embraces three broad areas: baccalaureate transfer, career and technical education, and basic skills. An overview of each area follows.

Baccalaureate Transfer

Preparing students for a lifetime of learning necessary for informed citizenship and for college transfer by providing a core liberal arts education remains at the heart of Moreno Valley College's mission. In the fall of 2008 approximately 44

percent of the college's students—over 4700—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 1045 courses in the 2008-09 Catalog transfer to the UC system or the CSU system.³ In the 2006 calendar year (winter, spring, summer, and fall sessions combined) Moreno Valley College offered 941 sections transferable to the UC or CSU systems in a wide variety of courses.⁴

Moreno Valley College offers transfer courses in a comprehensive range of disciplines,⁵ including the following for which there are full-time faculty:

<u>Transfer Discipline</u>	<u>Full-time Instructors</u>
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 Moreno Valley College (as a part of Riverside Community College District) and four-year institutions.

Career and Technical Education

Moreno Valley College serves the employment needs of its local and inland economy through a variety of career and technical programs. As indicated in the mission statement, Moreno Valley College 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 and

community partnerships highly successful, giving Moreno Valley College a distinctive character and a vital role in the regional economy.⁶ In addition, the March Healthcare Development Corporation is planning to build over 3.6 million square feet of healthcare facilities at the former March Air Force Base, including a hospital, medical specialty offices, a wellness and fitness center, medical retailing, and senior living communities. Kaiser Permanente, which has recently acquired Moreno Valley Community Hospital, is also expanding the medical office complex which resides within the community hospital compound. These developments heighten the recognition and importance of the vitality of these professional programs within the community.

The vitality of these professional programs is recognized throughout the community. Three local, feeder high schools, Canyon Springs, Valley View, and Vista Del Lago, have health career academies; as a result, Moreno Valley College is part of an articulated path from K-12 education to area employment. The Nuview Bridge Early College High School program, moreover, is developing a career pathway in public service education. All of these schools are primary feeders to Moreno Valley College, which has a focus on health science careers to meet the needs of the region. The following career and technical education programs originate from, or are overseen by, Moreno Valley College:

Allied Health Programs

- **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 Moreno Valley College.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 program has attracted bilingual speakers with near-native fluency in English and Spanish students from beyond the district service area.

- **Dental Assistant (March Dental Education Center)** is the newest occupational training program at Moreno Valley College, 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 was accredited in August 2008 by the National Commission on Dental Accreditation, receiving the accredited status, "approval without reporting requirement." This accreditation is valid for seven years; the next site visit for the program is scheduled for 2015. The dental assistant program, which was designed and developed in close consultation with its advisory committee in direct response to the needs of the local dental community, shows steady growth: Currently, it has 11 full-time and 31 part-time students.
- **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. The 31 program graduates 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 the region's dental community. The dental hygiene program works closely with its community advisory council and has been enhanced through fundraising efforts and in-kind donations by the Tri-County Dental Society.⁹ The RCC Dental Hygiene clinic also meets the needs of the Moreno Valley 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.¹⁰
- **Dental Laboratory Technology (March Dental Education Center),** through 37 units of coursework, enables students to qualify for entry-level positions as dental laboratory technicians. There is no prerequisite for the introductory course, which 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 preprogram orientation. Upon successful course completion, students are eligible to sit for California Certification Examination for EMT-1.

The **Paramedic Program**—for experienced EMTs—is a nationally accredited program, begun in spring 2002. Students in the paramedic program 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.

- **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 public and private social service organizations in the area. 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. A productive partnership with the Life Stream Center (Blood Bank) in San Bernardino, involving joint use of their laboratory and teaching facilities and allowing their experts to participate in the teaching, has led to the rapid expansion of the program, enrolling 30 students in fall 2007 and 90 students in spring 2009.
- **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 had 213 graduates as of the summer of 2008, nearly 100 percent of whom are employed in the profession.

- **The Speech Language Pathology Assistant (SLPA) Program** is in the final stages of approval by the college, and self-study for accreditation by the state is underway. The SLPA program was developed in response to the increased need for speech language hearing services among the communicatively-impaired population in local public schools as well in healthcare settings. The program consists of 66 semester units, leading to an A.S. Degree. After many levels of curriculum review and consultation with an advisory committee, the program prerequisites are: 1) English 1A to demonstrate writing competency and 2) admission into the program. There are currently three of the five SLPA Discipline Courses approved as stand-alone courses which are CSU credit transferable: SLP-1, "Foundations of Speech-Language Pathology Assisting;" SLP-2, "Remediation: Hearing & Speech Disorders;" and SLP-3, "Remediation: Language, Literacy & Communication." Upon completion of the A.S. Degree, student graduates will demonstrate their knowledge of professional responsibilities and ethical behavior appropriate for speech language pathology assistants and will be eligible for state licensure.

Early Childhood Education (ECE)

ECE aligns its goals with the mission statement by providing programs of study for the college's 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 the region's 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.

Public Safety Education and Training Program

The Public Safety Education Training Program located at the Ben Clark Training Center (BCTC) comprises the law enforcement and fire technology, programs. BCTC, which has significantly expanded its enrollments, has relocated to new premises to accommodate the expansion. An assessment center now provides orientation, educational advisement, and counseling services to all students at BCTC.

- **Basic Peace Officer Training Academy (Ben Clark Training Center):** Established in 1953 and part of Moreno Valley College 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 in 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).

- **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. Both the fire officer and chief officer certificates have been approved by the Riverside Community College District and by the California Community College Chancellor's Office. In addition, the fire technology program has initiated an investigators certificate that is currently moving through the campus's and district's program approval process. The fire hydraulics course is planned to be replaced by a fire fighters safety course in order to align the program with the national fire academy's program.

The Business Information Technology Systems Program (BITS)

Moreno Valley College also offers career and technical education programs in business information technology systems, including marketing, accounting, and computer gaming.

- **Business:** The business certificate consists of six core courses totaling 18 units and an additional 12 units comprising a concentration. The core courses provide students broad exposure to various business aspects: accounting, general business, business communications, business mathematics, management, and computer technology. Students can choose to concentrate in an area by completing another 12 units. The concentrations are in Accounting; General Business, Human Resources, Management, Marketing, and Real Estate.
 - General Business: This concentration consists of a total of four courses selected from a group of ten, covering topics in accounting, management ethics, international business, law, human relations, supervision, marketing, and logistics.
 - Human Resources: This concentration consists of a total of four courses selected from a group of five covering topics in human resource management, training and development, supervision, labor relations, and organizational behavior.
 - Management: This concentration consists of a total of four courses selected from eight covering topics in management, quality management, human relations and resources, hospitality and international management.
 - Marketing: Marketing consists of a total of four courses selected from eight covering topics in advertising, selling, e-commerce, logistics, and retailing, and international marketing.
 - Real Estate: Real estate consists of a total of four courses selected from eight covering topics in real estate principles and practices, legal aspects, finance, appraisal, economics, and procedures.
- **Simulation and Gaming:** Game Art is a 36-unit certificate program or, upon completion of graduation requirements outlined in the catalog (section 1, group 5), an Associate in Science degree. The program is designed to prepare students for work in a game studio as a 3D artist with the abilities both to create and to animate digital objects. The certificate is a comprehensive program that puts equal emphasis on the artistic and the technical side of three-dimensional (3D) modeling and animation. Courses take students through the whole production process and workflow of 3D modeling and animation, from conceptualization to the delivery of a final, rendered product. Curriculum spans traditional drawing techniques, life-drawing, and the technical fundamentals of 3D animation and modeling.
- **Computer Information Systems:** A student may choose to attain an Associate in Science degree in Computer Information Systems with an emphasis in Computer Applications, or may choose to attain an AS degree in Computer Information Systems with an emphasis in Computer Programming

- The Associate in Science in Computer Information Systems, Computer Applications, is awarded upon completion of the degree requirements (30 units), including general education and other graduation requirements as described in the college catalog
- The Associate in Science in Computer Information Systems, Computer Programming, will be awarded upon completion of the requirements for the certificate (25.5 units) 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.
- The CIS department also offers several certificate programs. A student may choose to attain a certificate in C++ Programming, PC Publishing or Web Master
 - The C++ Programming Certificate consists of 3 core courses totaling 9 units.
 - The PC Publishing Certificate consists of 4 core courses totaling 12 units.
 - The Web Master Certificate consists of 3 core courses totaling 9 units, plus an additional 2 elective courses totaling 4.5 units, to complete the 13.5 units required.
- **Computer Applications and Office Technology:** Students finishing a certificate can complete the remaining general education units totaling 30 units to receive either an associate in arts degree or an associate in science degree.

All proposed patterns—others under various stages of development include biotechnology, pharmacy technician, and clinical laboratory technician—must go through the district's program approval process and are developed only after labor-market surveys verify a need.¹¹ 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 college and area employers. These advisory committees thus effectively monitor the relationship between area need and the programs offered at Moreno Valley College.¹²

In addition to the career and technical education programs discussed, the MVC offers courses leading to completion of the following districtwide certificate programs:

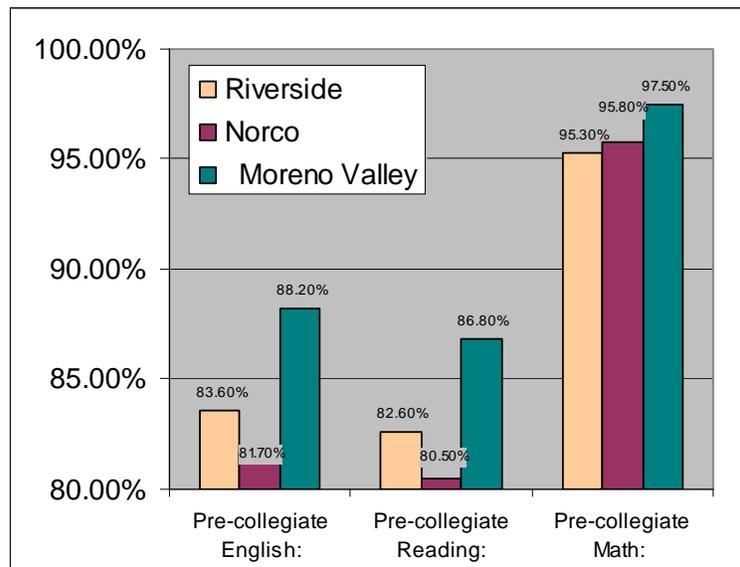
- Administration of Justice
- Business Administration
- Early Childhood Education
- Education Paraprofessional.

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. Indeed, Moreno Valley has a great and growing need for basic skills training. In the fall of 2008, 85 percent of those who took the Accuplacer placement test at Moreno Valley College and its feeder schools placed into pre-transfer English, 71.2 percent into pre-collegiate reading levels, and 97.4 percent into pre-transfer mathematics. These rates are the highest in the RCC District:¹³

Placements into Pre-Collegiate* Basic Skills Courses, Fall 2008



* "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. The college recognizes that this use of terminology is not necessarily harmonious with the state's current usage.

Also, many incoming students need instruction in English as a second language (ESL). In the fall of 2008, 12.9 percent of students taking the Accuplacer placement test at Moreno Valley received an ESL recommendation—again, the highest rate in the district:¹⁴

	<u>Moreno Valley</u>	<u>Riverside</u>	<u>Norco</u>
ESL Recommendation	12.9%	10.9%	10.3%

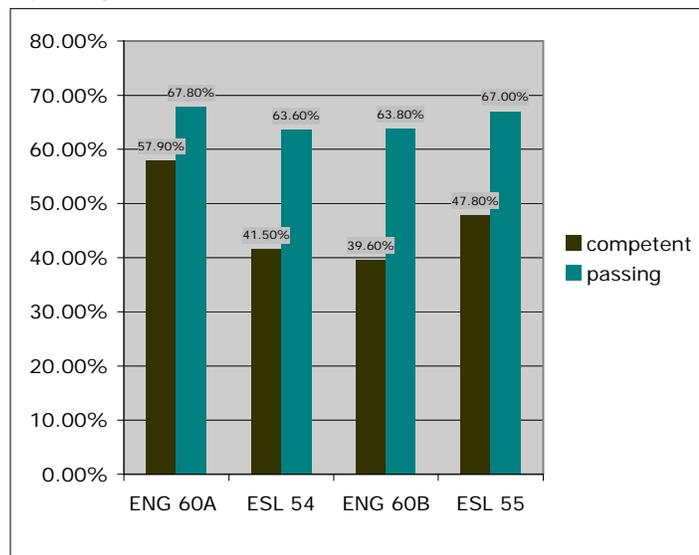
Moreno Valley College addresses this need for basic skills in its population by offering basic skills series of courses in reading, mathematics, English, and ESL. All first-time college students with specific, identified educational goals are required by board policy to participate in the college's placement process. The faculty have chosen Accuplacer as the placement test for English, reading, and math, and ESL faculty have developed their own placement exam for ESL courses. Through these exams, as well as state-mandated use of other measures, students are able to register in the courses appropriate to their preparation. (Cut scores for the Accuplacer tests have been validated by the disciplines involved.) The faculty are responsible for designing the curriculum in their respective disciplines and for sequencing the basic skills classes in order

for students to progress in the acquisition of skills. Most basic skills courses are offered in a pass/no pass format (except pre-transfer courses such as English 50 and Math 50, 52, 53, 35), and students are encouraged to retake courses to achieve competency. (A small number of credit-bearing pre-transfer courses cannot be retaken, but students can retake noncredit basic skills courses.)

Success rates for the basic skills course series are low. Of students in the district who enrolled in the 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.¹⁵

These success rates, moreover, may not always adequately reflect achievement of learning outcomes; some of the students passing basic skills courses may not be achieving all the course objectives. For example, an assessment report by the district English discipline concluded that in two 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:¹⁶

Competency Assessments and Pass Rates and for Selected Outcomes



The move towards assessment of student learning outcomes is providing 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). Moreno Valley College 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: The college offers Guidance 45 at its feeder high schools during the spring semesters.¹⁷ Title V grant money has made possible 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 Basic Skills, 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. Math faculty have also added specific laboratories to their curriculum to reinforce basic mathematics skills. Namely, there are two practicum courses that allow students to use the Math Lab for drop-in tutoring. Math faculty, moreover, have developed a new algebra course which requires students to utilize the Math Lab as a component of the class.
- Cooperative efforts to improve basic skills preparation in 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 expanded in 2007 to include four-year universities, middle schools, and elementary schools. Meetings are held on-line and face to-face throughout the year; specifically, English and math consortiums meet on a monthly basis to discuss and develop strategies to improve articulation in the regional K-16 institutions.¹⁸
- 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."¹⁹ In addition, Moreno Valley College held discussions that resulted in the development of an application for admission in Spanish.²⁰ As well as the application, parts of the catalog have been translated into Spanish to explain registration and financial aid.

- 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 the college an opportunity to identify resources, evaluate processes, and develop concrete, collegewide initiatives for effective delivery of basic skills instruction and for cooperative approaches to basic skills across the curriculum.²¹ The conference has been followed up by workshops and presentations by basic skills experts, including two different workshops on teaching reading across disciplines. The basic skills committee funds travel to regional and state conferences.

Resulting from the 2007 retreat, the college formed a Basic Skills Committee, providing .5 release time for the chair. The committee, which has access to funds provided by the state, meets monthly to foster dialogue among faculty about innovative teaching techniques and strategies. A major focus has been to create learning communities at the college. To this end, the committee funded stipends during winter 2009 for faculty to develop paired courses, including integrated assignments and assessment tools. The following linked courses will be offered in fall 2009:

- Psychology 1 and Reading 86
- English 50 and Reading 83
- Math 90 ABC and Guidance 48
- Reading 83 and Geography 1
- English 50 and Library 1
- Math 35 and Chemistry 2A
- ESL and Early Childhood Education

Some of these paired courses are being offered in spring 2009. Department chairs are working to arrange times for course offerings to maximize enrollments in these classes.

In addition, the college has implemented the One Book / One College program as a direct result of the Basic Skills Retreat held in spring 2007. Brainstormed by faculty and staff charged with developing strategies for improving students’ reading skills, the One Book program completed its first year in spring 2009. After a nominating process, the college selected *Exposed: The Toxic Chemistry of Everyday Products: Who’s at Risk and What’s at Stake for American Power*, by Mark Schapiro. The program’s goals include promoting reading as a lifelong habit, developing curricular coherence across disciplines to increase student engagement in classes connected by themes, fostering college unity through common reading, assisting student acquisition of reading skills, and hopefully increasing student motivation and success. Faculty in biology, health sciences, chemistry, English, reading, and psychology (to name a few) have incorporated the book or excerpts from the book into their existing curriculum. Events sponsored by this program funded by the Basic Skills Initiative include two faculty workshops on how discipline faculty can teach reading skills in their courses; a collegewide presentation by a biology instructor on issues raised by

the inaugural year's book; a faculty, staff, and student debate about the book, led by three faculty with differing views on the book; and a visit by the author of the book (March 2009). There is also a website devoted to the campus book program linked through the library's website.²² In spring 2009, the college selected a new book for the 2009-2010 academic year, *Me Talk Pretty One Day*, by David Sedaris. The One Book Committee conducted assessments in spring 2009 to determine results for its diverse goals.

Additionally, the college's Title V grant has supported and enhanced a series of basic skills initiatives including professional development, academic projects, and student support services activities. Title V sponsors seminars focused on teaching and student support by nationally recognized instructors and scholars. Title V counselors use intrusive case management counseling techniques to assist basic skills students in reaching their academic goals. Title V assists the college in its data and outcomes assessment through a part-time outcomes assessment researcher. Also, Title V, with the support of the administration, acquired designated basic skills classroom space when the college developed Parkside Complex (PSC). The modules were instrumental in creating and facilitating the scheduling of paired and learning community courses. Several modular units associated with specific disciplines and basic skills classes have priority for scheduling:

- PSC-7: English
- PSC-8: Reading
- PSC-9: ESL
- PSC-10 : Math

The Faculty Development Committee is also addressing basic skills. The committee sponsors informal college hour seminars in which faculty share their most effective learning practices. The Faculty Development Committee also funds faculty trips to conferences and sponsors and publicizes basic-skills-related events throughout the district.

EVALUATION

This standard is met. The college mission statement drives planning and decision-making to ensure that the college's focus is on learning. The culture of the college fosters balance in course offerings of the three broad categories of learning (transfer, career and technical, and basic skills) and encourages ongoing reflection and action on ways to improve student learning and meet the needs of Moreno Valley's diverse community.

Baccalaureate Transfer

Moreno Valley College currently offers sufficient transfer sections to address and meet its mission and uphold its integrity. As the college grows, it needs to be diligent to ensure that 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 practice may bring down student-to-faculty ratio, but in the long term the development of a comprehensive and rigorous transfer curriculum will solidify Moreno Valley College's reputation as a quality transfer college, thus drawing more students to the campus. In order to make curricular expansion as successful and as painless as possible, departments and disciplines must 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. The English discipline within the Department of Communications, for example, has developed a rotation for offering literature courses that considered Riverside and Norco offerings as well as past enrollments of offered courses. Some of these transferable literature courses are thus offered on a yearly basis while others are offered every other year.²³

Career and Technical Education (CTE)

Moreno Valley College offers exceptionally strong, college-specific CTE programs, most of which are regionally accredited. These programs clearly address the college mission to meet the educational needs of the region, especially in the preparation of providers of health and public services. CTE 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. CTE 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 specifications.

These special program costs will be addressed, and the possibility of differential funding is being explored at the district and state levels. Differential course/program funding was one of the six topics discussed at "California Forward" on February 27, 2009. Legislators, educators, and business leaders convened to make recommendations on feasibility and usefulness of a variety of topics. While legislators may be open to differential funding, generally that openness means decreasing funding for other programs—a change that may not be appealing to the whole college.

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 College 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. The initial project plan for the center was prepared in July 2008 and was approved. The Steinberg Group has been selected as the architects to prepare the final project plan for the center, which kicked off on February 25, 2009, and is expected to be completed within six months.

Basic Skills

Moreno Valley College recognizes that success in its mission to prepare students for transfer depends on success in the mission to improve students' basic skills. The college has developed multiple strategies for addressing the basic skills deficits of its students. In spring 2007, the college organized a two-day retreat to focus on basic skills, allowing for in-depth, focused discussions among faculty, staff, and administrators on the needs of students and potential collegewide strategies to address those students' needs. A follow-up retreat is being planned for 2009. The activities, initiatives, and programs described above highlight the college's commitment to implementing new practices for basic skills students. The Basic Skills Committee, moreover, expects specific plans for assessment with new proposals; as a result, the college will soon begin seeing initial results on many of its funded programs since the basic skills funded projects are in their infancy.

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. The college has 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 50 percent at Moreno Valley College.²⁴ 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 college is committed to improving the competency in basic skills of students who are enrolled in content-area courses and the relationship between their competency and success rates. The paired course offerings already in development are intended to begin to address these disparities, as well as to help faculty teaching transfer-level courses acquire knowledge about helping basic skills students improve reading and math skills.

English as a Second Language classes are central to improving the basic skills of some of the college's students. While obstacles to enrollment in basic ESL courses have historically interfered with the mission to teach basic skills to all who need them, the college demonstrated its commitment to its many English language learners by moving forward with a plan to hire a new (second) full-time ESL instructor for the campus. 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. The addition of another full-time ESL instructor should help provide faculty resources to assist English language learners on campus and in the community. Basic-Skills-Initiative-supported ESL learning communities have provided faculty-developed supplemental instruction for ESL courses to improve student persistence and retention in ESL.

 II.A.1.a

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.

PLAN

None is needed.

DESCRIPTION

Data and Research Services

To fulfill the instructional mission at Moreno Valley, the college must identify the needs of its 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? Self-evaluation, decision-making, and planning depend upon data that are sufficient, accurate, pertinent, meaningful, and available. The college has a good foundation of data services which 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 Moreno Valley College students and its service-area population. These data, which are essential for program review and self-study, are available on the district website and are also published in the district Fact Book. The office further analyzes this data.
- The college Office of Institutional Research and Assessment, established in spring 2009, provides data and analysis on student achievement, basic skills learning outcomes, enrollment management, and student satisfaction. The office consists of the following personnel: district dean of research (4 hrs/week), district dean of academic services (1 hr/week), Title V outcomes assessment specialist (20 hrs/week), and BSI committee chair (.5 reassigned time).
- 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 colleges for strategic enrollment management. Detailed enrollments for each section are provided, allowing administrators and instructors to examine enrollment patterns for courses. Deans, department chairs, assistant chairs, and faculty 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 colleges. The committee oversees and serves as a resource for the discipline-driven assessment component of program review process.²⁵ 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, which are posted throughout the campus (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 colleges. This committee works closely with the DAC in reviewing completed discipline and student services program reviews and annual program review updates. It 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 by Moreno Valley College for strategic enrollment management and for setting priorities regarding the use of college resources.
- The district Matriculation 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 college 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 colleges. Under the auspices of this office, environmental scans for the district were completed by McIntyre and Associates in 2002 and in 2007. These reports identify the demographics and economic needs of the community, helping to guide the college 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. With the assistance of the consulting firm Maas Companies, Inc., an updated Educational and Facilities Master Plan for Moreno Valley College, which was completed and subsequently approved by the Board of Trustees in 2007, is now implemented.
- 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 college 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.
- The BSI coordinator gathers and disseminates data pertinent to basic skills courses and programs, commensurate with the college's mission, including:
 - assisting faculty with outcomes assessment
 - monitoring the impact of basic skills programs to evaluate outcomes
 - asking what effect basic skills pilot projects have on the students who participate in them
 - exploring how basic skills student outcomes compare with other students
 - maintaining appropriate data.
- Departments, disciplines, and programs gather, interpret, and disseminate data.

The district has formalized feedback loop with the college in which Institutional Research, Institutional Data Reporting, and Institutional Effectiveness help personnel to access and interpret data to improve learning and teaching.

Standardized templates for comprehensive disciplinary program reviews (every four years) and annual college-based discipline updates have been developed and are being used. The Annual Review templates formalize the flow of information, and provide opportunities for disciplines to itemize other kinds of information they need. These templates have been revised in response to feedback from disciplines and departments.²⁶

The publication of an annual Fact Book in order to make key information more available and accessible in a user-friendly format has been institutionalized.²⁷ The RCCD Fact Book is available online, **and** hard copies are made available to key department and unit personnel at the college.²⁸ The Fact Book opens with the district and college mission statements and includes

- district information
- population data (for the district)
- student demographics (districtwide and broken down by college)
- district strategic initiatives
- student outcomes data
- efficiencies, FTES, faculty load summary (districtwide and by college)
- employee data (districtwide)

- faculty data (by college)
- five-year construction plan (districtwide and by college).

Since the fall of 2006, at the request of the vice president of educational services, representatives from the district (notably from Institutional Planning, Institutional Reporting, and Institutional Effectiveness) began regular visits to Moreno Valley College 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. This facilitation of research and reporting has now been institutionalized into the college Office of Research and Assessment.

The district dean of institutional reporting and academic services provides regular training and consultation to faculty, staff, and administrators at Moreno Valley College. Further, the dean provides regular updates on course section information, including enrollment, success, and retention. The district dean of institutional research is available weekly on campus for consultation and, when requested, for providing training in conducting and interpreting research to improve learning, enrollment management, and use of resources.

In an effort to increase data accessibility, the institutional data and research webpage was updated to provide easy access to district and college data and research projects.²⁹ All research projects are now accessible online, including a list of current projects, timelines, and completed projects. A data-request form, which is also available online, has been developed to formalize the process whereby data can be requested by faculty, staff, or administrators. Finally, two newsletters are published: one covers research in general, and the other covers career and technical opportunities in the region (such as labor market reports).

Meeting Growth and Scheduling

The greater Moreno Valley and Perris areas—the core of the college service area—are the two fastest growing cities in the district. Between 2000 and 2007, Moreno Valley grew by 27 percent and Perris by 40 percent. Perris, for example, grew by 6.7 percent in 2006-2007.³⁰ (See also Demographic Information in the Introduction). Enrollments at Moreno Valley College increased 14.5 percent during a similar time frame—from 5,972 headcount in fall 2000 to 9,470 headcount in fall 2007.³¹ The college has continued to grow: fall 2008 enrollment was 10,248.

In order to meet this growth in demand, the college has increased the number of sections offered, especially in basic skills. Moreno Valley College increased its basic skills course offerings from 52 sections in fall 2000 to 88 sections in fall 2005—an increase of 69 percent—and to 94 in fall 2008, another 6 percent increase after the previous significant increase.³²

Further, the college has expanded the scheduling patterns to make the courses more accessible to all students. Beginning especially in the spring of 2006, the college increased the number of four-day-per-week classes and

Wednesday/Friday classes, as well as the number of classes offered 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.³³

Curricular Coordination with High Schools

Moreno Valley College understands the vital importance of working with area feeder high schools to serve the needs of incoming students: ideally, such arrangements help motivate high school students to graduate and to pursue a higher education at Moreno Valley College. The college coordinates 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 career and technical and include classes in accounting, anatomy, computer information systems, and medical assisting among others. In the college's service area, the district has agreements with three feeder districts:³⁴

- 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 2008-09 Catalog.³⁵ 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.³⁶ To address this problem, Moreno Valley College has become 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.

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

- **The Moreno Valley Middle College High School program (MCHS)** is an established cooperative venture between Moreno Valley College and two school districts—Moreno Valley Unified and Val Verde Unified—encompassing seven high schools. Grant funding from the California Community College Chancellor's Office, augmented with funds from the two school districts and the Riverside Community College District, supports the program.³⁷ The program, which includes

an onsite director, a high school counselor, two high school instructors, and a secretary, targets academically capable students considered at risk of not completing high school or attending college. Each year, approximately 300 sophomores apply for 60 slots, and approximately 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 at Moreno Valley College. In addition to completing high school English, U.S. history, government, and economics courses that are required, students take a minimum of six college units per semester and a minimum of three units during the winter session. 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 86 percent have gone on to complete either an associate or a bachelor degree. In recent years, between 30 and 48 percent of the students graduated simultaneously with a high-school diploma and an associate degree—numbers consistent with the average over the lifetime of MCHS at Moreno Valley.

- **The Vista del Lago Middle College High School program (VDLMC)** is a joint venture between the college 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 College 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, identified through counseling at the high school and the college. 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 2005.³⁸ As of spring 2009, there are 89 students in the program. Ninety percent of Vista del Lago Middle College students graduate from high school. The high 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 a joint project between the college and the Nuview Union School District. Nuview Bridge Early College High School, located in the rural Nuevo area about a 15-minute drive from Moreno Valley College, is a charter high school designed to serve 400 students. During the 2008-2009 academic year, the program is serving 338 students in grades 9-12. Selection is based on students having a minimum 2.0 GPA and a desire to attend the program. Students in the program take high school classes at Nuview and college classes at the

Moreno Valley College campus. The priority of the early college program is to serve low-income, first-generation college-goers, English language learners, and students of color, all of whom are statistically underrepresented in college classes. Students are bussed to the campus throughout the day, beginning at 7:30 a.m. and the final bus returning at 5:30 p.m. 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.³⁹ In spring 2009, Nuview Bridge ECHS, in its partnership with Moreno Valley College, was recognized with a School of Excellence Award and a California Distinguished Schools Award.

The middle and early college programs have stimulated collaboration between high school and college faculty about developing more closely articulated preparatory curricula in the high schools. Articulated preparatory curricula and standards aim to promote transfer to college; more importantly, they would reduce the need for remedial course work for students entering Moreno Valley College and increase the retention and success of its students.

In fall 2005, the Moreno Valley College Title V office inaugurated the first annual articulation conference with 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 Moreno Valley College 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. Moreno Valley College initiated the first CalPASS data sharing consortium agreement in Riverside County, making the college the first of the area colleges 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

This standard is met. Moreno Valley College is successful in meeting student learning needs. Moreover, the college strives to excel in this area and has taken significant steps to develop a productive feedback loop between data users and data providers.

Members of the Academic Planning Council (department chairs and academic deans) have received training in the use of scheduling spreadsheets. As of winter 2007, fill ratios are available daily. In summer 2008, additional portable classrooms were placed on campus.

A third challenge, as it is at all community colleges, is staffing. Partly owing to the rapid growth of Moreno Valley's student population, part-time faculty teach a relatively high percentage of sections at Moreno Valley College.⁴⁰

College	Percent of FTEF load covered by part-timers (fall 2008)
Moreno Valley	68.28
Norco	56.86
Riverside	46.05

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.”⁴¹ 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 34 out of the 42 sections of precollegiate English offered at Moreno Valley in spring 2009—that is 81 percent of the sections. In ESL the ratio was 10 out of 12, or 83 percent.⁴²

The middle college high school programs have been largely successful in providing participating students with a college learning experience. The dean of instruction, dean of student services, department chairs, and middle and early college staff coordinate to avoid large concentrations of high school students in sections, arrange scheduling of classes to facilitate student participation and eliminate enrollment barriers.

PLAN

None is needed.

II.A.1.b

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

II.A.2.d. The institution uses delivery modes and teaching

DESCRIPTION

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

Faculty

The college 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.”⁴³ Likewise, faculty

methodologies that reflect the diverse needs and learning styles of its students.

are involved at every phase of the hiring process to ensure new faculty employ teaching methodologies that reflect the needs of the college's students.

All faculty are regularly evaluated by their full-time peers, according to guidelines detailed in Article XI of the current district/faculty Agreement.⁴⁴ 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.

Full-time evaluation committees include an administrator, the department chair, and two 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 part-time faculty member being reviewed to discuss the evaluation.⁴⁵

Faculty Development: In addition to the formal improvement of instruction process, the college promotes faculty development through a variety of avenues. 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 districtwide, one-day, new faculty orientation. Since 2006, each college in the district has had its own faculty development coordinator who is responsible for college-based new faculty orientation. Detailed agendas for orientation activities are available online.⁴⁶ Each new faculty member is also afforded mentoring by the faculty development coordinator, as well as 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.

The faculty development coordinator arranges and schedules workshops and presentations related to teaching and professional development. Faculty can earn FLEX credit for attending faculty development events. Faculty development FLEX activities are required according to the district/faculty agreement.⁴⁷ Many different types of workshops are offered to faculty at Moreno Valley College, and Moreno Valley faculty are able to attend faculty and professional development events offered at the Riverside and Norco campuses. Workshops and presentations 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.⁴⁸

Technology Training workshops are offered through the Open Campus and its Faculty Innovation Center.⁴⁹ With the opening of the Center for Professional and Faculty Development, Moreno Valley College has hosted workshops on a variety of topics including WebAdvisor training and Resource 25 scheduling. An open campus technology resource person visits the Moreno Valley College campus once a week for one-on-one meetings with faculty. Technology training is still available at the Riverside City College campus in the above areas and in others such as scanning documents for inclusion in Board of Trustee reports, the program review process, using ParScore and Scantron, using e-textbooks, and using PC notebooks. Upon request and availability, these other trainings are offered at Moreno Valley.

Disciplines and departments often host their own discipline-specific training workshops. Since disciplines are districtwide 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 College campus.

Moreno Valley College has cultivated a signature culture of faculty retreats, for which faculty receive FLEX (faculty development) credit. These retreats have been well attended by full-time faculty.⁵⁰ District-sponsored faculty development activities have also occurred, sometimes with Moreno Valley College faculty facilitating. With the exception of workshops designed for a specific cohort of faculty, workshops are open to all faculty across the district.

College 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.

Moreno Valley College instructional departments include an annual travel budget of \$200 per faculty member. Depending on the budget, the college 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.⁵¹ 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 email, the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, and mailings to faculty homes. 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 Moreno Valley College. 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 Moreno Valley College have been involved in a number of cooperative programs, grants, and initiatives to improve delivery of instruction.

Title V: The college Title V grant, an institutional change grant administered by a full-time director, has spearheaded several institutional initiatives at Moreno Valley College for developing alternative teaching strategies and innovative delivery methods. Title V targets underrepresented 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 was offered for the Spring 2007 semester and is planned again for Fall 2009 semester. A course pairing for Reading 83 and Astronomy 1A was implemented in fall 2008. 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. There are three sections of 60 A/B sequenced courses running in spring 2009. An English 50/Reading 83 paired course is also running in spring 2009.

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 learn about 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

- ESL One-Stop and outreach
- Tutorial Services
- 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 Moreno Valley College
- computers and printers for Associated Students to allow access for students to apply, register, and check grades
- smart classroom equipment
- 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 Center for Faculty and Professional Development.

The Title V office was awarded the Title V Cooperative Grant that led to the provision of a Center For Faculty and Professional Development at Moreno Valley College. College administrators worked in coordination with the district to move a modular building to the Moreno Valley College and to designate the space as the Center for Faculty and Professional Development (CFD), which offers technology training for faculty and staff, hosts faculty workshops and meetings, and houses a faculty laboratory and other resources. The internship program is housed in the center.

The internship program, another component of faculty development and also housed in the CFD, and in partnership with University of California at Riverside and Norco College, recruits prospective community college instructors and provides skills training for Moreno Valley instructional personnel. Interns work with a faculty mentor and the college faculty development coordinator. The program successfully mentored several interns between spring 2007 and fall 2008, and there were 20 interns at the college for the 2008-2009 academic year.

Basic Skills: The development of paired course offerings, to increase learning communities and integrate student learning, are supported by Basic Skills funding (see II.A.1 above). These new pairings being implemented in 2009 administered by the Basic Skills Committee include

- Psychology 1 and Reading 86
- English 50 and Reading 83
- Math 35 and Chemistry 2A
- Math 90 ABC and Guidance 48
- Reading 83 and Geography 1
- English 50 and Library 1
- Math 35 and Chemistry 21
- ESL and early childhood education.

Basic skills has also supported ESL supplemental instructors in the Writing and Reading Center.

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. The Puente class for 2008-2009 had 32 students. 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 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 2007-2008 Puente program passed the second semester of the sequence at a rate of 90 percent.⁵² 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.⁵³

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.⁵⁴

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 saw 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.⁵⁵

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 the district's mission to provide the highest quality instructional programs for a highly diverse student population, the districtwide honors program, which has an agreement with UCLA TAP (Transfer Alliance 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 and is now offering honors sections of English composition, philosophy, history, political science, geography, chemistry, and speech courses. At Moreno Valley College, there are currently 65 honors students and 10 faculty working with the honors program. The districtwide program monitors enrollments and continually researches adding more disciplines and courses to the honors curriculum.

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. All honors courses meet 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 Moreno Valley College, 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.

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.⁵⁶

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. Peer tutors must have passed a tutor training course in order to work in the WRC. Tutors work 10 hours each week on average. In addition to the instructors and tutors in the Writing and Reading Center, students have access to computer workstations with web

access and online exercises on all aspects of writing, worksheets with available answer keys, and workshops covering a range of writing, reading, and research topics.⁵⁷

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. Typically, four to six Moreno Valley students participate each semester.

International Students: Districtwide, 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 2008, the college had 42 tutors in various subject areas.⁵⁸

STEM Success Center: This center, funded by the College Cost Recovery Act of Title V, has been established to promote the transfer of STEM students to four-year universities. It provides tutors, supplemental instruction, workshops, summer bridge, and innovative curriculum.

Disabled Student Programs and Services (DSPS): The Moreno Valley College'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 Moreno Valley students in the High Tech Center (Riverside City College) and in the library. Approximately 350 students with disabilities register with the Moreno Valley College 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 College 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 various media and software 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 at the Riverside City College 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 addresses 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 college website.⁵⁹ Many DSPS students are referred from high school special education programs. Outreach programs and classroom presentations to local feeder high schools, therefore, 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 whom they observe having problems. Faculty and staff are also a frequent source of referrals.

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

- web-enhanced courses

- hybrid courses
- online courses
- telecourses.

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. In the fall of 2008, Moreno Valley College offered 1 telecourse (1 section) and 145 sections of online (25 sections, 19 classes), hybrid (20 sections, 10 classes), and web-enhanced (100 sections, 55 classes) courses in a variety of different subject areas, including business, English, history, humanities, management, marketing, music, political science, and reading.⁶⁰ Geography is in the process of developing hybrid versions of Physical Geography and Physical Geography Laboratory, both scheduled to be offered in fall 2009.

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 multimedia 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 multimodal 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

These standards are met.

The addition of a college-based faculty development coordinator, along with the opening of the Center for Faculty and Professional Development, promotes faculty development opportunities on campus and more participation by part-time and full-time faculty. Coordination among the faculty development coordinator, the Title V coordinator, and the basic skills committee chair is proving to be important to offering faculty training, fostering teaching innovation, and utilizing technology to meet diverse needs and learning styles of Moreno Valley students.

The college is successfully developing more distance options for its 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 college to increase 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. Moreno Valley College is committed to assuring that all distance courses employ pedagogically sound methods of achieving authentic student learning. Furthermore, all courses newly offered in a distance format must first undergo careful scrutiny by the 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.⁶¹ In addition, all new distance education classes must be 508 compliant and pass Americans with Disabilities Act (ADA) requirements.

The faculty development coordinator publicizes faculty development activities, including posting events on the college’s listserv for faculty and making arrangements to have them announced at department and Academic Senate meetings. The faculty development coordinator and personnel in the new CFD collaborate with the district Open Campus unit to supplement its Hybrid Academy training with onsite, focused workshops specifically aimed at web-enhancement techniques for Moreno Valley instructors.

PLAN

None is needed.



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 and II.A.2.c 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**

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 Moreno Valley College and throughout the district. New course proposals are initiated by faculty and require review by their disciplines and departments. Sometimes new courses or programs originate from administrators or the community, but they are still approved by the discipline faculty. The all-faculty Curriculum Committee (a subcommittee of the Academic Senate) oversees the curriculum development process and must approve all new and revised courses before they are submitted to the Board of Trustees.⁶² Curriculum that is college specific is approved only by the college curriculum committee, while curriculum that is to be offered at all three colleges in the district must be approved by the all three college curriculum committees and the district committee. Transparency and access to all course and program information is facilitated by the use of CurricUNET, a districtwide, web-based course and program management system.

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 revised in spring 2009 to integrate program development with the strategic planning process at all three colleges. The five-phase process requires data to justify need and stipulates broad input from the faculty. Notably, districtwide disciplines and the curriculum committee oversee quality control and the establishment of clear and appropriate student learning outcomes.⁶³ The colleges 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 approval by both college and district curriculum committees followed by final approval by the Board of Trustees. The curriculum committee collaborates with a number of other district and college entities:

- other colleges' curriculum committees in the district
- the district curriculum committee

- 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 associate vice chancellor of instruction
- the district Office of Institutional Effectiveness
- the district articulation officer
- 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 Career and Technical Education Programs.

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

- discipline oversight of new, common-core curriculum across all three colleges, ensuring a common curriculum throughout the district
- regularly scheduled departmental and discipline meetings related to course offerings
- discipline-based assessment of student learning outcomes
- 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
- CurricUNET training
- comprehensive program reviews for academic disciplines districtwide, and annual college-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 nondegree credit), level (basic skills, precollegiate, 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

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. Indeed, all courses have measurable student learning outcomes, and the curriculum committee reviews outcomes for integration with course teaching methods, content, and assignments. Approved programs have program learning outcomes (including the newly developed areas of emphasis). Progress continues to be made on assessing student outcomes (as most disciplines have established schedules for assessing specific courses) and on incorporating effective learning strategies in the classroom resulting from the assessment process.

PLAN

None is needed.

II.A.2.b

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

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

Moreno Valley College 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.⁶⁴ As committees of the district Academic Senate, all three are faculty driven and all have representation from Moreno Valley College. In fact, Moreno Valley has its own curriculum committee which oversees college-specific curriculum and programs; it reports to the districtwide curriculum committee comprised of the chairs of each college's curriculum committee.

All disciplines and programs at Moreno Valley College 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 meet general education requirements are reviewed using a district matrix for the correlation of course SLOs to districtwide, general-education SLOs (see II.A.3 below).⁶⁵

The curriculum committee, responsible for approving course outlines, helps guide faculty in designing outlines that integrate 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 integrated course outlines with appropriate student learning outcomes.⁶⁶ Moreover, Moreno Valley College curriculum committee

members—one representative for each instructional department—work individually with their department colleagues to assure that curricular initiatives from Moreno Valley College 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, and from the Technical Review Committee, an advisory subcommittee of the district curriculum committee that reviews course and program proposals before they are submitted through the approval process.⁶⁷ All district course outlines of record (CORs) have incorporated student learning outcomes. Further, new course proposals are reviewed carefully by the all-faculty college and district curriculum committees, as well as by discipline and department faculty, for a course's integration of course-specific SLOs, general education SLOs, and course methods, materials, and content. The newly adopted CurricUNET, a web-based tool to facilitate communication about curriculum issues and maintain records of all districtwide course outlines of record, also has helpful tools regarding learning outcomes for faculty developing curriculum.

More challenging than designing integrated student learning outcomes is assessing them. This ongoing effort has been led by the District Assessment Committee (DAC). The DAC, established in 2000, is co-chaired by the associate vice chancellor for institutional effectiveness and a faculty member. Currently, each college, through its academic senate, elects two faculty members as voting members of the committee, though participation is sometimes broader; typically 10 to 15 faculty attend meetings, along with Title V assessment specialists from each college and at least one staff person from institutional research. 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.⁶⁸ (See I.B for a more detailed history of the DAC.)

The districtwide English discipline, for example, conducted its second assessment project of English Composition (English 1A), in which instructors assessed students' required research projects for use of Modern Language Association (MLA) conventions. When students did not meet faculty expectations for this SLO, faculty reviewed and rewrote the SLO that they examined and a subcommittee presented teaching strategies to the discipline for improving student use of MLA conventions. The districtwide English discipline has established a rotation for evaluating its course offerings regularly over a three-year cycle. This is just one example of many improvements faculty have made to teaching and learning as a result of assessment of SLOs.

Career and Technical Education (CTE) Programs

As required, CTE programs at Moreno Valley College rely on advisory committees of area professionals for assistance in developing effective student outcomes and assessment guidelines for particular programs and CTE courses. These committees meet at least annually and as needed.⁶⁹

Several of the college's CTE programs follow the guidelines of corresponding professional organizations in the formulation of learning outcomes and assessment procedures. Likewise, some of these programs are accredited by appropriate professional organizations, which mandate specific learning outcomes and assessment procedures for participating programs. Indeed, since several of these programs have been going through accreditation with their respective national or state accrediting bodies, they are models and leaders of learning outcomes assessment at the college. For example,

- **The Physician Assistant Program (PA)** 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 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 (CODA) 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 College dental hygiene students. To promote student success, CODA also maintains strict entry prerequisites for accredited dental hygiene programs. As required for CODA 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 CODA 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 College 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 is accredited by the American Dental Association's Committee on Dental Accreditation (CODA). Upon receiving approval from the Dental Board of California, graduates from the Moreno Valley College 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:** The Administration of Justice/Law Enforcement and Fire Technology programs taught at the Ben Clark Training Center use state, national, or federal licensing agencies to meet the regional needs of public safety agencies:
 - Administration of Justice/Law Enforcement. Law Enforcement agency coordinators develop course outlines to be reviewed and approved by a state certification agency, based upon state certification guidelines and standards. State agencies establish competency levels to be met by students to receive certification when they complete a course or program. The California Commission on Peace Officer Standards and Training (POST) approves student learning outcomes for the Basic Peace Officers Academy, the Modular Academy program, and the advanced officer training courses. The California Board of Corrections approves student learning outcomes through the Standards and Training for Corrections (STC) guidelines for students participating in the Basic Correctional Deputy Academy, annual jail training courses, and the Probation programs. Following the state certification, college level courses are developed through the college's or district's curriculum process.
 - Fire Technology. Courses offered in the Fire Technology program meet either state or federal standards for curriculum content and require instructors to meet specific qualifications. Core courses in the Associate of Science degree program for Fire Technology are developed based upon the Fire and Emergency Services Higher Education (FESHE) model, in collaboration with the National Fire Academy and institutions of

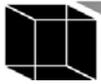
higher learning throughout the United States, to ensure that uniform and cohesive standards are met for students earning associate, baccalaureate, and master's degrees in Fire Technology and Emergency Services. The California State Fire Marshal provides state certification for Fire Academy and professional development courses in Fire Officer and Chief Officer. Student learning outcomes, course outlines, and the identification of instructors' skills and qualifications are based upon a comprehensive occupational analysis of the firefighting profession. Courses that are not FESHE-approved or certificated by the California State Fire Marshal meet other state or federal standards, such as those standards established by the National Wildfire Coordinating Group (NWCG) and the National Fire Protection Association (NFPA).

EVALUATION

These standards are met, but there are opportunities for continued progress. The professional and preprofessional programs of Moreno Valley College are exemplary in assessing and tracking student outcomes based on rigorous accreditation standards. Fire technology, for example, is now a national resource for assessment of fire programs, and Basic Academy and Law Enforcement moved from DAC stage 1 or 2 to stage 5, the DAC's highest rating which means the program or discipline is using assessment to implement changes designed to improve student learning. Among the nonoccupational disciplines, the program review process now demands assessment of student learning outcomes; mathematics and English initially led the way in assessing outcomes. Recently, the geography, reading, ESL, chemistry, and CIS disciplines, for example, all reached DAC stage 5 in 2008. Indeed, as of fall 2008, 8 of 26 programs having complete quadrennial comprehensive program review have scored a "5," and, all the academic disciplines have incorporated comprehensive assessment practices. The professional programs may be able to provide models and mentoring to the college as a whole. The Center for Faculty and Professional Development (CFD) provides ongoing professional development opportunities for faculty and staff. The chair of the District Assessment Committee, for example, offered a workshop on assessing learning outcomes in fall 2008.⁷⁰

PLAN

- The Center for Faculty and Professional Development (CFD) will continue to provide workshops and speakers on best practices in assessing and analyzing student learning outcomes to improve teaching and learning. Experts will include a) representatives from district institutional research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley College CTE programs; and d) the college's outcomes assessment specialist.



II.A.2.c

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 foundations of quality of instruction at Moreno Valley College. 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 asked to submit their course syllabi to the Office of the Dean of Instruction or to the office of their administrative dean. Peer review of syllabi and class observations are integral to the improvement of instruction process. The college 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 curriculum committee and are expected to include integrated 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.⁷¹ Assessment and program review projects provide evidence of rigor and student achievement.⁷²

EVALUATION

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
- 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 College 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, where critical thinking is outlined as a learning outcome.

PLAN

None is needed.

 II.A.2.d

II.A.2.d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

 II.A.2.e

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

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

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

DESCRIPTION

The program review process, in accord with the District Master Plan and the Moreno Valley Long-Range Educational and Facilities Master Plan, guides evaluation and planning of courses, programs, and certification at Moreno Valley College. This process is facilitated by the District Program Review Committee, which maintains a website providing documentation, guidelines, history, and other support.⁷³ For a history of program review since 2001, see I.B. of this self-study as well as the Riverside Community College District “History of Program Review.”⁷⁴ 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 on student learning—the engine that drives planning and resource allocation at the college and throughout the district. As of spring 2009, all disciplines in the district have completed one round of program review according to the process that has been implemented since 2001 (and 25 are in round two). All disciplines have also completed two rounds of annual review, which includes needs assessment and SLOs assessment). All administrative units have completed at least one round of program review as well. By the end of the 2008-2009 academic year, all budget processes (district and colleges) will have included program reviews as part of an integrated planning cycle.

Instructional program review now has both an annual and a comprehensive component. Annual program reviews, conducted by instructional, college-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.⁷⁵

Comprehensive Program Reviews, conducted by districtwide academic disciplines, occur on a staggered four-year cycle. Guidance for the comprehensive review is provided by “Comprehensive Program Review: Background and Guidelines.”⁷⁶ 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

These standards are met.

PLAN

None is needed.



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 disciplinewide norming, and college 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 related to one or more of the course learning outcomes. The final generated productive discussion in the discipline. Moreno Valley College now gives its own common exam in Mathematics 52. The discipline is also developing a common final for arithmetic (Mathematics 63).
- **English as a Second Language:** In spring 2005 the district ESL discipline started the ESL 55 (Advanced Grammar and Writing) Common Final Project. The objective of this project is to improve the transitional process of moving students from ESL to English classes. The content of English 50 and ESL 55 courses was aligned according to the increased emphasis of the English discipline on the students' responses to readings with in-class writing. As a result, a common final test bank and a file of optional writing prompts were created for ESL 55. The common final and test bank have helped to ensure standardization in assessing specific student learning outcomes, specifically integrating writing into practice. The complete common

final consists of two sections, a grammar and a writing section. 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. The data, presented in the comprehensive Program Review (2007), has been analyzed on a semester basis. The project has resulted in several positive outcomes:

- The class averages on the grammar sections have increased 17% from fall 2005 to fall 2006.
- The writing has gone from below average in spring 2006 to above average in fall 2006.
- The discipline has recognized the need to emphasize writing in testing, which has opened discussion about how writing is integrated with grammar in ESL teaching methodology.

The discipline is unanimous in the opinion that the expansion of ESL 55 and 54 from four-unit to a five-unit classes has greatly improved the integration of writing and grammar, the use of text-based response writing, and the ability of the students to produce writing in class. This ability should help students be prepared for the rigors of English 50 and English 1A courses which require these specific skills. This assessment project has also resulted in the awareness of other issues, especially the change of graduation requirement from English 50 to English 1A, and their possible impact on non-native speakers. As a result, the ESL discipline is now focusing on the importance of the integration of writing at lower ESL levels. A project is now underway to collect writing samples and assignments at every level so that evidence of student outcomes can be examined. The discipline believes that the ESL 55 Common Final Project has proved to be a valuable assessment tool.

- **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 discipline found that lack of achievement of writing outcomes was rooted in reading problems. In fall 2008, the discipline conducted a districtwide assessment of reading skills in English 50, through a common reading test conducted on a voluntary basis by districtwide English 50 instructors. That report will be made available to the districtwide English discipline in spring 2009.
- External licensing examinations play an important role in many **CTE 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 as an assessment of

program 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

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**

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

Moreno Valley College adheres to the requirements set forth by Title 5 and the California Community Colleges Chancellor's Office, as well as to the standards established by the district and college 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, Moreno Valley College 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. Faculty award grades based on student performance in achieving stated SLOs.

EVALUATION

This standard is met.

PLAN

None is needed.

 II.A.2.i

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTION

Currently, Moreno Valley College awards degrees and certificates based on student completion of the specified course options for each degree and certificate.⁷⁷ Some career and technical education programs have specified programwide outcomes that are clearly keyed to the outcomes of specific courses. During spring 2009, the curriculum committees of each college approved program learning outcomes for the areas of emphasis which were approved in spring of 2008.

EVALUATION

This standard is met. Disciplines have aligned 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

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.

DESCRIPTION

Moreno Valley College adheres to its Catalog, which includes the graduation requirements for general education. The 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."⁷⁸



II.A.3.b

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

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an 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.

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 college's Academic Planning Council and Academic Senate, and adopted by the Moreno Valley Strategic Planning Committee, these General Education SLOs have been posted in every Moreno Valley College 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

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 viewpoints⁷⁹

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.⁸⁰ 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. This subcommittee looked at every general education course and aligned the SLOs from those courses with general education SLOs. A complete chart of this alignment is on file in the Office of Institutional Effectiveness as of fall 2008. As a result of this alignment, the course outlines of record (CORs) in CurricUNET, the new web-based management system of curriculum, are set up so that course-specific SLOs are aligned with general education SLOs when a new course is entered or when a course is revised. In fall 2007 at Moreno Valley, a checklist of the general education outcomes was distributed to instructors, who informally checked the general education outcomes their courses address. Instructors were encouraged to distribute the checklist to their students so that they, too, could self-assess the degree to which a given course addresses these general outcomes.⁸¹

The 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 curriculum committee. Introductory level courses cover fundamental theories and methodologies of their discipline and introduce students to relevant subspecialties.

Likewise, requirements for an associate in arts degree include successful completion of one area of emphasis (minimum of 18 units) plus 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.⁸² The faculty believe that these requirements in the major fields of knowledge, along with analytical, critical, and quantitative reasoning, give students the knowledge and tools necessary for continued, wide-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. Moreno Valley College 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

These standards are met. The college schedules courses meeting the district general education requirements for the associate degree. The General Education SLOs, and the need to align them with course 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 College.

PLAN

None is needed.



II.A.4.

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 College must complete at least 60 units. The Riverside Community College District has two kinds of associate degrees. The associate in arts and associate in science degrees are general education transfer or career-readiness tracks that require students to take at least 18 units in one of seven coherent interdisciplinary groupings. In addition to the required 23 semester units of general education courses, all degree programs require at least 18 units in a career and technical education area or established interdisciplinary major area, known as an "Area of Emphasis."⁸³ After Academic Senate rejections of proposals to establish majors, an ad hoc committee comprised of faculty and administrators from all three colleges formed to create these areas of emphasis, culminating with approval by the state chancellor's office in May 2008. Each area of emphasis has program learning outcomes (approved in spring 2009), which were written and reviewed by faculty-run, districtwide area of emphasis committees in consultation with the district assessment committee:

- **Administration & Information Systems** involves the study of theories and practices useful for future study or careers in administrative environments. of economy, politics, management, and computer technology
- **Communication, Media, & Languages** involves the study of knowledge and skills needed to communicate effectively in a variety of mediums.
- **Fine & Applied Arts** acquaints students with study and creation of arts and performance from a global perspective.
- **Humanities, Philosophy, & Arts** offers a focus of study on human values and experiences of a wide variety of cultures from around the world throughout history.
- **Physical Education, Health, & Wellness** offers the study and practice of principles that promote individual and social health.
- **Social & Behavioral Studies** presents a curriculum to examine the nature of human relationships.

- **Math & Science** courses examine the physical universe, its life forms, and its natural phenomena.

The other kind of associate degree is the associate in science degree in career and technical education (CTE) programs. This degree requires at least 18 units in a given CTE area. As discussed in the description section of Standard II.A.1, multiple options exist on the Moreno Valley College for students to earn degrees in the CTE 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.

One of the Strategic Initiatives for 2005—2010 is to increase the percentages of students completing associate degrees and CTE certificates. The Moreno Valley Strategic Planning Committee affirmed the college's 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.⁸⁴

EVALUATION

This standard is met.

PLAN

None is needed.

II.A.5.

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.

II.A.6.

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

As described in the descriptions for II.A.1 and II.A.2, Moreno Valley College offers a wide variety of CTE 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 programs are employed in the fields in which they teach and thus provide a key connection between the academic setting and the practice arena. Graduates of specialized programs (for example, Physician Assistant (PA), Dental Hygiene, and Paramedic/Emergency Medical Technician) have scored well on state and professional examinations required for entry into practice. Dental Hygiene has had a mean pass rate of 95 percent on state licensure exams over the last 4 years: 100 percent for class of 2005, 98 percent for class of 2006; 94 percent for class of 2007 and 89 percent in 2008.⁸⁵ The national board pass rate for the Physician Assistant program was 100 percent in 2007; 90 percent passed the exam on the first attempt. The 2008 pass rate was 95 percent; the one student who failed has not yet retaken the exam.

EVALUATION

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.

DESCRIPTION

The college Catalog provides information about educational courses, programs, and transfer policies. Every course offered by the college 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.⁸⁶

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 career and technical education degree patterns. The catalog now also includes goals and objectives, as well as descriptions of potential careers, for district and college-specific programs and services. The CTE 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.⁸⁷ One can link from there to the whole catalog. Major requirements for transfer to specific four-year schools are detailed as well.⁸⁸ The Student Handbook provides more detailed information on degree patterns and directs students to work out specific educational plans with the counselors (see IIB).⁸⁹

Ensuring that students in every class section offered receive a course syllabus that specifies student learning outcomes is an ongoing challenge because of the high number of part-time instructors who need to be educated about district expectations. In many departments, all new hires are given materials that inform them of district policies, among them to include SLO's on all syllabi. In addition, an important part of the Improvement of Instruction process for all faculty, full and part time, is a review of syllabi. Finally, all faculty are required to submit their syllabi to the instructional department specialist of their respective department or unit.

EVALUATION

This standard is met.

PLAN

None is needed.

II.A.6.a

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 Moreno Valley College to four-year institutions are 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 students' transfer goals.

Students can find basic information on transfer patterns in the college catalog.⁹⁰ 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.⁹¹ 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)
- Kaplan University
- La Sierra University (Riverside)
- Loma Linda University
- Mount St. Mary's College (Los Angeles)
- University of Redlands School of Business.⁹²

The Career/Transfer Center provides students with handouts on all of the college's 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.⁹³

The procedure for students seeking 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.⁹⁴ 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.⁹⁵ 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

This standard is met.

PLAN

None is needed.

 **II.A.6.b**

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.

 **II.A.6.c**

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

Moreno Valley College follows the requirements set forth by the state chancellor's office as well as local standards established by the 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 Moreno Valley College and in the district in the approval or substantial revision of all CTE programs.⁹⁶ 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

This standard is met.

PLAN

None is needed.

DESCRIPTION

Moreno Valley College provides information to all its constituencies through several media:

- **The Catalog** is updated annually to be as accurate as possible at the time of publication.⁹⁷
- **The district course schedule** is published each semester, including winter and summer intersessions. It includes separate sections for course offerings at each college. 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, including 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.⁹⁸

- **The college and district websites** provide easy access for students with internet access to most of the information they might need, including open classes, application resources, and PDF versions of the catalog and the schedule. The 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," "Athletics," and "Alumni & Friends."⁹⁹
- **Brochures, fliers, and summary reports** are issued by many programs and departments. The accuracy of these materials is the responsibility of the issuing unit.
- **The district** publishes a quarterly report that is distributed circulation wide to readers of the Press-Enterprise. This report is off-printed and available for use by the colleges, the district foundation, the chancellor's office, and the college presidents.
- **The public affairs office** updates and issues a general brochure for each college, as well as program-specific brochures upon request. It develops general and program-specific advertisements, which it places in print and online on a regular basis. Media releases are distributed to commercial media, specialty media, and professional journals to promote programs, services, and achievements.

EVALUATION

This standard is met. For material printed in house from the public affairs office, there is a built-in mechanism for review of materials before printing. That office further reviews many publications/collateral materials that go out to the public. Department and program-specific materials are generally reviewed by the departments publicizing themselves. 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. The Student Learning Programs and Services Subcommittee of the strategic planning committee researched what would be required to establish a cataloguing system for public records produced by the college and for the college. The subcommittee presented this plan to the MVSPC on March 19, 2009; MVSPC moved to have both the Resources and the Student Programs and Services subcommittees research the feasibility, both in terms of its impact on student services and its resource requirements.

PLAN

None is needed.

 **II.A.7.**

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 or world-views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

 **II.A.7.b**

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

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."¹⁰⁰

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."

EVALUATION

These standards are met. The improvement of instruction process, moreover, ensures data and information presented in classrooms are fair and objective.

PLAN

None is needed.

DESCRIPTION

Board Policy 5500 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."¹⁰¹

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.¹⁰² The Student Handbook provides expectations concerning student academic honesty and defines key terms, such as "plagiarism" and "cheating." The handbook provides a 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 2008-09 Catalog.¹⁰³

The Faculty Survival Guide encourages instructors to create a well-prepared syllabus because “information about course expectations and protects faculty from unwarranted grievances from students.”¹⁰⁴ The guide refers faculty to a sample syllabi with detailed statements and analysis for how faculty may approach problems with academic dishonesty.

EVALUATION

This standard is met.

PLAN

None is needed.

 **II.A.7.c**

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that 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.**

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.

¹ See the data in the introductory section of this self-study: "Moreno Valley Campus Student Demographics: Educational Goal Fall 2006, 2007, & 2008." The figure of 4000 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 University, 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 2009 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.

⁹ RCCD Foundation data.

¹⁰ Donna Lesser, coordinator of the Dental Hygiene and Dental Assisting Programs.

¹¹ Riverside Community College Program Development Process, revised Oct. 2005. See also BP 4020.

¹² Occupational advisory committee agendas.

¹³ Course placements data, provided by David Lee, district placement services coordinator.

¹⁴ 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).

¹⁵ Fact Book 2008, pp 87-89.

¹⁶ ENG 60AB/ ESL 54 and 55 Assessment Report, Aug. 22, 2005.

<http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>. Past assessment reports can be accessed through the new DAC website.

¹⁷ Spring 2009 Schedule of Classes Spring, p. 142.

¹⁸ Inland Empire Educational Consortium, conference agendas. See also CALPass Minutes, March 4, 2009.

¹⁹ Academic English as a Second Language, a tri-fold brochure.

²⁰ RCC Application in Spanish.

²¹ Basic Skills Retreat flier and agenda.

²² <http://www.academic.rcc.edu/onebook/>

²³ Literature and Specialty Rotation, Department of Communications, approved Dec. 4, 2008.

²⁴ See "Success Rates, Disciplines, Fall 2008" in the introductory section of this self-study.

²⁵ Student Learning Outcomes Assessment, on the website of the District Assessment Committee,

<http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>

²⁶ Program Review Templates; The History of Program Review. Both are on the Program Review website:

<http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>. This site has all program review

documents.

²⁷ An earlier version of a Fact Book was published in the early 1990s.

²⁸ Fact Book 2008, <http://iereports.rcc.edu/sv/home>

²⁹ <http://academic.rcc.edu/ir/research.html>

³⁰ Fact Book 2008, pp. 4-6.

³¹ Fact Book 2008, p. 21.

³² This number is based on counting sections of courses offered defined as Basic Skills by the March 2007 *Basic Skills as a Foundation for Success in California Community Colleges*.

³³ Course schedules.

³⁴ High school articulation agreements.

³⁵ RCCD 2008-09 Catalog, p. 57.

³⁶ City of Moreno Valley, Community and Economic Profile, 2004, p. 16; Student Profiles, 2003, California Post-Secondary Education Commission Report #03-09, Nov 2003.

³⁷ Moreno Valley College Middle College High School Program Statistical Report, years 2000-1 through 2005-06; Middle College High School Program, a trifold flier; grant approval letter from CCCO.

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- ³⁸ Vista Del Lago Middle College High School Program Statistical Report, prepared by Edward F. Alvarez and provided by Silvia Trejo 1/11/07.
- ³⁹ www.rcc.edu/administration/board/archives/2006-10-10.pdf ; grant approval letter from Gates Foundation.
- ⁴⁰ Table provided by Raj Bajaj in memo to Jeff Rhyne, "Part Time Load for Fall 08," April 22, 2009. Indeed, Moreno Valley's part-time load is the only one that increased in the last three years (since the 2006 Fact Book, p. 87, reported this same information for fall 2005).
- ⁴¹ Quoted in Basic Skills as a Foundation for Student Success in California Community Colleges, p. 21.
- ⁴² Spring 2009 Schedule of Classes.
- ⁴³ The Plan for Tenure Track Faculty Hiring.
- ⁴⁴ Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2007-2010. See also Improvement of Instruction & Tenure Review Overview & Forms for Fall & Spring, on the RCCD Evidence website.
- ⁴⁵ "Improvement of Instruction—Part-Time Evaluation Cover Sheet," Revised 11/15/2006. Located on the RCC Web Site: <http://www.rcc.edu/administration/academicaffairs/effectiveness/improvement.cfm>
- ⁴⁶ New Faculty Orientation website, <http://www.rcc.edu/faculty/develop/newfaculty.cfm>
- ⁴⁷ Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA.
- ⁴⁸ Back to College Events, <http://www.rccdfaculty.net/pages/eventmaterials.jsp>
- ⁴⁹ Open Campus website, <http://www.opencampus.com>
- ⁵⁰ Campus retreat agendas.
- ⁵¹ Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA.
- ⁵² Program pass rate provided by Maria Pacheco to Carlos Tovares.
- ⁵³ Fact Book 2008, p. 87. Percentage arrived at by dividing the students who successfully completed English 1A into the number who attempted English 50A.
- ⁵⁴ Riverside Community College Diversity Scorecard Project, Abbreviated Results, September 1, 2005, PowerPoint file.
- ⁵⁵ Renaissance Scholars Program, brochure.
- ⁵⁶ 2008-09 Catalog, page 25.
- ⁵⁷ Writing Center News, June 12, 2006.
- ⁵⁸ The Tutoring Center.
- ⁵⁹ <http://rcc.edu/services/dsps/index.cfm>
- ⁶⁰ Moreno Valley Campus Online and Telecourse Offerings, fall of 2008. See Fall 2008 Schedule of Classes.
- ⁶¹ Distance Delivery Proposal Form. See www.curricunet.com/RCCD/.
- ⁶² See various curriculum forms including: "New Course/Certificate Proposal"; "Course/Certificate Revision (or Deletion) Proposal"; "Distance Education Delivery Mode Proposal"; "Locally-Approved Certificate." All curriculum information is now incorporated into Curricunet; see www.curricunet.com/RCCD/.
- ⁶³ "Program Development Process." Also on RCCD Curricunet website.
- ⁶⁴ 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."
- ⁶⁵ "Instructional Program Review: Self-Study Resource Guide," district accreditation portal site: <http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm>
- ⁶⁶ "How to Write a Course Outline of Record," <http://www.curricunet.com/RCCD/>
- ⁶⁷ A link to 4faculty.org can be found on the faculty page of the district website: <http://rcc.edu/faculty/index.cfm>
- ⁶⁸ Assessing Student Learning Outcomes: Riverside Community College District. See also <http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>
- ⁶⁹ Program assessment guidelines.
- ⁷⁰ Practitioner Inquiry 101 Workshop, Tuesday, November 4, 2008, by Sheryl Tschetter, District Assessment Committee Chair.
- ⁷¹ "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 website.
- ⁷² District Assessment website: <http://www.rcc.edu/administration/academicaffairs/effectiveness/assess.cfm>
- ⁷³ RCCD Program Review website: <http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm>. This site has all program review documents.
- ⁷⁴ "The History of Instructional Program Review," <http://www.rccdfaculty.net/pages/programreview.jsp>
- ⁷⁵ "Annual Program Review Template," <http://www.rccdfaculty.net/pages/programreview.jsp>
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- ⁷⁶ Instructional Program Review "Comprehensive Background and Guidelines, Round Two, 2007-10."
<http://www.rccdfaculty.net/pages/programreview.jsp>
- ⁷⁷ 2008-09 Catalog, p. 51 and forward: "Curricular Patterns."
- ⁷⁸ 2008-09 Catalog, p. 3.
- ⁷⁹ "General Education Student Learning Outcomes," Riverside Community College District 2008-2009 Catalog, p. 3.
- ⁸⁰ "Assessing Critical Thinking at RCCD," Jan 2009, by Arend Flick.
- ⁸¹ Grid of general education outcomes; Mathematics, Science, and PE Department minutes for March 16, 2007.
- ⁸² 2008-09 Catalog, p. 34,
- ⁸³ 2008-09 Catalog, p. 34.
- ⁸⁴ Strategic Planning Minutes
- ⁸⁵ Accreditation self-studies for Physician Assistant, Dental Hygiene, and Paramedic/Emergency Medical Technician programs.
- ⁸⁶ 2008-09 Catalog, starting p. 91.
- ⁸⁷ <http://www.rcc.edu/programs/index.cfm>
- ⁸⁸ 2008-09 Catalog, pp 51-89.
- ⁸⁹ "Student Handbook: Resource Guide for Students." 2008-09.
<http://www.rcc.edu/services/counseling/files/StudentHandbook.pdf>
- ⁹⁰ 2008-09 Catalog, p. 52-56.
- ⁹¹ <http://www.assist.org>
- ⁹² Articulation Agreements with the listed schools
- ⁹³ Transfer Center handouts
- ⁹⁴ 2008-09 Catalog, p. 7.
- ⁹⁵ 2006-07 Catalog, pp 42-43.
- ⁹⁶ "Locally-Developed Program Approval Process."
- ⁹⁷ See II.B.2.a-d for description of procedures for updating the Catalog.
- ⁹⁸ "Faculty Survival Guide," 2006-2007, p. 3; <http://www.4faculty.org/index.jsp>
- ⁹⁹ Riverside Community College District website: <http://www.rcc.edu/district/>; Moreno Valley College website:
<http://www.rcc.edu/morenovalley/index.cfm>
- ¹⁰⁰ Faculty Handbook, Appendix J: <http://www.rccdfaculty.net/handbook/>
- ¹⁰¹ Board Website, <http://www.rcc.edu/administration/board/policies.cfm>
- ¹⁰² Schedule of Classes, Spring 2007, p. 203.
- ¹⁰³ 2008-09 Catalog: "Academic Honesty," p. 18, and "Academic Freedom," p. 4.
- ¹⁰⁴ Faculty Survival Guide, 2005-2006, p. 7.



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 the college's inception, Student Services has been an integral part of 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, Moreno Valley College offers a complete array of student support services to assist students in establishing appropriate educational goals and to help them achieve these goals. The Student Services Office comprises over 20 offices and programs dedicated to the district's student services mission to "provide a student-centered environment that will enhance academic achievement."¹

After the accreditation report of 2001, the district took steps to enhance the learner-centered environment.² During the fall of 2004, the Moreno Valley Strategic Planning Committee was established and the 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 a districtwide program review process. District and college 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, which involves all college constituent groups, will have completed four full cycles as of summer 2009. Similarly, by June 2009, all 20 student service areas will have completed two full assessment cycles, incorporating results in the identification of SLOs and SAOs for the subsequent year. The district and college, moreover, coordinated to develop a student services transition plan delineating the transfer of student services functions between the district and the college.⁴

II.B.1.

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

Moreno Valley College provides a wide array of quality support services to help its more than 10,000 students (fall 2008), who are from diverse backgrounds, navigate their academic careers:

- **Admissions and Records**, which includes **Evaluations and Veterans Affairs**, maintains all student records and assists students with
 - application for admission
 - registration for classes
 - determining residency, military status, or athletic eligibility
 - transcript requests
 - enrollment verification
 - GPA verification for state grants.

The Evaluations Office appraises incoming transcripts, processes all degrees and certificates, and evaluates applications for special programs such as the physician assistant's program.

The district is in the process of decentralizing Veterans Affairs so that the Moreno Valley College can independently offer services to veterans. A Veterans Committee was established in fall 2008 to coordinate the provision of student support services for veterans.

- The **Assessment Center** provides placement testing in mathematics, English, reading, and English as a Second Language (ESL) for all incoming students at both the Moreno Valley College main campus and the Ben Clark Training Center. Assessment also arranges testing opportunities for high school seniors on their campuses during the spring semester. For interested students, the center provides Spanish placement.
- **Intercollegiate Athletics** sponsors the cross country team at the college. Facilities at the campus include the cross country track, the soccer field, and the multipurpose building for team and individual athletic pursuits.

- The **Bookstore** sells textbooks, classroom supplies, snacks, and sundries. Further, it has instituted an online book order process for faculty and students, and the interior was remodeled during fall 2008 to serve the increase in student demand resulting from higher enrollments.
- The **Career and Transfer Center** provides a trained staff, an extensive collection of printed and audiovisual materials, computer programs, 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 workshops and classroom presentations, arrange visits by local university representatives, plan the Transfer Recognition Reception, and coordinate the biannual (fall and spring) college fair.⁵
- **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 **Counseling** Department fosters and promotes 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 350 students with disabilities register with the Moreno Valley College DSPS office each year and request academic accommodations, equipment loan, or services to gain full participation in the classroom, programs, and campus activities.⁶
- **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 mandatory orientation, priority registration, academic and personal counseling, book voucher services, one-on-one tutoring, and transfer information and assistance. 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). These services include transportation assistance, books and supplies, meal

tickets, and periodic childcare stipends.⁷ The EOPS/CARE office assisted 235 students in 2006-07 and 287 in 2007-2008. Student awareness about, and thus participation in, these services has increased in part due to the EOPS weekend orientations, provided since 2006. EOPS has employed a paperless bookkeeping system since spring 2008 to allow students to use their allotted funds at their own convenience.

- **Food Services** operates the Lions' Den, a limited-service café that offers a nutritious short-order food menu. Catering services and full-line vending machines are also available for students, staff, and faculty. The Lions' Den has been approved for remodeling.
- **Health Services**, an educational program focusing on physical and mental health and the prevention of disease, contributes to student wellness. It offers student workshops, outreach, and classroom presentations on topics such as stress reduction, healthy eating, risky-behavior reduction, and smoking cessation. Health Services also provides care and assistance when illness or injury interferes with a student's academic and personal success. In fall 2008, health services moved to a larger facility on campus, allowing it to extend and enhance mental health counseling, physician services, and registered nurse availability.
- 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, prerequisites validation for math and English, and concurrent admissions. Board policies require first-time students to participate in pre-enrollment assessment, orientation, and counseling services and further mandate institutional research so that services all contribute to student academic success.
- **Outreach Services** provides prospective students with the essential information about current and future opportunities available at Moreno Valley College. 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. Other services include Day of the Lion orientations, provided on an ongoing basis, for new Moreno Valley College students.
- The **Puente Program**, active on campus since 2001, 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 (39 percent of Moreno Valley students self-identify as Hispanic), and its goal is to increase the number of underrepresented students who enroll in four-year universities so that they can return to the community as mentors and leaders. The program places the same group of students, all of whom place into Basic English Composition, into a learning community of English and guidance classes, supplemented by counseling and mentoring provided by volunteers from the community. 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 to improve retention and success for traditionally underserved populations, with a special focus on the African-American experience. The program offers opportunities to engage in community service activities as well. Approximately, 14 percent of Moreno Valley College students self-identify as African American.
- The **Science, Technology, Engineering, and Math (STEM) Student Success Center**, will be provided for as part of a College Cost Reduction and Access Act (CCRAA) grant won by Moreno Valley College to increase student diversity in STEM disciplines and provide students with academic and support services to improve their retention and success. As of spring 2009, the center is being planned.
- **Student Activities** program staff, in collaboration with the Associated Students of Moreno Valley (ASMV) and college clubs, are dedicated to providing all students with opportunities to develop leadership skills through participation in student government and cocurricular 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 ASMV create, publish, and distribute a yearly calendar announcing all student activities at the college.
- 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, the Bureau of Indian Affairs program, the Academic Competitive Grant (ACG) for recent high school graduates, scholarships, district student (nonfederal) employment, Community Scholars program for Riverside Unified School District high school students, and the Federal Family Education Loan program (FFELP).⁸

- The **Title V Cooperative Grant** is federally funded under the Department of Education. Title V provides the college with funding and resources for pilot projects designed to improve student success, including transfer and graduation rates. Title V's mission is to address the needs of the college's diverse student population through programs designed for underprepared students and thus improve student success through institutional changes resulting from assessment of pilot projects. Projects have included supplemental instruction, learning communities, and an internship program for potential faculty, to name a few.
- **Tutorial Services** provides free peer tutoring in course content, overall course review, and study skills to currently enrolled students. During the fall of 2008, the college had 42 tutors in 34 subject areas, an increase from the 23 areas provided in 2006. Its move to a location with more space in spring 2007 allowed for expansion of services as the college has grown.
- **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

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 Extended hours for the Admissions and Records Office were maintained during the fall 2007 and fall 2008 semesters, and again in spring 2009. Records have been maintained to demonstrate the number of students served during extended hours.

Matriculation, moreover, revised, approved, and forwarded on October 31, 2008, the Moreno Valley Matriculation Plan to the California Community College's Chancellor's Office. The college's matriculation office has conducted program reviews each of the last three years.

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 college also reviews the data from the Community College Student Experiences Questionnaire (CCSEQ) and the student satisfaction survey of graduating students. The Student Services College on the Weekend Survey was just completed during fall 2008. Weekend and evening students enrolled at Moreno Valley College, including those at the Ben Clark Training Center, were surveyed about their needs for student services support. The results are being shared with student services and academic staff to begin dialogue on developing new student learning outcomes and student area outcomes.

As a component of program review and strategic planning, seven full-time or part-time classified positions within student services were recently requested. Ben Clark Training Center will receive one full-time and one part-time student services technician. Student services is initiating an earlier cycle for its program review to integrate more effectively the staffing requests of student services offices with those of other divisions of the college in the spring semester.

Effective December 10, 2008, DSPPS and Student Financial Services came under the direct supervision of the dean of student services, further establishing the college's autonomy over state reporting requirements.

Effective January 2009, a student financial service supervisor and a student employment specialist, who coordinates all federal, state, and college employment positions, were approved and assigned to Moreno Valley. The student employment specialist began work on February 2, 2009.

While the college makes a consistent effort to provide access to a full complement of student services, it still lacks some full-time positions that can further augment the provision of high quality services enhancing student achievement. The annual student services program review process provides an ongoing self-study to identify student population trends and needs.

PLAN

None is needed.



II.B.2.

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 or publications where other policies may be found.*

DESCRIPTION

The Riverside Community College District 2008-09 Catalog includes all the required general information.¹³ Likewise, the catalog fully describes all student requirements and major policies affecting students. The nondiscrimination 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 the summer of 2008, the associate vice chancellor of instruction met with the vice presidents and deans of instruction to discuss the development of three separate college catalogs. Each college then proceeded to decide the layout for each catalog—adding, deleting, or modifying sections to be college specific. Faculty, administrators, and staff were involved in this process. In December 2008, the administrative assistant to the associate vice chancellor of instruction sent a districtwide notice to departments, staff, and administrators to review and update sections of the catalog for which they are responsible. All curriculum (courses and programs) is approved through a district academic-senate-approved process and forwarded to the Board of Trustees for approval. The updated catalog information is submitted to the college vice president of educational services for review and then to the associate vice chancellor of instruction for review and incorporation into the next catalog, which is printed each May and submitted to the Board of Trustees for final approval each June.¹⁴

Paper copies of the 2008-2009 catalog cost \$5.85 and are available in the campus bookstore. The catalog is accessible for free at www.rcc.edu as a PDF file.¹⁵

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 for free in limited copies at the Admissions and Records Office. The Student Handbook, a districtwide document which is updated annually by the counseling discipline and published through matriculation funding, includes a necessary and 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. The Consumer Guide to Student Financial Services is available online through the financial aid website;¹⁷

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 provides the district's web link and local

college phone number, either of which allows the resident to request a paper course schedule.

EVALUATION

This standard is met. The catalog is annually updated, well organized, and user friendly, with a clearly divided 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

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 Moreno Valley College students are first-generation college students from traditionally underserved populations and economic groups (see Demographic Data in the Introduction), the college has a special responsibility to make students' college experiences as welcoming and accessible as possible. Data provided by the district's Office of Institutional Research aid student services administrators, faculty, and staff at Moreno Valley College to identify changing learning support needs of students. To evaluate more effectively the support service needs of students at Moreno Valley College, additional information is gathered from a variety of sources, including

- Student Services program review updates¹⁸
- Moreno Valley College Matriculation Plan¹⁹
- Moreno Valley College Strategic Planning Committee and the Student Learning Programs and Services Subcommittee
- assessment (course placement) results for English, reading, mathematics and English as a second language²⁰
- the Student Equity Plan
- 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 support at the college and within the Moreno Valley service area:

- categorical and grant-funded programs such as Disabled Student Programs & Services, Extended Opportunities Programs & Services, and Title V
- classroom presentations by counselors to inform students of 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 college documents and policies to increase awareness and ensure access among the large Spanish-speaking population served by Moreno Valley College.

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 representative members from the ESL faculty, outreach, admissions and records, assessment, matriculation, counseling, and financial services. As a result of committee recommendations, Moreno Valley College 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, thus providing a service which moves them through the entire matriculation process without having to return to campus multiple times.²¹ This has resulted in an increase in the enrollment in ESL courses.²²

Access to many 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 College student services also provides support at the college's other instructional locations:

- Ben Clark Training Center: A counselor visits the facility once a week for scheduled appointments, and the ESL One-Stop Shop has been extended to Ben Clark. An adjunct counselor will be housed at the Ben Clark Training Center during the spring 2009 semester.
- March Dental Education Center and Ben Clark Training Center: A Disabled Student Programs & Services Counselor has visited these centers as needed.
- 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

This standard is met, though improvements in the availability of student services at Ben Clark Training Center are desirable. The Ben Clark Training Center (BCTC), which has been under the auspices of Moreno Valley College since 2006, has received approval to hire one full-time and one part-time student services technician. Moreno Valley counselors currently provide consultation and coverage to BCTC during regularly scheduled assessment hours. Students unable to meet with a counselor during the day at BCTC due to course scheduling can schedule an appointment to meet with a counselor on the Moreno Valley College campus in the early evening hours after their scheduled class time at BCTC. Assessment services are now provided at the BCTC on a regularly scheduled basis. The dean of student services and the

dean of public safety education and training spearheaded, moreover, the development of a needs assessment instrument and administered it to Ben Clark students in fall 2008. The results of that assessment will be used to determine the most appropriate long-term action plan, and that plan will be incorporated into student services program review.

PLAN

None is needed.



II.B.3.b

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.

DESCRIPTION

The mission statement of Moreno Valley College 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.”²³ 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 (ASMV) 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 2008-09 include the following:²⁴

- Anime & Gaming Club
- Art Club
- Community Interpreting Club
- Cross-Country Cycling Club
- Emergency Medical Services Club
- Fashion Club
- Fire Technology Club
- Human Services Club
- Indigenous Cultures of the Americas Club
- Lesbian, Gay, Bisexual, Transgender, Straight Alliance
- Middle College High School Club
- Puente Club
- RCC Dental Hygiene Services Club
- RCC Gospel Singers
- RCC PA Student Society
- Renaissance Scholars Club
- Spanish Club
- Spoken Word Club
- Students for Animal Welfare
- Students for Christ
- Students for Organ Donation.

The Associated Students, sometimes in conjunction with specific clubs and other campus entities, also sponsors a variety of civic and cultural events, including²⁵

- 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 college 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 College 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

This standard is met. The college environment fosters the aesthetic and personal development of its diverse student population. In addition, Moreno Valley College 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 college 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.²⁶ The district office of Public Affairs & Advancement offers assistance in promoting events, and the college is exploring the formation of a marketing committee. The dean of student

services has corresponded with KRCC, an educational access channel for the Riverside Community College District (RCCD) operated by RCCD's Instructional Media Center, and Moreno Valley Chamber of Commerce representatives to develop plans for increasing the public exposure of college events and of the college generally. Moreno Valley College 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

None is needed.



II.B.3.C

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 counseling services. As part of the district counseling discipline, Moreno Valley College counselors were involved in the development of the districtwide program review. Counselors also complete a college-specific program review.²⁷

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 Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA.

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 college meetings
- statewide conventions for categorical program counselors (EOPS, DSPS, and WorkForce Prep)
- training workshops (Myers-Briggs, counselor-specific Datatel screens).

EVALUATION

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. Of course, many community colleges are in the same situation as Moreno Valley College. The districtwide 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. At Moreno Valley College during the Fall 2005 semester, controlling for special populations, the general counselor/student ratio was 1:2,732. With the hiring of a new full-time counselor for the 2008-09 year, there are now five full-time counselors who serve the college's student population of over 10,000. This new hire now puts the college ratio of counselors to students at roughly 1:2000, an improvement from two years ago but still short of Title 5 standards.

The districtwide counseling discipline 2005-06 program review further 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 have hosted the annual Counselor-to-Counselor workshop for local high school counselors on campus for the last five years.
- Counselors have also been conducting post-workshop training for participants interested in teaching Guidance 45 at their schools for many years.
- Full-time counselors first offered districtwide training for part-time counselors during spring 2006 and have continued to offer it since. The counseling discipline recently held districtwide training on new-student educational plans during fall 2008.
- College and district department/program representatives present information at regularly scheduled college and district counseling discipline meetings.

PLAN

None is needed.



II.B.3.d

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 College mission statement says, the college is open to "all who can benefit" from the college's educational services. It follows that part of the college's mission is to be sensitive to the diversity of the 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 Moreno Valley College, which is the most ethnically diverse campus of the Riverside Community College District.²⁸

Moreno Valley College 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 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 the college's task is to promote a recognition and understanding of these differences with the goals of giving all Moreno Valley 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 must, therefore, 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 services programs and activities focus specifically on reaching out to diverse student populations:²⁹

- Disabled Student Services & Programs
- Extended Opportunity Programs & Services
- Outreach
- Puente Program
- Renaissance Scholars Program
- Title V
- hiring of diverse Student Services staff
- diversity training for Moreno Valley staff and faculty 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
- college clubs and organizations representing diversity of gender, religion, sexual orientation, and ethnicity:
 - Human Services Club
 - Indigenous Cultures of the Americas Club

- o Lesbian, Gay, Bisexual, Transgender, Straight Alliance
- o Puente Club
- o RCC Gospel Singers
- o Renaissance Scholars Club
- o Spanish Club
- o Students for Christ

The college 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 college 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 college. In 2006, The Moreno Valley Black Chamber of Commerce recognized Moreno Valley College as the "Non-Profit Business of the Year." The Moreno Valley Chamber of Commerce has followed that honor by nominating it as the "Business of the Year" for 2007. The college, moreover, 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.³⁰

EVALUATION

This standard is met. Moreno Valley College 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, the college will continue to develop and modify programs and services that foster sensitivity to issues of diversity. To develop its commitment to diversity, the college is also sending a faculty member to a national training program on diversity in Washington, D.C., in April 2009.

The student equity planning process has been in place since 2005 and is overseen by a team of faculty, staff, administrators, and students. As part of the 2008 plan, Moreno Valley began designing its own plan. The Student Equity Plan for Moreno Valley College is in the final stage of being updated. It is projected for submission to the Riverside Community College District Board of Trustees during Spring 2009.

PLAN

- The Moreno Valley Student Equity Team will utilize results of student equity research to develop programs and services addressing identified needs of diverse student populations.



II.B.3.e

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, Moreno Valley College 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 over 90 percent of all applications for admissions of new and returning students were submitted online for fall 2008.³¹ 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 by faculty in the respective disciplines. In accordance with state regulations regarding matriculation, Moreno Valley College 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 Moreno Valley College is the primary process by which students are referred to placement testing. To enhance access, Accuplacer is administered by the Assessment Center staff both at the college 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.³² A three-year cycle to validate placement scores (mathematics, reading, English and ESL) for the district has been implemented.³³ 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 were revalidated during the fall 2007 semester.³⁴ Revalidation for mathematics will be completed in spring 2009.

EVALUATION

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.

 **II.B.3.f**

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.

PLAN

None is needed.

DESCRIPTION

Moreno Valley College 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.³⁵ The college complies with state requirements found in Sections 59020-29 of Title 5 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

This standard is met. Moreno Valley College maintains student records permanently, securely, and confidentially, with provision for secure backup of files regardless of the form in which those files are maintained. Computer data are protected by encrypted firewalls, and paper records, when they exist, are stored in locked cabinets. The institution publishes and follows established policies for release of student records.

PLAN

None is needed.



II.B.4.

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 districtwide 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
 - enrollment trends
 - student characteristics
 - persistence and retention rates
 - student satisfaction surveys of programs and services
 - assessment studies
 - placement instrument validations
 - staff performance indicators
 - 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 College 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. The student services program review process continues to be fine tuned annually. For the 2008-09 year, student services will be using a template that is aligned with the annual administrative unit and annual instructional program reviews.

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.³⁶ For example, in spring 2009, the president interviewed full-time student services staff and summarized their comments.³⁷ The president then facilitated a retreat to address the challenges and issues identified by staff who themselves recommended solutions to the challenges they had identified.³⁸

EVALUATION

This standard is met. Moreno Valley College 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 linked to the strategic planning process that has been implemented in the last two years. This integration of program reviews within the strategic planning process has allowed for the timely approval of student services requests for equipment.³⁹

PLAN

None is needed.

-
- ¹ District Student Services Mission Statement.
 - ² District Report on Strategic Planning.
 - ³ Program Plan samples.
 - ⁴ See Student Services Transition Plan
 - ⁵ Career and Transfer Center fliers.
 - ⁶ Disabled Student Services and Programs flier.
 - ⁷ Educational Opportunity Programs and Services flier.
 - ⁸ Scholarship Application Packet through Student Financial Services.
 - 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 District 2008-09 Catalog. In 2009-10, each college in the district will have its own catalog.
 - ¹⁴ Memo from Naomi Foley to Jeff Rhyne: "Self Study Catalog Description," February 10, 2009.
 - ¹⁵ <http://www.rcc.edu/programs/files/catalog.pdf>
 - ¹⁶ Student Handbook, 2008-09; Course Schedules.
 - ¹⁷ <http://www.rcc.edu/services/studentFinancialServices/files/ConsumerGuide0809.pdf>
 - ¹⁸ Student Services Program Review, Moreno Valley College.
 - ¹⁹ Matriculation Plan, Moreno Valley College.
 - ²⁰ Assessment results for English, Reading, Mathematics and English as a Second Language.
 - ²¹ Proposal for the ESL One-Stop and corresponding Flowchart, March 2005.
 - ²² ESL enrollment statistics from the Office of Admissions and Records.
 - ²³ Moreno Valley Campus Student Services Mission Statement.
 - ²⁴ Memo from Daria Burnett to Jeff Rhyne, "RE:" January 31, 2009.
 - ²⁵ Event fliers.
 - ²⁶ Flier, "Open Horizons" The Future of Open Space in Moreno Valley and the Inland Valleys." April 22, 2006.
 - ²⁷ All program review templates and reports are available online at <http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm>. Counseling has completed two comprehensive program reviews in addition to student services annual reviews.
 - ²⁸ Fact Book 2008: Riverside Community College District, pp. 21-27. Also, see demographic information in the Introduction.
 - ²⁹ Educational Talent Search ran from 2001 to November 2008.
 - ³⁰ Sensitivity Week, flier.
 - ³¹ Email from Jeanne Howard to Jeff Rhyne, "FW: standard IIB," March 10, 2009.
 - ³² Accuplacer Data.
 - ³³ District Matriculation Plan; Moreno Valley Campus Matriculation Plan.
 - ³⁴ Revalidation results for mathematics, ESL, reading, and English.
 - ³⁵ Board Policy #7060, "Riverside Community College District Retention/Destruction of Records," was replaced by BP 3310, "Records Retention and Destruction," in fall 2008.
 - ³⁶ Please see list of faculty development workshops. (evidence file)
 - ³⁷ See Summary Report of the Student Services Interviews at the Moreno Valley Campus
 - ³⁸ Student Services Retreat, April 24, 2009.
 - ³⁹ Please see "Resource Needs from Program Review 08-09." (evidence file)



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 appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Moreno Valley College 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 college maintains free wireless access for students, faculty, and staff. In addition, the college oversees two offsite locations—the Ben Clark Training Center and the March Dental Education Center—which also have a variety of learning support services.

DESCRIPTION

Students, faculty, and staff at Moreno Valley College benefit both from an on-campus library as well as the district's Digital Library and Resource Center located on the Riverside City College campus.

The Moreno Valley College Library/Learning Resources Center, which includes both the library area and the area occupied by the Instructional Media Center (IMC), has 9,800 assignable square feet. As of fall 2008, the classroom Library (LIB) 241 has been returned to the library as a hands-on workshop/orientation room. It is equipped with 30 laptops, a printer, and a PC with projector. This room will also be providing additional study space for students when it is not scheduled for workshops or orientations. As of January 2009, the library has 32,581 titles (including e-books), 8 newspaper subscriptions, 148 hard copy periodical subscriptions, 78 sets of videotapes for telecourses, 225 DVDs and VHS tapes, and 61 districtwide subscription databases. The number of titles in the library alone represents nearly an 18 percent increase since 2007. There are 32 public internet workstations and 2 PCs dedicated to the library catalog and databases (all with printing capabilities). The public internet PCs are enabled for Microsoft Office and streaming media; they also have CD/DVD, audio ports, USB ports, and

floppy drives. There are three black and white photocopy machines, one color copier, and a print station, all of which are coin operated.

The Moreno Valley College library is staffed by an assistant dean, one full-time librarian, two part-time librarians, two full-time library clerks, and a varying number of student assistants. Library operations are nominally under the administration of the vice president of educational services. Some functions are handled only by the district digital library, such as all cataloguing, acquisitions, and resource processing.

Faculty and staff at the Moreno Valley library pursue many avenues in order to provide 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 Librarians also learn about the need for resources through representation on various committees, contact with students at service desks, and interactions during orientations and workshops.

Librarians work with faculty and staff to ensure the library is adequately supporting college needs. Faculty members, for example, consult with the librarians to coordinate students' assignments to ensure that the library can fulfill students' needs. Furthermore, 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 noncopyrighted 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 City College campus currently provides streaming media to the Moreno Valley campus, but the service will be provided by Moreno Valley College itself by 2010.) The IMC has online and paper request forms that show the basic equipment that is readily available; IMC staff respond 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 IMC has also been fundamental in the districtwide usage of scheduling software Resource 25 (R25). This software allows faculty and staff to view online what kinds of instructional equipment are available in every room on campus and to make requests for IMC equipment, as necessary, for meetings and teaching. Currently, the Moreno Valley IMC is the only IMC actively using this software.

The three 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 about 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 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 Math Lab has 22 computers. The Writing and Reading Center (WRC), with 49 computers (45 of which are for student use), is overseen by the English discipline in consultation with other members of the Communications Department. The Computer and Information Science (CIS) Laboratory is overseen by the Computer Information Systems (CIS) faculty.

The four science laboratories at Moreno Valley College 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 the college's own microscope. The science faculty use 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:

- the college website, emails, and fliers posted around campus and communicated by counselors to highlight services
- walk-in students seeking assistance
- "early alert" referrals (Instructors submit counseling forms regarding student progress on WebAdvisor during the fourth and fifth weeks of each semester, 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 has a wireless environment to enhance learning opportunities for students and faculty. Enhancements include 55 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

This standard is met. The combined library and learning resources of the district are extensive; still, the college takes every opportunity possible to improve the collection of its own library and the services it offers.

With the return of LIB 241 to the library and the addition of 30 laptop computers for use in that room, access to public computers and study areas has been improved.

The library engages faculty and staff in order to gain greater insight into how well the library is meeting student learning needs. For example, the full-time librarian has become involved in many college activities and committees. She has contributed greatly to the One Book/One College common-reading program (even creating a website and linking it to the library website) and is active on the Curriculum Committee, MVSPC Standard II, and the Accreditation Self-Study Committee for Standard IIC. This involvement provides her with opportunities to network with faculty, thereby increasing faculty awareness of library services and of librarians' support of instruction. One tool being used is broadcasting collegewide emails promoting services and offering helpful tips on using the library's resources.

Increases in the number of library presentations and orientations have resulted in increased visibility and dialogue between the library and the Moreno Valley College 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.¹¹ With the installation of CyBrarian (a software program that automatically schedules usage), it is no longer necessary to keep waiting lists of patrons needing to use the public PCs. As of October 2008, 30 laptops have been assigned to LIB 241. Once security issues have been resolved, this room (when not reserved for library workshops) can be made available to students. The library will meet with representatives from the other labs to develop policies for referring students to other labs when student demand for the library computer area is beyond capacity.

If instructors have questions or want to become more familiar with equipment, staff from the Instructional Media Center (IMC) offer lessons to teach use of equipment. IMC workshops that teach instructors to use equipment properly will contribute to maintaining long lifespans of IMC equipment. An IMC technician has sent an email to all college deans stating: "I would like to attend department meetings that may be interested in what the IMC has to offer. There are many ways the IMC can help instructors use media in their classes and I would like to present this to departments during their meetings. Please extend this offer to anyone who may be interested. I have found this to be a very effective way to communicate with departments and the results have been very positive. I also offer training by appointments which I would address during my presentation. A short 15 minute meeting can make an instructor feel more confident with the equipment and result in better use of classroom time." A similar flier has been posted in technically challenging classrooms, all instructional department specialists received one for their office spaces, and a few are posted in the Office of the Dean of Instruction.

The CIS Laboratory is open to all students who sign up for a CIS practicum.

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.

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. Curricular changes, such as the creation of self-paced modules for basic and prerequisite math skills (Math 90 ABC and Math 90 DEF) and the redesign of Math 52 (4 sections with 70+ students each), now put greater stress on the Math Lab. To manage the student need for space, there is a waitlist sheet to prioritize order of users at busy workstations.

The Ben Clark Training Center has 55 laptop computers for instructional use in any administration of justice or general education fastrack class. While these computers can be used for online testing, an additional 100 laptop computers, with the necessary software, are needed to accommodate instruction, including online testing, of the large number of students participating in the basic academy at the Ben Clark Training Center, pursuant to the Peace Officers Standards and Training (POST) academy certification testing regulations stipulating specific computer and access standards. 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

None is needed.



II.C.1.b

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

Moreno Valley College 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

To increase information competency, during spring 2009, the public services librarian is teaching nine one-hour sessions once a week in information competency tailored to an English 50 (Basic English Composition) course. During next fall semester, a stand-alone Library 1 course will be offered that will be linked to the same instructor’s English 50 course. Development of the linked courses is being funded by a Basic Skills Initiative grant. Although offering such a course on a wider scale with only one full-time librarian is challenging, the library feels this piloted course pairing is a valuable opportunity to explore ways to offer more comprehensive information-literacy skills to students.

Available to every student, the online one-unit information competency course (Library 1) bases its student learning outcomes on the above-stated general education goals. The customized orientations and general workshops provided by the Moreno Valley College 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 that 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 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 instructional cassettes, CDs, and DVDs. 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 teach students in word processing, internet research, library research, and the use of online grammar tutorials. 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 teach students in 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.

Tutorial Services provide tutoring for almost all courses offered at the college. In order to assist all students, new tutors have been added at the Ben Clark Training Center for students enrolled in the paramedic program as well as for students in the nursing program. In an effort to serve the tutoring needs of the “basic skills” student population, Tutorial Services has developed a partnership with Title V for in-class peer tutoring, and it educates the students in the basic skills math modules about the services available to them. In addition, Tutorial Services educates student tutors about identifying and working with students with disabilities and referring potentially eligible students to the DSPS office. Tutorial Services provides additional tutoring for the career and technical education student population and Computer Information Systems students.

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

This standard is met. The library advances its information competency initiative by

- offering Library 1, Information Competency, in a fully online format;
- using information competency as the conceptual framework for orientations and workshops;
- providing information competency materials, guides, and training via the library’s website, <http://library.rcc.edu>;
- having 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 discipline level, the library has made significant progress in developing and implementing assessment methods for information competency instruction.

The recent program review for the Moreno Valley Library and Learning Resource Center states the need for an additional full-time librarian in order to make it possible to offer adequate sections of Library 1 (LIB 1), a one-unit information competency course, at Moreno Valley College. With the return of LIB 241 to the library and the addition of 30 laptop computers in that room, the library now has the space and resources to increase the number of sections of the course.

As a department, the Instructional Media Center (IMC) stays current with ever-changing new technology. The IMC provides students with copies of instructional cassettes, CDs, and DVDs. As of spring 2007, the IMC switched from cassette tapes, which were becoming obsolete, to CDs. The IMC does still offer cassettes to students who prefer them.

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.

PLAN

None is needed.



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 College 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. Indeed, as of spring 2009, the library stays open 9.5 more hours each week than it has in previous semesters. 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. – 9:00 p.m.	M-Th 7:30 a.m. – 9:00 p.m.
Fri 8:00 a.m. – 5:00 noon	Fri 7:30 a.m. – 6:00 p.m.
Sat 9:30 a.m. – 4:00 p.m.	Sat 7:30 a.m. – 3:00 p.m.

Books and video recordings located at the other colleges in the district are available through intercampus loan. In addition, Moreno Valley Library/Learning Resources provides remote online access to materials and services via the library and IMC websites. Available 24 hours a day, 7 days a week from the library's website LAMP, online library resources include

- general information about library resources and services
- the library catalog

- e-books
- 61 districtwide subscription databases, including citations, abstracts, and full-text articles from newspapers, periodicals, and reference sources
- tutorials and guides to finding and using information.¹⁶

Moreno Valley is using about half of its 45mb T3. Once the college's Network Operation Center opens in 2010, the college will have access to its own internet connection; therefore, bandwidth support for the library should not be a problem. As for subscription resources in the library, IP Subnet Addresses are used to manage the licenses; if Moreno Valley College chooses to get its own internet connection, it will have its own IP Subnet, a change which also makes it easy to segregate subscription licenses. The college has the available bandwidth for expansion and access to the library's subscription resources. College equipment is capable of handling 10 times its present load at the Local Area Network and is capable of being upgraded for much more if necessary. Internet access through and to Riverside City College is a T3 with 45mb of bandwidth, of which Moreno Valley is currently using approximately 15mb, with peaks between 20 and 33mb.

The Instructional Media Center website provides 24/7 access to information regarding

- KRCC, RCC's educational access station, and its program schedule
- availability of audio/visual equipment
- production of DVDs of events and instructional programs, 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 websites are designed to be Section 508 compliant, accessible to the visually impaired.

All 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. Laboratory hours in fall 2008 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 8:00 a.m. – 9:00 p.m.
T/Th 9:00 a.m. – 9:00 p.m.
F 9:00 a.m. – 3:30 p.m.
Sat 9:00 a.m. – 3:00 p.m.

Tutorial Services

M-Th 8:30 a.m. – 8:00 p.m.
F 8:00 a.m. – 12:00 p.m.

Writing and Reading Center (WRC)

M/T/Th 8:10 a.m. – 9:00 p.m.
W 7:00 a.m. – 9:00 p.m.
F/Sat 8:10 a.m. – 4:00 p.m.

All three laboratories maintain websites, either at the college 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 (WRC) is available to students from all three colleges. 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 students wanting tutoring and tutors, and students may schedule a tutoring appointment at any of the district's campuses. The appointment schedule is updated weekly based on the demand. Computer Information Systems (CIS) students can receive weekend and evening tutoring.

Students participating in the Public Safety Education and Training programs at the Ben Clark Training Center do not have access to library and other services on site, but online access to the library's catalog and electronic databases is available. In addition to these resources, all Ben Clark faculty have access to learning support services online from computer terminals located at the Ben Clark Training Center.

EVALUATION

This standard is met.

PLAN

None is needed.

 **II.C.1.d**

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION

The Department of Plant Operations and Maintenance collaborates with College Safety and Police to maintain and secure the library and other learning support services. Microcomputer support staff—part of Information Services—maintain the computers, peripherals, and software on all Moreno Valley College 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 and the disabled/emergency entrance on the top floor both have 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. 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 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

This standard is met.

PLAN

None is needed.

 **II.C.1.e**

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

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.

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.

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 Moreno Valley College relies on contracts maintained by the Riverside City College 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

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 and 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 from the companies' websites. Often their customer service is linked to the warranty. Some contracts will need to be renegotiated, especially in regards to the Integrated Library System and the online subscription databases, when Moreno Valley College is officially accredited as a college. Once the Network Operation Center is completed in 2010, the IMC will 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

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

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.

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 as required in the contractual agreement between the district and the faculty association. The evaluation process 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 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 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 and Tutorial Services use surveys, confirmation slips, and student evaluations to assess the laboratories' contributions 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 subcommittees 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. Tutorial Services addresses how specific SLOs are being met in its annual program review.

In the Mathematics Laboratory, 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 Moreno Valley Writing and Reading Center (WRC) is currently putting into place a set of integrated assessment processes and procedures:

Student Self-Assessment of SLOs: At a November 6, 2008, meeting of the Moreno Valley English Discipline, the discipline facilitator (who is currently also the WRC coordinator) proposed the need for development of some processes of assessing student learning outcomes in the WRC. After discussion, the body concluded to pursue the development of a self-assessment instrument that will be distributed every semester to students who take classes with a WRC component. The instrument will ask questions that are keyed to the SLOs for Eng 96 and Eng 97, the WRC practicums, among other questions gauging student satisfaction with the WRC. These SLOs themselves refer back to the SLOs of the particular composition classes students may be taking. The Moreno Valley College English discipline approved the survey instrument at its December meeting.²⁰

At the same November meeting, the body concurred that the assessment process will need to include on at least a yearly basis: 1) a summary analysis of the student self-assessments and 2) a plan to address deficiencies or other needs that show up as a result of the summary analysis of the data. This assessment process and cycle will be one of the fundamental charges of the Moreno Valley English discipline, in cooperation with the Department of Communications.

The English discipline will share its plans with the other disciplines whose students use the WRC: Speech, Reading, and ESL. Since these disciplines along with English are all in the Department of Communications, it should be a relatively easy matter to expand the scope of the assessment process to include all the disciplines, each of which can share data analysis and plans with the rest of the department, so that the WRC can take an integrated approach to addressing needs.

Formal Evaluations of WRC Instructors: For full-time instructors, the Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA allows improvement of instruction committees to include writing center instruction in the scope and sequence of evaluation. Currently part-time instructors up for evaluation are evaluated for WRC instruction only if their teaching assignment is solely within the WRC (in other words, if they do not have a lecture classroom assignment). The WRC coordinator has developed an instrument and rubric for observation and comment specifically designed for WRC observations. This prototype was presented to the English discipline at its November 6, 2008, meeting. Approval by the discipline and/or Communications Department is still pending review and discussion. Any formal evaluations of WRC instructors, whether full- or part-time, are partly informed by the WRC Guidelines, adopted by the Communications Department on March 25, 2008. These guidelines are available to all instructors both on the WRC website and on the English discipline website.

Collegial Professional Development Opportunities in the WRC: The WRC Coordinator is spearheading the creation of voluntary opportunities for instructors in the WRC to partner with a colleague for mutual observation and discussion about best practices. This opportunity should be in place and operational during fall 2009.

Student Evaluations of Individual Instructors: This is still in the conceptual stage. The WRC coordinator has begun to investigate creating an online evaluation form that students could use to evaluate specific instructors after discrete WRC sessions. Thus, instructors being formally evaluated in the WRC would also have formal student evaluations included in the improvement of instruction process, as is already the case with traditional classroom evaluations.

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. 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 feedback 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

This standard is met.

Evaluation of library services includes conducting surveys and analyzing statistics. District usage statistics from fall 2002 to spring 2005 indicate that the district's library and learning resource centers are meeting student needs, both in terms of resources—facilities, computers, materials—and in instructional assistance. Responses from college-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.²¹ The library conducted a follow-up survey in Spring 2007, resulting in many positive comments as well as suggestions from students, faculty, and staff. Library personnel have responded to comments and, where possible, begun to address concerns.²² 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.

The college library is beginning to assess the degree to which the library meets local student needs, as services become college-specific.

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 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.

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://www.rcc.edu/administration/academicaffairs/effectiveness/sp_docs/PROG_DEV%20PROCESS_rev_10-14-05.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/moreno/informationcompetency.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/moreno>

¹⁷ Instructional Media Center website: <http://imc.rcc.edu/morenovalley/morenovalley.htm>

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/moreno/>

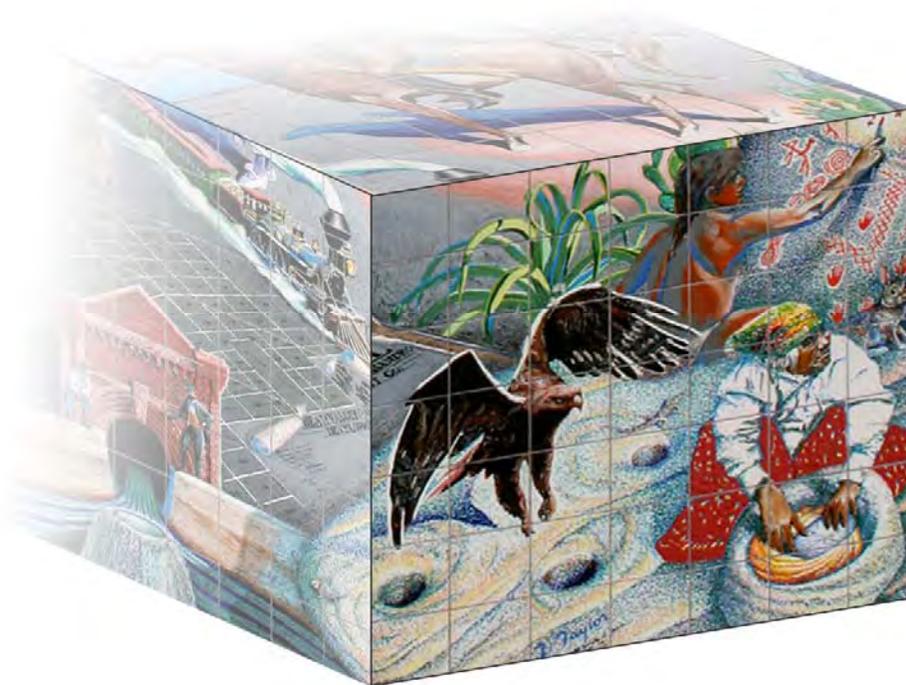
²⁰ "Writing and Reading Center Student Survey"

²¹ Library Survey.

²² 2007 Library Survey Comments

STANDARD III:

Resources





Standard III

Coordinating Co-Chairs: Don Foster, Associate Professor, Music (Faculty)
Michael McQuead, Associate Professor, CIS (Faculty)
Jackie Grippin, Administrative Assistant, Business Services (Staff)
Abel Sanchez, Laboratory Technician II (Staff)

Administrative Resource Person: Reagan Romali, Vice President of Business Services

Amy Balent, Associate Professor, Art
Maureen Chavez, Director, Title V
Julio Cuz, STEM Communications and Web Development Manager
Lori Fiedler, Educational Advisor; and Part-time Faculty, CIS
Mary Gallardo, Instructional Department Specialist
Ron Ricard, Microcomputer Support Specialist
Gustavo Segura, Instructional Media/Broadcast Coordinator

Contributors:

III.A.

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III.B.

Donna Lesser, Assistant Professor and Director, Dental Hygiene and Assistant Programs; Ignacio Alvarez, Educational Advisor; Angie Arballo, Administrative Assistant, Office of the President; Dale Barajas, Director, Plant/Operations and Maintenance; 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 Services Worker I, Olga Dumer, Associate Professor, English as a Second Language; Judi Grimes, CDC Site Supervisor; Marie Hansen, Student; Irving Hendrick, former Interim Chancellor; Abigail Hermosillo, Food Services Worker I; Terry Janecek, Custodian; Christina Leon, Support Center Technician; Gary Morris, Maintenance Mechanic; Bill Orr, former Vice President of Business Services; Ann Pfeifle, Associate Professor, History; Sheila Pisa, Associate Professor, Mathematics; Jeff Rhyne, Assistant Professor, English; Johnny Rubalcaba, Senior Groundsperson; Clint Sandusky, Senior Officer, Safety and Police; Lizette Tenorio, Student Services Technician; Teresa Thetford, Associate Professor, Physician Assistant Program; Ingrid Wicken, Associate Professor, Physical Education

IIIC.

Donna Lesser, Assistant Professor and Director, Dental Hygiene and Assisting Programs; Matthew Barboza, Associate Professor, CIS; Dipen Bhattacharya, Associate Professor, Physics; Dan Clark, Associate Professor, English; Robert Clinton, Instructional Support Specialist; Jose Duran, Associate Professor, Business Administration; Matthew Fast, Assistant Professor, CIS; Bob Fontaine, Associate Professor, Emergency Medical Services; Felipe Galicia, Associate Professor, Biology, and former 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, Part-time Instructor, Mathematics; Rolando Regino, Part-time Instructor, English; Joe Reynolds, Assistant Professor, DSPS Counselor/Learning Disabled Specialist; Chris Rocco, Associate Professor, Humanities; Jose Rodriguez; Custodian

III.D.

Aaron Brown, Associate Vice Chancellor, Finance; Jim Buysse, Vice Chancellor, Administration and Finance; Howaida Al-Ali, Laboratory Technician II; Angie Arballo, Administrative Assistant, President's Office; 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, Associate Professor, Medical Assisting; Irving Hendrick, former Interim Chancellor; Cheryl Honore, Associate Professor, Accounting; Donna Lesser, Assistant Professor and Director, Dental Hygiene and Assisting Programs; Rebecca Loomis, Associate Professor, Anatomy/Physiology; Carmen Medina, Laboratory Technician II; Bill Orr, former Vice President of Business Services; Sheila Pisa, Associate Professor, Mathematics; Jason Siegel, former Director, Middle College High School; Carmen Reaza, Matriculation Specialist; Steve Wagner, Associate Professor, 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.



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.



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, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities,

DESCRIPTION

District-established policies guide the hiring of personnel at Moreno Valley College. Board Policy 7120, "Recruitment and Hiring," provides basic regulations for employment, while Administrative Procedure 7120 establishes specific procedures for the 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 Department of Diversity and Human Resources (DHR) follow standard formats that clearly lay out criteria and qualifications for positions, as well as the application process. For example, a 2008 announcement for a classified management opening included Basic Function, Supervisory Responsibilities, Education, Experience, Licenses and Certifications, Working Conditions, Conditions of Employment,

and potential to contribute to the mission of the institution. Institutional 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.

Duties and Responsibilities, and application procedures, including Required Applicant Documents, Optional Applicant Documents, Application Deadline, Application Types Accepted, and date of first screening—all in considerable detail.² Likewise, a classified level announcement includes Definition, Typical Tasks, Employment Standards, and Application Deadline. All job announcements, moreover, contain the following statement: “Candidate must demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students.” Finally, all positions are posted on the DHR website.³ Moreover, board policy requires a “wide dissemination of job announcements” and details requirements to assure broad recruitment of qualified applicants (see III.A.4). Here, for example, are the sites where past openings at Moreno Valley College were advertised:⁴

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, Southern California Higher Education Recruitment Consortium (SoCalHERC.com), HigherEdJobs.com, California Community College Registry, RCCD Website

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

Listserve: rcc-all (all Riverside Community College District Employees with email address), CCC Registry (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), Higherjobs.com, California Community College Registry, RCCD Webpage

Minority publications: Asian Week, Black Careers Now, Diverse Issues in Higher Education, Hispanic Outlook in Higher Education

Listserve: 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).

CLASSIFIED:

Academic Evaluations Specialist – Moreno Valley Campus #3190

Newspapers: Riverside Press Enterprise

Website posting: Career Builder (LA Times), Higher Education Recruitment Consortium (HERC), Higherjobs.com, California Community College Registry, RCCD Webpage

Listserve: rcc-all (all Riverside Community College District Employees with email address)

Another example of a recent employment search was for the position of Riverside Community College District Chancellor. The chair of the Board of Trustees sent a memo to all district personnel dated October 10, 2008, outlining the process being used to identify a candidate for the open chancellor position. A locally based national executive search firm, MacNaughton Associates, was hired to conduct the search in an effort to yield a candidate best suited for the district; subsequently, a position description was designed and advertised in national and local journals. During January 2009, the Chancellor Search Committee conducted its first round of interviews, and finalists were invited for tours and forums at all three district colleges in February 2009. A permanent chancellor was selected in March and began employment July 1, 2009.⁵ New board policies concerning hiring procedures for chancellor selection and president recruitment were adopted at the Board of Trustees' April 28, 2009, meeting.⁶

A helpful tool for applicants to the Riverside Community College District (all colleges) is the new online application system. This system allows applicants to search current job postings, apply for positions, and track the status of their applications. There is a video, as well as written instructions, to help applicants through the process.⁷ Finally, the district DHR office has created a PowerPoint presentation that includes

information about the district and the hiring process, as well as helpful hints for navigating the application and interview process.⁸

The selection procedure for all staff, including part-time faculty, counselors, librarians, and temporary hourly are outlined on the district DHR website located at <http://www.rcc.edu/administration/hr/index.cfm>. The selection procedure is as follows, "As an Equal Opportunity Employer, Riverside Community College District vigorously encourages and solicits applications from all qualified individuals. All applications must be submitted via the DHR website prior to the closing deadline. The application will be reviewed to determine eligibility of applicant for testing, where applicable, and/or interviews. Applications will be reviewed and screened by a District committee. Meeting the qualifications listed on the job announcement does not assure the candidate of the interview. Interview candidates will be asked to test, where applicable, and interview, at their own expense, with the committee. Final candidates will be interviewed by the President or designee (for certificated positions) or by the hiring manager or designee (for classified positions); a physical examination, at the District's expense, may be required. The name of the recommended candidate(s) will be submitted and the Chancellor will make the recommendation to the Governing Board. Following approval by the Governing Board, the individual selected should be able to begin."⁹

In addition to clear, equitable, and open selection procedures and to the helpful online application tools, diverse representation on hiring committees contributes to creating job announcements that address the broad needs of the college. The Instructional Program Review Annual Update and the Administrative Program Review process, which was completed for the first time in September 2007, link management and staff hiring to institutional mission.¹⁰

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.

Tenure-Track Faculty

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.¹¹ 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 was presented to the Board as an information item.¹² Although not itself a Board Policy, it is the currently accepted procedure for faculty hiring. Board Policy 7120, which was approved by the Board on May 15, 2007, and supersedes BP 3099, stipulates that “criteria and procedures...be established and implemented in accordance with Board Policies and procedures regarding the Academic Senate’s role in local decision-making. As a result, needs for new faculty are initiated by faculty, prioritized in the academic planning council, discussed by subcommittee and full committee of strategic planning, and reviewed by the Academic Senate before going to the president for final approval.

This plan for hiring tenure-track faculty 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. . . .”¹³ 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 hired faculty “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 faculty 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, or the chair’s designee serving as the chair of the screening committee, (who was also on the first-round committee) and specified administrators from both the college and the district, usually including the vice president of educational services, the president, and the vice chancellor of academic affairs. 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 district, before being announced externally. Finally, all job postings specify that required degrees must be from accredited institutions.¹⁴

The educational credentials of all hired tenure-track faculty are verified by staff in the DHR office. A list of all full-time faculty and administrators, including their credentials, is published at the back of the college catalog. Applicants for faculty positions who have foreign degrees are requested by DHR to have their credentials evaluated for equivalency by an external evaluation service.¹⁵

Part-Time Faculty

The district Office of Diversity and Human Resources (DHR) 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 DHR office 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.¹⁶ Each interview committee comprises the department chair and/or assistant chair and at least one member of the discipline.¹⁷

Interviews are less formal for part-time faculty than for 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.

Classified and Confidential Staff

After a need for new positions has been identified in program review and discussed and approved through the strategic planning process, 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 DHR office reviews the job announcement and screening committee composition to ensure conformity with the district's Equal Employment Opportunities plan

and non-discrimination commitments. The California Schools Employee Association (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."¹⁸

Management

The hiring of managers, both full-time and interim, is dictated by Board Policy 7120, "Recruitment and Hiring," which complies with Title 5, California Code of Regulations, §§ 53021-53024.¹⁹ The filling of vacant management positions and hiring of new management positions is identified through the program review process. According to the strategic planning process, administrative and instructional units identify management needs and place them into their program reviews along with the total cost of ownership which includes salary, benefits, equipment needs, and office space needs. Thus, total cost of ownership is considered when making these types of decisions. As with classified and confidential staff, job announcements and interview-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 president, or his designee(s), for consideration.

EVALUATION

This standard is met. Criteria for selecting faculty, staff, and management personnel are clearly stated, and the college meets all state criteria for 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.

The icon consists of a 3D cube on the left and the text "III.A.1.b" in a bold, white font on a black rectangular background to its right.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution

DESCRIPTION

Evaluation processes for full-time and part-time faculty are determined by the Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA (District/Faculty Association Agreement). The responsibilities are clearly articulated and include institutional responsibilities. Evaluation processes for classified and confidential employees are found in the Classified and

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.

Confidential Employees Handbooks. Evaluation processes for management are consistent across the district, as defined in the Management Job Performance Evaluation Document.

Faculty

All faculty evaluations are governed by the District/Faculty Association Agreement, 2007-2010, Article XI, pages 25-32. For all faculty—contract, regular, and part-time—the agreement specifies the purpose, frequency, and procedures of evaluation.²⁰

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 (or related discipline) as the evaluated faculty, the department chair or designee, 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 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 (attendance), 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 nonrenewal of a contract, the evaluatee may appeal to a three-person panel composed of the chancellor's designee, the Faculty Association president or designee, and the "most senior, tenured available member of the faculty member's discipline or closely related discipline not on the evaluation committee."²¹ The appeal panel makes a recommendation to the chancellor, who forwards that recommendation and any dissenting opinions, along with "a complete written tenure-review record," on to the board. The board then makes the final decision for renewal or nonrenewal of contract.

The tenure-review committee may recommend tenure in the third or fourth year. Either the evaluated faculty or the administration may appeal this recommendation, in which case the matter goes to a three-person appeals panel with the same makeup as the appeal panel described above. After the appeal panel makes a recommendation to the chancellor, the Board of Trustees makes the final decision.

The tenure appeal process mirrors the nonrenewal of contract appeal process.

Regular Faculty

Regular (tenured) faculty are evaluated once every three years by their peers 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 faculty member’s discipline or a closely related discipline—one selected by the department chair, the other by the faculty member undergoing review. The faculty member 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 and the evaluated faculty member determine the criteria of evaluation, which “should focus on strengthening the faculty member’s instructional skills and professional contributions to the college.” Further, the “campus dean of instruction may request that the committee consider factors identified by the administration that affect the faculty member’s performance.” 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 faculty member 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 a majority of committee members indicate in the formal report that the faculty member needs improvement, then the report must include specific guidelines for improvement. The administration or the faculty member 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 faculty member. Article XI of the agreement contains no process for the dismissal of regular faculty.²²

Part-Time Faculty

Part-time faculty are evaluated in the first term of hire, once each year for the next two years, and then at least 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 faculty evaluations. 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 part-time faculty member. Within fifteen 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.²³ Nothing in Article XI of the agreement links the evaluation of part-timers to continued employment in future semesters.

Full-time and part-time faculty evaluation processes are managed by the Office of Institutional Effectiveness. This 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 districtwide 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.

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.²⁴ 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 Article XII of the California School Employees Association (CSEA) contract: "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.... 1. 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. 2. A formal written evaluation of the employee's total job performance, other than the regular annual evaluation, shall first be approved by the Chancellor. It is understood that the foregoing does not apply to any follow-up evaluation which is provided for in the regular annual evaluation. 3. Probationary employees

shall receive written evaluations at the end of the second month and each third month thereafter during the probationary period. 4. Promoted employees shall receive written evaluations at the end of the second and fifth months in their new positions.”²⁵

The Office of Diversity and Human Resources oversees all staff and management evaluations and ensures that processes and timelines are followed.

EVALUATION

This standard is met.

PLAN

None is needed.

The logo for III.A.1.C consists of a 3D cube icon to the left of the text "III.A.1.C" which is enclosed in a black rectangular box.

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 Curriculum Committee. Since its inception, the DAC has encouraged instructors to use assessment information for gauging student learning as well as for self-improvement; it has, moreover, been successful at encouraging assessment among faculty because it has consistently discussed the value, rather than the necessity, of outcomes assessment.²⁶

The District Assessment Committee (DAC) works to support outcomes assessment as a vital method for improving teaching and learning. By supporting the collaborative efforts of practitioners to improve teaching and learning, a secondary effect of its work is to ensure the college meets standards set by accrediting bodies such as the Accrediting Commission of Junior and Community Colleges. To accomplish its goals, the DAC interacts in outcomes assessments at all levels of the institution with its primary function at the district level. DAC provides support to faculty, administrators, and staff work working collaboratively to develop assessment outcomes, engage in assessment activities, and develop reports indicating how results of assessments are used to improve student learning. The DAC also works to ensure that outcomes assessment is embedded in all major processes of the institution, particularly planning and resource allocation.

Through the discipline program review process, faculty have developed methods of assessing student learning outcomes in the aggregate. At the same time, through the improvement of instruction process, faculty members evaluate each other's teaching effectiveness through direct classroom observation and make recommendations for improving techniques that might

reasonably be expected to improve student achievement of SLOs. The focus of evaluation is thus on improvement of instruction and student achievement. The college relies on the judgment of the instructors themselves who were hired because of their knowledge and professionalism. Discipline assessment projects, for example, 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. Many disciplines (such as English, mathematics, geography, administration of justice, and fire technology) are utilizing assessment projects and program review to develop teaching techniques adjusted to the needs of particular groups and even individual learners.

EVALUATION

This standard is met.

PLAN

- Moreno Valley faculty will continue to develop and participate in assessments of student learning outcomes to improve teaching and learning. Faculty at the college, 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 logo for III.A.1.d consists of a 3D wireframe cube on the left, followed by the text "III.A.1.d" in a white, sans-serif font on a black rectangular background.

III.A.1.d. The institution upholds a written code 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).²⁷ A variety of board policies covering all employees deal with fair and ethical treatment of personnel and students:

- Board Policies 3005, 4005, 7120, 3410, and 3430 provide a framework for fair treatment of all employees dealing with issues such as nepotism, equal opportunity, and sexual discrimination.
- Board Policy 2715 is the Board of Trustees Standards of Good Practice.

The following board policies also apply:

- BP 2712 Conflict of Interest
- 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
- BP 7700 Whistleblower Protection.

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.²⁸ Workshops on various aspects of harassment, including sexual harassment, hostile workplace, and discrimination, are mandatory for all supervisory employees.²⁹ For classified employees, workshops are provided in case-study format.

EVALUATION

This standard is met. Faculty have a "Faculty Ethics Statement."³⁰ The DHR/DEC office has offered workshops, some for FLEX credit, on what, concretely, adhering to these codes would mean. Faculty are, moreover, trained in ethics as part of their training before serving on hiring committees.³¹ In 2008-09, DEC has held workshops on Complaint Procedure, Faculty Recruitment and Retention Strategies, EEO and Interview Protocol, Sexual Harassment/Supervisory, Procedures for Handling Complaints of Unlawful Discrimination, Harassment, and Retaliation, and Student Presentations, training a total of 384 district members.³² The improvement of instruction process—governed by the District/ Faculty Association 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

None is needed.

 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 College employs 70 full-time faculty, including one full-time librarian and six full-time counselors. All full-time faculty meet—and generally exceed—minimum qualifications as determined by the state chancellor's office, or by a college-based equivalency committee, and are selected by a rigorous process described above in III.A.1.a.

Faculty hiring occurs in three modes: tenure track full-time, 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 newly hired faculty “maintain a broad knowledge” of the subject matter they teach and that they “design pedagogy related to learning outcomes.”³⁵ The search and first-round of interviews are conducted by a committee of five, composed solely of faculty. The second round of interviews and recommendation to hire are made by a committee of administrators with faculty representation.

Procedures for initial hiring of part-time faculty, who teach over 50 percent of campus 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.³⁶

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.

Since data included in program reviews have been enhanced, it is now easy for all constituencies at the college and in the district to compare full- and part-time faculty loads, to assess the effect of loads on programs, and to determine 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 that takes into account the college's mission and goals. These requests are reviewed by departments, the Academic Planning Council, and the Academic Senate. Requests are then forwarded to the appropriate strategic planning committees before review and action by the Moreno Valley Strategic Planning Committee and, later, approval by the president's cabinet. Nine new full-time faculty positions were added to Moreno Valley College in 2006-07. For the 2008-2009 year, three full-time faculty have been or are being hired (one in Counseling, one in Health Sciences/Biology, and one in Speech Pathology). The plan for the 2009-2010 year is to add five new full-time faculty positions, one in each of the following disciplines: Economics, Dental Hygiene, Mathematics, Fire Technology, and ESL. The college participated in regional job fairs to begin recruitment for these positions.

Steps have been taken to move the college toward continued, incremental increases in the percentage of credit hours of instruction taught by full-time faculty. Of course, Moreno Valley College will continue to augment its instructional needs with qualified part-time faculty.

Administration

The college 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
- assistant dean of the library.

For additional management positions please see the Organization Chart for Moreno Valley College in the "Introduction."

The vice-president positions were created in the summer of 2006 as part of the district restructuring to increase autonomy of each college in the district. 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, completed in September 2007, provided an assessment of whether there are sufficient administrators to serve Moreno Valley College.³⁸ The college was able to draw several conclusions and make changes accordingly as a result of this review: For example, the current clerical support provided to the facilities department was insufficient; a part-time position was thus upgraded to a full-time position effective January 27, 2009. The review further revealed the need for an additional .5 hourly staff member to handle the maintenance of the campus. In January 2009, this position was filled.

Support Staff

Moreno Valley College currently employs approximately 72 full-time support staff.³⁹ They are hired in every program area of the college. Their help in keeping programs and services going is critical to the institution's successes in serving students' needs. Secretarial and scheduling assistance services given to the department chairs by the Instructional Department Specialists (IDS) was increased from six to seven in spring 2009 to cover the needs of the six multidisciplinary 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. Both departmental and administrative program reviews rank needed positions and forward their program review requests through the strategic planning process. (III.A.6 explains in further detail the process that links human resource planning with budget and institutional needs.)⁴⁰

EVALUATION

This standard is met. There are sufficient faculty to teach course offerings and for programmatic accreditation.

While the college has consistently added more full-time faculty in the last three years, the number of full-time faculty still needs to be increased. The ratio of full-time to part-time faculty teaching loads at Moreno Valley College is low. Noteworthy are the percentages in the vital basic skills and pre-transfer courses in fall 2007:

Percent of course-load taught by full-timers*

Course	Mo Val	Norco	Riv
Basic Writing and Grammar	35.29	7.78	44
Interm. Writing and Grammar	11.11	19.85	38.1
Basic English Composition	18.73	26.23	27.78
Reading Level One	52.07	66.67	50
Reading Level Two	66.67	50	83.3
Reading Level Three	100	66.67	100
ESL (all courses)	22.64	34.02	55.75
Elementary Arithmetic	20	50	36.36
Pre-Algebra	20	71.43	57.14

* 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 2007.⁴¹

Many part-time faculty, notably in career and technical education 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.

Current full-time faculty are required to serve on multiple committees.⁴² Some carry a significant amount of administrative-type duties, such as chair and assistant chair responsibilities. Moreover, while shared governance provides opportunities for faculty involvement, it also puts 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 sometimes take on overload courses so that classes do not have to be cancelled when part-time faculty are not available. Since the development of college 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, over 60 percent of the FTEF load at Moreno Valley is taught by part-time faculty.⁴³ (See also the Evaluation of II.A.1.a.) Many part-time faculty, notably in career and technical education programs, are professional leaders in their fields; they thus provide special expertise to the college's programs. Still, while the number, high quality, and extensive effort of faculty are sufficient to justify accreditation as a college, it would be desirable to continue to increase the college's 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, (3) the rapid rate of growth forecasted for Moreno Valley College, (4) the addition of the Ben

Clark Training Center and its large law enforcement/administration of justice student population, and (5) California Assembly Bill 1725 which indicates community colleges should have 75 percent of the hours of credit instruction taught by full-time faculty. Also contributing to the college's desire to continue hiring more full-time faculty is evidence provided by the California Federation of Teachers and the Chronicle of Higher Education citing advantages, both to students and to an institution, in hiring full-time faculty.⁴⁴ All of this data and its consequent needs contribute to decision-making at the college, especially decisions about faculty hiring.

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. The additions of new faculty in 2008-09 and plans for new faculty for 2009-10 highlight the college's commitment to a strong full-time faculty who can provide quality instruction and participate in shared governance, as well as the district's great stewardship of its financial resources. The college's faculty leaders and administrators expect to benefit from new district processes for the allocation of faculty to the three colleges. Now that faculty hiring is data-driven at each college, Moreno Valley College holds control for the maintenance and increases of its full-time faculty ranks.

Adding the vice presidential administrative positions has markedly increased the level of college autonomy. The 2007 administrative program review analyzed the staffing needs for administration, and it is generally felt that the administrative support now in place as a result of that review is sufficient.⁴⁵

Along with increases in full-time faculty, the number of departments has grown from three to six in recent years. Classified support staff provide the services that enable programs at the college to run efficiently. However, the level of staff has not increased proportionately with the growth of the college.

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. Program reviews revealed the need for additional classified staff, and in 2008-09 the college responded by hiring additional classified staff, including an assistant custodial manager, and additional .5 secretary in facilities to bring the position to full time, an instructional department specialist in instruction, an increase of .5 to a Library Clerk II which had been half-time, a .5 student services technician for the Ben Clark Training Center, and a student services technician for the Ben Clark Training Center in the fire technology area.⁴⁶ Again, the college's hiring of staff this year demonstrates the college's commitment to ensuring adequate support for students throughout the institution. Furthermore, three-year budget projections highlight not only revenue and expenditures trends but also include anticipated classified, management, and faculty hiring. Staffing needs are always integral to long-range financial plans.⁴⁷

Through the strategic planning process, the long-term faculty, classified, and administrative staffing needs of the college are addressed. The college ensures that plans contain the “total cost of ownership” for positions considered, including benefits, overhead, information technology, and facilities needs.⁴⁸

PLAN

None is needed.

 **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**

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 Board Policy (BP) 3099/4099 and is now covered by BP 7120, Recruitment and Hiring, and BP 3420, Equal Employment Opportunity. Faculty and staff working conditions are clearly defined by the contractual agreements between district and the Staff Association and the Faculty Association, respectively. BP 3430, Prohibition of Harassment and Retaliation, deals with complaint and grievance procedures, as does BP 3410, Non-Discrimination. The district Office of Diversity and Human Resources ensures that all hired faculty meet minimum qualifications as defined by Education Code and is responsible for the administration of and compliance with Board Policies and Administrative Procedures related to human resources. Moreno Valley College adheres to these policies and practices.

To ensure fairness in employment practices, the district decided to examine job classifications for accuracy and for conformity to current job requirements. To this end, in the spring of 2005, a consultant was hired to conduct a districtwide compensation study for management, classified, and confidential positions. All draft job descriptions of the classified/confidential and management employees were completed based on the information provided by each employee on a questionnaire. For those employees who did not fill out questionnaires, current job descriptions which were 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 submitted a report citing their recommendations.⁴⁹ The district reviewed the

results of this study produced by the consultant and determined that further study was necessary to ensure that the review yielded the most accurate results for the district and its employees. It contracted the Hay Group, a second consulting firm, to review and update the results of the first study. The Hay Group completed their work and made a presentation at the January 20, 2009, Board of Trustees meeting explaining the methods used as well as their final recommendations. They included an implementation plan and associated costs. According to the vice chancellor of diversity and human resources, the recommendations will be worked through with the appropriate bargaining units and a recommendation will be brought to the full Board of Trustees in June 2009. The district anticipates an implementation date of July 1, 2009.

EVALUATION

This standard is met. Indeed, Board Policy 6340 stipulates that the district "will include in its public works contracts the prevailing wage rates for public works...as determined by the...State of California." This policy demonstrates the district's fairness with those with whom it contracts, as well as those it employs.

PLAN

None is needed.

III.A.3.b

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 Office of Diversity and Human Resources (DHR), 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 to 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 (who may only view documents that are necessary for business)
- law enforcement agencies (only for current or ex-employees applying to be a peace officer)
- courts (which can issue a subpoena for records).

DHR 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.⁵⁰

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.⁵¹ All files must be reviewed in the presence of human resources staff to maintain security and confidentiality.

At its April 28, 2009, meeting, the Board of Trustees adopted a new board policy, BP 3315, Criminal Offender Record Security.

EVALUATION

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

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTION

Moreno Valley College 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 equal employment opportunity, staff diversity, employee selection, unlawful discrimination, and sexual harassment. In addition, all faculty are encouraged to use the resources contained in 4faculty.org and are 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.⁵² Additional professional development opportunities include

- technology training
- new faculty orientation training
- FLEX workshops on diversity and equity, including sexual harassment
- 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 related to diversity. Topics of training include, but are not limited to, the following:

- recognizing and preventing sexual harassment
- Equal Employment Opportunity (EEO) and interview 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.

The district celebrated Diversity Appreciation Week April 6-10, 2009 with activities on appreciation for cultural differences. Activities included a panel discussion on diversity, an interactive diversity exercise, the creation of banners on what diversity means to college constituents, and multicultural food samplings.⁵³

DHR provides a listing of over 100 reference books, training binders, video tapes and cassette tapes, compact discs, and DVDs pertaining to diversity that employees can check out and use. Offerings include:

- Transcending Stereotypes: Discovering Japanese Culture and Education
- Cultural Diversity in the Workplace
- Cracking the Wall: Women in Higher Education Administration
- Making a Real Difference With Diversity; A Guide to Institutional Change
- Diversifying the Faculty: A Guidebook for Search Committees
- Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners
- Our Families Our Stories: From the African American Community Riverside CA 1870-1960
- Building With Our Hands: New Directions in Chicana Studies.⁵⁴

The website also offers a listing, by college, of staff members who can offer bilingual services. Thus, if an employee or student needs help communicating or receiving student services in their home language, people know how to access those resources. At Moreno Valley College, bilingual resources are offered in the following languages: Arabic, French, German, Polish, Portuguese, Romanian, Russian and Spanish. At the District office, Hopi is also offered. At Norco, Italian and Tagalog are also offered. Riverside also offers services in Bosnian, Bulgarian, Cambodian, Cantonese, Croatian, Dutch, Farsi, Gujarti, Hindi, Japanese, Korean, Mandarin, Sanskrit, Serbian and Turkish.⁵⁵

Furthermore, the college, in collaboration with the district, has established its own diversity committee. This committee will sponsor events, activities and workshops to support diverse employees. Additionally, to help faculty become more aware of issues surrounding diversity, a Webinar for Innovative Educators was offered on March 31, 2009 entitled, "Strengthening the Academic Outcomes of Minority Students Using Existing College Resources."⁵⁶

EVALUATION

This standard is met.

PLAN

None is needed.



III.A.4.b

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTION

A workforce analysis is conducted annually 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 data is gathered and reported in the district Fact Book.⁵⁷ 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. Demographic data are found in the "Introduction" to this self-study.

EVALUATION

This standard is met.

PLAN

None is needed.

The logo for III.A.4.C consists of a stylized 3D cube icon to the left of the text "III.A.4.C" in a bold, sans-serif font.

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 classified staff does the same. Supplemental to the bargaining unit agreements is the information contained in the handbooks for faculty, management, and classified/confidential staff.

The College Catalog and the Student Handbook provide detailed information to students regarding college policies, matriculation requirements, and student rights and responsibilities.

The district has policies that demonstrate its commitment to integrity in the treatment of students, management, 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 BP 7100, Commitment to Diversity. Bargaining unit contracts include provisions which encourage staff to treat all students equitably and with courtesy and professionalism. Agreements with both the California Teacher's Association and the California School Employees Association outline conditions related to employment provisions which establish procedures for fair and equitable treatment of staff.

The Board of Trustees has adopted policies and procedures which assure staff and students of the district's compliance with nondiscriminatory regulations.⁵⁸ The Catalog refers to these policies and their importance.⁵⁹ The Faculty Survival Guide 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.⁶⁰ 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.⁶¹

The Office of Diversity and Human Resources provides guides and information to ensure district employees' integrity in dealing with each other and with students. These documents include "A Guide to Working with Individuals with Disabilities," as well as links to information on the diversity initiative, reporting discrimination and harassment, and relevant district policies.⁶²

EVALUATION

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

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTION

More than 50 different types of workshops are offered to faculty each year.⁶³ 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.⁶⁴ Technology training workshops are offered through the Open Campus and its Faculty Innovation Center, which was formerly located at the Riverside City College campus.⁶⁵ Disciplines and departments often host their own discipline-specific training workshops. All other professional growth and FLEX workshops are coordinated by the faculty development coordinator and Faculty Development Committee in collaboration with the district Office of Institutional Effectiveness. The Office of Institutional Effectiveness facilitates college efforts and makes them known throughout the district, but all programmatic decisions are college based. With the exception of workshops designed for a specific cohort of faculty, workshops are open to all faculty across the district.

Examples of professional development opportunities that Moreno Valley College has recently afforded its personnel include the following:

- On August 27, 2008, faculty viewed a slide retrospective of the college's history, learned about the accreditation plan, and gave input. They also learned about how student services staff including counselors could assist them, and they received instructions on how to perform a mock registration using WebAdvisor in order to learn about the registration process.
- Scratch-Off Assessment Workshop: On November 13, 2008, a philosophy instructor presented teaching techniques using scratch-off multiple choice assessment tools.
- Copernicus Alliance Science Through Literacy: Feedback regarding this project is given to faculty, which encourages science teachers to develop a broader knowledge and research base in science content which should lead to higher levels of student learning, as well as integrate science and literacy.
- Reading Across the Disciplines: On September 25, 2008, a reading instructor taught faculty how to reinforce reading skills in their own disciplines.

- One Book Event: On October 14, 2008, a biology/health sciences instructor discussed her perspective on a book entitled *Exposed* and presented research on the health impacts of toxins.
- Improving Student Learning: On November 4, 2008, a workshop was offered for faculty to strengthen their skills in assessing student outcomes and methods for evaluating student learning.
- FLEX Workshops: On August 26, 2008, faculty were offered an optional FLEX Day opportunity at the Riverside City College campus to attend workshops including sessions on teaching difficulties, WebAdvisor training, teaching techniques, podcasting as a learning tool, incorporating diversity into the curriculum, advancing information competency, Hitachi smartboard training, CurricUNET training, and MS Word 2007 training.⁶⁶

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 District Faculty Association CCACTA/NEA, Article XIII, Section N. The agreement allows faculty to pursue course work, independent study or research, and other activities such as creative endeavors and curriculum development during their sabbaticals.⁶⁷

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.⁶⁸

Finally, opportunities exist for training management. Some specifically designed for management offered in fall 2008 included "Procedures for Handling Complaints of Unlawful Discrimination, Harassment, & Retaliation," "Handling Grievances," and "Reductions in Staffing," to name a few. DHR keeps a complete calendar with training for all personnel.⁶⁹

Furthermore, during the program review process, requests for additional professional development opportunities are prioritized through the strategic planning process for funding.⁷⁰

EVALUATION

This standard is met.

PLAN

None is needed.

III.A.5.b

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.⁷¹ The surveys ask participants which parts of the workshop were of value to them and which were not. Surveys also encourage participants to reflect on how workshop materials can be helpful for student success and include space for participants' suggestions for improvement of the workshop.⁷² Data and qualitative feedback are gathered and used to plan for future workshops.

To assess its services and programs, the Office of Diversity and Human Resources conducted an employee climate survey in April 2009. Results are expected to guide their planning.⁷³

EVALUATION

This standard is met.

PLAN

None is needed.

III.A.6

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 program review process and is integrated into the strategic planning model. Through annual program review, each discipline submits its requests for positions and supports those requests with statistical data and a narrative that takes into account the college's mission and goals. Requests are reviewed by departments, the Academic Planning Council, and the Academic Senate, and they are then forwarded to the strategic planning committee and its appropriate subcommittees before approval by the president's cabinet.

EVALUATION

This standard is met. During the program review process, each department indicates what its human resources and programmatic needs are (taking into account total cost of ownership). These program reviews are then sent through the strategic planning process, outlined in Standard I, allowing the Resources Subcommittee of the Strategic Planning Committee to review the master listing of all human resources requests and weigh them alongside other institutional priorities such as information technology, equipment, supplies, and facilities needs to get a global picture of all college needs. Then, the needs are prioritized and forwarded to the strategic planning committee for review and input, followed by review and approval by the President's Cabinet.

The results of the president's cabinet decisions are sent back to the strategic planning committee and its resources subcommittee in a feedback loop that allows constituents to see which requests were funded and which were not. This feedback loop is a critical piece of the planning process, as it allows employees to know if they were funded or not. At the same time, the vice presidents discuss with their staffs the status of their requests so employees will know why certain requests were funded and others were not. An example of this critical feedback loop occurred on November 14, 2008, when the interim vice president of business services informed the college community of the results of the prioritized hiring list and the action plan for when those positions would be hired. This notice allowed the college community to see exactly which positions had been requested and how they had been prioritized.⁷⁴ Another example of how human resource planning links to budget planning and then provides a feedback loop occurred on February 19, 2009, when the resources subcommittee of the strategic planning committee voted on a list of program review priorities (including human resources requests) and forwarded that list to the strategic planning committee on February 26, 2009, for review and vote.⁷⁵ The results of that vote were given to the President's Cabinet and the results communicated back to the college community through the resources subcommittee of the strategic planning committee and through email listserv.⁷⁶ In this manner, there is a complete link between budget and planning that provides for a full evaluation of human resources needs, measured against all institutional needs, accompanied by a feedback loop that alerts the college community to the results of budget and planning decisions.⁷⁷

When a department is making a determination during the program review process that more human resources are needed, they make these decisions based upon multiple factors. All of these factors are considered when weighing hiring options. Factors include total cost of ownership, details about programmatic growth, possible upcoming retirements, and expansion of departmental needs to serve students and strengthen instructional delivery. Furthermore, since there are typically more requests than funding available, additional factors considered include growth funding limitations, facility capacity, full-time faculty obligation

requirements, 50 percent law requirements, staffing standards in areas such as maintenance and operations, WSCH and FTES production, and needs pertaining to strengthening student learning outcomes.

Should faculty positions be requested through the program review process, they are prioritized by the Academic Planning Council (APC) and the strategic planning committee and its resources subcommittee, with review by the Academic Senate. All recommendations coming from the strategic planning committee then get approved by the president's cabinet. For example, in late February and March, 2008, the APC met for the purpose of finalizing a faculty hiring list; they outlined the calendar and action plan for how they would proceed with prioritization of faculty hires. They asked that each department submit, through their program reviews, a list of desired faculty hires. Justifications accompanying the requests needed to be supported by consideration of the following criteria:

- new programs approved by the Curriculum Committee
- new courses approved by the curriculum committee
- new programs/courses under development
- growth in weekly student contact hours (WSCH) by discipline
- fill ratio at census
- average retention rates and average success rates
- efficiency
- number of full-time faculty at the college
- full-time equivalent load currently taught by part-time faculty
- number of students on wait list
- Basic Skills program or degree/certificate applicable program
- number of courses/programs as prerequisite
- turnover rate for part-time faculty
- requirement for a grant
- changing curricular focus in the department
- number of students served.

Once these data were reviewed and analyzed by the APC, in March and April of 2008, a prioritization list was developed. In May 2008, the list was forwarded to the Academic Senate and strategic planning committee. In June, 2008, the strategic planning committee forwarded its recommendations to the President's Cabinet and in fall 2008, positions were posted and recruitment began.⁷⁸

The Budget Allocation Model has as a crucial component for the consideration of new positions and part-time faculty growth. In the 2008-2009 year, the district set aside \$1,068,714 for new positions and part-time faculty growth.⁷⁹ The college fully integrates human resources planning with institutional planning, involving all constituent groups in the process.

PLAN

None is needed.



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

Facilities

Moreno Valley College provides programs and services on its primary 132-acre site located at 16130 Lasselle Street, Moreno Valley, CA 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, CA 92518; and the Ben Clark Training Center, also on March Air Reserve property, at 3423 Davis Avenue, Riverside, CA 92518.

<u>Buildings on Main Campus</u>	<u>Year Built</u>	<u>Assignable Square Ft.</u>
Library	1991	16,711
Student Services	1991	9,190
Science/Technology	1991	11,014
Lions' 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
Parkside Complex Modulars	2009	19,200
14 Buildings total		114,052

Instructional rooms on the main campus comprise

- 45 classrooms
- 4 wet laboratories
- Physician Assistant Lab

- Writing and Reading Center
- Computer Science Laboratory
- Math Lab.

Current construction projects include the remodeling of the Lions' Den Cafeteria (formerly the Tiger's Den), a new Network Operations Center (NOC) to house the information technology infrastructure of the college, and a parking structure of 800-1000 spaces to be completed within two years. An update of all construction activity was given to the Resources Subcommittee and the Moreno Valley Strategic Planning Committee (MVSPC) in Spring 2009.⁸⁰

Parking lots at the main site were repaved in fall 2006 and given new slurry and striped in 2009 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.⁸¹

<u>Parking Category</u>	<u>Number of Spaces</u>
Disabled	26
Metered	58
Reserved	5
Staff	103
Student	995
Total	1187

Moreno Valley College also allows use and access to its facilities by outside organizations, under the governing provisions of Board Policy 8005, which is currently under review and revision in draft form as AP 6700, "Use of Facilities." Review and implementation of the revised policy is expected to be completed summer 2009.

Maintenance

The Facilities Department is staffed by the following positions:

- director of plant/operations and maintenance
- assistant custodial manager
- 5 custodians
- 3.5 grounds staff
- 2 maintenance workers
- hourly workers (approximately 20) who assist with grounds maintenance.

All properties are maintained through coordinated efforts among district and college safety and facilities personnel along with college administrators and program directors to assure the integrity and quality of programs and services. Facilities and management directors meet regularly to discuss safety issues and resources with regard to facilities. Starting in January

2007, district directors began to visit each campus to conduct regular safety inspections. Any identified issue is made into a work order and handled accordingly. A follow-up plan is reviewed for adequacy of repair/maintenance at the next campus visit by the directors. Furthermore, the vice president of business services and the director of plant/operations and maintenance take weekly tours of the campus to identify areas of safety concern or lack of cleanliness; they immediately address any problem areas by submitting work orders. They also follow up on these work orders to ensure work has been performed satisfactorily. In addition, the director of plant/operations and maintenance performs regular "safety walks" with his grounds and custodial crews to identify potential safety issues. These walks have proven successful in identifying and rectifying issues before they become problems. The district risk manager, moreover, regularly visits the campus to provide safety education to facilities personnel.

At Moreno Valley College, oversight of long-range facilities needs and planning is addressed through the strategic planning process. The Resources Subcommittee makes recommendations to the MVSPC, which forwards recommendations to the college administration. The resources subcommittee meets regularly to weigh matters pertaining to facilities such as how to utilize portable classrooms to serve student needs, how to design buildings so they best serve students, how various proposals for a health science building might impact new or existing programs, what to do about lighting issues, how to handle parking issues, and if resources are needed for the college, among others.⁸² These discussions and consequent basis for decisions always focus on how facilities planning and usage will best serve students. When assessing whether or not a need for facilities exists, the committee weighs data such as weekly student contact hours (WSCH), FTES produced, program growth patterns, community wishes and needs, possible partnership opportunities with local organizations, and budgetary impact. The college Long Range Educational and Facilities Master Plan, which was completed in 2007, evaluated every college program for needs, scanned the community environment for potential needs, looked at data in WSCH and FTES production, and recommended a college build-out that reflected these various needs. In this manner, data about the student population and its educational needs directly drove the facilities planning process. This master plan also considered the total cost of ownership of buildings when it cited project estimates. The total cost of ownership of a building includes all costs normally associated with bringing a building on line, including planning, designing, constructing, equipping, maintaining, and operating a facility over its useful lifespan.

The Facilities Department is responsible for the provision and maintenance of facilities and physical resources that support programs and services offered at Moreno Valley College, including at all of its off-site facilities. All facilities' needs on all of the college's sites are handled through work orders submitted through Footprints, 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; first priority is always given to matters of health and safety.

In 2007, the Facilities Department initiated the use of Footprints, a software program designed 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 Footprints, which compiles a database 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 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.⁸³ These electronic notifications also include relevant details about the work to be done.

Safety and Security

Security for all district property is guided by Board Policy 6520, which states that "The Chancellor shall ensure that necessary procedures are in place to manage, control, and protect the assets of the District, including but not limited to sufficient security to protect property, equipment, and information from theft, loss, or significant damage."

The focus of safety and security at Moreno Valley College is on college safety and disaster preparedness. The district also has a risk manager who frequently assesses risk and security and provides advice to college personnel. In 2006, all district and college administrators were required to pass certification in disaster preparedness training offered by FEMA.⁸⁴ In November 2008, the college participated in the statewide emergency preparedness drill, known as The Great Southern California Shakeout, which allowed the college to assess where it needed to improve safety and emergency readiness.⁸⁵

The Resources Subcommittee of the Moreno Valley Strategic Planning Committee reviews and makes recommendations on the safety, emergency preparedness, and health issues at Moreno Valley College.

The first fire drill of the college's new plan for ensuring safety was held on November 16, 2006; a drill was held each semester of the 2006-2007 academic year; fire drills have been held annually thereafter. The March Dental Education Center and the Ben Clark Training Center voluntarily held concurrent fire and safety drills.⁸⁶ The Early Childhood Education Center conducted a fire drill on April 3, 2009.⁸⁷

The Facilities Department has placed evacuation route maps in each classroom on the campus. All signs are periodically evaluated and updated as needs are identified. To ensure that these signs remain updated, an inventory was conducted in January 2009 to ensure that all classrooms were equipped with both evacuation route maps and emergency

flipcharts indicating instructions for how to respond to various emergencies such as bomb threats, fires, and earthquakes. Where needed, signage was updated.⁸⁸ Additionally, maps to off-site facilities are available on campus as well as on the website.

The college established an Americans with Disabilities Act (ADA) transition plan in the early 1990s when the campus first opened. The district also recently completed a review of its facilities, highlighting areas which did not meet ADA standards.⁸⁹ The district prepared a transition plan which went out to bid in early 2009 to identify a contractor to complete the necessary work.⁹⁰ The district sent out notification to the district community that Public Meetings would be held in May on each campus where employees and students could attend to hear a presentation about the development of the plan and to provide suggestions for improving access.⁹¹

Daily police reports, entitled "Calls for Service," are distributed to administrators and include all reported incidents for the previous day.⁹² Administrators review these reports daily to identify potential issues and address them immediately. Follow up can take the form of preparing a work order, calling in an emergency situation to the Facilities Department, sharing information with the Crisis Intervention Committee, notifying the campus police, or referring a major facilities issue to the resources subcommittee, depending upon the nature and extent of the situation. The college has instituted a Crisis Intervention Committee composed of the chief of police, director of student health services, college disciplinary officer, and a representative from DSP&S. Their responsibility is to meet monthly to review potential threats to the safety of students, faculty, and staff and to provide recommendations on issues needing immediate resolution. The Facilities Department is 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 became completely functional by the fall semester of 2007.

The Facilities Department has an annual scheduled maintenance process for all the buildings it oversees, at all college locations. The process includes inspections of the air conditioners, boilers, fire alarms, and fire extinguishers. Annual maintenance of parking lots and fire extinguishers and semi-annual replacement of filters for the air conditioners is done on a predetermined schedule.⁹³ Large needs, replacement of systems, or unexpected needs that are identified through these annual, scheduled maintenance procedures are submitted to the district. The Office of Administration and Finance and the Office of Facilities, Planning, Design, and Construction review requests before submitting them to the state for approval.

To further ensure that facilities are maintained to their highest standards of safety and cleanliness, districtwide members of the facilities, operations, maintenance, grounds, and custodial departments prepared an extensive notebook outlining standards of care and quality expectations for facilities. This manual, which is given to employees in

those departments to be used as both a training and a performance measurement tool, sets standards of care for the following areas:

- Custodial: cleaning procedures and floor care, as well as cleaning materials. Safety and quality control are also addressed.
- Grounds: service levels, tree trimming, turf maintenance and irrigation, synthetic turf maintenance, athletic fields, pesticides, commercial pool maintenance, roadways and parking lots, work release program, first aid, personal protective equipment, heat stress, gasoline handling and storage, driving safety, and usage of chainsaws, pressure washers, and power tools.
- Maintenance Procedures: security/locksmith, electrical, lighting, electronics, plumbing, HVAC, carpentry, painting, and fleet services.
- Maintenance Safety: employer and employee safety, quality standards, quality control inspection forms, safety inspection form, elevator safety facts.⁹⁴

All facilities staff received training on standards of care from a district facilities consultant on April 15, 2009. The training, which supplemented the manual, offered instruction and training in how to keep a workplace safe, how to perform safety inspections, how to use, handle, and store cleaning chemicals, how to care for grounds, how to repair heating and air conditioning systems, and how to work as a team and provide excellent customer service. In the post-training survey, staff reported that they found the training helpful and suggested that the training be expanded to hourly staff as well as full-time staff. They also requested more hands-on training. This data will guide future training, including providing more experiential training.

EVALUATION

This standard is met, though the college continually pursues opportunities to do an even more effective job of keeping our facilities safe, clean, and well-maintained.

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 Facilities Department and other departments. The Facilities Department placed computers in specific areas on campus in order to provide facilities personnel real-time access to Footprints. All faculty, staff, and administrators have access to Footprints as well.

In November 2008, the Facilities Department surveyed the college community to determine levels of satisfaction with the services they provide. Respondents indicated varying levels of satisfaction with services provided by the department. Understanding of how to submit work orders and to contact the Facilities Department, for example,

received good marks. On the other hand, the survey showed some dissatisfaction with cleanliness of campus restrooms and only partial satisfaction with cleanliness of classrooms and general appearance and care for campus grounds.⁹⁵

The department used the results of this survey to improve the work performance, including bathroom and floor cleanliness, and the training of maintenance and custodial staff in understanding better the needs of the various constituents of the college community.⁹⁶ Gum removal and deep-cleaning machines were purchased to help custodial staff improve bathroom cleanliness, and the most senior groundskeeper was sent to seminars and training sessions on landscaping and grounds care. All grounds care staff received training, and a professional landscaper was hired to assist staff in improving the appearance and upkeep of the campus.⁹⁷ Furthermore, custodial staff placed signs in all bathrooms with information on how to contact the Facilities Department if facilities needed attention. In short, the department responded immediately to areas that college personnel indicated needed the most attention. The Facilities Department is proactive in assuring cleanliness and safety and responds as appropriate to college needs.

As an additional source of input, in the spring of 2009, the vice president of business services met with faculty and staff to determine what minor facilities changes were needed to aid in instruction and student learning outcomes. This process marked a new philosophy in which the business services personnel learned how they could enhance student learning during their everyday jobs.⁹⁸

PLAN

None is needed.

The graphic consists of a 3D cube icon on the left, followed by the text 'III.B.1.a' in a bold, white font on a black rectangular background.

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 Long Range Educational and Facilities Master Plan was completed by the Mass Companies, Inc., in 2007 and serves as the core document that drives the college five-year Capital Construction Plan. The current college five-year plan includes the Moreno Valley Campus Phase III building, a parking structure for 800 vehicles, an upgrade of the Lions' Den cafeteria, a health sciences building, a maintenance and operations building, and the Network Operations Center (NOC) building.⁹⁹

The Moreno Valley College (MVC) Strategic Planning Committee has identified projects that address the college's needs. All current projects on the district's five-year plan went through both the college Strategic Planning Committee and the district Strategic Planning Committee. Currently, upgrades to improve energy efficiency and to the Lions' Den

cafeteria are underway with Measure C funds. The college's recycling program is well underway with students, faculty members, and staff actively involved.

While facilities needs are identified in the Long Range Educational and Facilities Master Plan, minor changes sometimes need to be addressed outside of long-range planning. The current process for planning facilities usage needs, put into place in 2006-2007, starts with the current load ratios and the availability of rooms. This 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, and administrative units forward these requests through program review to the respective vice presidents;
- deans bring facilities proposals from the Academic Planning Council or other noninstructional program reviews to the strategic planning committee which
 - refers the proposals to the resources subcommittee for a recommendation
 - votes on the subcommittee's recommendation
 - includes information provided by administrators, staff, faculty, and students.
- The strategic planning committee forwards its recommendations to the president's cabinet for consideration and approval, the results of which are communicated to the college community.

While no requests were approved due to the state's budget crisis, entire process was followed in 2008-2009, and administrators anticipate that many of these requests will be approved in coming years as the budget problems are solved.

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, an office suite, and a lab located in Parkside Complex 12, as well as an office at its partner institution, the Riverside County Regional Medical Center where clinical instruction is carried out. Another college facility 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 paramedic program, located at the Ben Clark Training Center, also follows prescribed facilities allocation and upkeep standards.¹⁰⁰

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. These requests then go through the resources subcommittee and strategic

planning committee. The president's cabinet reviews the prioritized requests and approves them based upon programmatic needs and available funding. Factors considered include FTES generation, safety, WSCH production, programmatic growth potential, and instructional quality measurements. As of spring 2007, departmental requests for instructional equipment became fully incorporated into the annual program review.¹⁰¹ All requests are weighed, after consideration of total costs, against all other institutional needs including human resources, informational technology, and facilities needs.

EVALUATION

This standard is met.

PLAN

None is needed.

III.B.1.b

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

Moreno Valley College assures access to its main campus and satellite facilities through the following mechanisms:

- college-employed custodial and grounds services to provide a clean, well-maintained learning environment
- contracts for maintenance and repair of equipment and facilities to ensure campus facilities maintain safety and health standards
- college-employed police officers that provide 24-hour, 7-day-a-week services
- access by road to all Moreno Valley College 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 to provide access to the college's multiple educational sites
- keys for all full-time and part-time faculty, if requested, through the Office of the Dean of Instruction
- college police and other college personnel who are also available to provide access to classrooms for all students and faculty.

Security, Safety, and Risk Management

The district has established its own Peace Office Standards and Training (P.O.S.T.) certified police department. The police officers who patrol Moreno Valley College 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 main campus, the college 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. Three, sworn full-time officers and five hourly community service officers (CSOs) provide coverage and are on duty according to the following schedule:

Monday: 6:00 am – 10:00 pm

Tuesday - Friday: 24 hour coverage

Saturday: overtime sworn officer as assigned with hourly coverage by a college security office throughout the day (overnight, 10:00 pm – 6:00 am, covered by a sworn officer)

Sunday: no coverage.¹⁰²

To ensure safety and security, college police and risk management staff offer a variety of training opportunities, issue regular risk advisories, and prepare for disasters through the Disaster Preparedness Committee. For example, the college participated in “The Great Southern California Shakeout” in November 2008 to teach faculty, staff, and students how to respond to an earthquake. This regional event provided a valuable learning opportunity, and the districtwide chief of police has announced that Riverside Community College District will participate in another drill on October 15, 2009.¹⁰³ The following risk alerts were communicated as well: Hazardous Waste for Labs and Lead in Books.¹⁰⁴ In addition, the following safety trainings took place:

- Community Emergency Response Team Training for emergency preparedness preparation¹⁰⁵
- Molestation Prevention video conference training¹⁰⁶
- Asbestos Training and Lead Training¹⁰⁷
- Medical malpractice training given to the Physician’s Assistant program in July, 2007.

The district has instituted an Injury and Illness Prevention Program which handles compliance with safe work practices, communicates safety issues, identifies work place hazards, defines procedures for investigating injuries and illness and for correcting unsafe or unhealthy conditions, provides safety and health training, and maintains records and documentation concerning safety issues.¹⁰⁸

Healthful Learning Environment

Staff from the Facilities Department provide ground services for the college, including its off-site facilities, the March Dental Education Center (MDEC) and the Ben Clark Training Facility. The campus exterior and landscaping are pleasant and provide a peaceful ambience for students and faculty. In the spring of 2009, the college designed a Landscaping and Grounds Plan to enhance the attractiveness of the campus. Flower beds, fountains, informational banners, and eating and social areas all provide a friendly environment where students can feel comfortable learning and relaxing. Flower bed shapes were designed with geometric patterns to mirror the buildings on campus.¹⁰⁹

Moreno Valley College is smoke-free institution. No-smoking signs are posted around the campus, and college police warn or cite violators as appropriate. Literature about the ill-effects of smoking is available at the campus health center.

EVALUATION

This standard is met, but the college continually seeks ways to provide a safer, more accessible, and more attractive healthy learning environment.

Access

Access to Moreno Valley College for students without cars can be challenging, especially since students on the northern and western sides of the college 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 in light of increasing transportation costs. A transportation survey conducted by the Moreno Valley Associated Students 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:¹¹⁰

<u>Means of transportation</u>	<u>Number of respondents</u>	<u>Approx. percent</u>
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.

In 2008, an agreement was struck between the district and the Riverside Transit Authority (RTA) to provide free bus passes to all registered students. This has been a great success, for it has allowed students to commute to campus free of charge. Student response to this program has been very positive.

Pedestrian or bicycle commutes to campus are not as inviting as they could be, even though many students live within two or three miles of the 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.

Parking

The college has a total of 1187 parking spaces distributed as follows:

- Parking Lot A contains 4 stalls for disabled drivers, 81 student parking stalls, 54 staff parking stalls, 2 reserved parking stalls, and approximately 20 motorcycle parking stalls.
- Parking Lot B contains 14 thirty-minute metered parking stalls, 12 stalls for the disabled, 457 student parking stalls, 49 staff parking stalls, and 8 stalls for parent/guardian ten-minute drop off/pick up for the Early Childhood Education Center.
- Parking Lot C contains 44 metered parking stalls and 228 student parking stalls.
- Parking Lot D contains 229 parking stalls.
- Parking Lot E contains 9 handicapped parking stalls and 3 reserved parking stalls.
- Early Childhood Education Center has 1 parking stall for the disabled and 1 unmarked parking stall.¹¹¹

Plans are underway to build an 800-to-1000-vehicle parking structure, funded by Measure C local bond funds. The project was approved at the March 23, 2009, Board of Trustees meeting and LPA Architects was selected to design it. In spring 2009, discussions about where to locate the structure have occurred so initial drawings can begin. Completion is expected within two years.¹¹²

Security, Safety, and Risk Management

During the course of normal operation Moreno Valley College does not experience an inordinate number of claims alleging dangerous facilities or inadequate security. The presence of police on campus is assessed; as a result, the college determined a need for increasing police presence on the campus and at offsite locations. In spring 2009, the college began recruitment of an additional sworn police officer.

The district hired a new District Emergency Planning and Preparedness Coordinator in Spring 2009. Disaster Preparedness Committee meetings are held regularly to assess and to provide solutions for security and risk issues. This committee has provided successful solutions to issues concerning alarm notification systems, data replication planning, earthquake drills, protocols for evacuation, and updated evacuation plans. It has also located

an Emergency Operations Center (EOC), requested grant funds for emergency management and homeland security, offered National Incident Management Systems (NIMS) compliance training, and conducted needs assessments on all district campuses.¹¹³

The Risk Manager also holds meetings to assess data related to worker's compensation injuries and thus institute safety measures to avoid future problems.¹¹⁴ A security analysis of the Moreno Valley campus was performed in order to inform security upgrade decisions.¹¹⁵

Healthful and Attractive Learning Environment

The college declared itself smoke free during the 2003-04 academic year through the Academic Senate and the strategic planning committee, with representation from students, faculty, staff, and administration.

To ensure that the campus is a healthful environment, grounds-keeping staff attended a training session in the proper application of pesticides on February, 25, 2009. During spring 2009, they also received landscaping training from a professional horticulture company to identify and eliminate hazards and to design grounds accessible and safe for all students. In spring 2009, several additional custodians were charged with deep-cleaning the campus and installing new carpet and vinyl tile in the Science and Technology Building, Student Services Building, Humanities Building, and all elevators.

At one time, the maintenance of grounds at the March Dental Education Center had been challenging 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 also caused delays in the landscaping at that facility. All of these challenges have been taken care of since 2007. Landscaping that had not been complete as of 2007 is now complete.

PLAN

None is needed.



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

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.¹¹⁶

Moreno Valley College 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:

- Hazardous Materials Maintenance and Operations Building – funded by state hazardous materials funding
- 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
- Allied Health Building – funded by a state bond. The Initial Project Proposal (IPP) has been approved by the state, and the Final Project Proposal (FPP) will have been submitted by June 30, 2009, and, pending state approval, will be funded by a future state bond measure.

Additional projects which are currently unfunded but are under discussion through the strategic planning process include

- Amphitheater and soccer/athletic fields: Discussions are underway with the City of Moreno Valley to co-fund this project and a landscape architect has been contacted to begin work on a master plan for that area.
- March Dental Education Center (MDEC): A new compartmentalized building will be constructed on 7.8 acres of donated land located on the March Air Reserve Base that will relocate the dental hygiene and dental technology programs into an updated facility. The college is working with the March Joint Powers Authority (JPA) to receive the land and has hired HMC Architects to design it in conjunction with the JPA's long-range plan to locate health care facilities on the base. This new site will give MVC students a productive learning opportunity directly on the site of a medical complex.¹¹⁷
- New library and instructional buildings: This construction was cited in the Maas plan.

The total cost of ownership has been incorporated into all construction planning, as evidenced in the Long Range Educational and Facilities Master Plan. The cost of furniture and equipment has been included in new

construction, and the costs of personnel, maintenance, and operations of the buildings have been presented to the Board of Trustees for funding before construction is approved.

Recently completed projects include

- the addition of Parkside Complex (portable classrooms and offices)
- the remodeling of the Administration Annex (funded by Measure C local bond)
- the remodeling of the Early Childhood Education Center (funded by Measure C local bond)
- the construction of the Public Safety, Law Enforcement, and Fire Training Learning Resource Center at the Ben Clark Training Center (funding shared by state and local entities).

EVALUATION

This standard is met. Long-range planning was recommended by the last accreditation team and implemented shortly thereafter. Total cost of ownership is now fully part of the long-range planning process and has been implemented with the remodel of the new portable buildings. The Maas Companies, Inc., which was hired in 2007 to revise and maximize the Moreno Valley College long-range planning process for capital construction, produced a comprehensive Long Range Educational and Facilities Master Plan incorporating instructional data into the college facilities planning process.

PLAN

None is needed.

The icon for section III.B.2.b consists of a 3D cube graphic to the left of the text 'III.B.2.b' which is enclosed in a black rectangular box with white text.

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.

DESCRIPTION

The academic deans review 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 college to maximize room usage.¹¹⁸ The Resources Subcommittee of the Moreno Valley Strategic Planning Committee has the responsibility to assure that facilities planning is integrated with an overall college master plan. This master plan was reviewed by the Maas Companies to check for efficiency and need. The Long Range Educational and Facilities Master Plan guides all facilities planning.

Physical resource planning is coordinated with district facilities personnel. At the district level, the associate vice chancellor of facilities, planning, design, and construction oversees a space utilization analysis on each college to develop an effective space utilization plan. The district Strategic Planning Committee considers requests from all three colleges and makes recommendations to the chancellor and the Board of Trustees for final approval.

At Moreno Valley College, facilities planning is a part of strategic planning. Through the program review processes, faculty, disciplines, programs, and departments identify needs regarding equipment, facilities, space, support staff, and supplies. The department chairs consult with the academic deans and the vice president of educational services to put together a priority list based on need.¹¹⁹ This list is presented to the resources subcommittee, the strategic planning committee, and finally the president's cabinet for approval. At each step, requests are weighed against other needs and examined for how they support the college's mission. To consider the total cost of ownership in this process, costs of space, support staff, and supplies are also considered. In fact, an element of the new Budget Allocation Model takes "off the top" the cost of providing space and equipment to new employees and allows for these items to be funded even before the campus-level budgets are built. This allocation provides equipment funds of \$1500 and supply funds of \$1000 for all new classified staff members. It provides \$3500 in equipment and \$1000 in supplies for Dean or Director positions and \$6500 in equipment and \$1000 in supplies for new positions at the rank of vice president or higher. These allocations assure that the total cost of ownership is provided for.¹²⁰

An example of this process occurred when the college identified need for more offices, classrooms, and physical educational facilities. 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 initially included 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.¹²¹ In addition, the college has a contract with Fitness 19 in Moreno Valley to use their facilities for physical education courses. The college also has use of the tennis courts at nearby Vista del Lago High School for classes. These contracted facilities are all within a 15-minute drive from campus.¹²² Additional modular buildings, added in 2008, include more classrooms, the Health Sciences office, and the Center for Faculty and Professional Development.

The Long Range Educational and Facilities Master Plan reflects the needs and desires that are identified through the program review process. It was developed based upon an environmental scan including internal needs, student characteristics, student origins, age segmentation, gender distribution, student attendance patterns, student race/ethnicity, and student enrollment or load patterns. The plan also evaluated key curriculum indicators including headcount. An external scan looked at the characteristics of the college's service area, population, age, income, race and ethnicity and trends for the future. The plan also identified the college's relationship to its region. Furthermore, the plan sought qualitative input from the college at large and reviewed all college planning documents. It looked at instructional programs, baseline curriculum, and programs by department and Taxonomy of

Programs (TOP) code. To further enhance the plan, enrollment and growth patterns were examined. The plan also looked at space needs for all programs, budgets and financing parameters, and total cost of ownership. Recommendations that arose from this analysis of critical data and suggestions on how to implement sustainability were given in the form of the long-range plan. Construction phasing and costs were included.¹²³

EVALUATION

This standard is met. In 2008, college and district facilities personnel produced a report, entitled "Maintenance and Operations Task Force Report," which evaluated existing facilities conditions and provided guidance on centralized and decentralized functions, frequency of service maintenance, frequency of custodial service, frequency of grounds service, maintenance and operations staffing guidelines and recommendations, and service manuals (for custodial, grounds, and maintenance staff).

The Facilities Department continually evaluates college needs to determine how to allocate its resources. For example, the president met with staff in the Student Services Department to assess their needs. Interview results indicated that they desired more space, adequate equipment and supplies, and a more attractive work environment. The data from these interviews were used in facilities decision making: In spring 2009, the second floor of the Student Services building was retiled, and the third floor and stairway received new carpeting.¹²⁴

A second example of how facilities planning and decision making arose from survey data was presented by the president at the April 21, 2009, Board of Trustees Meeting when he spoke about the indicators of student success and methods for achieving it. He presented research data that revealed the numbers of students receiving program awards for 2007-2008:

Top 5 Listing of Program Awards for 2007-2008¹²⁵

SP01	TOP6_Title	AA/AS	Certificates	TOTAL
490100	Liberal Arts and Sciences, General	912		912
490200	Biological and Physical Sciences (and Math)	695		695
130500	Child Development/Early Care and Education	23	625	648
210500	Administration of Justice	17	258	265
123010	Registered Nursing	172	89	261
	TOTAL	1819	962	2781

Data from this research show that Moreno Valley College student program achievement generally fall into the following categories: Liberal Arts and Sciences, Biological and Physical Sciences (and Math), Child

Development/Early Care and Education, Administration of Justice, and Registered Nursing. As a result of this research, the college has requested four more science labs in its Final Project Proposal (FPP) to the state on June 30, 2009.¹²⁶ To respond to the high student need in child development, upgrades were made to the Early Childhood Education Center on campus, including a shade structure/eating area and a sound system where student learners can observe the classroom instruction without disrupting the children. Finally, discussions are underway to consider turning the Ben Clark Training Center into a funded state center and to work with the sheriff to offer additional law enforcement academies to address his hiring needs.

PLAN

None is needed.

 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.

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.

 III.C.1.a

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

From districtwide networking and administrative support to classroom instruction, the Riverside Community College District provides the basic technical support and services for Moreno Valley College. As a complement to the districtwide support, there is on-campus support for faculty, staff, and administrators. Moreno Valley College has a five-year technology plan to support the growing and ever-changing technology needs of all of the college's constituents.

DESCRIPTION**District Functions****Information Services**

Moreno Valley College manages its technology services through the following district-level departments:

- Academic Web Services provides academic web-server management, systems management, accessibility standards, web policies, web practices, and web procedures related to faculty, academic and instructional program websites. These services include districtwide assistance to academic departments and programs, as well as individual faculty, in the development of websites and districtwide input on e-learning strategies.
 - 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 18 of the software.

- Information Services ensures the delivery of services critical to meeting the educational and administrative requirements of a large academic institution. Information Services includes Administrative Systems (such as Datatel/Colleague software suite), Data center operations, District Help Desk, Microcomputer support, Network Services, and Telephony Services.

Network Services plans and provides all the necessary components of a districtwide Cisco-based Gigabit Ethernet, utilizing a DS-3 (45 Mbit per second) connection from the Riverside City College campus to the internet provided by CENIC (Corporation for Education Network Initiatives in California). Intercampus 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 college 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 strategic planning committees to assist the college to build its Network Operation Centers during 2009-10. 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 from any of the three colleges, 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.

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 districtwide 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. To help facilitate long-range cable and network planning, information services initiated a comprehensive review of all existing cable plant and conduit pathways. The information gathered from this review is used to plan for adequate infrastructure in future construction projects.

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.

The Open Campus

The Open Campus, the district's center for online course delivery, provides distance learning for over 20,000 students per year (districtwide), 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 2009, 45 instructors taught distance education courses supported by the Open Campus, offering a total of 92 sections of fully online, hybrid, or web-enhanced courses.

Software

The Micro Computer Support group, having both district- and college-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, and 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 College

At Moreno Valley College, there is onsite support of technology-assisted learning. All classrooms and laboratories have an instructor's computer station with internet access and an LCD projector.¹²⁷ Five classrooms also have desktop computers for in-class student use. Twelve mobile carts service classrooms with wireless laptops. In addition to the classrooms mentioned above, the Writing and Reading Center, the Math Lab, the 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 Student Activities Center and the library have internet-accessible computers that are available to students. The off-campus sites, the Ben Clark Training Center (BCTC) and the March Dental Education Center (MDEC), have college-supported computer labs and mobile labs. BCTC has two mobile carts, and MDEC has one computer lab and two mobile carts. The various departments of the college are responsible for replacing outdated equipment through the program review process or through their respective budgets.

There are two cluster-servers at Moreno Valley College at this time, one supporting Windows and the other supporting Novell. (Novell is, however, being phased out.)

Two microcomputer support specialists from district information services are based full-time at Moreno Valley, though they can be called to any other district site when needed. In return, microsupport specialists from the other colleges 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 well as at the Ben Clark Training Center, the March Dental Education Center, and other off-campus sites for faculty and staff. 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.

In addition, the microcomputer support specialists at Moreno Valley College protect the software and equipment on its computer systems. Computer workstations are installed with the most updated software available; administrative, staff, and faculty computers are configured to download the most updated anti-virus and registry protection software to avoid time-consuming repairs. All academic computers in classrooms that are linked to the internet also contain antivirus software. District information services provides centralized security and intrusion detection, antispam filtering, and network monitoring to ensure a reliable, secure network environment.

The Instructional Media Center (IMC) provides media support to academic programs, including audio-visual delivery to classrooms and conference/meeting rooms, VIP media requests, service and repair of media equipment, video conferencing, satellite downlinking, streaming media, assistance with new equipment acquisition, installation, and faculty/staff training. The IMC also provides technical assistance and media production services in the following formats: video, audio, graphics, animation, digital imaging, scanning, digital photography, and PowerPoint.

Library technology is supported both districtwide and at the college. District services include an online library catalog, e-books, streaming media, online periodical databases and periodicals themselves, videotapes, microfilm, and assistive media technologies. Adaptive equipment and software are available to assist disabled students in the learning process. Printers and copy machines in the library are on maintenance contracts enabling parts, hardware and software to be replaced without additional charge to the college. Multimedia equipment in the library, including televisions, DVD players, and VCRs, is secured to tabletops to prevent theft.

The Resources Subcommittee of the Strategic Planning Committee is developing a document to guide college-based technology standards and processes for enhancing facilities, hardware, and software to meet teaching and learning needs, collegewide communications, research, and college operations.¹²⁸ The goal of this document is to provide guidelines for the ongoing analysis and prioritization of hardware, software, service, and facility needs anticipated by Moreno Valley College departments and programs.

EVALUATION

This standard is met. District- and college-level technical services provide Moreno Valley College with adequate support for its faculty, support staff,

administrators, facilities, hardware, software, and information delivery infrastructure. The completion of the Network Operations Center (NOC), slated for March 2010, will provide an area for network equipment and services on campus as well as service for the complete college construction build-out in the capital construction plan. At the completion of the NOC, the college will have sufficient space to house permanent full-time instructional services support staff covering administrative, network, and microcomputer support. Such support staff will improve accessibility, responsiveness, effectiveness, and college-specific sensitivity of information services to staff, faculty, and students. The Resources Subcommittee developed, reviewed, and then approved a Technology Plan, a part of which requires review of plans annually, as well as support, facilities, software, and hardware February 19, 2009.¹²⁹ This plan contained the following objectives:

- Develop and implement campuswide technology policies, procedures, and standards.
 - Create a secure infrastructure (security, network structure, department structure, Network Operations Center (NOC)) to meet the needs of students, staff, and faculty.
 - Procure, replace, upgrade, and maintain equipment and evaluate appropriate technology purchases and utilization.
 - Prioritize technology initiatives and formal project management with clear outcomes identified.
- Provide adequate information technology fiscal resources.
 - Appropriate funding for IT department for staffing, services, and training while aligning annual technology budget planning with institution goals and technology plan.
 - Maintain and support the Resources Subcommittee and IT departments as primary technology policy-making and advisory groups.
 - Develop and implement IT cost-effective standards (inventory and cost analysis).
 - Increase outside funding through bonds, grants, partnerships, and foundation partnerships.
- Improve and increase faculty, staff, and student access to information and related technology.
 - Network reconfiguration to meet campus specific needs providing equal access, up-to-date services, and a more robust, easy access wireless environment.
 - Access on and off campus allowing for greater outreach of technology services.
 - Basic computer and internet introduction and use workshops.
 - 24/7 access to services through a one-stop portal for all users (students, staff, faculty).

- Monitor industry trends in technology and their potential applications to teaching and learning.
- Technology awareness plan – “showcasing” internal and external technology use and talents.
- Increase distance learning opportunities and create an e-learning environment.
- Professional development opportunities.
- Improve and increase community outreach through technology.
 - User friendly website.
 - Access information at campus, programs, services.
 - Public access to MVC updates, news, community events.
- Improve operational efficiency and communication through automation.
 - Comprehensive document and output management system “Digital Workflow” (electronic forms, automated workflows, committee work, strategic planning, cost effective models).
 - SharePoint portal for quick access to personalized information and services under a one-stop shop.
 - Develop a plan that assists in a framework that enables end-users to document effectiveness measures and displays on-line results.

PLAN

None is needed.

III.C.1.b

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTION

The district and Moreno Valley College provide quality in-house training in technology and its applications on a regular basis to faculty, staff, and administrators. Administrators are committed to the provision of quality training through FLEX activities and other staff development opportunities. When new software is introduced to facilitate fiscal, purchasing, enrollment, or classroom management, as well as other district or college processes, district and/or college experts implement a thorough training plan for staff and faculty.

Instructors who offer online courses (web-enhanced, hybrid, or fully online) receive extensive training and support through the Open Campus, based at a central district location. The district Open Campus office is responsible for training faculty in basic use of the Web CT platform for WE/hybrid/online course management, and further training in supplemental tools (such as podcasting and Tegrity) is available at Moreno Valley College on a weekly basis through the Center for Faculty and Professional Development. This center, funded through a

cooperative Title V grant, opened in 2008.¹³⁰ It provides individualized and group instruction in WebCT, WebAdvisor, and the use of technology in and out of the classroom. The center hosts technology training and workshops, including the district Hybrid Academy. Additional training in methods and techniques for effective online teaching is provided by faculty with appropriate experience and expertise. Workshops in the center have also been held for training on software such as PowerPoint, Word, Excel, and Macromedia products.

The district also provides training for all employees on systemwide technology upgrades. The Help Desk supports faculty and staff by forwarding Moreno Valley College requests for in-person, on-site assistance to microcomputer support specialists at Moreno Valley College. Instructor training in the use of WebAdvisor, the district's online enrollment management site, is ongoing through regularly scheduled sessions at Moreno Valley College or through one-on-one sessions with a district applications support specialist. Other district services provided locally include:

- IMC equipment training/support for faculty and staff
- Application training/support in Datatel, Resource 25, and a variety of student and record management applications
- Workshops for faculty on compliance of online and traditional course material with section 508 of the Federal Rehabilitation Act and with ADA requirements.

The district Disabled Students Programs and Services (DSP&S) not only ensures student access to learning and activities but also provides adaptive technology assistance to students and staff. A DSP&S specialist trains students on adaptive software and hardware on a weekly basis. The specialist also trains student lab assistants as needed. Furthermore, DSP&S offers support to Open Campus in training instructors to create 508 compliant web pages, to perform web page accessibility verification, and to create MP3's.

Site licenses have been purchased for the core assistive software programs and computer stations equipped with these specialized programs are available in the library, CIS/math lab, the Writing and Reading Center, the language lab, the Student Assessment Center, all classrooms, and the DSP&S Center.

EVALUATION

This standard is met. The Center for Faculty and Professional Development offers the necessary space for a structured, integrated, ongoing professional training program for faculty and support staff. The center is designed to renew faculty learning and to promote new technologies—inside and outside the classroom—directly tied to student learning and success.

The logo for III.C.1.C consists of a 3D cube icon to the left of the text "III.C.1.C" which is enclosed in a black rectangular box.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

PLAN

None is needed.

DESCRIPTION

District Responsibilities

Information Services' Network Administration Office provides all necessary components for a districtwide Cisco-based Gigabit Ethernet. This new district-based network equipment has increased bandwidth and improved reliability of the infrastructure. Internet service is provided by Corporation for Education Network Initiatives in California (CENIC), a statewide internet service provider for educational institutions.

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 if 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.

The Network Operations Center is slated to open at Moreno Valley College in 2010, providing long-term independence and stability in technology infrastructure.

Moreno Valley College

At Moreno Valley College, 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 technology 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 academic deans. Purchases are dependent on the funds available. The college's Technology Plan includes a comprehensive replacement cycle outlining standards and processes to meet department/program needs. Computers and related peripherals are replaced for classified staff as needed, while software is replaced on a regular basis to match upgrades with institutional needs.

Some additional funding sources contribute to maintenance and upgrades at Moreno Valley College. Qualifying occupational programs can request Vocational and Technical Education Act (VTEA) funding for incorporating new technology into their curricula. The college has multiple federal (Title V and College Cost Reduction and Access Act, CCRAA) and state (SB70, Allied Health & Nursing, Workforce Investment Board) grants which provide additional funds for technology to enhance student learning.

Moreno Valley College has acquired, upgraded, and enhanced its technology considerably in the last five years by:

- expanding the number of mobile computer carts to 12 (including two at Ben Clark and two at March Dental Education Center; each cart contains 30 laptops;
- replacing 23 computers in the Math Lab, Humanities (HM) 220;
- adding a new Macintosh/Apple lab in HM 234 for the simulation gaming classes;
- replacing 30 computers in HM 324 high-performance computer systems for desktop publishing classes;
- replacing 40 computers in the Writing and Reading Center (HM 232);
- replacing 22 computers in the Student Assessment Center Student Services (STU) 301 with all-in-one systems to make efficient use of limited space;
- providing laptops to be checked out by faculty or staff through the Center for Faculty and Professional Development;
- replacing and adding a total of seven computers in the Student Activities Center 105;
- setting up a new time-tracking system (called CI-Track) for the facilities department;

- replacing all student login and pay-per-print systems in the computer labs: Science & Technology (SCI) 151, HM 220, and HM 232;
- purchasing two new cluster servers to administer the instructional computer labs;
- setting up a new assessment center at the Ben Clark Training Center.

Microcomputer Support Specialists carry out regular computer maintenance, upgrade, and replacement tasks.

Moreno Valley College's capital asset inventory is maintained by the district's Inventory Control Department. Technical equipment is identified by unique asset tags which are recorded in a district database in the Inventory Control Office. Departments maintain inventory of specific equipment.

EVALUATION

This standard is met.

PLAN

None is needed.



III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTION

Recommendations for the allocation of technology resources are made to the appropriate administrative unit for decision after incorporation of input from faculty, college technology specialists, and data from end-users, as determined by the program review process and strategic planning models. Resources can also be distributed on an as-needed basis, depending upon funding availability. The resources subcommittee of the strategic planning committee uses information from discipline program reviews and departmental budget requests to prioritize the purchasing of technology-related resources. This process ensures fair, considered, and shared decision-making on the distribution of technology resources.

Moreover, funding for technological support departments (see III.C.1.a) allows for the smooth functioning of all college programs. Physical protection of technology infrastructure and equipment, robust firewall and antivirus software protection for desktops and systems, maintenance of internet linkages on all computers, regularly scheduled remote systems maintenance, and skilled district- and college-based support staff—all provide support for day-to-day as well as special event operations of programs. Part of this allocation of resources includes redundant T-1

connectivity in case of failure of the primary T-3 lines providing intercollege connectivity. In addition, microcomputer support specialists support the needs of March Dental Education Center and the Ben Clark Training Center, including on-site assistance, to enhance connectivity of off-site programs to other college programs as well as to administrators and staff. Finally, the Network Operations Center, to be completed spring 2010, will upgrade server operations for the college and its off-site centers, as well as provide stability for districtwide functions and independence of the college.

The technology infrastructure at Moreno Valley College is the joint responsibility of the district and the college. Information Services identifies the major technological goals and direction of the district, including assessment of budgetary needs to maintain current technology and acquire new, state-of-the-art hardware and software, thus allowing faculty and staff to maximize their use of technology for programmatic and learning needs. Moreno Valley College, in coordination with information services, assesses and identifies technological goals and resource needs on an annual basis. As new academic and student support service program requirements are developed, district- and college-based information services make necessary changes allowing students and faculty to achieve their goals. In addition, the Instructional Media Center (IMC) continually monitors the development of new instructional media and equipment and takes responsibility for integrating emerging technology into the instructional environment it supports.

The district's Information Services Office purchases Microsoft Windows operating system and Microsoft Office Suite licenses for all college computers. When possible, the district uses Foundation for California Community Colleges (FCCC) for purchases of software licenses. In addition, the FCCC has created a program for students and staff to purchase personal copies of software for work-related use at a reduced rate. Dell, Lenovo, and Apple provide districtwide discounts; other vendors sometimes offer discounts on their products to staff, students, and faculty via the web.

The district's and college's commitment to distance learning is accommodated through the use of the Web CT/Blackboard course management system and other web-based learning platforms. As explained in detail in Standard III.C.1.a., Open Campus is responsible for technology-mediated instruction and faculty technology training across the district. Moreno Valley College has incorporated technology training into the Center for Faculty and Professional Development to address distance-learning training needs for faculty and staff.

Open Campus supports the district infrastructure, allowing for delivery of technology-mediated classes. Effective distribution and utilization of distance education technology resources involves:

- **Servers.** Currently, Open Campus accommodates a production

WebCt server hosted in Canada by WebCT, a WebCT development server located on the Riverside City College campus, and a streaming media server hosted in Los Angeles.

- **Application Service Providers.** Open Campus licenses *Turnitin.com*, a leading online anti-plagiarism software service available to all instructors throughout the district
- **SIS Integration.** Open Campus obtains information on term deadlines, courses, instructors and students from Datatel, reformats it, and imports it into WebCT.
- **Reporting.** Open Campus provides reports for district administration, the state chancellor's office, national organizations, and other constituencies.
- **Software.** Open Campus licenses assessment software (*Respondus*, *StudyMate*, and *ToolBook*) used to create computer-based instructional programs for online course development.

EVALUATION

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. In addition, the college's Technology Plan outlines technology goals designed to maintain and support the development of programs, departments, and student services.

PLAN

None is needed.

The icon for section III.C.2 consists of a 3D wireframe cube on the left and a black rectangular box on the right containing the text "III.C.2" in white.

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

The planning and evaluation of technology resources are the responsibility of both the district and the individual colleges. Evaluative processes are in place at the district level to systematically review, assess, and modify systems and processes to ensure the effective use of technology resources. District-based entities (Academic Information Architecture, Information Services and its subdivisions, Open Campus, and Public Relations) provide leadership and assistance to the college in evaluating and planning its uses of technology resources. Hence, the process of requesting, planning, acquiring and maintaining new technology for Moreno Valley College is supported at the district level.

At the individual college level, there is a series of processes and evaluations used to assess and then upgrade or modify technology resources to ensure their effective use. For general institutional technology needs assessment, Moreno Valley College follows a variety of established procedures:

- In purchasing new technology to meet departmental/program and administrative computing requirements, the resources subcommittee, in coordination with administration, is guided by the Technology Plan, end-user standards and processes input, and the appropriate support department within the district's information services group.
- Hardware purchases for the Moreno Valley Library are approved and specified by the assistant dean and library faculty and staff. The Moreno Valley microcomputer support specialists, in conjunction with the library administration and staff, review technology needs, generate quotes, and provide support in purchasing appropriate hardware and software.
- In the case of career and technical education programs, technology requests incorporate the input of industry advisory committees when appropriate.

Academic purchasing decisions generally originate with a request from faculty in the form of program review and then move through the strategic planning process. For academic computing at Moreno Valley College, either individual faculty members or an instructional discipline may initiate a request for new equipment or upgrades through their academic department, often with the assistance of information services staff and the microcomputer support specialists. These requests are reviewed and prioritized in departmental meetings, then communicated to the Academic Planning Council and then the resources subcommittee and the strategic planning committee. They are later sent as recommendations to the president's cabinet for approval.¹³¹

Both the district and the college 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 new 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. Moreno Valley College planned and incorporated technology effectively over the last few years: all classrooms on the Moreno Valley College 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.¹³²

Information Services cooperated in the acquisition and set-up of six portable modular units at Ben Clark and seven at Moreno Valley College. This participation included the appropriate technology infrastructure and equipment.

EVALUATION

This standard is met.

PLAN

None is needed.



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.¹³³ 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 budget is prepared as follows:

The first expenditure, according to Board Policy 6200, is a budget "reserve"—a minimum 5 percent of the sum of the projected beginning fund balance plus the estimated revenues for that fiscal year. The district's practice of maintaining this reserve has allowed financial stability through lean funding years. Indeed, the district 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 costs include faculty and staff salaries, utilities, rents and leases, and long-range costs for facilities planning and other projects that support the colleges' visions and goals. Finally, "discretionary" expenditures are earmarked based on remaining available revenues.

Moreno Valley College integrates financial resource planning with its strategic planning process by preparing program reviews that use institutional research data to determine programmatic needs. These needs may include new faculty, new staff, equipment, supplies, new curriculum, facilities maintenance or additions, or technology, among many possibilities. Program review requests are reviewed and prioritized by the Resources Subcommittee, again by the Strategic Planning Committee, and forwarded as recommendations to the President's Cabinet. Thus, the annual budget reflects the program-review-based priorities of the college.

The GANNT chart of timelines highlights the interdependency of district strategic planning and budgeting.¹³⁹

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 adopted by the Board of Trustees. According to state regulations, the Board of Trustees must approve a tentative budget by June 30th and adopt a final budget by September 15th of each year.

In spring 2009, discussions began about how to treat budget savings that an individual college of Riverside Community College District (RCCD) might maintain at year end and, consequently, how to amend the Budget Allocation Model (BAM) to institutionalize each college's stewardship of its budget. The associate vice chancellor of finance and the three vice presidents of business services worked on draft proposals and presented them to the BAM shared governance committee for consideration. A final draft has been prepared and is expected to be approved Summer, 2009.¹⁴⁰

Budget Allocation Model Formation

In 2007-2008, the district formed a Budget Allocation Model (BAM) Development Task Force, comprised of the interim vice chancellor of administration and finance, the interim associate vice chancellor of finance, the vice presidents of business services from each college, faculty from each college, and a classified staff representative. The task force was charged with creating a budget allocation model that would both transition the district from a one-college/three-campus system to a three-college system and serve the long-term needs of the three-college district. In 2008-2009, two additional classified staff members and three student representatives were added to the task force. Minutes for all BAM meetings since its inception detail the thought processes and collegiality of this diverse, district committee. After many models were considered, debated, and simulated, the task force made a presentation to the Board of Trustees in May 2008 on a model which committee members agreed would provide the most equitable, transparent, and thoroughly integrated budget allocation process for the unrestricted, "discretionary" portion of the budget. The guiding principles of the proposed BAM were designed to encourage

- **A student-focused orientation:** the best interests of students are primary.
- **Collegiality:** resource allocation must distribute funds in ways that are best for the district and that reflect an understanding of the "power of three."
- **Long-range planning:** by relying upon the district strategic goals, the College Education and Facility Master Plans, and the Strategic Planning and Program Review processes.

- **Empowerment, authority, and accountability at the college level:** authority must be assigned at the lowest applicable level.
- **Significance of fiscal-year boundaries:** alignment of on-going commitments with on-going revenue streams and one-time allocations with one-time acquisitions.
- **Campus responsibility:** providing each college with the opportunity and authority to manage budgets by providing carryover of unused funds.
- **Fiduciary responsibility:** compliance with federal, state, and local regulations will be adhered to, including funding a minimum 5 percent reserve first.
- **Data-determined decision making:** The data elements of the model will be widely known and distributed. Downstream financial impacts must be identified in decision making.
- **Dynamism:** The BAM will provide the ability to reflect changes in district and college priorities and structure.
- **Transparent communication:** The college community will have a full understanding of the model, the process, and the resulting funding decisions. Information will be easily accessible and clearly communicated.
- **Bottom-up and Top-down decision making:** Mechanisms will exist for input from all levels of the college community including students.
- **Easy application:** The model must be straightforward in its application.
- **Decision making:** The BAM must support strategic planning, planned growth, and program expansion and contraction. The BAM must be able to respond to crisis as well as multi-year plans.
- **Evaluation and assessment:** on an annual basis and improved as appropriate.
- **Rationality:** Budgets must reflect needs and available resources. When imbedded formulas do not work, alternative options must be available.
- **Timeliness:** Allocation of funds through the BAM will be distributed in a timely manner to allow for thoughtful implementation of plans.

Components of the BAM include

- **Reserve:** The district reserve for contingency is the first component funded. A minimum reserve level of 5 percent will be funded.
- **Reserve for Economic Uncertainty:** One percent will be set aside for economic uncertainty.
- **Base Allocation:** The colleges and district will receive base allocation based on the prior year base budgets. Added to the prior year base budgets would be increased costs for health and welfare benefits and fixed payroll charges, for contractual increases such as step and column costs, for position reclassifications, and for outside contracts for services or rents and leases, among several possibilities.

- **Small College Factor:** A small college factor will be applied to offset the diseconomies of scale and to provide resources to meet single college accreditation requirements.
- **Efficiency Incentive:** Funds will be allocated to colleges based on performance above the 525 standard.
- **District Office/District Support Services:** Funds will be allocated to support institutional and program growth, district initiatives, capital expansion, and inflation. This increment was funded at 1 percent of the prior year DO/DSS base budget for fiscal year 2008-2009.
- **Other Items:** Inter/intra fund transfers, new program initiatives, new facilities operating costs, new positions, and contractual increases, to name a few.

A flowchart was developed to demonstrate how the ending balance of one year becomes the subsequent year's beginning balance; then, anticipated revenue is calculated, and expenditures are budgeted as described above.¹⁴¹

The BAM was utilized in preparing the tentative budget for 2008-2009. Moreno Valley College was allocated three new faculty positions which were identified by the college's strategic planning process (via program review) as high priority. Instructional and noninstructional equipment budgets were based upon requests that came up through the program review process, prioritized by the resources subcommittee and the strategic planning committee, and then approved by the president's cabinet. Minor renovation, remodel and repair projects were also prioritized through the same process. In this manner, all requests for the 2008-2009 budget came through the program review process and were rooted in data about programs.

When the 2008-2009 Adopted Budget was presented to the Board of Trustees for approval in October 2008, it was determined that the state fiscal crisis was of such magnitude that all aspects of the BAM could not be funded. At that time, the Board allocated an additional \$500,000 to be used by the Moreno Valley College and Norco College to address staffing needs that had been prioritized. However, two components of the model—the small college factor and the efficiency incentive—were not funded.

At its February 2009 meeting, the BAM Task Force determined that since its role in creating a budget model was complete, it could turn its efforts to an advisory role. Renaming itself the District Budget Advisory Council (DBAC), it determined that it would evaluate the budget allocation model on a regular basis and advise the district and its colleges on budget development and ways to deal with changes in state funding.¹⁴²

While the budget allocation model guides the allocation of resources at the district and college levels, locally there were Moreno Valley identified a calendar for budget preparation in order to link college planning with that of its sister colleges as well as the district. At its February, 2009 meeting, the resources subcommittee developed a budget planning and development flowchart which helped identify timelines for budget planning to ensure these processes.¹⁴³

 III.D.1

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

 III.D.1.a

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

 III.D.1.d

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

Traditionally, in order to make available the programs and services that are included in the college mission, the necessary operating costs of the college—including the cost of all full-time faculty, staff, and administrators—are primarily funded through state apportionment and thus allocated through the district. In building the discretionary budget, each department has the opportunity to request additional resources for identified programmatic needs through the program review process. Department chairs had traditionally made requests 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. Their requests were grounded in data such as FTES generation, WSCH generation, number of full-time faculty in the requesting department, student programmatic needs, and community career needs, among many considerations. Historically, the APC then justified and prioritized the requests for presentation to the provost using budget worksheets distributed by the district Office of Administration and Finance. In noninstructional areas, requests were prioritized by the appropriate manager and forwarded to the provost.

In the spring of 2004, in response to the 2001 ACCJC recommendation that the campuses demonstrate that the 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 college self-study as it related to financial resources. By fall 2007, the committee expanded to discuss all matters pertaining to financial, physical, information technology, and human resources which are generated through the program review process. In fall 2008, the nine subcommittees were collapsed into four subcommittees that align with the

four accreditation standards; this move streamlines institutional planning with clearer committee boundaries and ensures that planning is linked appropriately to accreditation requirements. The Resources Subcommittee, which is comprised of faculty and staff in coordination with the vice president of business services, discusses and reviews state and local budgetary issues, budget training, state guidelines in funding, total cost of ownership, program review requests, and college fixed costs. As of 2008-2009, the Budget Allocation Model now guides how funds are allocated within the college as well as to the individual colleges.

In budget development for the 2009-2010 year, the vice chancellor of administration and finance made a detailed PowerPoint presentation to the board outlining the anticipated financial projections, the impact of future collective bargaining negotiations, the impact of facilities construction, state budget details, and a variety of other factors that he anticipated would affect the district in planning budgets. In this manner, the board was able to get a picture of the current and expected financial status of the district. To complement this information, at its meeting on February 25, 2009, the Moreno Valley College resources subcommittee agreed to three themes to guide its budget decisions for 2009-2010: accreditation of college status, professional development and expansion of faculty and staff hiring, and community partnerships.¹⁴⁴

The Resource Committee, a Board of Trustees committee, meets every month to receive information on capital projects, annual state funding projections, and other financial matters. This committee's membership includes two trustees, three faculty members (one from Moreno Valley) appointed by the academic senates from each college, 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. Through this committee, the Board of Trustees is kept abreast of all strategic financial planning in the district.

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 approve a tentative budget by July 1st of each year and adopt 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.¹⁴⁵ This open access and public scrutiny encourages realistic assessment of expenditures at the time the budget is constructed.

EVALUATION

These standards are met. The prioritization of program review requests was initiated in 2008-2009, requests were finalized in February 2009,¹⁴⁶ and requests were communicated back to the college faculty and staff in the President's Letter to the Campus Community in March 2009¹⁴⁷ and at the resources subcommittee and strategic planning committee meetings in March 2009.¹⁴⁸

The graphic consists of a 3D cube icon to the left of the text 'III.D.1.b' which is enclosed in a black rectangular box with white text.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

PLAN

None is needed.

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 an adequate reserve, payroll, benefits, supplies, services, equipment, and other contractual obligations. These funding projections provide the basis for budget planning and decisions (for the district and each of its colleges) and reflect a conservative yet realistic assessment of funding from the state.¹⁴⁹

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 as a consultant to conduct a survey of the Moreno Valley community and, subsequently, to develop a list of projects desired for the college. 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."¹⁵⁰ The college was then asked to prioritize its needs with this list in mind. Completed projects that have received Measure C funding include the Early Childhood Education Center and Administration Annex Building. Projects in the planning phase include 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 personnel from this office, faculty, administrators, and consultants have written grant proposals. Some examples of funded grant projects at Moreno Valley College 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. In 2008-2009, the college received a grant to advance science, technology, engineering, and mathematics (STEM) and a Workforce Investment Act grant to fund allied health instructional equipment.

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The logo for III.D.1.C consists of a 3D cube icon to the left of the text 'III.D.1.C' which is set against a black rectangular background.

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.

EVALUATION

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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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.¹⁵¹

Moreno Valley College also prepares three-year financial projections to ensure it is always making decisions that keep it solvent on current and long-time bases. These multiyear projections include anticipated increases in salaries, step/column, utilities, contracts, rents and leases, associated benefits, as well as FTES revenue projections and potential new personnel. In this manner, the college is continually keeping its eye on its future fiscal solvency as it makes decisions in the current year.¹⁵² In preparing the multiyear projection, the college maintains all of the principles outlined in the district's budget allocation model.

Historically, long-range facilities planning (along with the corresponding financial plans) was coordinated at the district level. In February 2006, the Board of Trustees formally encouraged each college to assume greater responsibility for long-range facilities planning.¹⁵³ This process started with the hiring of the Maas Companies, Inc., to assist with a college educational master plan that aligned new facilities development with existing and future programs. The Maas Companies developed a Long Range Educational and Facilities Master Plan that guides all college facilities development through programmatic and community needs which were identified in an environmental scan performed to determine the vocational demands of the surrounding community. Furthermore, if facilities needs arise that are not part of the long-range plan, they are addressed through the program review process. For example, if the counseling faculty wish to move locations or upgrade their facilities, as they did in 2009, they include their request in program review and submit it through the resources subcommittee and the strategic planning committee approval process.



III.D.2

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.

EVALUATION

This standard is met. The district is careful to consider long-term plans such as future obligations and liabilities when developing budgets.

PLAN

None is needed.

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 who 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 California Community Colleges State Chancellor's Office through the Budget and Accounting Manual.¹⁵⁴

The district's Budget Control Office uses the requisitioning and purchase order process in order to monitor and evaluate all proposed expenditures submitted by college and district support service departments. Purchases can only be made if an approved budget exists (budget control) and authorized signatures are in place.¹⁵⁵ 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.¹⁵⁶

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 Financial Status Report (CCFS-311Q) and the Annual Financial and Budget Report (CCFS-311). These reports are also submitted to the Riverside County Office of Education as part of their fiscal oversight responsibility.¹⁵⁷

The vice president of business services at Moreno Valley College is responsible for aligning the college process with district procedures and state regulations. Moreno Valley College follows exactly the same procedures as the district. Faculty and staff initiate purchase requisitions. These purchase requisitions are approved through the proper approval channel, which includes the vice president of business services, 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.

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DESCRIPTION

The annual budget, the annual audit report, and all quarterly financial reports are available on the district accreditation website.¹⁵⁸

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.¹⁵⁹

The annual CCFS-311 report documents the district's compliance with direct instructional spending requirements.¹⁶⁰

Moreno Valley College is audited as part of the district's annual audit by an independent firm. The institution follows state compliance requirements, resulting in funding allocations as prescribed by the state Chancellor's Office.¹⁶¹ 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

This standard is met. Financial documents reflect appropriate allocations for programs and services to meet the college mission. Documents are comprehensive, timely, and communicated in a proper manner.

PLAN

None is needed.



III.D.2.b

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 college 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 website without restriction. As of spring 2007, financial information is considered in various degrees, prior to college approval, by departments and committees, especially by the resources subcommittee of the Moreno Valley Strategic Planning Committee. General financial information particular to the college 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 college 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 college resources subcommittee are open forums that faculty, staff, and students may attend to receive information on the financial status of the district and college.

A public hearing on the proposed budget is held every September prior to board approval.¹⁶² The current budget allocation model allows for planning for the effects of new programs and initiatives at the college to be linked with budget/financial planning.

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. Moreno Valley College has approximately 40 users who have signed-up for this access. The budget is also available in hardcopy format upon request.¹⁶³ The vice president of business services reviews Moreno Valley College's budget weekly. The district Budget Office notifies users when purchase requisitions cannot be processed because of lack of funds.

EVALUATION

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 at the college is present, and budget education efforts will continue to take place in order to ensure access and understanding of the budget process throughout the institution.

In the spring of 2009, the vice president of business services distributed budget notebooks to college managers identifying the chart of accounts, purchasing instructions, approved food purchasers, Galaxy instructions for how to access budget reports, blank templates and instructions for budget transfer processing, an explanation of how the budget allocation model works, the overall RCCD budget for the current year, the budget development flowchart, and the strategic planning process flowchart.¹⁶⁴ Furthermore, the budget analyst assigned to Moreno Valley College is planning a workshop in summer 2009 to assist managers and staff with any financial questions they may have.

PLAN

None is needed.



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.¹⁶⁵

The state considers 5 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.¹⁶⁶ In addition to the 5 percent the district maintains according to its Budget Allocation Model, the district takes financial stability one step further by providing for an additional one percent reserve in the model for unforeseen contingencies. In this manner, financial emergencies and unforeseen circumstances are met by the district and the college without significant impact to academic programs. In the 2007/2008 academic year the reserve was approximately 7.5 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.¹⁶⁷

Given the varied nature of departments within the college, 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 require them to be covered by workers' 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.¹⁶⁸ International students are required to provide proof of personal insurance. The RCC Foundation also provides its board members with errors and omissions insurance.¹⁶⁹

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 Riverside Community College District 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. The district, moreover, maintains sufficient property and liability insurance coverage through contracts with the Alliance of Schools for Cooperative Insurance Programs Joint Powers Authority. For workers' compensation, the district participates in the Schools Excess Liability Fund Joint Powers Authority. There is also an estimated liability for indemnity torts and other claims against the district. The auditors have deemed this coverage adequate.¹⁷⁰

Among the major costs of risk protection at Moreno Valley College 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, Moreno Valley College does not experience an abnormal number of claims alleging dangerous premises or inadequate security.¹⁷¹ However, there is no dedicated police officer on the Moreno Valley site(s) after 10 p.m. and on Sundays. During these times, the college 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 for

the college (including offsite locations) during evenings and weekends.¹⁷² In the spring of 2009, a full-time sworn police officer was hired to work a swing shift during these times to limit risk through increased police presence.

EVALUATION

This standard is met. The college maintains sufficient reserves and insurance policies to maintain the stability of the college. There are appropriate policies in place to reduce risk. Claims of dangerous premises and inadequate security are at acceptable levels. The former concern about adequate police protection and the safety of personnel and facilities during weekends and in the late evening and early morning hours is met with the hiring of a sworn police officer in spring 2009.

PLAN

None is needed.



III.D.2.d

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

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 college has been granted authority to participate and disburse Title 4, state, and institutional funds. To ensure effective oversight, the college's 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 its staff to program training annually to maintain knowledge of changing rules and regulations
- writes an annual policy and procedures manual outlining all of its processes
- 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.¹⁷³

The staff in the Office of Grants and Contract Services prepare grant applications and other externally funded categorical programs in accordance with the strategic plans for the whole district. 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.¹⁷⁴

In addition, the Office of Grants and Contract Services 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.¹⁷⁵

Contracts and agreements developed at or by the college 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 committees subsequently review all contracts and agreements. The Board of Trustees reviews all contracts and agreements and votes on them during scheduled public sessions.

The RCCD Foundation is a 501c(3) organization, established in 1975, which serves all colleges 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 college 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.¹⁷⁶ 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's board.¹⁷⁷ 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.¹⁷⁸ An independent auditor audits the foundation annually.¹⁷⁹

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.¹⁸⁰

The Riverside Community College 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.¹⁸¹ 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.¹⁸².

EVALUATION

This standard is met.

PLAN

None is needed.

The icon for section III.D.2.e consists of a 3D cube graphic to the left of the text 'III.D.2.e' which is set against a black rectangular background.

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 Moreno Valley College (ASMVC), 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.¹⁸³

The Board of Trustees, at the annual December organizational meeting, establishes Signature Authorization according to Education Code Sections 85232 and 85233. These education 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. 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.

Future delegation of authority will permit some disbursement of funds to occur under the authority of college presidents and vice presidents. Additional signature authority for purchasing is approved for supervisors/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 Office of Grants and Contract Services reviews all grant applications made on behalf of Moreno Valley College and its programs. Projects adhere to the stated objectives of the strategic plan and Academic Master Plan, according to the following process. The grants 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 grants office then researches possible funding sources for these objectives. The Business Office also reviews grant requests before they are submitted.

Upon award, the Office of Grants and Contract Services 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

This standard is met.

PLAN

None is needed.



III.D.2.f

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals

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

of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

services, and the Accounting Services Department administer the district's control over contracts. The college, 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 colleges, 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 College mission statement.

EVALUATION

This standard is met.

PLAN

None is needed.

 **III.D.2.g**

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 president, the vice president of business services responds through the district Budget Office to all audit recommendations relevant to operations on Moreno Valley College. Those recommendations that can be effectively implemented within the next audit cycle are identified, and changes are implemented.

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 Moreno Valley College, as well as the other two district colleges.

EVALUATION

This standard is met.

PLAN

None is needed.



III.D.3

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 college 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 entire district advertising this access and there have been approximately 15 training sessions on how to use Galaxy view access at Moreno Valley College; approximately 53 people from Moreno Valley College have been trained for this access. Galaxy view access is obtained by a simple request to the district Finance Office.

Monthly financial reports are provided to the Board of Trustees. 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 Grants 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

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.

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 college financial resource funding before the end of the grant period. This review process 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. Requests for equipment that have come through the program review process and may be legally charged to a grant have followed the prioritization process for 2008-2009 by being channeled through the resources subcommittee, the strategic planning committee, and the president's cabinet for approval. Continuing this process will tie grant funding and deliverables into the budgetary process, which itself is driven by assessment of effective contribution to student learning, for the unrestricted general fund as well.

Department chairs need to ensure they are attending Galaxy training so that they have knowledge of the department budget for program review purposes.

PLAN

None is needed.

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- ¹ Minutes of the Board of Trustees, June 20, 2006.
 - ² Job Announcement: Vice President of Business Services
 - ³ <http://www.rcc.edu/administration/hr/index.cfm>
 - ⁴ Email, 9/13/06, from Susan Boling, based on records in the district's Office of Diversity and Human Resources.
 - ⁵ Chancellor Search information, including Chancellor Prospectus and Profile; copies of job tearsheets; Search Committee Progress Reports (January 14, 2009, February 2, 2009, February 5, 2009, February 20, 2009); Chancellor's Job Description; Minutes, Board of Trustees Meeting, March 17, 2009.
 - ⁶ BP 2431, "Chancellor Selection," and BP 7121, "President Recruitment and Hiring," respectively.
 - ⁷ See "Welcome to the Riverside Community College District's On-line Application Process," <https://jobs.rcc.edu/applicants/jsp/shared/frameset/Frameset.jsp?time=1237336122155>
 - ⁸ Please see "Hire Me" presentation at <http://www.rcc.edu/administration/hr/files/HireMeWorkshop022308.ppt>
 - ⁹ <https://jobs.rcc.edu/applicants/jsp/shared/frameset/Frameset.jsp?time=1236988336698>, see "Selection Process."
 - ¹⁰ See Business Services Program Review, for example.
 - ¹¹ Accreditation Report 2001.
 - ¹² Plan for Tenure-Track Hiring, Minutes of the Board of Trustees, June 6, 2006.
 - ¹³ Plan for Tenure Track Faculty Hiring.
 - ¹⁴ Job Postings, recent examples in evidence.
 - ¹⁵ Memorandum to Applicant regarding Foreign Transcript Evaluation, undated.
 - ¹⁶ Minimum Qualifications for Faculty and Administrators in California Community Colleges.
 - ¹⁷ Hiring Process for Part-Time Faculty by Department and Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA, 2007-2010, p. 80.
 - ¹⁸ Agreement between Riverside Community College District and Riverside Community College Classified Employees, 2005-2008, Article XI-D, p. 27.
 - ¹⁹ Title 5, California Code of Regulations, Sections 53021-53024.
 - ²⁰ Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA, 2007-2010.
 - ²¹ District/Faculty Association Agreement, 2007-2010, p. 28.
 - ²² District/Faculty Association Agreement, 2007-2010.
 - ²³ District/Faculty Association Agreement, pp. 31-32.
 - ²⁴ Management Handbook.
 - ²⁵ CSEA Agreement, Article XII, p. 29.
 - ²⁶ RCCD Assessment History.
 - ²⁷ "Ethics Statement," <http://academic.rcc.edu/academicsenate/Ethics.htm>
 - ²⁸ Classified Handbook, Management Handbook. BP 2715, BP 3050, BP 3410, BP 4030, BP 5500, BP 7120.
 - ²⁹ Spring 2009 Sexual Harassment Training Materials
 - ³⁰ Please see <http://www.academic.rcc.edu/academicsenate/Ethics.htm>
 - ³¹ Carlos Tovares email, March 5, 2009. Hiring Committee Training Materials for Faculty.
 - ³² 2008-09 DEC Training Summary (as of March 5, 2009) and RCCD Employee Training Schedule (DHR).
 - ³³ Ibid. For more detail on hiring procedures, see III.A.1.a.
 - ³⁴ Part-time Adjunct Faculty Initial Hire Agreement.
 - ³⁵ Administrative Unit Program Review, Background and Guidelines document, 2007; Completed Program Reviews for Business Services and Facilities, Grounds, Custodial, and Maintenance.
 - ³⁶ File of FT classified staff from Gina Salazar, Diversity and Human Resources Office.
 - ³⁷ Program Review Requests Spreadsheet
 - ³⁸ Calculations based on data in the Factbook 2008, pp. 121, 140-149, 193-203, 237-272.
 - ³⁹ Improvement of Instruction Committee forms.
 - ⁴⁰ Factbook 2008, pp. 140-191.
 - ⁴¹ Article from AFT; article from Chronicle of Higher Education article from FACC Education Institute; California Performance Review on the 75 percent law.
 - ⁴² Administrative Unit Program Review 2007.
 - ⁴³ January 27, 2009, Board Agenda (see listing of new classified positions)
 - ⁴⁴ 3-Year Financial and Staffing Plan
 - ⁴⁵ Long-Range Staffing Plan with Total Cost of Ownership

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- 49 Hay Group PowerPoint Presentation from Board Committee Meeting, January 20, 2009.
- 50 HR Employee Personnel Files paper, Aug. 2006. Ed Code 87031-87045.
- 51 Ed Code 87071. CSEA Agreement, Article XIII.
- 52 Documents from sexual harassment workshops, diversity training workshops, leadership training.
- 53 Diversity Appreciation Week Flyer, April 6-10,2009.
- 54 Diversity and Human Resources Reference Library, <http://www.rcc.edu/administration/hr/files/ReferenceLibrary.pdf>
- 55 RCCD Staff Bi-Lingual Services, <http://www.rcc.edu/administration/hr/files/RCCDBi-LingualServices.pdf>
- 56 Webinar, March 31, 2009, Strengthening Academic Outcomes of Minority Students.
- 57 2008 Fact Book, pp. 343-350, for example.
- 58 Board Policy 7120 (Recruitment and Hiring), BP 3420 (Equal Employment Opportunity), BP 7100 (Commitment to Diversity); Board Policy 3430 (Prohibition of Harassment and Retaliation); Board Policy 3410 (Nondiscrimination).
- 59 2008-2009 Riverside Community College District Catalog, p. 13.
- 60 <http://www.rcc.edu/faculty/files/survivalguide.pdf>
- 61 Student Equity Plan,
http://accreditation.rccedu.net/District/StudentServices/Student_Services_documents/Final%20Student%20Equity%20Plan%20Opt2.doc
- 62 See <http://www.rcc.edu/administration/hr/files/AGuidetoWorkingwithIndividualswithDisabilities.pdf> and <http://www.rcc.edu/administration/hr/dec.cfm>
- 63 FLEXtrack Reports.
- 64 See <http://www.rccdfaculty.net/pages/eventmaterials.jsp> for examples.
- 65 <http://www.opencampus.com/faculty/>
- 66 See "Back to College Agenda 2008," <http://www.rccdfaculty.net/pages/eventmaterials.jsp>
- 67 District/Faculty Association Agreement, pp. 40-44.
- 68 CSEA Agreement, Article VIII, p. 13.
- 69 RCCD Employee Training Schedule, Office of Diversity and Human Resources, 2008-2009.
- 70 Resource Requests from Program Review
- 71 Office of Institutional Effectiveness Evaluation Form for Workshops.
- 69 Evaluation Form for Workshops
- 73 Employee Climate Survey, Diversity and Human Resources
- 74 Memo from Patti Braymer, "RE: new positions," November 14, 2008.
- 75 Minutes, Resources Subcommittee Meeting, February 19, 2009, and Minutes and electronic vote results, Moreno Valley Strategic Planning Committee, February 2, 2009.
- 76 Minutes, Resources Subcommittee Meeting, March 27, 2009, and email notification to college community of funded priorities.
- 77 Minutes, Resources Subcommittee meeting, February 25, 2009, and Strategic Planning meeting, March 19, 2009. President's State of the Campus Address.
- 78 APC Prioritized Faculty Positions Requested for 2009-2010
- 79 BAM Financial Model spreadsheet
- 80 Measure C Bond Construction Update—Moreno Valley Campus, March 19, 2009.
- 81 Parking records, Office of the Vice President of Business Services.
- 82 Resources Subcommittee Meeting Minutes 9/23/08, 10/14/08, 11/06/08, 12/17/08, 03/26/09, 04/26/09; 2008-2009 Facilities and Financial Subcommittee Minutes; MV Strategic Planning Committee minutes from 10/23/08, 11/26/08, 02/19/09, 03/19/09
- 83 Footprints sample work order
- 84 NIMS/SEMS Training List from Disaster Preparedness Coordinator; Emergency Operations Plan.
- 85 Email announcing 2009 Shakeout, April 15, 2009; Golden Guardian exercise instructions; email, Disaster Preparedness Committee Minutes, April 13, 2009.
- 86 Fire Drill Schedule
- 87 Email from Senior Officer Sandusky, "Early Childhood Education Center fire drill announcement," April 3, 2009.
- 88 Emergency Guide.
- 89 ADA Transition Plan; Accessibility Survey and Report of Architectural Features.
- 90 ADA Transition Plan
- 91 Email, "RE: ADA Transition Plan Public Meetings Notice," April 14, 2009.
- 92 Calls for Service (CFS) Activity Reports from College Safety & Police
- 93 Facilities Maintenance Schedule.
- 94 Maintenance & Operations Standards of Care

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- 95 Customer Satisfaction Survey Fall 08 Results, excel spreadsheet. See especially the first tab which includes graphed responses.
 - 96 Facilities Customer Satisfaction Survey
 - 97 Prime Landscaping Contract
 - 98 List of Ideas for How Business Services Can Assist Student Learning Outcomes
 - 99 2007 Long Range Education and Facilities Master Plan; Board of Trustees Planning Committee Meeting, January 27, 2009, Network Operations Center.
 - 100 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.
 - 101 Resources List from Program Reviews
 - 102 Email from Senior Officer Clint Sandusky, March 25, 2009, about College Police Coverage
 - 103 Email, 2009 Shakeout, from Chief of Police, April 15, 2009
 - 104 Hazardous Waste for Labs Risk Alert, April 9, 2009, and Lead in Book Risk Alert, April 3, 2009
 - 105 Community Emergency Response Team Training, Canyon Lake Training Flyer, March 13, 2009
 - 106 Molestation Prevention Video Conference Training Flyer, March 10, 2009
 - 107 Asbestos Training and Lead Training, March 10, 2009
 - 108 Illness and Injury Prevention Program
 - 109 Landscaping and Grounds Master Plan
 - 110 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.
 - 111 Schedule for Breakdown of Parking Stalls on Campus
 - 112 Parking Structure PowerPoint Presentation RE: Siting Issues, prepared by LPA Architects
 - 113 Disaster Preparedness Committee Meeting Minutes, March 19, 2009
 - 114 CalOSHA Safety Committee Meeting, Workers' Compensation Database Information, March 11, 2009
 - 115 Security by Design Analysis
 - 116 Five-Year Capital Construction Plan, 2008-2012.
 - 117 HMC Architects Agreement for MDEC, Letter of Intent
 - 118 Room Usage Matrix
 - 119 Program Review Priority List
 - 120 Email, Aaron Brown, "Standard Equipment Allocations," April 17, 2009.
 - 121 Multipurpose Building Utilization Schedule.
 - 122 Copy of Agreement with Fitness 19
 - 123 Long Range Educational and Facilities Master Plan
 - 124 Summary Report of the Student Services Interviews at the Moreno Valley Campus, Submitted by Dr. Monte Perez, April 22, 2009
 - 125 Dr. Monte Perez, Presentation to Board of Trustees, April 21, 2009, "Establishing Student Success Strategies at Riverside Community College District."
 - 126 Moreno Valley Final Project Proposal for Allied Health Building, Update from Steinberg Associates, April 20, 2009
 - 127 List of classrooms, equipment, and internet connectedness.
 - 128 Five-Year Technology Plan
 - 129 Resources Subcommittee Minutes, February 19, 2009.
 - 130 Title V Letter of Award to RCC, Moreno Valley Campus.
 - 131 See Resources Subcommittee Meeting Minutes, February 19, 2009, "Approved Equipment Priority List"
 - 132 Information Services Surveys.
 - 133 2008-2009 Catalog, p. 2.
 - 139 GANNT Chart of Timelines Linking District Wide Strategic Planning Processes and Budgeting, p. 12, "Riverside Community College District Strategic Planning Committee Operational Guidelines," adopted February 27, 2009.
 - 140 Riverside Community College District Chart of Account Budget Savings Category Codes
 - 141 Budget Allocation Model Task Force Minutes (should we include date of these minutes?)
 - 142 BAM-DBAC Minutes, February and March 2009.
 - 143 Visio Budge Development Flowchart and Resources Subcommittee Minutes, February and March 2009.
 - 144 Budget Themes and Assumptions; Resources Subcommittee Meeting Minutes 02/25/09

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- 145 Board Meeting Archive, 2008-2009, <http://www.rcc.edu/administration/board/index.cfm?type=archive>
- 146 Minutes from February 19, 2009, Strategic Planning meeting and from February 25, 2009, Resources Subcommittee meeting
- 147 President Perez's State of the Campus Address
- 148 Minutes from March 19, 2009, Strategic Planning Committee meeting
- 149 Board agendas that show budget projection.
- 150 Full Text Ballot Proposition of the Riverside Community College District Bond Measure, March 2, 2004.
- 151 Audit reports.
- 152 2006-2007 Public Self Insurer's Annual Report for Worker's Compensation; Certificate of Insurance and Self-Insurance; RCCD Indemnity Plan 2005/2006 Summary of Costs; Travelers Declarations; Email 02/09/09 Notes to Financial Statements
- 153 Minutes from Board of Trustees Meeting, February 2006
- 154 Chancellor's Office Website – Budget and Accounting Manual, http://www.cccco.edu/divisions/cfp/fiscal/standards/budget_and_accounting_page.htm); Budget and Accounting Manual. <http://accreditation.rcc.edu/C19/Finance/default.aspx>
- 155 Budget Request form.
- 156 Accreditation Website - Purchasing Procedures, <http://accreditation.rcc.edu/C19/Finance/default.aspx>
- 157 Accreditation Website – Monthly Financial Reports, Quarterly Financial Reports, Annual Report to State Chancellor, <http://accreditation.rcc.edu/C19/Finance/default.aspx>
- 158 <http://www.rcc.edu/administration/academicaffairs/accreditation.cfm>
- 159 2008-2009 Budget; Accreditation website screen shot
- 160 2009-2010 Budget Power Point presentation; 2008-2009 Budget
- 161 CCFS-311 Board Approval and Report
- 162 Board Agenda, Sept. 12, 2006.
- 163 Sample of a Galaxy Report.
- 164 Budget Notebook for Managers
- 165 Audit Report, Self-Insurance Analysis Mid-year Analysis, Feb. 2006.
- 166 2008 Annual Audit Report
- 167 BP 6300 Fiscal Management
- 168 Claims History and Safety Training Records for Health programs at MVC.
- 169 District Insurance Policies.
- 170 See pp. 43-44 of the 2008 Annual Audit.
- 171 Claims History.
- 172 College Police Clery Report
- 173 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.
- 174 FISAP Report; Student Financial Services Consumer Guide; Cal Grant Program Institutional Participation Agreement; Eligibility and Certification Approval Report; Student Financial Services Policies and Procedures; Single Audit Report
- 175 2008 Annual Audit Report
- 176 Foundation Internal Control Procedures; Foundation Board Minutes 01/16/07, 03/20/07, 05/15/07 and 01/15/08.
- 177 Foundation Finance Committee Minutes 12/05/06, 09/05/06, 03/16/07 and 05/06/08.
- 178 Foundation Finance Committee Minutes 11/17/06
- 179 Foundation Annual Audit, 2007 and 2008
- 180 ASRCC Club Advisors' Guide.
- 181 Internal Audit for Early College High School; Internal Audit of Performing Arts Trust Accounts; Internal Audit of Fixed Assets Additions; Internal Audit of Bookstore/Beverage/Vending Contracts
- 182 Resources Board Committee Agenda 12/09/08
- 183 Internal Audit of Cashiering Functions

STANDARD IV:
Leadership and Governance





Standard IV

IV. Leadership and Governance

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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 of the openness of administration and faculty to share governance amicably, the college's governance structure has continuously evolved to reach its current shape. The history and the evolution of decision-making processes at Moreno Valley College shows the college's commitment to empowering all constituent groups of the college community in its governance formation.

1991- 2000: Shift from District-Centered to College-Centered Governance

As a center within a college, the campus was initially dependent upon the one-college district structure with a single mission statement. The 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 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 Tiger's Den patio.¹

Departments, previously districtwide, 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 multidisciplinary 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 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 academic departments at the Moreno Valley Campus marked the emergence from district-based direction to campus-based, locally responsive shared governance.

2001- 2005: Beginning the Move to Three Independent Colleges and Strategic Planning

Preparation for a 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 collegewide strategic planning process.² 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 districtwide one curriculum model³
- development of a district Strategic Planning Executive Committee (SPEC) in 2001, comprised of equal representation of administrators, faculty, and staff from each campus
- 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.⁴

The campus-based Academic Planning Council (APC), 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.⁵

2005-2009: Refining the Move to Three Independent Colleges and Strategic Planning

Since 2005, the district has overseen the implementation of the program review process linking instructional and noninstructional needs to the budget allocation model and process. These program reviews are fully linked to strategic planning, which is now a fully mature process through which all college decisions are made. The Academic Senate, also independent of, yet still linked to, the district senate, participates in strategic planning at advisory and feedback stages. Additionally, the deans of Health Sciences Programs and of Public Safety Education & Training have been added to the APC to ensure full representation of all college programs in the planning process.



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.

CURRENT INSTITUTIONAL LEADERSHIP ENVIRONMENT AND PARTICIPATIVE PROCESSES

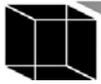
The decision-making process at Moreno Valley College involves a complex relationship among districtwide and local committees, with participation from faculty, administration, staff, and students. There are six multidisciplinary academic departments, each using the instructional program-review process. To determine fundamental needs related to the college's mission and its commitment to student learning, the faculty of member disciplines and staff in each department 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
- Public Safety Education and Training.

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 Moreno Valley (ASMV).

The senate, the ASMV, 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).



IV.A.1.

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 implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTION

The decision-making, planning, and implementation processes at Moreno Valley College involve faculty, staff, administrators, and students at multiple stages. The formation of this empowering environment is in part reflected in the chart delineating the Moreno Valley Campus Strategic Planning Process.⁶

Faculty and staff participate in improving programs and services in instructional and student services. Each of the six multidisciplinary departments convenes monthly to discuss departmental business, including identification of their programmatic, facilities, personnel, and equipment needs.⁷ An annual instructional program review identifies and analyzes trends, ranks faculty and staff hiring needs, and describes equipment and facility needs, which are incorporated by department chairs into departmental requests. A comprehensive discipline-based program review—discussed in greater detail under Standard II.A—occurs on a four-year cycle and focuses on teaching, learning, and curriculum changes. Similarly, Student Services assesses its units and identifies needs through an annual program review process.⁸ All annual reports include updates on discipline or subject-area assessment activities and results, thereby providing rationale for the identified needs of each discipline and program. Administrative units undergo an annual review of their services, effectiveness, and needs. The instructional and student services administrative unit reviews are submitted to the vice president of educational services, who compiles the reviews into one annual report.

The Academic Senate was created at Moreno Valley College following the development of a constitution and bylaws, which were ratified by the faculty in September 2005.⁹ The six departments have at least one representative or 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 Moreno Valley senate president serves on the District Academic Senate, which moves on district matters, especially issues involving the district commitment to one curriculum. Moreno Valley faculty elect two 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 Curriculum Committee, the chair of which serves on the districtwide 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. At first, the MVSPC comprised nine subcommittees, but it now has four subcommittees which were formed to align with the accreditation standards:

1. Institutional Mission and Effectiveness
2. Student Learning Programs and Support Services
3. Resources
4. Leadership and Governance

All full-time faculty and staff serve on at least one of the subcommittees. The Associated Students of Moreno Valley (ASMV) sends representatives, and administrators, who are not already serving as a resource person for these committees, may attend meetings in an advisory capacity. The subcommittees make recommendations to the MVSPC, which votes on whether to forward these recommendations to the administration and then to the District Strategic Planning Committee (DSPC) for approval.

The relationship between the MVSPC and the Academic Senate has continually evolved to strengthen their communication by ensuring that a feedback loop exists between the two groups. In January 2009, for example, the college president, the Academic Senate president, and other faculty and staff met to address the senate's concern that it be more central to the communication process of the MVSPC. The flow chart was revised to highlight new roles for the presidents of the college and the senate, respectively, in communicating with the co-chairs of the MVSPC. The groups also agreed to establish a MVSPC representative to report to the senate on informational and action items. These new roles and communication processes were approved by the Academic Senate at its March meeting.

The Academic Planning Council (APC), a standing committee of the Academic Senate, meets at least monthly and consists of the dean of instruction, the dean of health sciences programs, the dean of public safety education and training, the dean of student services, the assistant dean of library and learning resources, the faculty department chairs and assistant chairs, and the directors of law enforcement and fire technology. Voting members are the department chairs and the dean of public safety education and training, who served as chair since that department had no full-time faculty. The APC chair is a nonvoting member elected by all faculty members of the APC and serves as liaison to the Academic Senate. The dean of instruction serves as a resource person to the APC. The APC addresses strategic enrollment management and acts as a conduit between the departments and the administration.

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.¹⁰

In spring 2006, the 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 programs
- dean of public safety education and training
- assistant dean of library and learning resources
- director of public relations (district position)
- director of Title V
- director of plant/operations and maintenance
- 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 vice presidents convene twice a month for cabinet meetings. The vice president of educational services meets weekly with the four campus deans, the assistant dean of library and learning resources, and the director of the middle college high school programs. As the college's chief academic officer, the vice president of educational services (VPES) regularly attends senate meetings; other campus administrators often attend senate meetings as well.

Officially, there is only one direct reporting line to the district administration: from the president of the college to the district chancellor. In practice, the college maintains a variety of relationships within the district. The vice president of business services consults with counterparts at the other two colleges and with the district associate vice chancellor of finance. The dean of student services reports officially to the 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 Student Services and Operations. Once the college is receiving its own state funding, student services will continue to consult with district student services, but the college will supervise its own student services programs. The vice chancellor of academic affairs convenes the district Academic Cabinet monthly. 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 and other programs from all three colleges, and other academic administrative personnel. Members of this cabinet for academic affairs work together to ensure that campus, district, and state policies are discussed and addressed.

Moreno Valley College students have a student senate, the Associated Students of Moreno Valley (ASMV), guaranteed under guidelines set forth in Title 5 of the California Code of Regulations and Board Policy 6010, "District Student Senate." The ASMV satisfies the right of students to participate

effectively in college governance and is also part of a district student senate, the ASRCCD. ASRCCD representatives are nonvoting members of the Board of Trustees, Curriculum Committee, Moreno Valley Academic Senate, Moreno Valley Strategic Planning Committee and its subcommittees, 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 Riverside Community College District Faculty Association, CCA/CTA/NEA (RCCD-FA) and the Classified Staff Employees Associations (CSEA) deal with matters that relate to working conditions and work with the administration to create districtwide contracts. These associations receive information and suggestions from college 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.¹¹ The contracts, negotiated every three years, cover items such as hours of work, evaluation procedures, work-year calendar, grievance procedures, and salary.¹² 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 district's 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."¹³ Membership includes five to seven classified employees from a variety of classified employee areas.

EVALUATION

This standard is met. Moreno Valley College 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.

The planning and implementation processes are fully developed. The Academic Senate, the Academic Planning Council, and the Moreno Valley Strategic Planning Committee, in consultation with the president and vice presidents have refined their roles and relationships since 2007, most recently in winter and early spring 2009, working to ensure that a feedback loop is completed for faculty and staff requests. Instructional and noninstructional issues or actions to be taken emanate from a variety of constituent groups and are discussed by representatives of all college constituencies at some point in the process before final strategic decisions are made. Faculty, staff, and student delegates from the instructional and noninstructional units, including the Academic Planning Council, the

Academic Senate, the President's Cabinet, co-chairs from each of the four strategic planning subcommittees, and student representatives, serve as voting members of the Moreno Valley Strategic Planning Committee. Recommendations on the number and types of full-time faculty and staff hires, on equipment purchases, on facilities planning, and on other academic resource allocations all flow through this process to generate ideas for continued improved of programs and services, to provide informational or action items, to make strategic decisions, and to implement the decisions made through this process. College administrators review program requests with their faculty and staff and

- highlight requests that are a critical need,
- provide a status report on requests, and
- provide further specificity if requests are inaccurate or vague.

PLAN

None is needed.

IV.A.2.

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

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.

DESCRIPTION

The roles in institutional governance and their impact on institutional policies are 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 bylaws. The Moreno Valley Strategic Planning Committee has an implemented system of representation from all constituents of the college community—faculty, staff, administrators, and students—and an adopted protocol for voting on matters brought to the committee.¹⁴ The MVSPC, comprised of co-chair delegates from the faculty and staff, serves as the body of the college through which constituent groups, instructional and noninstructional, address collegewide strategic issues and take formal actions. Program review provides a mechanism through which faculty and staff identify needs and make suggestions for programs, including human, technology, facility, and material resources. Since all decisions go through the strategic planning committee and since all constituent groups participate in that process, each group has clearly defined roles within college decision-making. Any faculty or staff person, student, or administrator may recommend a personnel, programmatic, resource, support service, mission, or governance issue to respective strategic planning subcommittees, where multiple constituent groups discuss and decide how to act on questions promoting student learning. The president and his administrative representatives, the president and representatives of the Academic Senate, the president of the CSEA, and the president of the ASMV, moreover, participate in the strategic planning process. Through this process, faculty, staff, students, and administrators have opportunities to address key issues, such as programmatic planning, staffing priorities, and facilities planning.

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 its 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. Student representatives appointed by the Associated Students of Moreno Valley serve on a variety of college committees.

EVALUATION

These standards are met. Representation from all constituencies of the college community ensures access to decision-making, and governance roles are clearly defined in writing. The roles for the strategic planning committee structure links program review with the Moreno Valley Strategic Planning Committee. In 2007, the campus developed a document describing relationships and processes for strategic planning. That document and the processes it describes have been working since early in 2008. The governing bodies described in the Moreno Valley Campus Strategic Planning Process document continually refine their relationships as well as the processes fully integrating program review with strategic planning.

PLAN

None is needed.

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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 College 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.¹⁵ 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 to articulate resource needs, at both the college and district levels. Data gathered at the course and program levels of assessment on student learning outcomes, the methods of evaluation, assessment timeline and instruments, and ways to improve instruction are shared with academic administrators for identifying

resources to improve programs. Another fundamental part of instructional program review is reviewing and updating all course outlines, which are submitted to the curriculum committee for review and approval as required. There is a similar process for student services program review, and student service departments hold regular districtwide retreats to discuss their program reviews and service area outcomes.¹⁶

EVALUATION

This standard is met.

PLAN

None is needed.

A graphic consisting of a 3D wireframe cube on the left and the text "IV.A.3." in white on a black rectangular background to its right.

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 committee structure (also mentioned in Standard IV.A.1, and described in greater detail in Standard IV.B). The Academic Senate, Associated Students, CSEA, Faculty Association, and president's management council all have opportunities to provide input to the board by representation on one or more board committees.

A culture of openness and trust at Moreno Valley College allows for effective discussion of ideas among college constituencies. The college 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.¹⁷ 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 meetings. The vice president of educational services also announces an occasional "open door" meeting at which all college constituents are welcome to drop in and discuss matters of current interest, particularly those related to enrollment management and institutional effectiveness. The district dean/director of institutional reporting and academic services¹⁸ has frequently attended these meetings to discuss how to access and use the data gathered by the Office of Institutional Reporting. The president provides an annual report disseminated to all faculty, staff, and students for review and comment; he also convenes a "State of the Campus" meeting each spring. 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 listserv to everyone with an rcc.edu email address.¹⁹

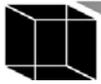
Discussions on accreditation standards have been facilitated through face-to-face workshops and online discussion boards. Beginning in the spring of 2006, the WebCT course tool was used regularly as a means for all strategic planning subcommittee members to exchange information, ideas, and dialogue. The WebCT format thus facilitated broad input into the development of the self-study.²⁰ 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.²¹ A district website provided information associated with the accreditation process, including organizational structure, evidentiary documents, and the latest version of the self-study. Since the 2007 self-study and site visit, accreditation standards have been facilitated through subcommittee co-chairs linked to the Moreno Valley Strategic Planning Committee. Beginning in the fall of 2008, committees have used designated times of day to meet weekly or bi-weekly to address issues related to their standards. Further business has been facilitated through email and online discussions.

EVALUATION

This standard is met. Governance structures are in place and actualized. Furthermore, as participants have gained familiarity and confidence with electronic modes of communication, the college continues to use electronic dialogue as a means of communication for faculty and staff. Although phones, email, teleconferencing, and WebCT to a degree are readily used for communication, access was an obstacle for some users of these technologies, especially with WebCT and teleconferencing. Increased use of the technologies by various constituencies and the college culture of open communication have helped to address these issues. The opening of the Center for Faculty and Professional Development in fall 2008 has provided a new site for improved use of electronic modes of communication, and the district Open Campus has been offering more frequent trainings in many of these technologies at Moreno Valley College as well as at Riverside City College, thereby facilitating faculty and staff comfort with a wider variety of communication forms. Resource 25, a district web-based room request tool, has facilitated face-to-face meetings and allows faculty and staff to plan meetings to reduce conflict with other college entities.

PLAN

None is needed.



IV.A.4.

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, Moreno Valley College demonstrates its honesty and integrity in complying with Accrediting Commission standards and requirements. The college participated actively in the 2001 ACCJC accreditation self-study of the district, with campus representatives holding leadership roles. Personnel from Moreno Valley College 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 Moreno Valley College leadership was responsible for the preparation of the Accreditation Eligibility Report to the Commission that signified the college's intent to become accredited as a college. In fall 2005, the accreditation co-chairs and other district representatives participated in an ACCJC regional meeting held in Glendale, California; participants discussed the fundamental importance of developing districtwide general education student learning outcomes.²⁴ Today, those outcomes hang in every classroom on the Moreno Valley College campus. In addition, several college personnel have been active participants in other ACCJC workshops and on accreditation teams.

The most recent self-study (2007) and the college's responses to ACCJC's recommendations again illustrate how seriously instructional and noninstructional representatives take compliance with ACCJC standards. Both faculty and staff, along with students appointed by the Associated Students of Moreno Valley, have served on at least one of the four accreditation standards. In short, a broad-based cross-section of college personnel has participated in the preparation of the 2009 self-study. Reflected in this self-study is the response to the 2007 accreditation team's recommendation to complete "the development and implementation of its planning process, integrate it with budget allocation, and communicate the process and results to all constituents...."

The strategic planning process, implemented in December 2007, illustrates the rapidity of the college's response to the team's recommendations. Integrating the program review process to address educational planning in relation to human, physical, technological, and fiscal resources allocation, has created a comprehensive approach through which faculty and staff identify, discuss, analyze, and rank a range of programmatic and resource needs for the college. This process has led further to the college's addressing of the recommendation assuring effective communication among all groups. Now, the strategic planning process ensures that all constituent groups not only participate in decision-making but also receive communication about strategic decisions through the group's co-chair delegates.

 **IV.A.5.**

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.

EVALUATION

This standard is met. Moreno Valley College has embraced both the letter and the spirit of the standards and related recommendations. Furthermore, as part of Riverside Community College District, the college has met and/or exceeded all of the recommendations made by the most recent two accreditation visiting teams (2001 and 2007).

PLAN

None is needed.

DESCRIPTION

Riverside Community College District has undergone major revisions to its organizational structure at the district level in anticipation of the transition to a multicollge 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 College administrators, faculty, staff, and students.

After extensive formal and informal dialogue by all college constituencies directed towards evaluation of the effectiveness of existing governance structures at Moreno Valley College, major revisions to the organizational structure and processes have been made in the last three years. Specifically, the position of provost was redefined to that of president, and since July 2008, the two-year interim position of president has been filled with a permanent president. The positions of vice president of educational services and vice president of business services are likewise in their third year within the new organizational structure. Both the public safety education and training program and its administrative leadership and the Emergency Medical Services program, located at the Ben Clark Training Center, have become integrated into strategic planning at Moreno Valley College. A dean of student services, a dean of health sciences, and an associate dean of library and learning support services continue to function in their respective roles. These administrative changes, including the formation of the Moreno Valley Academic Senate, the institution of strategic planning subcommittees, and the creation of the Moreno Valley Academic Planning Council, were made in response to meet effectively the needs of a growing institution amidst the shift to a three-college district.

In operation for three years, the Academic Senate has a written constitution and bylaws and continues to evaluate its procedures and to remain open to modifying and refining its constitution in the years to come. In March 2009, the senate began reviewing its constitution.²⁵

Established performance evaluations are in place for managers and administrative personnel, as well as surveys to gather perceptions about the efficacy of their work.²⁶

EVALUATION

This standard is met.

Having implemented a new strategic planning process, the college has created a process to report information and to act on items. The several strategic planning subcommittees are successful in moving their concerns and recommendations to the committee chair and, further, to the administration. To the MVSPC and later to the Academic Senate in the spring of 2008, the interim president delivered the inaugural report responding to initiatives generated by the college's governance structure regarding access for all constituent groups. His report addressed the outcomes of the initiatives and the extent to which they were achieved. The administrative and faculty co-chairs of the MVSPC, moreover, have established formal processes for evaluating governance and decision-making processes, including representation from the senate, Classified School Employees Association, and the strategic planning subcommittees, to develop and disseminate charges and workflow for the MVSPC and its subcommittees, and to establish feedback loops.

The president's annual report also serves as a response to initiatives generated through the governance structure and assesses the degree to which outcomes are achieved.²⁷

In January 2009, the president, the Academic Senate president, and other administrative staff and faculty met to resolve a concern about communication between the Academic Senate and the MVSPC. The leadership agreed on two resolutions: for both the president and the senate president to communicate directly to the co-chairs of the MVSPC and for the MVSPC co-chairs to report strategic planning matters directly to the Academic Senate.

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 and merged. A process for administrative program review is in its second year of implementation. The instructional and student services units of educational services submit their reviews to the vice president of educational services, who synthesizes those reviews into one document that addresses the overall effectiveness of the institution in following through on initiatives generated by the governance and decision-making processes. Likewise, the vice president of business services compiles a report of units under her management.

PLAN

None is needed.

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 (RCCD) 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 the colleges 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 district that is eligible to vote. The current board's ethnic and gender makeup closely matches that of the district, and there is a nonvoting 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 and two board members. Each committee provides an opportunity 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 such as 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 rotated

among the three campuses and are open to the public. Board policy, moreover, 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

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 district boundaries. As stated in the introduction to IV.B, each board committee and general board 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. Indeed, all board members, as public officials, file a statement of economic interest with the Fair Policies and Practices Commission. In addition, they file a conflict of interest form to make transparent their economic interests.²⁸ Thus, the board is an independent policy-making body that relies primarily on the administration to provide direction in policy development and implementation.

Legally required to function only as a group, the Board of Trustees, comprised of publicly elected officials, is responsible for representing the interests of the communities served by the college district and should act only on that basis.²⁹

EVALUATION

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.



IV.B.1.b

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 comprehensive in support of the colleges' missions:

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve.

To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners.

To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.

Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide centralized programs and services that support each college's academic excellence, and to ensure that the district's three colleges promote open access and celebrate the diversity both of their students and staff and of their communities.

These goals are accomplished in part through Moreno Valley College, which provides comprehensive programs and services in

- lower-division transfer curricula
- career and technical education 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 college presidents, and their administrations to ensure that institutional practices reflect both board-approved policies and the mission statements of each college.

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.³⁰

The logo for IV.B.1.C consists of a stylized 3D cube icon to the left of the text "IV.B.1.C" which is set within a black rectangular box.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

EVALUATION

This standard is met. Board policies are sufficient to assure consistency with the district's, as well as the college's, mission and goals. Board policies are reviewed periodically and updated and/or revised as necessary.

PLAN

None is needed.

DESCRIPTION

The Board of Trustees carefully exercises its responsibility for the educational quality, legal matter, and financial integrity of the Riverside Community College District. At board committee meetings, the board receives regular reports and presentations, which form part of the agenda packet of board meetings, concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. During these public meetings, the board committee members engage staff and representatives in discussions about varied educational, legal, and financial topics. At the regular board meetings, board committee members present the items that were discussed in committee, vote on these items, and approve other matters in the agenda packet prepared for the meeting. Frequently, at both the committee and general board meetings, the Board of Trustees discuss and suggest matters for improvement, if necessary, and then communicate these suggestions to the appropriate district or college administrators (see standard IV.A.1.a. above).

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 is reported in open session.

The board ensures the fiscal integrity of the district by commissioning an annual independent 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

This standard is met. The governing board demonstrates its responsibility for educational quality, legal matters, and financial integrity. In an email sent to

the district community in February 2009, the interim chancellor addressed the state of the economy for California community colleges in general and the fiscal state of the district in particular. He assured district constituents that resources are being managed well but that the next fiscal year will require even greater diligence in managing those resources.³¹

PLAN

None is needed.

 **IV.B.1.d**

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 Riverside Community College District (RCCD) Board Policy Manual. Board Policy 2010 dictates the size of the board. The structure of the board is stated in policy/regulation 2210. 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
- reviewing carefully reports from the chancellor of the district on programs and conditions of the colleges and district in order 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

This standard is met.

PLAN

None is needed.

 **IV.B.1.e**

IV.B.1.e. The governing board acts in a manner consistent with

DESCRIPTION

Board policies are reviewed and updated regularly. Since 2006, the district has subscribed to the Community College League of California's (CCLC)

its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Model Policy and Procedure Service. This service enables California Community College Districts to access over 300 policies and procedures pertaining to the CCD's which have been developed through the various laws, codes, and regulations set by the CCLC and their legal counsel. The district's Board of Trustees approves all changes to board policies. Administrative Procedures for Board Policies, however, are developed by administration and approved by the Chancellor's Executive Cabinet.

As a result of the changes since 2006, the district has been reviewing and updating all of its existing board policies and administrative procedures to reflect more accurately the CCLC's model policies and procedures. Board policies are reviewed periodically during board retreats and scheduled Board of Trustees meetings to ensure they conform to current legislation. To assist with the process, the district has engaged the services of a CCLC consultant. Currently, the district's Director of Contracts, Compliance and Legal Services is charged with the task of overseeing this process. All existing board policies and administrative procedures will have been written and/or updated over the next twelve to eighteen months approximately. Thereafter, board policies and administrative procedures will be reviewed and, if necessary, updated twice yearly based upon provisions from the CCLC, change in current law, or changes in district practices.

All board policies and administrative procedures are posted on the district's website. Currently, a link exists for old/existing board policies and administrative procedures ("Existing Board Policies"), as well as for those policies and procedures developed and/or updated since 2006 ("Board Policies - - New Format").³² As old/existing board policies and corresponding administrative procedures are updated, they are removed from the "Existing Board Policies" link.

Under the new process, the District will have the following seven sections of policies and procedures:

- 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.

EVALUATION

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.

All existing board policies and administrative procedures are being reviewed and updated to be consistent with the CCLC's model policies and procedures. The approximate completion of this process of updating all board policies is slated for the end of the 2009-10 academic year. Thereafter, board policies will be reviewed and updated every six months.

PLAN

None is needed.

 **IV.B.1.f**

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 (BP) 2740, along with BP 2200, 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 its 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 who took office for the first time in 2007 attended the California Community College League Sacramento Conference at the end of January 2007 where they participated in 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 advocacy efforts to support of the district and its programs. Two other incumbent board members were re-elected in the November 2008 general election. Trustees attended state and national conferences in 2008 and 2009. Throughout the year, they attend conferences oriented toward community college trustees.

Board Policy 2100 addresses term of office and vacancy or resignation, if one should occur. 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 terms of the other three members in the next succeeding even-numbered year. In order to ensure full continuity of board membership, Board Policy 2110 provides direction on the selection of a new board member (by election or appointment) should a vacancy or resignation occur.

EVALUATION

This standard is met.

PLAN

None is needed.

 **IV.B.1.g**

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 September 2008, the Board of Trustees revised Board Policy 2745, "Board Self-Evaluation," which was originally adopted in May 2007, in order to define 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 self-assessment policy grounded in four key principles for ensuring the success of the district:

- learner centeredness
- continuous assessment
- evidence-based assessment
- commitment to act.

The Board of Trustees also established a continuous self-assessment process, conducted "at least annually" and centered around seven dimensions of 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 in open session 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. The new Board Policy 2745, adopted in May 2007 and revised in September 2008, describes the process to be followed by the board for conducting more formal measures for assessment. At their June 16, 2009, meeting, the Board of Trustees reported their findings of their self-evaluation.

EVALUATION

This standard is met. The RCCD Board of Trustees does have a clearly defined process for self-evaluation in Board Policy 2745 which provides for an annual self-assessment process that occurs in open session to consider its effectiveness and model its commitment to continuous improvement.

PLAN

None is needed.

IV.B.1.h

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 2710, "Conflict of Interest," and BP 2712, "Conflict of Interest Code," the latter of which is 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 office of the district's filing official.

Board Policy 3050 establishes an "Institutional Code of Ethics." 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

This standard is met.

PLAN

None is needed.

IV.B.1.i

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 accreditation process through strategic planning updates, biannual board retreats, monthly president's reports, and the chancellor's reports. Every aspect of the accreditation process, beginning with the alignment of the four accreditation standards with the subcommittees of the strategic planning committee in 2005 to the timeline for completion of the self study, has been part of informational reports to the board. Representatives from the shared governance groups and collegewide committees (Academic Senate, student senate, CTA, CSEA, and strategic planning committee) have board on matters related to the self-study process.

Several members of the Board of Trustees have attended conferences hosted by the State Chancellor's office, the ACCJC, or the Community College League of California, sessions of which have been dedicated to the

accreditation process. The board has approved the resources, both material and personnel, to complete the self study in a timely manner and has ensured that the process involved all constituencies of the college. In short, the board has demonstrated its commitment to conduct a thorough and accurate self-study with wide involvement by all college constituencies.

The Moreno Valley Campus 2009 Self-Study Report was reviewed and approved by the Board of Trustees in the 2009 spring semester.

EVALUATION

This standard is met.

PLAN

None is needed.

IV.B.1.j

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

Revised Board Policy/Procedure 2435, adopted in May 2007, clearly defines the evaluation process for the chancellor and lays out the format and the topics the evaluation should cover. The policy stipulates that the evaluation should comply with the terms of the contract of employment "with the Chancellor." In addition, the evaluation process is "jointly agreed to by the Board of Trustees and the Chancellor." The chancellor's job description, performance, and goals, in accordance with Board Policy 2435, serve as the criteria of the evaluation, which involves an oral interview at which the chancellor summarizes his/her annual 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 colleges in the district, holding the chancellor responsible for district administration and management.³³

Since the first chancellor of the district, appointed to that position in 2002, announced in July 2006 his intention to retire, the Board of Trustees undertook the process of recruiting and selecting a new chancellor. 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. All interested constituencies at the district and college levels vetted these candidates in

March 2007 through a process of community, district, and college 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. The board initiated a second search for a chancellor but did not unanimously agree upon a finalist in spring 2008.

In May 2008 the Board of Trustees reviewed its process and decided to initiate a third search to be fully implemented by the fall of 2008; the board hired the local consulting firm MacNaughton and Associates of Riverside, CA, to conduct the chancellor's search beginning in the fall of 2008. After consultation from constituencies at all three colleges, the board selected a new chancellor in March 2009.

New policies, adopted by the board in May 2007, relate to the chancellor's selection, evaluation, and succession. Board Policy 2431, "Chancellor Selection," states that "in the case of a Chancellor vacancy, the board will establish a process to fill the vacancy." However, on a short term basis, Board Policy 2432, "Chancellor Succession," provides authority to the chancellor to appoint an acting chancellor to serve in his or her absence for up to thirty days. In the event that a permanent vacancy should occur, Board Policy 2431 provides that the selection 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

This standard is met.

PLAN

None is needed.

The header for section IV.B.2. features a 3D cube icon to the left of the text "IV.B.2." which is set against a black rectangular background.

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 Moreno Valley College, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of Moreno Valley College. 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 college; and to communicate those values, goals, and priorities to all constituencies of the college. 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 committee meetings. He coordinates with the district chancellor by attending and participating in Chancellor's Cabinet, District Executive Committee, and District Strategic Planning Committee meetings. The president communicates an annual report and convenes an annual state of the college meeting for all faculty, staff, and administrators.³⁴

EVALUATION

This standard is met.

PLAN

None is needed.

 **IV.B.2.a**

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 Moreno Valley College is the chief executive officer of the college and, as such, has the ultimate responsibility for educational and financial decisions.³⁵ He meets regularly with the vice presidents of educational services and business services, who coordinate policy, procedures, goals, and actions in their respective areas, to plan, oversee, and evaluate the operation of the college. He also meets with other constituent representatives, including the presidents of the Academic Senate and the CSEA. 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), and he reports to the district chancellor and attends meetings of the chancellor's Executive Cabinet and the District Strategic Planning Committee (DSPC). The president also communicates with the Board of Trustees by attending committee and board meetings.

EVALUATION

This standard is met.

PLAN

None is needed.



IV.B.2.b

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.

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.

DESCRIPTION

The president maintains an open-door policy and is accessible to the faculty, staff, and students. Through participation on the Moreno Valley Strategic Planning Committee (MVSPC), through attendance at Academic Senate meetings, and through the establishment of the monthly Management Council meetings, the president has established a pattern of collegial exchange at Moreno Valley College. Since the formation of the Moreno Valley Strategic Planning Committee, the president has served as a member of the committee, which integrates planning and resource allocation with the program review process. As a member of this committee, he takes the recommendations of the committee to the District Strategic Planning Committee, where he acts as an advocate for programs and services at Moreno Valley College. At Academic Senate meetings, he participates in dialogue, even giving a regular report as a standing agenda item. At management council meetings, the president and staff address issues related to institutional goals, educational and facilities planning, and financial matters.

The president requires high standards for all instructional and noninstructional program reviews, and the research and analysis that goes into the reviews drives resource allocation decisions. The president oversees the prioritization of program review resource requests through participation on the MVSPC and the Academic Planning Council and directs the vice president of business services to allocate approved resources. The president also ensures that all faculty and staff are informed of the status of program review requests. Finally, the president evaluates the institution by linking data and analysis to program goals.

At the February meeting of the Management Council, the president and the vice president of educational services discussed plans to allocate office space in either the Office of the Dean of Instruction or in one of the modular buildings in Parkside Complex for both the district's director of institutional research and the district director of grants and contracts to spend time on the Moreno Valley College campus once a week. The president and vice president discussed the need for faculty and staff to identify research needs to district directors and for the directors to address college-specific research needs and interests. The president further supports the Center for Faculty and Professional Development and advises the center on potential training activities.

EVALUATION

This standard is met. The president oversees and guides the institution in its efforts to improve teaching and learning.

PLAN

None is needed.

 **IV.B.2.c**

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 Moreno Valley College 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 the college's 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

This standard is met.

PLAN

None is needed.

 **IV.B.2.d**

IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTION

The president is responsible for (1) obtaining an adequate budget to allow Moreno Valley College 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 college budget is currently developed by the vice president of business services, following submission of budget projections and requests from all segments of the college. The budget development process has evolved in order to become as transparent as possible. All of the college's resource needs identified in the program review are routed through the strategic planning resources subcommittee, which carries those needs to the strategic planning committee for information. Resource needs, such as supplies, library requests, staffing (faculty and classified), are then sent back to the deans and vice presidents for prioritizing for the college. The academic year 2008-2009 was the first time that this process was implemented in its entirety to prioritize all of the college's needs. In fact, the vice presidents met in early February 2009 with the deans, who consulted with their departments to prioritize equipment requests; those requests were sent to the resources subcommittee, and then to the strategic planning committee in late February 2009. Resource needs for facilities, health and safety, and remodeling were

prioritized through the resources subcommittee and the college's facilities department. The president, or vice presidents where appropriate, reported the major informational items and voting decisions of the strategic planning committee to the District Strategic Planning Committee.

In addition to these processes for identifying, developing, and reporting budgetary needs, 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. In fact, the college made substantial progress during the academic years 2007-2009 in gaining autonomy over its budget. The district budget office now facilitates the budget and purchasing process by reviewing requisitions for overall budget availability and for legal and policy compliance. District officials are available in supportive roles to perform analysis, make budget transfers requested by the college, and offer financial support services. The vice president of business services communicates with the associate vice chancellor of finance increasingly only as necessary regarding strategic budget and finance issues. 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 to determine how best to allocate the college's funds. Partly as a result of the president's exercising of transparency in this process, along with other college and district administrators' efforts, the college has assumed a greater role in the responsibility for its budget development process. Since academic year 2007-08, the vice president of business services has met with the resources subcommittee to discuss and plan the budget development process for the college. Moreover, while the president ultimately controls the college's budget, specific administrators have line item responsibility in their areas; academic departments have designated budgets which are administered by the dean of instruction and other area deans and which are fairly fluid—allowing funds to be transferred from one department or program to another as needed.

EVALUATION

This standard is met. The roles of district and college administrators are clearly defined; the president oversees the budget process for Moreno Valley College.

PLAN

None is needed.

 **IV.B.2.e**

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTION

Four times per year, the president of Moreno Valley College convenes the Community Partners, an advisory and advocacy group which is composed of city and educational leaders. The mission of the 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."³⁶ Projects resulting from this partnership include the planned amphitheatre and the city park on college land. The president is also a board of director 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. He meets with a specialized, community-based Health Sciences Advisory Committee that convenes three times a year for the purpose of gaining community support for the various specialized college programs in the health sciences. He serves as a board member of the Riverside Health Foundation. The president also chairs the Ben Clark Policy Steering Committee, the purpose of which is to identify and implement ways to enrich the partnership between the district and the Riverside Sheriff's departments and CAL FIRE/Riverside County regional fire departments. Finally, he is a member of the Moreno Valley Hispanic and Moreno Valley Black Chambers of Commerce.

EVALUATION

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

Over the past two years, the district/college organization has moved from a centralized organizational structure to a localized one. 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 colleges, most district administrative offices were moved to a separate location in Riverside in fall of 2006, away from their former location at the Riverside City College campus.

As part of this considerable effort to delineate district and college 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 colleges, in order to assist in clearer delineation of their respective roles and duties.

In the spring of 2008, the district made another step in decentralizing functions and authority. The interim chancellor at the time moved several district vice chancellor and district deans to vice president or dean positions under the president of Riverside City College. The new organizational charts for the district reflect this shift.³⁷

EVALUATION

This standard is met. The current organizational structure reflects the district's shift in decentralizing district functions and assigning district administrators to the colleges. The associate vice chancellor for career and technical education was assigned to Riverside City College in the spring of 2008; the dean of health sciences was assigned the responsibility for career and technical leadership at Moreno Valley College; the associate vice chancellor of student services and operations was assigned as dean of the Norco College. The district's updated organization charts and newly created functions maps clearly define the recent organizational changes and 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

None is needed.

The logo for IV.B.3.b consists of a stylized 3D cube icon to the left of the text "IV.B.3.b" which is set within a black rectangular background.

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 colleges. Budgets for these services are the responsibility of district personnel, not the individual colleges. Varying degrees of support are provided in each area depending upon the needs and requests of the college as well as upon resources available.

The following is a list of services that the district provides directly to the three colleges, including Moreno Valley College:

- 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 Moreno Valley College for other services:

- admissions and records archiving-recordkeeping
- business services
- child development center
- computing services
- enrollment management
- facilities support
- student services
- strategic planning.

EVALUATION

This standard is met. The implementation of effective services has supported the growing colleges in their missions and functions. There is a clear delineation of district and college functions.

PLAN

None is needed.



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. Historically, the district has provided Moreno Valley College funding for “necessary operations costs,” which include the cost of all full-time instructors, staff, and administrators. This provision has been rooted in the fiscal planning of the district and the colleges since 1992, a process which, for sixteen years, was overseen by district and college leaders known as the “Budget Bunch,” which has since been dissolved, to address the fiscal needs of all of the colleges for programs, faculty, staff, students, and administrators. Today, the president represents Moreno Valley College on the chancellor’s executive cabinet, which is responsible, in part, for fiscal allocations based upon decisions resulting from the Budget Allocation Model (BAM) Task Force. The vice president of business services represents Moreno Valley College on a districtwide committee chaired by the associate vice chancellor for finance and including eight other district and college budget and facilities administrators to address budget, facilities, and risk management matters. Under the old model, the Moreno Valley Campus, like the other two campuses, received a base budget and had the opportunity to request additional resources based on identified needs during each budget

development cycle. Now the resources subcommittee of the strategic planning committee, which had been three separate groups addressing facilities, technology, and finance, has been combined into one committee consisting of twenty members of the faculty, classified staff, and administration. This newly constituted resources committee meets monthly to discuss all matters related to resource allocation. This group also provided support to the process of transitioning from a campus to a college. In early spring 2008, a Budget Allocation Model ad hoc committee of faculty and staff met with the vice president of business services to serve as a training and advisory group on budgetary issues confronting the college.

Other evolutionary changes have occurred in the budgetary process since 2006. The part-time faculty and overload budgets were allocated to each campus in 06-07, a change from prior years. A new model to address resource allocation for the district and the campuses was developed in 2007-2008. This new model, called the Budget Allocation Model (BAM), was designed for two reasons: 1) to provide a mechanism of transition from a multicampus district to a multicollege district and to determine a methodology to allow the colleges of Riverside Community College District to make decisions about their own needs; 2) to allocate resources to address the respective missions and varied programmatic and facility needs of the campuses/colleges. Comprised of sixteen members from the district and three campuses, the task force, representing every constituent group of the district, developed sixteen core principles of operation for the district and its colleges based upon the shared belief in the continual assessment and evaluation of the model. First, the Budget Allocation Model encourages:

- student-focused orientation
- collegiality
- long-range planning
- empowerment of authority and accountability
- significance of fiscal year boundaries
- campus responsibility
- fiduciary responsibility
- data-determined decision-making.

Further, the process for budget allocation must be :

- dynamic
- communicated broadly
- bottom-up and top-down
- easy to apply
- a decision-making tool
- evaluated and assessed
- rational
- timely.

The BAM Task Force, now renamed the District Budget Advisory Council (DBAC), continued to assess and address the following list of issues during the fiscal year 2008-2009 and beyond as it continues to address the changes in the district:

- review/analysis of base expenditure budgets
- development of discipline WSCH: FTEF standards
- student success incentive
- new position funding allocation methodology
- treatment of budget savings
- base budget adjustments
- online education FTES allocation
- other incentives/disincentives.

The budgetary process has further changed the way in which resources are allocated to the colleges. Historically, the district distributed funds among the campuses based on the actual operating costs of the previous year. For example, campuses requested additional funds and received allocations based upon those needed requests or available resources to address those requests. In addition, most units had discretionary funds for uses in areas such as supplies and conferences; the Moreno Valley president, for instance, was allocated a \$25,000 discretionary budget in FY 2008-2009. If a campus unit or programmatic area needed to expand, then both the Moreno Valley campus administration and the Moreno Valley Strategic Planning Council would cooperatively identify and address the need. Each year, the district Office of Administration and Finance would distribute budget worksheets so that departments could request additional budget allowances and justify them. In addition, Administration and Finance would distribute forms for requesting equipment and new positions.

Today, the formal integration of the program review process and the budgetary development process is in place. All college units—instruction, student services, and administration—complete a program review document, in which they identify staffing, instructional, supply, facilities, equipment and other needs. In summer 2008, the interim vice president of business services collected the staffing requests submitted by the dean of instruction, student services dean, the two career and technical education deans, assistant dean of library and learning resources, and other directors to identify for the Moreno Valley Strategic Planning Committee the staffing requests and the cost to address those staffing needs. With the Board of Trustees providing a one-time funding of the small college factor for Norco and Moreno Valley colleges in the amount of \$500,000 to be divided between the two colleges, the interim vice president of business services at Moreno Valley College was able to present to the strategic planning committee the total number of noninstructional staffing positions presented through the program review process. The president, vice president of business services, and the vice president of instruction later engaged in discussions with the deans about their staffing needs and prioritized those needs for funding from the small college factor allocation by the Board of Trustees. Similarly, for tenure-track instructors' positions, the Academic Planning Council, which includes both department and assistant department chairs, followed a historical pattern of identifying five tenure-track positions for the academic year 2009-2010. This council, which serves as a standing committee of the Academic Senate, presented to the Academic Senate this list of positions as an information item. This list was also presented to the Moreno Valley Strategic Planning

Committee. During the academic year 2008-2009, the college was allocated three faculty positions; for the academic year 2009-2010, the college was allocated five faculty positions. Moreno Valley administrative units maintain discretionary funds, and the president has authority to reallocate resources as needed as long as the total expenditure does not exceed what is allowed in the base budget.

Another way in which the district's distribution of resources is apparent is in other initiatives. The voting constituents from the Riverside Community College District approved a \$350 million bond—Measure C—in March 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 college. 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.”³⁸ The college 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. A new parking structure is another project that will be funded with Measure C funds. In the planning stages are a network operation center to improve our technology infrastructure and a health sciences building that will contain laboratories for the sciences. The logistics of working out “gifted” land to the district for the purpose of building a Moreno Valley College health sciences complex are currently being addressed. In addition, in the late fall of 2008, land at the March Air Force Reserve Base was donated to the college to construct a componentized facility for the dental programs, which are presently located at March Air Reserve Base.

EVALUATION

This standard is met. The district hired a consulting group, the Maas Companies, Inc., to assist Moreno Valley College with the development of a Long Range Educational Plan, including an update of the Moreno Valley Campus Facilities Master Plan. The Educational Master Plan, based upon information from the Moreno Valley Academic Master Plan as well as other data such as an external scan and demographic data, provided useful information needed to support a college-based resource allocation model as well as the Moreno Valley Campus Long Range Educational and Facilities Master Plan. Both plans were presented to the Board of Trustees in the fall of 2008.

For budget allocation and the use of financial resources in the district, the starting point for the new budget each year is the Base Expenditure 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 multicollege model, the district recently initiated the Three Colleges Project, coordinated by the colleges' business officers and district finance associate vice chancellors, to assess the appropriateness and effectiveness of financial and administrative

procedures and policies within the context of a three-college district. The new Budget Allocation Model has guided the district and college finance and administrative officers, along with task force and college representatives, in addressing resource allocations appropriately.

Significant progress has been made by the new BAM under the District Budget Advisory Committee (DBAC) and by the work conducted by the business officers of the district and of the colleges, and additional progress is ongoing. One item continuing to be addressed is that of refining a mechanism to address equitably the differential between operating high cost health science and public safety programs at Moreno Valley College and other programs throughout the district. One way in which the district has addressed this inequity is to allocate revenue to the college as part of the New District/College Program Initiatives. For the academic year 2008-2009, resources were allocated to the Public Safety Education and Training Program, for example, to address the planned increase in the number of academies to be offered at Ben Clark Training Center. Because the increased number of academies did not occur as a result of the downturn in the economy, the resources were reallocated for other purposes by the college; they will be restored to the original purpose in the 2009-2010 academic year. At both the district and college levels, the funding of initiatives to address one-time growth or continual growth of new programs is vetted at the Moreno Valley Strategic Planning Committee before going to the District Strategic Planning Committee where recommendations are made to the chancellor for resource allocation.

The BAM task force evolved itself into the DBAC to advise the colleges on funding needs and evaluate the funding model on a regular basis. The vice president of business services participates on the DBAC to ensure the existing resource allocation models meets the college's needs, including an adequate funding formula to meet the growth of the high cost programs at Moreno Valley College.

PLAN

None is needed.



IV.B.3.d. The district/system effectively controls its expenditures.

DESCRIPTION

The district's annual budget is brought to the board's Resources Committee 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 district CTA president at least five days prior to the board meeting. The board agenda also appears online for public scrutiny.

The budget control process to ensure that expenditures fall within the adopted budget, or board-approved revisions, is maintained at the departmental, programmatic, and college levels. Every budget request flows through the office of the vice president of business services for final approval at the college. The district's office functions as a final check in the process for approving requests and ensuring compliance in legal and contractual issues. Standard III.D details this procedure.

This openness regarding budgetary matters contributes to effective communication and control of the budget. In fact, the district maintained budget reserves of over \$10 million for the fiscal years 2004-05 and 2005-06, indicating a conservative, well-controlled fiscal policy.³⁹ The reserves for resource 1000 (general unrestricted fund) increased in subsequent years, approaching \$20 million in both 2006-07 and 2007-08.⁴⁰

EVALUATION

This standard is met.

PLAN

None is needed.

IV.B.3.e

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 2430, titled "Delegation of Authority to Chancellor and Presidents," "The Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action." 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.⁴¹ Board Policy 3100 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 3100 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.

The chancellor delegates authority for administration and operation of Moreno Valley College to the 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 colleges.

The Moreno Valley College president meets regularly with the chancellor as needed to communicate and advise on matters of importance.

EVALUATION

This standard is met. The chancellor has given responsibility and authority to the college president to implement the district's policies in a manner that is appropriate for the local college and community, without interference in day-to-day management decisions. Likewise, the president is held accountable for the budget, operation, and management of the college.

PLAN

None is needed.

IV.B.3.f

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, college vice presidents, and college deans. The college 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 districtwide standing committees. The Chancellor's Executive Cabinet meets weekly to discuss and assign responsibility for carrying forth district policies and dealing with salient districtwide issues. Chaired by the chancellor, the Executive Cabinet includes the three college presidents, the vice chancellors identified above, and the associate vice chancellor of public affairs and institutional advancement. The vice chancellor of administration and finance meets with the associate vice chancellor of finance, the college vice presidents of business services, the associate vice chancellor of information technology, associate vice chancellor of facilities and planning, the chancellor's chief of staff, and other district constituents to discuss business-related activities for the district. Similarly, the vice chancellor of academic affairs convenes a monthly cabinet attended by the college vice presidents of educational services, deans of instruction and programs, and district administrators for institutional effectiveness to discuss academic policy issues. The monthly meetings provide a means by which college, district, and new state policies are discussed and addressed. As part of ensuring that information about the colleges and programs are distributed

widely, members of the cabinet and their staff present board reports on a range of issues to the Board of Trustees at its committee meetings.

EVALUATION

This standard is met.

PLAN

None is needed.

The logo for IV.B.3.g consists of a stylized 3D cube icon to the left of the text "IV.B.3.g" which is set against a black rectangular background.

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 Riverside Community College District is a multicampus district, which continually evaluates and develops its governance and decision-making structures, significant, incremental improvements in the organizational structures have been made over the past several years. The organizational charts reflect a shift from a multicampus structure to a multicampus one. As a result, the college has gained greater authority in its governance and decision-making processes. Reflected in the change have been the developed program review and strategic planning processes that emerged partially as a result of the district's evaluation and implementation of recommendations in 2004 and 2007 reports by consultants presented to the Board of Trustees on the organizational structure and decision-making processes of the district. The McQuern Report, commissioned by the Board of Trustees and completed in June 2004, reviewed "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."⁴² 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 was contracted in spring 2007 to conduct a detailed environmental scan and to offer his expert opinion on the future of the district and its programs. Each college 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 responded to and interpreted those initiatives as they pertain to the college and district missions. The strategic initiatives identified goals for the district and colleges for 2010; progress toward these goals is tracked and reported to all relevant constituencies.

EVALUATION

This standard is met. The structure of the Board of Trustees works well, and board policy is being reviewed and updated. The district has key personnel in place in the chancellor's position, in finance, in academic affairs, in human resources, and in student services. Moreno Valley College has taken strides to put into place key governing bodies and administrative support. The additions of the offices of president, vice president of educational services, and vice president of business services have provided the support necessary to implement a truly functional strategic planning model that is specific to the college, that is data driven, and that will have information regarding availability of resources. This administrative leadership promoted greater mutual accountability and collaboration in the relationship between district administrators and college personnel in academic, student services, and budgetary matters. In the area of budget development, some distinctive and developed features of the shared governance process are present. Organization charts, updated in spring 2007 to include the college leadership positions, have been approved by the Board of Trustees. These, along with the functions maps, make district and college responsibilities clearer and will be revised as appropriate. The administrative program review process implemented in spring 2007 has contributed to evaluation of organizational structure and support functions.

PLAN

None is needed.

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- ¹ The Tigers' Den was renamed the Lions' Den in 2008.
 - ² Midterm Accreditation Report: Riverside Community College District, Responses to the Request of the Commission in the Action Letter, pp. 8 – 13.
 - ³ Board of Trustee Resolution 25-02/03.
 - ⁴ Instructional Program Review: Self-Study Resource Guide, Riverside Community College District, Office of Institutional Effectiveness.
 - ⁵ Agendas from APC.
 - ⁶ Flow chart entitled "Moreno Valley Campus Strategic Planning Process, December 2007.
 - ⁷ Department minutes.
 - ⁸ Student Services Program Review, 2006, 2007, and 2008.
 - ⁹ Moreno Valley Campus/College Academic Senate Constitution and By-Laws.
 - ¹⁰ Riverside Community College District 2005 Academic Master Plan.
 - ¹¹ CTA and CSEA constitutions and by-Laws.
 - ¹² Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA; CSEA contract.
 - ¹³ Document of Riverside Community College District Classified and Confidential Staff Development Program, p. 2.
 - ¹⁴ MVSP flowchart, narrative, and bylaws. (Original representation and protocol were outlined in MVSPC minutes, Sept. 2005.)
 - ¹⁵ Program Review documents for instructional programs and student services.
 - ¹⁶ Retreat Agendas.
 - ¹⁷ Retreat Agendas.
 - ¹⁸ Email reminder from Susan Lauda re meeting, 1/17/07.
 - ¹⁹ Emails from Senate and MVSPC.
 - ²⁰ Copy of WebCT Homepage.
 - ²¹ Emails and attendance sheets.
 - 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 Moreno Valley Academic Senate minutes, March 2, 2009.
 - ²⁶ Management Evaluation Processes and Forms.
 - ²⁷ President's Annual Report.
 - ²⁸ Please see BP 2710, 2712, 2715.
 - ²⁹ Please see BP 2715, "Code of Ethics and Standards of Practice."
 - ³⁰ Please see BP 5140, 5150, and 5200, in particular.
 - ³¹ Interim Chancellor Irving Hendrick, email to RCC-all, "Budget Message from Interim Chancellor Hendrick," January 21, 2009.
 - ³² See matrix of old and new policies. <http://www.rcc.edu/administration/board/policies.cfm>
 - ³³ Board Policy 2435.
 - ³⁴ President's Annual State of the College Address
 - ³⁵ Position Description, President (Moreno Valley), June 28, 2006.
 - ³⁶ Riverside Community College, Moreno Valley Campus Community Partners Mission Statement.
 - ³⁷ Organizational Charts, Diversity and Human Resources webpage, <http://www.rcc.edu/administration/hr/charts.cfm>
 - ³⁸ Full Text Ballot Proposition of the Riverside Community College District Bond Measure, March 2, 2004.
 - ³⁹ CCFS-311 Report 2004-05 and 2005-06.
 - ⁴⁰ Email from Beth Gomez to Jeff Rhyne, "RE: question for help with self study IV.B.3.d," 26 May 2009.
 - ⁴¹ Board Policy Manual, Board Policy 2005.
 - ⁴² McQuern Report, p.1. <http://accreditation.rccedu.net/District/Governance/091504%20MCQUERN%20REPORT.doc>

SELF-STUDY PLANS FOR ALL STANDARDS

MORENO VALLEY COLLEGE SELF-STUDY PLANS

RESPONSES TO THE 2007 RECOMMENDATIONS:

The District Strategic Planning Committee will review the district mission statement annually in the fall and forward its recommendation to the Board of Trustees. (Office of Institutional Effectiveness)

The District Strategic Planning Committee will review annually in the fall the status of the outcome measures related to the District's Strategic Plan and report findings to the Board of Trustees. (Office of Institutional Effectiveness)

The District Strategic Planning Committee will meet and discuss the alignment of the District and college strategic plans annually in November. (Office of Institutional Effectiveness)

The District Budget Advisory Council will continue to assess the budget allocation process. (Ongoing: district, Office of Administration and Finance; college, vice president of business services)

In fall 2009, the district will survey all employees to assess the effectiveness of the functions and the lines of authority as delineated at the individual colleges and at the district office. The results will be distributed to all district and college constituencies and will be used to inform future planning. (Office of Institutional Effectiveness)

The self-assessment of the Board of Trustees will become part of the Board's annual calendar. In May of each year, the Board of Trustees will conduct its self-evaluation and report the results, plan, and action, if any, in June. (Strategic Planning Committee)

The college will develop a new strategic plan in the fall of 2009 to be implemented from July 1, 2010, to June 30, 2015. (Strategic Planning Committee)

The college will evaluate the accomplishment of its goals and the strategic planning processes on an annual basis. The next evaluation will take place in spring 2010. (Strategic Planning Committee)

The Student Learning Outcome Assessment Specialist will meet with faculty to assist them in identifying student learning outcomes and developing assessment strategies. The outcomes specialist will help collect data and jointly analyze the student learning outcome data with individual faculty members, as well as with departments and programs. The outcomes specialist will also provide reports to faculty and departments on the progress of improving instruction and student services delivery using assessment data. (Student Learning Outcomes Specialist)

An evaluation of progress will be conducted by the Office of Institutional Research and Assessment in 2010 and 2011 to ensure the completion of student learning outcome assessment and consequent improvement of instructional and student services by 2012. (College Office of Institutional Research and Assessment)

The strategic planning written policy will be reviewed annually. In addition, bylaws for the strategic planning committee are completed and will be reviewed for approval in the fall of 2009. (Strategic Planning Committee)

College committee chairs will meet with district committee members to discuss the clarification and distribution of college-based and district-based decision making. Evaluating the district and college strategic planning processes will be integral to this discussion. (College committee chairs)

The president will meet every two weeks with the chancellor regarding the effectiveness of district and college functions, processes, and resource allocation policies and procedures. (President)

REPORT ON THE PLANNING AGENDA FROM THE 2007 SELF-STUDY REPORT

2007 Plans

Accomplishment of Plan

I.A: INSTITUTIONAL MISSION

1. 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.

The mission statement was approved by the Board of Trustees in 2006, and reviewed and reaffirmed in 2008.

I.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

2. 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.

This survey was conducted in spring 2009, presented to the Academic Senate and to the Moreno Valley Strategic Planning Mission and Institutional Effectiveness Subcommittee in May 2009. Both groups offered feedback and a second version of the survey will be developed and the results analyzed in 2009-10.

3. 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.)

A flowchart and corresponding narrative have been developed to clarify roles and relationships.

4. 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.

Operational versus strategic processes have been clarified: "Administrative Unit Program Review and Analysis of Operational vs. Strategic Decisions" in the Strategic Planning flowchart and narrative.

5. 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 district dean/director of institutional reporting and academic services makes himself available for the first hour of every weekly Educational Services meeting convened by the vice president of educational services. This enhances the understanding of the administrative leadership in regard to the creation and analysis of data resources. The district dean of institutional research makes himself available weekly, preceding the Academic Planning Council meeting.

6. The Strategic Planning Committee will investigate making campus data available in a meaningful

A full-time communications and web development manager begins work in early July 2009. This position

and simple format on the campus website to our students and service population.

7. 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.
8. 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. The review will function as a report card to answer the question, "How did we do?"
9. 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.

is considered mission-critical in reaching strategic initiatives and goals in support of the college.

The hiring of an outcomes assessment specialist is underway spring 2009, with a hiring target date of summer 2009. Among other duties, the specialist will assist faculty and administrators with the design and assessment of surveys for certificate and degree completers and transfer students. The four nationally accredited health science programs collate data ongoing as part of their accreditation requirements, as well as for presentation to their respective occupational advisory committees.

The Administrative Program Review process was evaluated and modified, and a new format was initiated in late spring 2009.

The Mission and Institutional Effectiveness Subcommittee has taken this on and a report is expected to the Moreno Valley Strategic Planning Committee in fall 2009. The same subcommittee annually reviews program review data and reports back on changes that were implemented.

II.A: INSTRUCTIONAL PROGRAMS

10. 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.

Funding allocations, awarded or under submission, are as follows:

Title V – HIS Moreno Valley, 10/01/03 – 9/03/09, \$2,171,373, U.S. Department of Education: To improve the success of Hispanic, at-risk and low-income students through an integrated approach involving instruction, student services, and learning support services.

Nuview Bridge Early College High School, 7/01/04 – 6/30-10, \$400,000, Bill and Melinda Gates Foundation through the FCCC: To establish Nuview Bridge High School as an ECHS.

Title V –HSI Coop Program with UCR and Norco Campus, 10/0106 – 9/30/11, \$3,436,818, U.S. Department of Education: To refine, expand,

integrate, and institutionalize a series of pilot projects to address the academic needs of students, especially Hispanics and low income, first generation students; to create a Center for Faculty and Professional Development to increase student learning and success; and to create a process to identify and support increased numbers of students, especially low income and Hispanic students, to seek careers in community college teaching.

CTE (Career Technical Education) Equipment for Nursing and Allied Health Programs (with Riverside City College), 4/01/08 – 9/30/09, \$154,000, CCC Chancellor's Office: To provide high tech, state-of-the-art technology equipment needed to meet current nurse training needs.

Teeth Are Us, 7/01/08 – 6/30/10, \$128,655, California Department of Health Services: To provide dental disease prevention to area elementary schools.

College Cost Reduction and Access Act (CCRAA) Project Success (2-year), 1/01/09 – 12/31/10, \$495,000, CCC Chancellor's Office: To reduce the shortage of qualified allied health workers (certified nursing assistant, medical assistant, speech pathology assistant) in Southern California by hiring additional faculty and purchasing up-to-date equipment.

Song Brown Physician Assistant Training Program, 7/01/09 – 6/30/09, \$107,000, Office of Statewide Health Planning and Development (OSHPD): Continued support for a full-time faculty member to assist with the educational training of PA students, specifically the remediation efforts of the program.

Middle College High School, 7/01/09 – 6/30/11, \$36,769, CCCC Chancellor's Office: To sustain implemented program for at-risk students from Moreno Valley USD and Val Verde USD to take college courses to satisfy requirements for both college credit and high school diploma.

Economic Stimulus Program Funds for Phase II, Allied Health Program Expansion, 7/14/09 – 6/30/11, \$400,000, CCC Chancellor's Office: To allow for the hiring of additional faculty and the purchase of up-to-date equipment to support pharmacy technician, clinical laboratory technician, dental assisting, dental hygiene, and medical records and health information

systems programs, in order to increase enrollment and produces qualified workers for competitive job market.

*HRSA Health Care and Other Facilities
Congressionally-Directed Award, 11/01/09 – 10/31/09,
\$329,670, Health Resources and Services
Administration: To purchase equipment for dental
hygiene, dental assisting, physician assistant,
pharmacy technician, clinical laboratory technician,
and biotechnology technician programs.*

*Riverside Community Health Foundation – Expanding
Access to Dental Care and Education, 2009 – 2011,
\$200,000, Riverside County Community Health
Foundation: To purchase dental hygiene equipment.*

11. 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.

Projects funded by the Basic Skills Committee, in coordination with discipline program review, collect and analyze data. With the addition of the outcomes assessment specialist, the project and programmatic outcomes data will be more systematically disseminated for informed discussion and eventual integration into scheduling and curriculum development.

12. 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.

The Basic Skills Committee meets monthly and pursues an active and participatory agenda, with outcomes such as the establishment of interdisciplinary learning communities, program and curriculum planning and development, student assessment, academic advisement and counseling support, conference attendance, the acquisition of instructional materials and equipment, and institutional research projects. The "Back-to-College" flex day activity for academic personnel to be held in late August 2009 will champion the theme of basic skills and provide a forum for faculty reports. In late October 2009, a second Basic Skills Retreat is planned.

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

The dean of instruction and the Academic Planning Council, with facilitation by the Office of Institutional Reporting and Academic Services, continue to offer and track sections as part of a balanced curriculum.

14. Campus representatives will meet with representatives of the Office of Institutional Effectiveness to formalize a data timeline.

Weekly meetings with the associate vice chancellor of institutional research were initiated at the college in the fall of 2009.

15. 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.

Special "operational assistance" to the middle/early college coordinators is provided by personnel in the Offices of Instruction and Student Services during enrollment periods.

16. The Academic Planning Council will implement mechanisms to better recruit and support part-time faculty.

The academic departments (the chairs of which make up the membership of the Academic Planning Council) have operational guidelines which include recommendations for the selection, evaluation, and mentoring of new faculty. (See pages 78 and 79 of the Agreement between Riverside Community College District and the RCCD Faculty Association/CCA/CTA/NEA.).

17. 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 periodically announces faculty development via district/campus email, and at department and Academic Senate meetings. The communications and web development manager will assist in disseminating information via an electronic master calendar.

18. 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.

An educational technologies trainer, representing the district Open campus, is on campus all day each Monday in the Center for Faculty and Professional Development.

19. 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.

Assessment workshops are ongoing; in fact, the Moreno Valley Strategic Planning Committee approved the inauguration of a full-service Office of Research and Institutional Effectiveness in spring 2009, for which staffing is already underway, including the position of outcomes assessment specialist.

20. 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.

The Student Learning Programs and Services Subcommittee of the Moreno Valley Strategic Planning Committee has studied the feasibility and prepared a response, shared as evidence in this document.

II.B: STUDENT SUPPORT SERVICES

21. As funding becomes available, the dean of student services will request full-time staff in EOPS and Job Placement.

The Student Employment Office is now staffed by a full-time employee; a full-time EOPS staff member has also been requested and is being tracked through the program review process.

22. As funding becomes available, the dean of Student Services will arrange for expanded service hours for evening and weekend students.
23. 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.
24. Provide ongoing training for part-time counselors and interns.

Evening and weekend hours of service continued to be offered during peak enrollment periods. Assessment and counseling services for all students were initiated at the Ben Clark Training Center in fall 2009.

Active community participation and outreach by college administrators and others continues to provide a multifaceted forum for exposure and personalized invitations to campus activities.

This training is actively ongoing, and bolstered by the activities provided by the Faculty Internship Program as part of the Title V Cooperative Grant.

II.C: LIBRARY AND LEARNING SUPPORT SERVICES

25. 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.
26. The Strategic Planning Committee will study the need for more space for library functions when Phase III construction has been completed.
27. 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.
28. 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.
29. The office of the dean of instruction will publicize the CIS lab as an open computer lab to promote more student use.
30. The library will offer LIB 1 on this campus when space and resources are made available.
31. 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 full-time librarian has become an integral participant in the "One Book / One College" campaign, and is active on the Curriculum Committee, the Moreno Valley Strategic Planning Committee, and with the accreditation process—all having contributed to increased networking with faculty and others.

The strategic planning Resources Subcommittee, which includes representative library personnel, meets monthly to discuss spatial needs for Library/Learning Resources.

Among other access promotions, as of fall 2008, 30 laptops in LIB 241 are additionally available to students. An assessment of all academic support services on campus is being carried out to ensure student access and success, and the maximization of resources related to tutoring, the Writing and Reading Center, the Math Lab, the computer center, and the STEM Success Center.

A brochure from the Instructional Media Center is disseminated, announcing services, inviting personalized training appointments and the willingness of IMC personnel to attend and present at academic department meetings.

Greater publicity notwithstanding, all open entry/open exit learning labs are under review for student access and accounting compliance.

LIB 1 is scheduled for fall 2009.

Information Services has confirmed that bandwidth isn't a problem, with the campus using about half of its 45mb T3 available. When the campus moves to official college status, it may have even access to its own internet connection. As for Library subscription

resources, the IP Subnet Addresses in use could be easily segregated to another subscription license for Moreno Valley College. Available bandwidth for expansion and access to the library's subscription resources both bode very well. Campus equipment is capable of handling 10 times its present load at the Local Area Network and is upgradable for much more if necessary.

32. 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.

The half-time library clerk II position has become a full-time position. With this expansion of staffing, and an additional nine hours per week of part-time faculty coverage, the library is able to stay open an additional hour Monday-Thursday, and an additional four hours on Fridays (closing at 4 p.m. instead of 12 noon).

III.A: HUMAN RESOURCES

33. 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 the best practices for in-class assessment.

The District Assessment Committee is working closely with the Moreno Valley faculty and administration to make sure assessment goals are met. Moreno Valley College is well represented on this committee and workshops are scheduled on campus.

34. 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.

The Office of Diversity and Human Resources offers FLEX workshops, online resources, and training for staff regarding equity and diversity. Resources are available online and in person. Training is mandatory for all staff sitting on interview panels to ensure fair and equitable hiring processes. Training is also mandatory for all managers to ensure compliance with regulations. In addition to books, videos, and online resources, the Office of Diversity and Human Resources also sponsored "Diversity Week" activities to celebrate diversity on campus.

35. 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.

Through the program review process, staffing needs were identified and linked in the budget/strategic planning process. Staffing needs were prioritized and funded in alignment with the college mission and funding availability. Funding for new positions was made a permanent part of the Budget Allocation Model.

36. The campus faculty development coordinator, in consultation with 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

Multiple training opportunities have been offered for faculty to expand their development and to learn how best to assess student learning outcomes. The results of those trainings were assessed through surveys and the results were used to create or update future trainings.

learning and the assessment of student learning outcomes.

37. The district Office of Institutional Effectiveness will evaluate the efficacy of Administrative Unit Program Review.

After evaluation, additional training is provided to those who produce and are informed by administrative unit program reviews.

III.B: PHYSICAL RESOURCES

38. 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 Footprints program is fully operational and is used to monitor all maintenance requests on campus. All staff have been trained on its usage and use it regularly. This has been a successful tool to help facilities staff stay aware of all maintenance needs on campus.

39. 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.

All rooms now have updated evacuation maps and emergency flipcharts located near the door indicating how to respond in emergency situations.

40. 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

The "Go Pass Program" has been implemented, providing free bus transportation for students. (This option was selected as the best option for students and is communicated to them regularly to encourage participation.) The strategic planning committee has approved plans for a new parking structure at the main entry of the campus, integrating expanded bus stop accessibility.

- a. Funding a nicer campus bus stop
- b. Working with RTA to develop student pass discounts, coordinated schedules, and express student bus services from key points throughout our service area
- c. 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
- d. Working with Associated Students to promote bicycling and walking to campus

41. The Strategic Planning Committee will also review the campus non-smoking policies to address the concerns about non-compliance and enforcement.

The strategic planning committee has reviewed the no-smoking policy and deemed it necessary to continue. Discussions have occurred with police officers to be vigilant about enforcing compliance.

III.C: TECHNOLOGY RESOURCES

42. The Moreno Valley Strategic Planning Committee will activate the new maintenance

A Technology Plan has been adopted that provides guidance for the replacement of computers, appropriate usage, best practices for use in

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.

instruction, and information on maintenance and repair. Since implementation, the plan has been updated with feedback from the strategic planning subcommittees.

III.D: FINANCIAL RESOURCES

43. 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 vice president of business services has offered budget training to the shared governance bodies, the Academic Planning Council, and the college at large. Business Services procedure notebooks have been provided for all managers and assistants to help guide understanding of all business processes, including the budget.

44. 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 flow of information is described in the flow chart of the MVC Strategic Planning Process. The committee bylaws will be voted upon in September 2009.

45. 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.

Budget data is provided to the campus community at almost every shared governance meeting, Academic Senate meeting, and management meeting, and all managers access to retired and review their budgets online for careful monitoring.

46. 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 educational services receives regularly scheduled in-person briefings from the campus senior police officer. In fall 2009, a panel composed of the vice president of educational services, the associate vice chancellor of student services and operations, the faculty co-chair of the strategic planning committee, the district chief of police, and campus police is scheduled to dialogue with the strategic planning committee. The purpose of the exchange is to identify staffing needs for safety at all sites; the results of the exchange will inform program review and be utilized for strategic planning.

47. The vice president of business services will work with the Moreno Valley Strategic Planning Committee to develop an evaluation process for budget development.

The budget development process for the campus was reviewed and updated in spring 2009 based on input from campus constituency groups. It will be reviewed yearly for any necessary updates. The District Budget Advisory Council (DBAC) also updated its Budget Allocation Model as became necessary based on feedback or new knowledge. Evaluation the Budget Allocation Model is a regular agenda item on the District Budget Advisory Committee agenda.

48. 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.
49. Department chairs will be expected to get Galaxy training, so as to use budget information effectively for program review.

The evaluation of grant projects has been carried out and is now part of the program review process.

This expectation has been met and Galaxy access is in place.

IV.A: DECISION-MAKING ROLES AND PROCESSES

50. 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.
51. 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.
52. The Technology Subcommittee will discuss improving methods of teleconferencing.
53. 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.
54. The Academic Senate will evaluate and update its constitution and by-laws.
55. 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

The flow chart and narrative of the MVC Strategic Planning Process describes the roles and relationships of these entities. Information sessions are conducted on an on going basis.

The flow chart of the MVC Strategic Planning Process graphically charts, and the accompanying narrative describes, the roles and relationships of these entities. Subcommittee leadership has been steady, and the relationships and processes have stabilized.

The Resources Subcommittee has prepared a report to forward to the strategic planning committee which encompasses not only teleconferencing, but green concepts as well, including the practice of convening fewer face-to-face meetings.

The Moreno Valley Strategic Planning Committee bylaws have been formulated and agendized for vote by the committee in September 2009. The Academic Senate has appointed a senator to be the official liaison between the senate and the strategic planning committee, serving as a nonvoting member of the strategic planning committee. A senate and strategic planning committee-approved flowchart was created in 2008-09; it delineates the relationship of all of the above entities within the strategic planning process.

During 2008-09, an ad hoc senate committee reviewed the constitution, bylaws, and rules, and subsequently made recommendations for revisions. These revisions were presented to the Moreno Valley College faculty for vote. The faculty approved the suggested revisions in spring 2009, and the senate will implement the changes in fall 2009.

Two annual presidential reports on outcomes (2007-08 and 2008-09) have been delivered to the Moreno Valley Strategic Planning Committee and to the Academic Senate.

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

56. The Board of Trustees will ensure that Board Policies are reviewed and updated as needed.

The Board reviews and updates Board Policies regularly, as recorded in the Board agendas and minutes, and immediately posts the revised policies on the district website.

57. The Board of Trustees will conduct annual assessments as described in their new policy.

The 2009-10 assessment was carried out and the results made public at the June 2009 Board meeting (and on the district website).

58. 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.

Budget development for the 2009-10 year went smoothly, in accordance with the Budget Allocation Model and the budget development procedures in place. Minor updates and continuous improvement made the process successful. Budget implications from the state budget crisis continue to be monitored and discussed with all college constituencies as information from the state has become available.

59. Area managers will evaluate all support services through the non-instructional program review process to ensure that campuses are adequately supported in their mission and operations.

The administrative unit program review process, fully institutionalized, documents the evaluation of all services.

60. 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.

Almost every committee meeting has a budget update as a part of its agenda so the college community has stayed continuously abreast of budget news and has had the opportunity to give insightful feedback.

61. 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 administrative unit program review process, fully institutionalized, documents the evaluation of all functions.

62. The campus leadership will plan to improve on and expand the use of teleconferencing and other electronic methods of communication with district bodies.

Discussions to improve and expand teleconferencing modalities across the district are ongoing, from the Board level to individual work units, and the results are reflected in program review documents.

PLANS IN RESPONSE TO THE STANDARDS (2009 REPORT):

The following plans are of several kinds: some address shortcomings; most are responses to opportunities for improvement as identified in the Standards. These plans will be circulated widely, sort them in many ways, and invite prioritization by various constituency 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 the college's 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

(None)

I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

(None)

II.A. INSTRUCTIONAL PROGRAMS

The Center for Faculty and Professional Development (CFD) will continue to provide workshops and speakers on best practices in assessing and analyzing student learning outcomes to improve teaching and learning. Experts will include a) representatives from the district institutional research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley career technical education programs; and d) the college's outcomes assessment specialist.

II.B. STUDENT SUPPORT SERVICES

The Moreno Valley Student Equity Team will utilize results of student equity research to develop programs and services addressing identified needs of diverse student populations.

II.C. LIBRARY AND LEARNING SUPPORT SERVICES

(None)

III.A. HUMAN RESOURCES

Moreno Valley faculty will continue to develop and participate in assessments of student learning outcomes to improve teaching and learning. Faculty at the college, 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.B. PHYSICAL RESOURCES

(None)

III.C. TECHNOLOGY

(None)

III.D. FINANCIAL RESOURCES

(None)

IV.A. DECISION-MAKING ROLES AND PROCESSES

(None)

IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

(None)