

Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation

Submitted by

Moreno Valley College
16130 Lasselle Street
Moreno Valley, California 92551

to

Accrediting Commission for Community and Junior Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

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Foreword to the Institutional Self-Evaluation Report

Moreno Valley College's accreditation process provided an opportunity for institutional reflection, not just on the standards but on the process itself. The College began preparing the Institutional Self-Evaluation Report in the spring of 2024. Reflection on the successes and challenges of the previous ISER cycle led to the creation of the Accreditation Work Group and its integration into the [College Council structure](#) to center accreditation in governance processes. A newsletter, the [Accreditation Corner](#), communicates the College's progress and placement in the accreditation cycle each semester and acknowledges the work of contributors, keeping the college community informed.

Through the self-evaluation process, two central themes emerged. The first is MVC's commitment to student-centered and equity-driven practices, which is demonstrated by the College's mission, practices, planning, and initiatives. For example, MVC's academic and student support services and structures have been thoughtfully designed to provide effective and holistic support throughout each student's educational journey, including the Welcome Center, academic schools, and engagement centers.

The second central theme is a commitment to data-informed decision making that leads to continuous improvement and innovation. Data-informed decision making, collaborative planning, and community engagement guide the College's efforts to enhance operational efficiency, improve support services, and foster equitable student achievement. Specifically, MVC utilizes data through its program review processes, student learning outcome assessments, and integrated strategic planning efforts to evaluate institutional effectiveness, allocate resources, and identify opportunities for innovation and improvement. This culture of assessment and accountability supports the institution's mission and promotes sustained improvement across all areas of the College. For example, the newly created [Bachelor of Science in Emergency Management](#), the first of its kind in California community colleges, reflects the College's use of labor market data, workforce trends, and regional needs assessments to inform program development and expand pathways to high-demand careers with livable wages.

While Moreno Valley College has made significant progress, the self-evaluation process identified opportunities for continued growth, including expanding opportunities for professional development for classified professionals and administrators, strengthening institutional assessment practices, and enhancing cross-campus collaboration to further support innovation, equity, and student success and employability.

The College continues to experience steady growth in student enrollment, reflecting the community's confidence in the institution's academic quality, student-centered services, and expanding educational opportunities. As enrollment increases, the College remains committed to strategically enhancing its programs, facilities, and support services to meet the evolving needs of a diverse student population. Ongoing efforts to broaden academic offerings, strengthen workforce and transfer pathways, expand student support resources, and develop innovative learning opportunities are central to the institution's vision of becoming a comprehensive college.

Through thoughtful planning, collaboration, and continuous improvement, the College is positioning itself to serve as a dynamic and inclusive institution that supports student achievement, community engagement, and regional workforce development.

A. Introduction: Institutional Context

A Brief History of Moreno Valley College

Moreno Valley College (MVC) became the 111th community college in California in 2010 and is part of the Riverside Community College District (RCCD). As the population of Moreno Valley grew, the District began to offer classes at March Air Force Base and Moreno Valley High School in the 1980s. Through the collaboration of the District, community and civic leaders, and educators as well as the donation of 112 acres of land by the Robert P. Warmington Company, construction for the College began in 1989. Moreno Valley College officially opened in 1991 as a satellite campus of Riverside City College, which was founded in 1916.

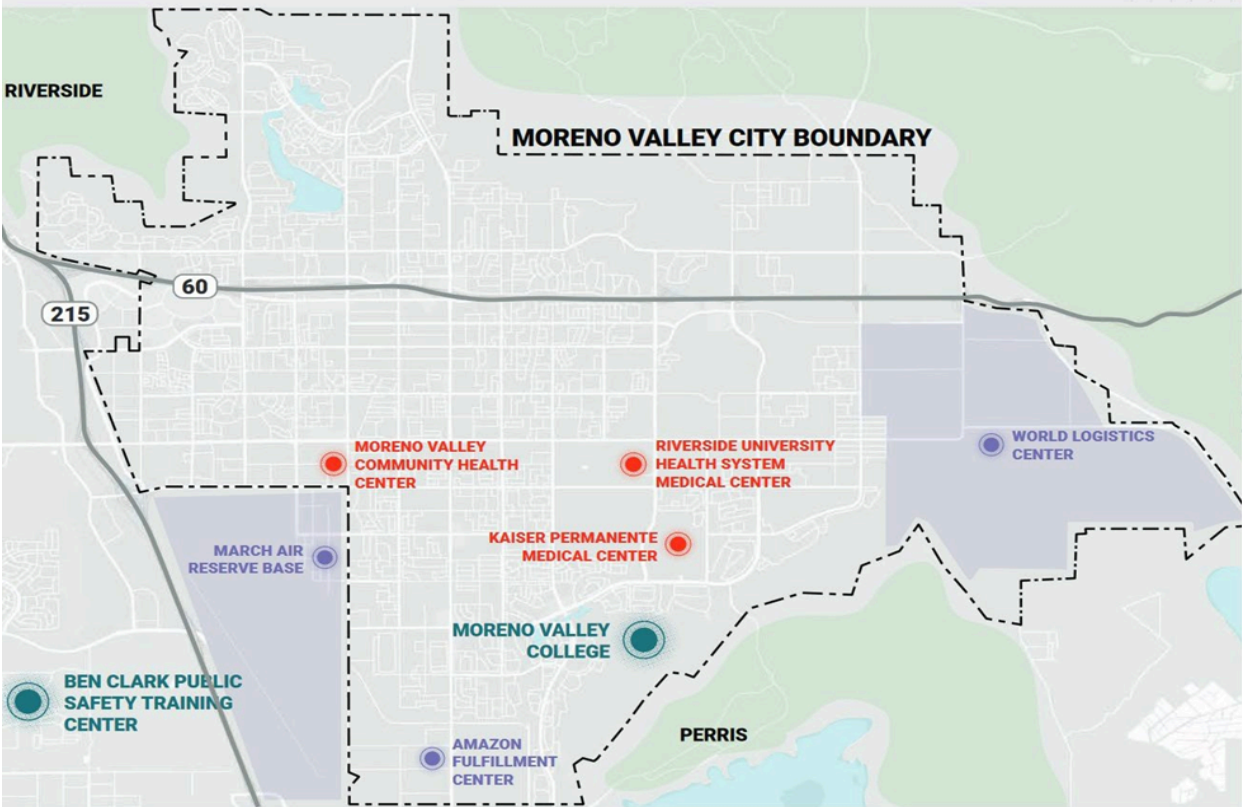
Today MVC is an integral part of the vibrant community of Moreno Valley, the second-largest city in Riverside County by population. Moreno Valley College offers instruction and student services at two locations: the main campus and the Ben Clark Education Center (BCEC). The main campus has 10 permanent structures and 32 modular buildings that include classrooms, laboratories, offices, and meeting spaces that total 151,192 assignable square feet. The Ben Clark Education Center opened in 1997, located on land that was part of the former March Air Force Base and was provided by the U.S. Air Force for the purpose of training public safety personnel. The BCEC was the result of a joint agreement with RCCD, Riverside County, Riverside Sheriff's Department, and CAL FIRE/Riverside County Fire and it consists of two permanent buildings and 8 modules which include classrooms, laboratories, offices, and meeting spaces that total 29,134 assignable square feet.

MVC has also grown from serving 3,490 students in its first semester in 1991 to serving 20,187 unduplicated students during the 2024-2025 academic year. Moreno Valley College gained accreditation in 2010 by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and was most recently reaffirmed in 2022.

Moreno Valley College Service Area

Moreno Valley College is one of three comprehensive colleges that make up Riverside Community College District. The College is located in the city of Moreno Valley, which is the northwestern corner of Riverside County. The primary service area for MVC includes the city of Moreno Valley, city of Perris, March Air Reserve Base, and southeastern portions of the city of Riverside. As of 2024, 293,933 people lived in the service area. The College serves students from an area containing the cities of Corona, Eastvale, Jurupa Valley, Moreno Valley, Norco, Perris, and Riverside.

Moreno Valley College Service Area Map



Moreno Valley College Service Area Data

Service Area Population by Gender						
	2022		2023		2024	
	Count	Percent	Count	Percent	Count	Percent
Female	142,401	48.7%	145,269	49.6%	146,738	49.4%
Male	149,772	51.3%	147,753	50.4%	150,195	50.6%

Source: U.S. Census Bureau: Table S1901 (Retrieved 3/16/26)

The number of students who self-identify as male or female has remained consistent from 2022 to 2024, ranging from 48.7% to 49.4% for female students and 51.3% to 50.6% for male students.

Service Area Population by Race/Ethnicity						
	2022		2023		2024	
	Count	Percent	Count	Percent	Count	Percent
Asian	16,331	5.6%	12,549	4.3%	14,990	5.0%
Black/African American	36,512	12.5%	33,259	11.4%	33,574	11.3%
LatinX/Hispanic	190,319	65.1%	200,233	68.3%	206,333	69.5%
Native American/Alaska Native	92	0.0%	425	0.1%	332	0.1%
Native Hawaiian / Other Pacific Islander	4,513	1.5%	2,484	0.8%	1,043	0.4%
Two or more races	6,131	2.1%	5,652	1.9%	6,553	2.2%
Unknown	1,437	0.5%	3,814	1.3%	1,136	0.4%
White	36,838	12.6%	34,606	11.8%	32,972	11.1%

Source: U.S. Census Bureau: Table S1901 (Retrieved 3/16/26)

Moreno Valley College provides education services to the cities of Moreno Valley and Perris. In 2024, 69.5% of MVC's service area population identified themselves as LatinX/Hispanic. Since 2022, the service area population has increased by 1.6% overall, with demographic change driven by the LatinX/Hispanic population, increasing 4.4% since 2022.

Service Area Population by Age						
	2022		2023		2024	
	Count	Percent	Count	Percent	Count	Percent
0-14	64,552	22.1%	62,712	21.4%	58,953	19.9%
15-19	23,173	7.9%	23,838	8.1%	23,686	8.0%
20-24	25,118	8.6%	24,950	8.5%	26,157	8.8%
25-34	48,951	16.8%	50,582	17.3%	49,108	16.5%
35-54	75,272	25.8%	75,504	25.8%	77,750	26.2%
55+	55,107	18.9%	55,436	18.9%	61,279	20.6%

Source: U.S. Census Bureau: Table S1901 (Retrieved 3/16/26)

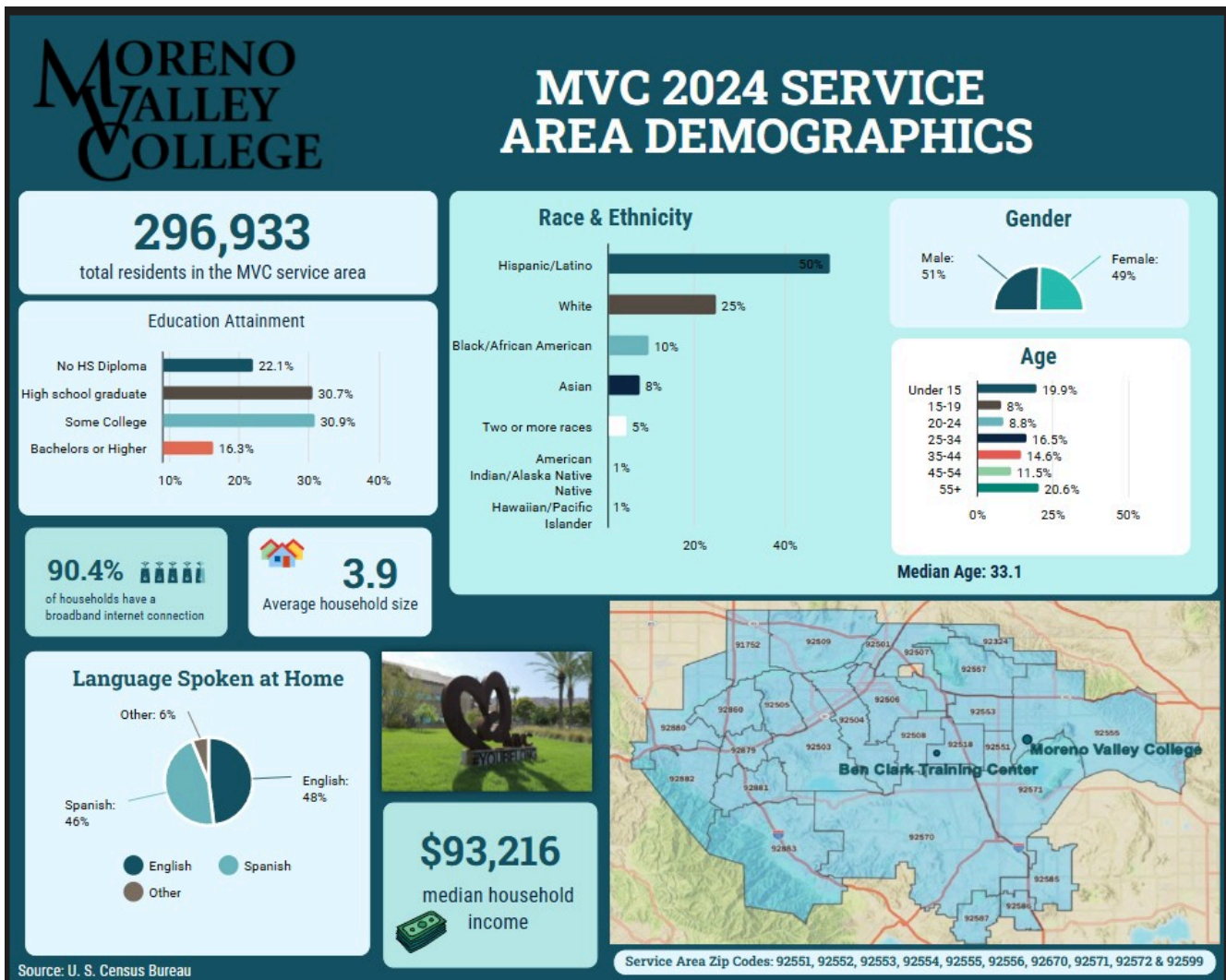
From 2022-2024, residents between the ages of 0-14 decreased from 22.1% to 19.9%, indicating fewer children in the service area, while residents age 55+ increased from 18.9% to 20.6%. All other age groups are constant from 2022 to 2024.

Service Area Median Household Income		
	Moreno Valley	Perris
2020	\$70,385	\$66,926
2021	\$79,840	\$69,843
2022	\$86,909	\$80,234
2023	\$91,021	\$77,365
2024	\$92,716	\$ 92,352

Source: US Census Bureau (retrieved March 16, 2026)

From 2020 to 2024, median household income increased steadily in both Moreno Valley and Perris, reflecting overall economic growth in the service area. Moreno Valley experienced consistent year-over-year gains, rising from \$70,385 in 2020 to \$92,716 in 2024. Perris also saw substantial income growth, increasing from \$66,926 in 2020 to \$92,352 in 2024, despite a slight decline in 2023 before rebounding sharply. By 2024, the median household incomes in Moreno Valley and Perris had nearly converged.

Moreno Valley College Service Area Demographics Fact Sheet



Major Events and Developments

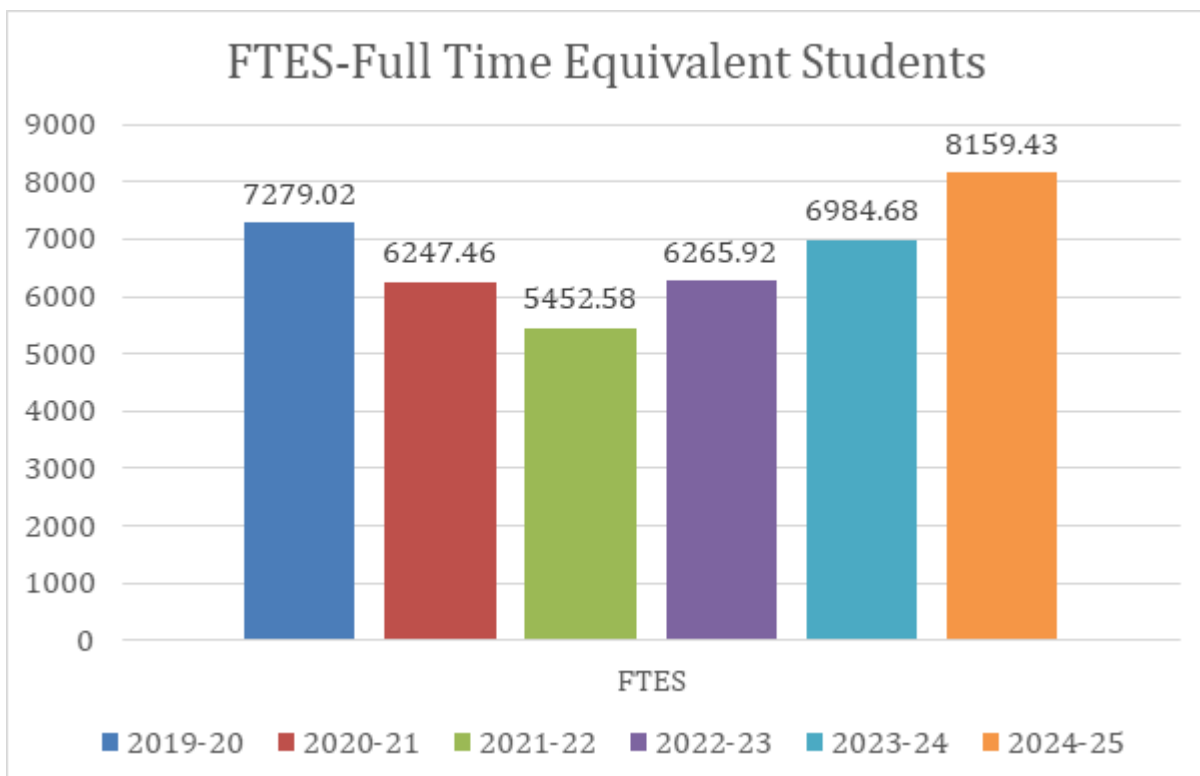
Since the last comprehensive review, Moreno Valley College has engaged in numerous initiatives to ensure student success and meet the needs of the students and community, and the College is excited to share highlights of these efforts.

Guided Pathways

Through intentional planning, design, reflection, and collaboration, the College transitioned to a Guided Pathways framework and restructured into [six schools](#). Student support services are embedded within these schools through Engagement Centers and success teams composed of counselors, educational advisors, peer mentors, and faculty liaisons. Furthermore, MVC created [nine fields of interest](#), and students can explore these fields, explore career options, and navigate program maps for all degrees and certificates. Students experience a clear map or path to completing educational goals, and the teams monitor and support the students' progress and provide access to resources and counseling.

Enrollment

Moreno Valley College has also navigated significant challenges and changes, the most obvious of these being the COVID-19 pandemic, which temporarily closed the college campus just after completion of the previous comprehensive review. During this time, the College experienced a decline in unduplicated headcount from 2019-20 to 2021-22 by 23%. However, in 2024-25 the unduplicated headcount was 20,187 and Full Time Equivalent Students (FTES) increased by 30.6% from 2020-21 to 2024-25.



Source: Office of Institutional Effectiveness

Student Enrollment by Modality			
Academic Year	Face-to-Face	Online	Hybrid
2019-2020	40,198	10,802	4,328
2020-2021	16,119	29,232	2,471
2021-2022	8,597	28,733	2,761
2022-2023	15,129	26,204	4,090
2023-2024	16,586	28,838	6,081
2024-2025	17,082	32,589	6,768
2025-2026*	17,564	35,236	6,678

Note. *2025-26 Enrollment as of 3/16/26

Source: Office of Institutional Effectiveness

Student enrollment trends from 2019–20 to 2025–26 show a lasting shift toward online learning, with face-to-face enrollment dropping sharply during the pandemic and stabilizing at less than half of pre-2020 levels, while online enrollment increased and remained the dominant modality, reaching more than triple its original size. Hybrid learning, after an initial decline, has grown steadily since 2021–22 and now exceeds its pre-pandemic numbers by more than 50 percent. Together, online and hybrid modalities now account for the majority of enrollments.

Moreno Valley College has an [Integrated Strategic Plan](#) with four major goals of (1) equity with a specific focus on social justice and racial equity, (2) full implementation of a guided pathways framework (access, success, and equity), (3) community engagement and partnerships, and (4) institutional effectiveness and resources. The strategic plan guided the development of a [Strategic Enrollment Management Project](#), which identified planning priorities through 2030, key activities, challenges, and next steps. Specifically, [the project focused on four key areas](#) of the student journey:

1. Develop systems to have an impact on key college outcomes.
2. Investigate and create a proof of concept that provides clear communication to students where the same message is communicated in various mediums.

3. Create a comprehensive marketing and professional development plan that supports the student journey.
4. Focus on a help seeking culture to improve success, retention, and persistence.

Open Educational Resources

Moreno Valley College embraces efforts to provide students with a high-quality and affordable education, and ensuring access to affordable textbooks are part of those efforts. [A survey conducted by the Office of Institutional Effectiveness](#) found that 81% of participants would enroll in additional courses if the costs of textbooks were reduced. Additional data showed that student success in ZTC courses was 3.9 percentile higher than the college average. The College established the [Course Materials Affordability Roadmap](#) to create an equitable learning environment, customize content to better reflect diverse voices, and remove barriers to student success.

The [Course Materials Affordability Committee](#), a subcommittee of the Academic Senate, supports work across the College related to Open Educational Resources (OERs), including low to zero cost materials, in line with state legislation. Faculty are further supported in this work with the [ZTC Faculty Handbook](#) and additional [OER/ZTC resources](#). In addition, MVC labels courses with low or zero course materials cost for students in the [schedule of classes](#).

New Bachelor of Science Degree in Emergency Management

Moreno Valley College will be launching [California's first public Bachelor of Science in Emergency Management](#) through the School of Public Safety in fall 2026. This groundbreaking degree meets a vital need in the growing field of emergency management and is a direct response to state and regional workforce demands. The program was developed in [collaboration with leading industry partners](#) including the Riverside County Emergency Management Department, Riverside County Fire Department/CAL FIRE, and the Riverside County Association of Police Chiefs and Sheriffs as well as academic partners at CSU Long Beach and San Diego State University.

National Recognition

Moreno Valley College earned national recognition as one of the top community colleges in the United States, according to the [2025 Best & Worst Community Colleges ranking by WalletHub](#). More than 650 colleges were evaluated across eighteen indicators, including tuition and fees, student-faculty ratio, graduation rates, and career outcomes, and the methodology draws on publicly available data from sources such as the U.S. Department of Education and the National Center for Education Statistics. These [rankings included MVC at the top](#):

- MVC is 11th in the nation
- MVC is second in Southern California
- MVC is the first in the Inland Empire
- MVC is ranked highest at RCCD

This is the second consecutive year that the college has been included in the top rankings. Furthermore, MVC ranked fifth in the nation for career outcomes, including median salary and post-graduation earnings above the national average for high school graduates. Specifically, the U.S. Department of Education reported that the

median earnings of MVC graduates are \$52,133, more than 50% higher than the typical earnings of a high school graduate. The College was also noted for its affordability, with approximately 99% of its graduates completing their programs without student loan debt. This national recognition was highlighted by media outlets, including [Fox 11 News](#).

In addition, Moreno Valley College has been recognized as the [top-ranked community college in the Inland Empire and 12th statewide](#) for delivering one of the fastest returns on investment for students, with graduates typically earning back their education costs in just under two and a half months (about 10 weeks), according to a new analysis of California's community and career colleges.

The report, [Golden Returns: A Regional Look at the ROI of California's Community and Career Colleges](#), was conducted by the Oakland-based College Futures Foundation in partnership with the HEA Group. Researchers examined 327 public and private two-year institutions to determine how quickly graduates can recoup their out-of-pocket education costs. Results show the typical MVC student earns back their net cost of education in just 0.2 years (less than three months) after completing their program. Ten years after enrollment, MVC graduates report median annual earnings of \$52,133, which is \$19,657 more than the median salary of California high school graduates with no college experience.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

Moreno Valley College's (MVC) mission reflects the College's commitment to serving its students and community and assuring equitable access and success for all students. MVC's mission statement is posted on the mission, vision, and values pages of the [college website](#), [the college catalog](#), and the [strategic plan](#). The mission also appears in Riverside Community College District's [Board Policy 1005 \(District Mission\)](#).

Mission: Moreno Valley College is committed to educating and empowering our students, providing equitable access to education, and serving our communities. Moreno Valley College's core mission can be expressed in four words: Education, Empowerment, Equity, Service.

Vision: Moreno Valley College will be recognized as a leading institution in transforming and enriching our students' lives through timely completion, transfer, and workforce development.

Values: Learner-Centeredness, Inclusivity, Openness and Equity, Neighborliness and Community Focus, and Sustainability.

As part of its strategic planning assessment, Moreno Valley College reviews the mission, vision, and values to ensure that the College is meeting its mission and goals set forth in the [Integrated Strategic Plan](#) (ISP) and that the mission continues to reflect the College's identity as a public institution dedicated to providing students and the community with access and equitable inclusion in higher education. Any updates to the College's mission, vision, and values are [reviewed by the Board of Trustees](#).

Each year and at the end of a planning cycle, the Institutional Effectiveness and Governance Committee produces the [Institutional Effectiveness Report](#), which evaluates the College in meeting both its mission and strategic goals. The Office of Institutional Effectiveness conducts [planning and data workshops](#), both to inform the collegewide community of the College's progress in achieving its goals and to set priorities for the next planning cycle; the [process and recommendations are documented and then shared](#). During the [spring 2025 planning and data workshop, students](#) were asked to share their experiences at MVC and feedback on the strengths and areas for improvement for the College, providing valuable information for moving forward for the next planning cycle.

Through this process, the College assures equitable educational opportunities and outcomes for all students in alignment with [ACCJC's Policy on Social Justice](#). To further ensure this alignment, Moreno Valley College has equity integrated throughout its mission, vision, and values and has a [strategic goal on equity in the ISP](#) with a specific focus on social justice and racial equity. The [Institutional Effectiveness Report](#) demonstrates the results of MVC's work, showing that the College has closed or has begun to close equity gaps for numerous impacted groups by increasing access, persistence, success, and/or awards and transfer and has identified where the work needs to continue.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Moreno Valley College establishes meaningful and ambitious goals, as evidenced in its Comprehensive Plan and Integrated Strategic Plan. The [Comprehensive Master Plan \(CMP\)](#) includes both the College's education and facilities plans and is aligned with the College's mission, [Riverside Community College District's Strategic Plan](#), and [California Community College Chancellor's Office Vision 2030](#). Specifically, the CMP is the roadmap for the College, articulating its long-term vision and guiding program development and growth for both MVC and the Ben Clark Education Center. The CMP focuses on [four objectives](#):

- Establish a comprehensive college in Moreno Valley,
- Fully implement the Guided Pathways framework at the College,
- Increase student equity, awards, and weekly student contact hours in alignment with the statewide Vision for Success 2030, and
- Increase diversity of students, staff, and faculty at Moreno Valley College to reflect the demographic makeup of the surrounding communities.

As described in the [CMP \(pages 1.04 through 1.07\)](#), over 80 faculty/classified professionals, 200 students, and 50 community members contributed to the plan, which provides the overarching outcomes for the College until 2030.

The Integrated Strategic Plan (ISP) provides short-term actionable and measurable goals and objectives to help the College reach the long-term goals of the CMP. The ISP is a flexible, living document that allows for review and revision to meet the evolving needs of students and the community. Moreno Valley College has four areas of focus in its [Integrated Strategic Plan](#):

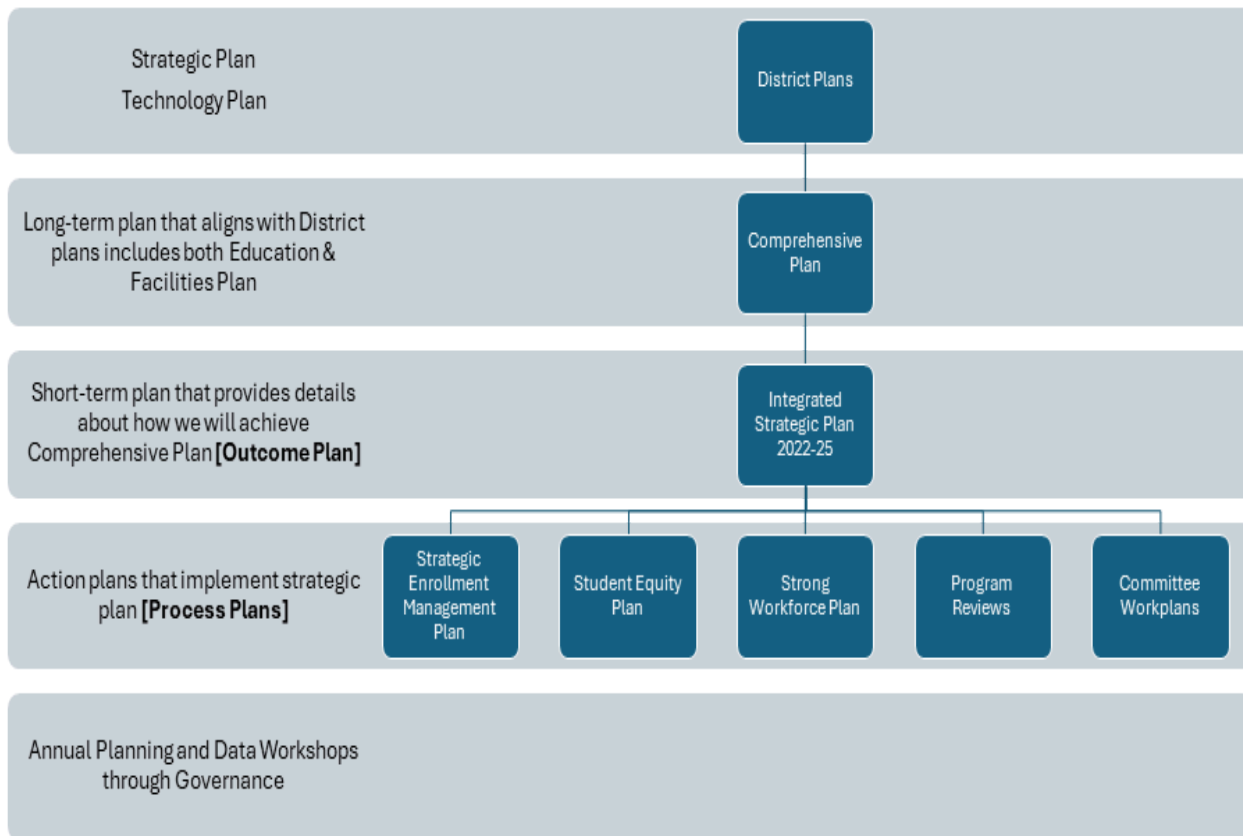
- Equity with a specific focus on social justice and racial equity,
- Fully implement a Guided Pathways framework (access, success, and equity),
- Community engagement and partnerships, and
- Institutional effectiveness and resources.

Together, the CMP and ISP guide the development of all other institutional plans.

To ensure MVC meets these outcomes, the College uses an annual planning process, aligning short-term outcomes (ISP) with the long-term vision (CMP) for the College. The progress towards meeting these outcomes is evaluated in the [Institutional Effectiveness Report](#); this report lists areas of focus for Moreno Valley College:

- Application conversion rate
- Successful completion of English and math in the first year
- Course success rate

- Persistence rate
- Completion of an educational goal
- College-going rate from Moreno Valley and Val Verde Unified School Districts



The objectives and outcomes listed in the Comprehensive Master Plan and Integrated Strategic Plan align with key initiatives within the scope of responsibility outlined in the College’s process plans such as the [Student Equity Plan](#) and [Strategic Enrollment Management Project](#) (SEMP). Process plans allow the College to look more specifically at policies, practices, and procedures and implement specific strategies to close equity gaps. A highlight of aligning key initiatives is the Open Education Resources (OER) Program. In the [Textbook and OER Survey](#), 81% of students reported that they would be able to enroll in additional courses if the cost of textbooks was significantly reduced. These findings escalated the efforts of the College to reduce financial strain on students and promote equitable access to education, leading to the [Zero Textbook Cost \(ZTC\) Faculty Handbook](#) and additional [online resources](#), the [Course Materials Affordability Roadmap](#), and the creation of the [Course Materials Affordability Committee](#), which is spearheading this work. As a result, Moreno Valley College is ahead of many other California community colleges in [ZTC](#); as of fall 2024, 44.1% of courses were ZTC, saving students an estimated \$982,650 in fall 2024.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Moreno Valley College makes extensive use of data to continually assess its effectiveness in achieving its mission and goals. The Office of Institutional Effectiveness provides meaningful, disaggregated data for evaluating its progress and informing plans for continued improvement and innovation. Data is provided to instructional units, non-instructional units, governance committees, collegewide planning events, and the Executive Cabinet. Access to data and plans can be found throughout the College's website, including the [program review webpage](#), [strategic plan webpage](#), and the [college data library webpage](#).

Assessment of student learning and success as well as equitable outcomes occurs on multiple levels, including annual program reviews and comprehensive program reviews every three years. During program reviews, the Office of Institutional Effectiveness provides each discipline, department, or area with meaningfully disaggregated data through the [program review dashboard](#), including disaggregation by ethnicity, age, and gender. The process includes a review of the discipline or program's mission statement and its alignment with the College's mission, assessment of learning outcomes at both the course and program level, identification and analysis of equity gaps, and action plans for improvements. For example, in its comprehensive program review, the [early childhood education discipline](#) reviewed course retention and success rates, disaggregated by ethnicity, gender, and age, and found that success rates for Hispanic, African American, and White students were below the college average. Faculty were using different teaching methodologies to deepen students' understanding of concepts, such as hand-on activities, peer teaching, and formative assessments, and it appeared that the required written assignments posed a challenge for some students. To promote student success, faculty planned to encourage students to utilize office hours for support, collaborate with the Puente and Umoja programs, and promote resources such as the Writing and Reading Center, Academic Success Center, tutoring, and the Accessibility Resource Center.

Systematic analysis of meaningfully disaggregated data to evaluate progress and inform plans has not been as robust historically in non-instructional program reviews. The College is committed to equitable student achievement, and this has been an opportunity to strengthen processes that can identify equity gaps and lead to more informed plans. The program review of the [Career and Transfer Center](#) (CTC) demonstrates these efforts, including reviewing meaningfully disaggregated data and identifying and addressing achievement gaps. Specifically, the program review discussed an action plan to eliminate equity gaps and transfer gaps for Latinx students, including informing students about the transfer process, timelines, application requirements and steps, finances, and preparation for transfer.

Analysis of disaggregated data continues beyond program review. The College sets meaningful and ambitious goals for student access, success, and equity in the annual Integrated Strategic Plan planning process. As part of the process, the Institutional Effectiveness and Governance Committee leads the evaluation and goal setting for [Institutional Set-Standards](#) and shares this work through the governance process to ensure inclusion of relevant perspectives. After gathering feedback from the [Academic Senate](#) and various shared governance committees, the [College Council](#) sends a recommendation to the Executive Cabinet for approval. The process allows for a robust and inclusive dialogue on Institutional Set-Standards for student access, success, and equity. Furthermore, Moreno Valley College has incorporated equity trend analysis with its plans, and the review of meaningful and disaggregated data informs plans for improvement and innovation. The [2023-2025 Strategic Enrollment Management Plan](#) and the [2025-30 version](#), for example, include an equity analysis to align strategies to close any equity gaps; the overall equity analysis can be viewed on [page 15 of the Strategic Enrollment Management Plan](#).

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Moreno Valley College's programs and services are aligned with its mission, and the mission guides decision making, planning, and resource allocation. Furthermore, the College continuously engages in evaluation to ensure it is achieving its mission. Several key documents detail the College's comprehensive planning systems. The first is the [Comprehensive Master Plan](#), introduced in Standard 1.2, which sets meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes. Additionally, to ensure the College is meeting these long-term outcomes, MVC follows an [Integrated Strategic Plan \(ISP\)](#), which was also discussed in Standard 1.2.

The second of these documents is Moreno Valley College's [Leadership and Governance Handbook](#). This handbook is used to support the accomplishment of the mission and lead to institutional innovation and improvement, and it highlights this purpose by providing the College's mission statement in the introduction. MVC went through a [governance redesign process](#), explained in further detail in Substandard 4.2, for these purposes:

- Review existing structure and processes;
- Explore governance structures of other colleges within and beyond RCCD;
- Ground the review in context of Education Code, CCR Title 5 (Chapter 6), and RCCD board policy as related to shared governance;
- Honor and respect the prior work; and
- Recommend changes or revisions to old governance structure.

Through the redesign process, MVC was able to clarify roles, implement the [revised governance structure](#), and develop a handbook that integrates planning, governance, and data. The College engages in regular review and assessment of the updated committees, structures, and decision-making processes through an [evaluation process and form](#) that is submitted annually to College Council and Academic Senate. The results, including areas for improvement, will be highlighted in the annual report/factbook to set college priorities.

Further evidence of both the alignment between the mission and programs and services as well as the alignment between the mission and planning and allocating resources is the program review process. The mission is embedded within the program review process that includes analysis of student outcomes and service data as well as equity gaps. The process also includes a three-year comprehensive program review that aligns program unit outcomes to the [overarching outcomes](#), [strategic enrollment management priorities](#), and the [Student Equity Plan](#). Comprehensive program reviews, both instructional and non-instructional, are due every three years on the same cycle as the Integrated Strategic Plan and can be found on the [program review webpage](#). Each year, all program units submit annual updates and resource requests, aligned with strategic planning goals, following the timeline below.

Annual Dates	Program Review Unit and Division Timelines
August 15	Areas/departments/programs are provided with a summary of the prior year's highlights.
September 1	Integrated Strategic Plan (ISP) Annual Report draft is provided to inform program review
October 1	Program Review Annual Update Due Review Goals in Comprehensive Reports
October 2 - 9	Feedback provided in Nuventive for Unit Program Reviews
October 10 - 15	Deans Revise as needed based on annual reports
October 12	Academic Affairs, Student Services, Business Services, and Planning and Development Submit Workgroup Participants and Prioritization Dates (timeline) to Agendas for Discussion and Review
October 16	Deans Revised Program Review Due
October 17 – November 17	Time frame assigned to Deans' Workgroups Prioritization
October 31	Vice Presidents revised Program Review Due
November 1 – 17	Time frame assigned to Vice President Workgroup Prioritization
November 27 - December 8	Time frame assigned to Academic Planning Council, Student Services Council, and Business Services Council, and Planning and Development Council
January 1 - 31	Vice Presidents present unit priority list to Cabinet
February 1 - March 31	Prioritized list is shared with the College and feedback is collected
April 1 - 30	Units make purchases
May 1 - 31	Evaluation of program reviews and resource requests

Through each annual process, resources are allocated based on [institutional planning priorities](#) (safety, legal, and compliance requirements, however, are given priority). The process starts at the unit level with resource requests submissions, then is prioritized at the dean level before moving to being prioritized at the division level (Academic Affairs, Business Services, Student Services, and Planning and Development). Results of this process as well as current prioritization lists can be found on the [program review webpage](#). After the Executive Cabinet completes prioritization, results are shared at a [campuswide forum](#). For the 2024-2025 funding year, this process led to [the allocation of funds](#) for materials and tools needed for labs in anthropology and life sciences to improve teaching and learning and to increase course offerings; clinical supplies for dental assisting and dental hygiene to promote equitable learning opportunities by connecting theory to actual practice; and learning resources for academic support to address increased demand for services.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Moreno Valley College routinely evaluates its achievement of its mission and goals and then broadly communicates that progress with both internal and external shareholders through multiple mechanisms.

- One example is the [Institutional Effectiveness Report](#), which can be found on the [college website](#) and is shared widely. The Institutional Effectiveness Report provides the strengths, priorities, and areas for continued improvement for the College.
- Accreditation reports are shared on the [accreditation website](#), including the most recent Institutional Self-Evaluation Report and Annual Report.
- Program reviews share the results of assessment, including program strengths, goal completion, and opportunities for improvement. Program reviews are posted on the [program review webpage](#).
- The Office of Institutional Effectiveness provides access to institutional reports, college data library, various data dashboards, and links to external data sources on its [webpage](#).
- [Annual planning and data workshops](#), hosted by the Institutional Effectiveness and Governance Committee, share the College's progress on strategic goals and provide stakeholders the opportunity to set or modify these goals.
- The College's progress and future priorities are shared with the District and the community during the [Monthly President's Report](#) to the RCCD Board of Trustees.
- [The Moreno Valley College Mountain Lion Update](#), a biweekly newsletter, highlights the College's achievements and progress aligned with strategic goals or accreditation standards and improvement plans.
- On a more informal level, the [college president holds weekly office hours](#), inviting all members of the community to drop in with questions and concerns. Part of the time is also devoted to updating the college on specific topics; these are [recorded and made available to all](#).

Examples of relevant communication with the city of Moreno Valley, neighboring districts and communities, and industry partners include the following:

- MVC's progress is also shared in the [RCCD Newsletter](#).
- Highlights of the College's work and achievements are shared at [Moreno Valley Chamber of Commerce](#) meetings.
- [Social media press release and posts](#) share MVC's programs, services, resources, and projects.
- Numerous programs at the College work closely with advisory groups, such as the [California Fire Technology Directors Association](#) and [Emergency Medical Services Prehospital Medical Advisory Committee](#), and use this collaboration for continued improvement.
- Activities to familiarize students with Moreno Valley College include Welcome Day and [Mountain Lion's Week](#).
- [The Public Safety Training Showcase](#) at the Ben Clark Education Center provides an opportunity for high school students in the Inland Empire to become familiar with the Ben Clark Education Center, including its campus and programs.

These varied methods of sharing MVC's progress allow for a shared understanding of the College's well-being as well as analysis and discussion among various governance committees, programs, groups, and community. The resulting discussions inform the College of its overall direction, priorities, and areas for continued improvement. The overall process can be seen in spring 2024, during which the [Institutional Effectiveness and Governance Committee](#) (IEGC) evaluated the College's plans in achieving its mission through the [Institutional Effectiveness Report](#), and the subsequent process followed the timeline below, going through both [College Council](#) and [Academic Senate](#) and ending with a [planning and data workshop](#).

- 1) September: The Institutional Effectiveness Report is produced by the Office of Institutional Effectiveness.
- 2) November: The Institutional Effectiveness Report is reviewed and finalized by the Institutional Effectiveness and Governance Committee.
- 3) February: The Institutional Effectiveness Report is presented to the Academic Senate and College Council (retreat and committee meeting) for feedback.
- 4) March: The Institutional Effectiveness Report is presented to various governance committees, called the Planning and Data Tour, for feedback.
- 5) April: The Planning and Data Workshop is held to review feedback, prioritize future actions, and review the updated Integrated Strategic Plan. The IEGC reviews priorities and goals collected through the planning process and sends recommendations to the College Council and Academic Senate.

Through this process, Moreno Valley College was able to set annual priorities aligned with the College's strategic plan.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Moreno Valley College (MVC) ensures all academic programs align with its [mission](#) of education, empowerment, equity and service, regardless of location and mode of delivery. The College's programs and courses reflect the diverse needs and goals of the community, including degrees, certificates, transfer, college preparedness, career exploration, and employment. Furthermore, measurable learning outcomes are integral to all courses and academic programs.

MVC develops and regularly updates its academic programs and course outlines in accordance with a rigorous curriculum approval process, which ensures alignment with the college mission, [Board Policy and Administrative Procedure 2020 \(Program, Curriculum, and Course Development\)](#), and [Board Policy and Administrative Policy 2025 \(Philosophy and Criteria for Associate Degree and General Education\)](#). The Curriculum Handbook ([Part 1](#) and [Part 2](#)) provides guidance, including guidance on compliance with the California Community Colleges Chancellor's Office (CCCCO), Title 5, and accreditation regulations and standards. The handbook mandates that any proposed new course must be appropriate to the mission of the College and be designed to effectively meet the [defined objectives and outcomes](#). The [Curriculum Committee](#), a standing committee of the Academic Senate with faculty representation from each department as well as representation from other stakeholders, reviews new courses and programs as well as updates to existing ones and ensures standards are met. This process has led to a vast number of offerings to students, including 27 associate degrees for transfer, 47 associate degrees, 63 certificates of achievement, 26 noncredit certificates, and 1 bachelor's degree.

Associate degrees are developed whenever the associated coursework is feasible, and Career and Technical Education (CTE) programs are developed in response to the most current Labor Market Information (LMI) data available. Sensitive to articulation and labor requirements, discipline experts initiate curriculum proposals and work closely with the Articulation Officer and Curriculum Program Coordinator to ensure alignment with transfer model curricula. These proposals then pass through several levels of review, including the relevant academic departments, the college and district curriculum committees, the college and district administration, and the Board of Trustees. Special approval processes for [Distance Education \(DE\) coursework](#), [upper division coursework/programs](#), and [interdisciplinary programs](#) are in place, consistent with directives from Title V and the CCCC. For example, DE proposals must be reviewed and approved by the Curriculum Committee as a separate action from the course and adhere to [Administrative Procedure 4105](#) on distance education.

MVC's robust curriculum development process led to the proposal of its first bachelor of science degree, one of the few offered at community colleges, in [emergency management](#). The program outline received preliminary approval from the state in spring 2025. During 2025-2026, the Curriculum Committee supported faculty from multiple disciplines who wrote curricula for this program, including upper-division courses. On February 12, 2026, ACCJC, through its [Substantive Change Approval Committee](#), approved the Bachelor of Science in Emergency Management; it then was approved by the [California Community College Chancellor's Office](#) on March 20, 2026. The program will welcome its first cohort in fall 2026.

In addition to the Curriculum Committee, the College ensures breadth, depth, and rigor appropriate to the content level through the following:

- The Instructional Program Review Committee uses a [three-year cycle](#) for all courses and programs to ensure curriculum is consistently reviewed and updated as needed.
- The [Assessment Committee](#) documents assessment of all learning outcomes of courses offered and progress towards the goals encapsulated in the course-level learning outcomes included in each course outline of record as well as the program-level outcomes included in each official program description.
- The Articulation Officer reviews course outline of records and articulation requests to facilitate applicability and transferability of courses to four-year universities.

The [college catalog](#) details each degree and certificate program at MVC, including at Ben Clark Education Center, complete with a description of required coursework, a listing of learning outcomes, and commentary on suitability for transfer or immediate employment. An example is the page for the [kinesiology program](#), which provides a description for the associate degree, program learning outcomes, and a list of required courses with links to each course's description.

**2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)**

Moreno Valley College relies on faculty expertise to create curriculum, including general education, appropriate learning outcomes, and competencies. As discipline experts, faculty ensure the curriculum reflects relevant discipline and industry standards. The [thorough and robust curriculum process](#) results in courses and programs that are consistent with the College's mission and appropriate to higher education.

- Curriculum begins at the discipline level. Faculty submit proposals to their disciplines for review and, if appropriate, the Dean of CTE.
- The proposal then goes through academic departmental review.
- Proposals are forwarded to the Technical Review Committee for approval.
- The local curriculum committee at each of the three colleges, which is chaired by a faculty member selected by the Academic Senate and has faculty representation from each academic department, reviews and votes on the proposal if the college has or will have the course in its catalog. The proposal then moves to the District Curriculum Committee.
- In addition, the proposal is made available to the articulation officer, representative librarian, and area dean.

- Finally, District Education Services submits the proposal to the Board of Trustees for approval.

Nearly the entire process is faculty-driven, and decisions are communicated with the College. One example of how this information is shared is the published [meeting minutes](#) for the Curriculum Committee.

Annual and three-year comprehensive program reviews require faculty in each instructional program to verify all courses have been reviewed for currency within the last four years and to provide a plan for reviewing and updating courses that are not current. Each program and discipline conducts an in-depth self-evaluation of its effectiveness every three years as part of the comprehensive program review process and updates this evaluation by conducting an annual program review. This includes documentation of student success and retention rates in program courses by student gender, race and ethnicity, and age groups and by modality to identify achievement gaps and areas for improvement. Faculty also provide an action plan outlining steps, interventions, and strategies that will be used to adjust courses and programs to address achievement gaps. Examples of this work can be found in the comprehensive program review of the [geography discipline](#).

Instructional program reviews are evaluated by the [Instructional Program Review Committee \(IPRC\)](#), which is a standing committee of the Academic Senate. The IPRC ensures completeness, provides recommendations as necessary, and determines whether to accept each report, with or without modifications. This review process is guided by the [evaluation form for three-year or comprehensive program reviews](#), which the IPRC updates as needed. Each IPRC member completes this form individually, and then the committee discusses their findings together to develop recommendations where needed. The IPRC assesses equitable student success by examining specific evidence provided within each report, such as data on retention and success rates and across several different factors (e.g., by race, age, ethnicity, gender, and course modality). The IPRC also includes a review of specific actions and strategies taken to close equity gaps. Based on the information provided, the IPRC makes recommendations to help ensure that the efforts of each discipline and program align with the College's commitment to equity. Faculty are encouraged to attend these discussions of program reviews. After the discussions, the IPRC chair provides [detailed feedback](#) of the recommendations to each discipline and program and offers further support and resources as needed.

For Career and Technical Education (CTE) programs, instructional program reviews ensure that [labor market data](#) is considered in the ongoing evaluation and update of student learning outcomes and program learning outcomes to strengthen curriculum relevance and applicability of those outcomes. Career and technical training programs, such as [medical assisting](#), are required to update student learning outcomes every two years instead of the four years for all other academic programs based on industry trends as well as skills and knowledge relevant to industry standards and demand. Feedback from advisory boards that include workforce and industry partners, such as the [Dental Assistant Advisory Committee](#), ensure programs and curriculum meet the needs of the local workforce and licensure/accreditation standards. This ongoing process supports the mission of the College by promoting student success, career readiness, lifelong learning, and preparation for meaningful contribution within the discipline and the broader community.

All courses and programs at MVC include student and program learning outcomes, respectively. For example, the course outline of record for [Principles of Accounting 1](#) states the four student learning outcomes for the course while the program description for an [associate of science in business administration with an accounting concentration](#) provides the program learning outcomes. Similarly, all core courses in each program contain learning outcomes and competencies that demonstrate mastery of critical theories and

practice within that field. Course and program learning outcomes are made public through the College's curriculum website, [CurriQunet META](#), and [college catalog](#). The result is that the College provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.

MVC has made significant progress in assessing student learning outcomes, and the [Instructional Assessment Committee](#) documents progress toward the goals encapsulated in the course-level learning outcomes included in each course outline of record as well as the program-level outcomes included in each official program description. For the assessment of the eight Areas of Emphasis (AOE) degrees, each discipline will evaluate its learning outcomes at both the course and program levels. Each instructional program must assess all learning outcomes every four years or establish a plan to ensure regular, ongoing assessment and document that assessment in [Nuventive](#). Assessment results and data are shared in [discipline meetings or communication](#), in which areas of achievement and areas of concern are identified, and action plans are created.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Both Title 5 and Board Policy 2025 guide Moreno Valley College's general education framework and philosophy. [Title 5 55061](#) provides the California code of regulations relating to associate degree requirements, and [Board Policy 2025 \(Philosophy and Criteria for Associate Degree and General Education\)](#) prioritizes "patterns of learning experiences designed to develop certain capability and insights" and states that "general education is designed to introduce students to the variety of means through which people comprehend the modern world." The College's [general education philosophy](#) can be found in the catalog and informs students that a "person informed through general education . . . who comprehends the structure of society and who thinks clearly about individual and society will have the tools by which he or she may function efficiently." In addition, it makes clear that the College offers students a pattern of courses designed to produce an awareness of self and to provide the following:

- basic competence with the English language in its written and spoken form
- minimum competence in mathematics
- knowledge of American history and governmental institutions
- regard for health, mental and physical, of oneself and of the community at large
- 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

The [District Academic Standards Committee](#) reviews the catalog's statement of general education (GE) philosophy and the Riverside Community College District (RCCD)/MVC GE area descriptors at least every three years or as required by amendments to Title V. Recommended modifications are presented to the Curriculum Committee for input, as demonstrated by the [discussion of Area 7 of the RCCD General Education](#), and the District Academic Senate for a formal vote.

The College ensures that academic programs and awards are aligned with the general education philosophy. Furthermore, general education is guided by the College's conviction that general education prepares students to be able to demonstrate an understanding of how knowledge is discovered and constructed in the natural sciences, the social and behavioral sciences, the humanities, and language and rationality. General education student learning outcomes (GE SLOs), which can be found in the [college catalog](#) and [website](#), emphasize critical thinking, information competency and technology literacy, communication, and self-development and global awareness and are included in degree and transfer programs. The GE SLO descriptors are clarified and maintained by the District Assessment Committee, with recommended modifications reviewed by the Curriculum Committee and formally approved by the District Academic Senate. [GE SLO 1, for example, was reviewed](#) over the course of the 2024-25 academic year, resulting in a revised version that was clearer and eliminated repetition. The Curriculum Committee ensures that course outlines of record are linked to GE SLOs where appropriate; courses in a degree or transfer program are required to align to at least one GE SLO. The inclusion of general education outcomes can be seen in the [course outline of record for social psychology](#).

Students who earn degrees acquire broad knowledge, skills, and competencies included in at least one of the following three breadth patterns: [RCCD/MVC GE Breadth](#), [CSU GE Breadth](#), and [IGETC GE Breadth](#). Each of these GE patterns require diverse coursework and is guided by the College's general education student learning outcomes. In fall 2025, MVC began to offer the [California General Education Transfer Curriculum \(Cal-GETC\)](#) as the single GE pattern for all CSU and UC students; this change is a result of [Assembly Bill 928](#) and impacts all California community colleges.

RCCD Curriculum has a robust process in place for reaching determinations concerning course inclusions and exclusions for the three breadth patterns under the General Education Philosophy and adopted area descriptors. For the RCCD/MVC GE areas, disciplines initiate proposals by completing [a standardized form](#) requiring a narrative justification aligning with the area definitions from Title V (or a locally-approved definition in the case of the seventh area, Lifelong Learning and Self Development, which has no Title V descriptor). These proposals, such as the creation of curriculum for the ethnic studies program, are vetted by the District Technical Review Committee, the MVC Curriculum Committee, and the [District Curriculum Committee](#), and, if approved, presented to the RCCD Board of Trustees.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Moreno Valley College provides students with information regarding programs, services, and resources through a variety of communication forms. The primary tool is the MVC website.

- The college website is a front-facing communication tool that provides clear and accurate information for students. The [homepage](#) welcomes students to the College, encourages them to find their path, and provides links to nine fields of interest and opportunities to explore academic and career options. If a student selects, for example, [public safety](#) from the fields of interest, they are directed to public safety programs, including associate degrees, certificates, and online options with corresponding descriptions and program maps.
- The website homepage is one click away from services and resources. Whether students click on [Apply](#) or [Get in Touch](#) on the homepage, they are connected to a wealth of resources and

information to guide them in becoming an MVC student, selecting fields of interest, and getting assistance from a community of people.

- Additional key pieces of information are available, such as how students can have college credit awarded for validated college-level skills and knowledge gained outside of a college classroom through [Credit for Prior Learning](#).

The [college catalog](#), which is hosted on MVC's website, is the main source of clear, accurate, and accessible information regarding [programs](#), [services](#), and [resources](#). Through the annual planning process, MVC submits the college catalog through a review process to all constituents involved in updating the information shared. Moving from a printed version to an online version allowed the College to keep the catalog as current as possible. One newly approved process is the [Resolution on Sunsetting Courses](#), which, along with [associated paperwork](#), removes from the college catalog courses that have not been successfully offered in the prior three years, ensuring the curriculum remains current and ensuring regular scheduling of all courses included in the catalog. Specific program information, including program learning outcomes, can also be found in the college catalog. For example, the [Associate in Science for Transfer in Biology page](#) provides the three program learning outcomes for this degree.

Course outlines of records and course syllabi ensure that students in every class section receive accurate, current, and consistent student learning outcomes (SLOs). All course syllabi include the SLOs for the course, as listed in the current course outline of record (COR) available from CurriQunet. The SLOs for the course [Introduction to Dental Assisting and Chairside Assisting](#) can be seen on third and fourth pages of the COR. The same course SLOs apply for face-to-face, online, and hybrid modalities. During the improvement of instruction process for both [full-time](#) and [part-time](#) instructors, course syllabi are reviewed to ensure that the SLOs listed are consistent with those listed on the current COR.

Communication of services and resources are also provided on Canvas. Students enrolled in distance education are provided access to [Students: Canvas Intro, How to Get HELP & More!](#), where students can receive [Canvas support](#) and contact [student services](#). In addition, the College uses many other forms of communication including [newsletters](#), [social media posts](#), and [Canvas announcements and messages](#). Various surveys have informed MVC on student-facing communication and platforms, including data that [9.2% of students](#) thought email or text reminders to register would be helpful and [11% of students](#) learned about financial aid through the college website. To ensure important financial information reaches as many students as possible, MVC shares a [student financial services newsletter](#) with the college community and provides [a brief overview](#) to be shared by faculty in course syllabi.

Many departments provide opportunities for students to receive crucial information about and to become familiar with their programs. For example, the Dental Assistant Program fosters success in students' educational journeys by providing a [mandatory student orientation](#), during which students learn about the program requirements as well as the resources and services available to them.

Students are regularly informed of their academic progress through a combination of [counseling and advising](#), accessible digital tools, structured support services, and [college and career preparation classes](#). Academic counselors and educational advisors use degree audit systems and educational planning platforms to help students track their progress toward graduation in real time. Students have access to [ConexEd](#), an

online platform that allows them to easily connect with support services, schedule appointments, meet with their success teams, set up alerts and reminders, and more from anywhere.

When students consider changing their major or program, counselors and advisors provide personalized guidance to help them understand how the change may impact their academic timeline and graduation requirements. This includes reviewing completed coursework, identifying any gaps, and outlining a revised educational plan all within [EduNav](#), which is accessible through [MyPortal](#), our one-stop student platform. These conversations are documented in EduNav to support transparency and informed decision-making.

Additionally, students receive regular updates through counseling/advising appointments and drop-ins, workshops, and targeted communications that reinforce their academic goals, progress, and important deadlines. In addition, meeting with [university representatives](#) gives students valuable transfer support, first-hand insight into what steps they should be taking now and what to expect as they prepare to transfer. These interactions help demystify the transfer process and allow students to make informed decisions about their academic future. In addition, educational advisors in the [Engagement Center](#) work closely with counseling faculty and peer mentors to provide a well-rounded support system. This collaborative approach ensures students stay on track and feel confident making decisions that align with both their educational and career goals.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Moreno Valley College actively ensures that courses are scheduled in a manner that supports students in completing their degree and certificate programs within the expected period of time. The College achieves this alignment through a comprehensive approach that includes the following.

- Proactive Scheduling: MVC actively collects and analyzes data from sources such as [Schedulefest](#), the [Strategic Enrollment Management Plan \(SEMP\) Appendix](#), catalog program maps, and [advisory committee meetings](#). This proactive approach enables the institution to anticipate and address student needs, optimize course offerings, and ensure program pathways are aligned for timely completion.
- Program Maps and Pathway Alignment: The institution develops and regularly updates [program maps](#) that clearly outline the required courses and sequencing for each program. These maps ensure that students have a clear pathway to follow and that courses are offered in the appropriate sequence and frequency.
- Two-Year Course Rotation Plans: Departments within each school develop and implement two-year course rotation plans in support of the curriculum outlined in the program maps. These two-year course rotation plans are reviewed and updated annually in an effort to enable students to accurately map out their curricular pathways.
- [Education Advisors](#): MVC employs education advisors who work directly with students to guide them through their academic journey. Advisors ensure that students are on track to meet their academic goals and help them navigate any challenges that may arise, thereby supporting timely program completion.
- Data Collection and Analysis: By analyzing the collected data and maintaining close communication with students and faculty, MVC proactively schedules classes in alignment with student needs and

program requirements. This ensures that students have access to the necessary courses when they need them, reducing the likelihood of delays in program completion. For example, strategic enrollment management includes the utilization of a [tracking document](#) that meticulously aligns planned actions with the review criteria and evaluates the outcomes. To further support this alignment, [the program review dashboards](#) provide comprehensive data necessary for assessing how well the scheduling facilitates student success, including metrics on headcount, enrollments, success, and retention, disaggregated by various student and course demographics. These dashboards allow for a detailed evaluation of whether current scheduling practices meet the needs of students in completing their programs within the expected timeframe.

The efforts of the School of Visual and Performing Arts (SVPA) demonstrate this work. In collaboration with counseling, the SVPA developed public facing program maps for all of its degree and certificate programs; two examples are the [studio art ADT program map](#) and [the guitar performance certificate program map](#). Discipline experts in the SVPA review these program maps regularly (at least once per year per the program review process) to ensure that they remain up to date. The music discipline, for example, annually reviews the posted maps on the college website to check for and remove obsolete information regarding programs. In its [comprehensive program review](#), the discipline identified its plan to complete a two-year course rotation to share with counselors and students for greater clarity and accuracy on curricular options and academic plans. The SVPA is also ensuring accuracy of course offerings in the college catalog. Notably, in fall 2024, the SVPA collaborated with the kinesiology discipline to remove seven shared dance courses from the college catalog because they are longer being offered.

MVC demonstrates its commitment to student success by providing the necessary resources, guidance, and course availability to ensure that degree and certificate programs can be completed within a reasonable period of time. Important dates, for example, are provided on the [Dates and Deadlines](#) page of the college website, informing students of application periods, financial aid deadlines, registration and term dates, and degree application and graduation deadlines. The results of MVC's proactive scheduling efforts, guided by the [schedule development process and guidelines](#), have been positive, leading to improvements in enrollment and student outcomes. By actively collecting and analyzing data from sources such as the [enrollment management dashboard](#), Power BI, and MVC Enrollment Trends Dashboard, MVC has been able to fine-tune its course offerings to better align with student needs and program pathways. The SEMP's action steps and findings reveal a reduction in time-to-completion for various programs, reflecting the effectiveness of these efforts, as well as an [increase in enrollments and a rise in program completion rates](#). By ensuring that courses are available when students need them and that program pathways are clearly defined, more students are able to stay on track and achieve their academic goals within the expected timeframe. Furthermore, these efforts have supported equitable student success by making it easier for all students, regardless of their background, to access the courses they need and complete their programs on time.

The institution has recognized the critical role of data in enhancing student success. Through proactive scheduling, the College has seen that continuous collection and analysis of enrollment and pathway data are essential to aligning course offerings with student needs and supporting timely completion. Making data widely available fosters a culture of collaboration, allowing all shareholders to engage in meaningful conversations about student success and make more targeted interventions.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

To meet the evolving needs of students and promote equitable student learning and achievement, Moreno Valley College offers courses in a variety of delivery modes including in-person, hybrid, and online courses. The College has implemented a comprehensive approach to align with the accreditation standards regarding the use of delivery modes and teaching methodologies. One strategy is to utilize a [Power BI dashboard](#), which is [emailed daily](#), to monitor fill rates by instructional method and track enrollment trends by modality, including online, hybrid, and face-to-face formats. This data, disaggregated by discipline and department, is accessible to faculty, classified professionals, and administrators, enabling the College to identify scheduling trends, meet curricular needs, address challenges, and make informed decisions that support equitable student learning and achievement.

Since the pandemic, a growing number of students have a preference for online modalities, and a significant portion of courses offered at MVC are online. The College is guided by [Board Policy and Administrative Procedure 2105](#) on distance education. The College's [Distance Education Committee \(DEC\)](#), a standing committee of Academic Senate, has a number of critical roles:

- It advises the Academic Senate and the Curriculum Committee on all matters related to distance education/online learning.
- It promotes sound course design and delivery of courses that meet the educational needs of students in proactive and accommodative ways.
- It coordinates and provides professional development in distance education.
- It advocates for online student support.

The DEC developed a robust program for supporting instructional faculty's online teaching, [the DE Den](#). Equitable student learning and achievement is a priority for the College, and a crucial component of online student success is [regular and substantive interaction \(RSI\)](#) between faculty and students as well as among students. To support faculty, the DE Den also provides an [RSI module](#), which includes an [RSI Self-Check Form](#).

MVC, in consultation with the other two colleges in the District, is in the process of creating a new DE certification program. The previous DE certification camp was determined by the Academic Senate to not meet standards during the 2024-25 academic year, and it began the work of designing new certification. Currently, faculty can participate in the [Peer-to-Peer DE Certification process](#). They can also participate in a [DE Certification Institute](#), a two-day event that provides information on the peer-to-peer process and time to work on courses with the guidance of experienced DE faculty. In addition, RCCD partnered with [@ONE \(California Virtual Campus Online Network of Educators\)](#) to provide the following 40-hour, 4-week courses that allow faculty to be DE certified:

- 10*10*10: Communication That Matters
- Humanizing Online Teaching
- Introduction to Course Design

In addition, Moreno Valley College provides equitable learning support services for online students. Every Canvas shell provides the link [Students: Canvas Intro, How to Get HELP & More!](#), where students are able to access [Canvas support](#) through student guides, video tutorials, and a student training course. Students are also connected to robust [student services](#) on this link; online student services are available to all MVC students and

can also be found on the [college website](#). Canvas shells also provide access to [Online Student Readiness Tutorials](#), which are part of the California Community Colleges Online Education Initiative. Technology support for students is also readily available, and students can connect with these services on the [college website](#) and in [Canvas](#), including a 24/7 chat support.

Inquiry and assessment of the effectiveness and quality of teaching methodologies occur in multiple processes. The College's [improvement of instruction process](#) for faculty, which occurs every three years for tenured faculty, includes a peer review of courses; evaluation of an online or hybrid course is required if it is part of the faculty member's teaching assignment. Faculty also use the program review process to examine and determine appropriate delivery modes. All [instructional program reviews](#) document student success and retention rates disaggregated by course modality (online, hybrid, in-person) and by race and ethnicity. Data is analyzed for annual changes and longer-term trends or patterns. Based on data analysis, each program writes an action plan to address identified learning gaps or ensure continued success. Discipline faculty have used the results of the program review process to develop and implement specific action plans, in terms of adjusting or changing teaching methodologies to support equitable student learning and achievement. Discipline faculty further use the results to adjust teaching methodologies for different course delivery modes. An example of these processes is the [comprehensive program review of psychology](#), in which faculty discuss the expansion of online offerings, demonstrate a commitment to professional development in online teaching, compare enrollment and success data by modality, and create action plans to address gaps.

As another example, the English discipline identified in its last comprehensive program review the goal of increasing its course success rate of 64.7% and planned to continue professional development around English 1A and 1B. Through AB1705 funds, English offers regular, ongoing, equity-centered professional learning for full- and part-time faculty, including participation in [Communities of Practice](#) that have influenced instructors to adopt more flexible late work policies and assessment practices such as contract grading or labor-based grading. MVC English currently has a [completion rate of 71%](#), which is higher than the [statewide average](#). As a result of these actions, MVC offers robust professional learning opportunities and professional development is systematic and institutionally supported. This work is an example of student data resulting in plans for improving teaching methodologies, which were then implemented to address gaps in student learning and achievement.

The College's actions reflect an understanding of student preferences, a commitment to using data for improvement, and ongoing evaluation of the effectiveness of its delivery modes and teaching methodologies. MVC regularly evaluates the effectiveness of its delivery modes and teaching methodologies by analyzing data from the Power BI dashboard, peer reviews, and student evaluations. The findings from these evaluations guide continuous improvements, ensuring that the institution meets the needs of its students and promotes equitable outcomes. As a result of this work, the College has been able to either [close equity gaps or begin closing equity gaps](#):

1. Native American/Alaskan student equity gap closed for fall-to-spring persistence and transfer.
2. Native Hawaiian/Pacific Islander student equity gap closed for access and earning an award.
3. Asian student equity gap closed for access.
4. Equity gaps of students identifying as two or more races closed for earning an award and transfer.
5. Non-binary student equity gap closed for fall-to-spring persistence.
6. Students 19 years old and younger equity gap closed for transfer.
7. 20-24 year old student equity gap closed for transfer English and math.

8. 30-34 year old student equity gap closed for fall-to-spring persistence and transfer English and math.
9. 35-39 year old student equity gap closed for earning an award.
10. 40+ year old student equity gap decreasing for earning and award.

Ongoing evaluation and targeted strategies are crucial to ensuring that online courses effectively support equitable student success. The effectiveness of these actions can be assessed by monitoring changes in retention and success rates for online courses following the implementation of these improvements. Regularly reviewing and analyzing this data will help determine whether the interventions are successful in enhancing student achievement and equity in online learning environments. For example, Moreno Valley College can use the insights from the Power BI dashboard to implement targeted interventions aimed at improving retention and success rates in online courses, specifically enhanced online support services such as virtual tutoring, increased instructor availability, and additional resources tailored to online learners.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Moreno Valley College provides a broad range of services and programs to support students and address both their academic and non-academic needs. Information on these services and programs can be found in the [college catalog](#), college [website](#), [student handbook](#), and all [Canvas online course shells](#). The student handbook is updated annually after being reviewed by student service areas.

Registration and Orientation

The College offers an integrated, student-centered approach to onboarding, registration, and orientation to ensure students are well-prepared for academic success. Support is available both in-person and online. Through [ConexEd](#), students receive real-time virtual assistance from Admissions & Records and Financial Aid staff throughout the week, ensuring timely help with registration and essential services. Additionally, students can request support by submitting the [Admissions & Records Interest Form](#), further enhancing accessibility and responsiveness.

[Educational advisors](#) in the Engagement Center also play a vital role in the registration process. They provide [registration support](#), help students understand their academic pathways, and actively participate in orientation activities to ensure a smooth transition as students onboard into the college environment.

Registration dates are assigned based on a priority system tied to each student's matriculation progress. Admissions and Records notifies students of their registration dates, which indicate when they can begin enrolling, and posts other key dates and deadlines in the [academic calendar](#). [Super Saturday Registration](#) events are held before each semester to provide students with timely enrollment support. This structured process promotes equity and allows students to plan their schedules in advance.

Students have access to the [College's orientation](#) that is designed to prepare them for academic success and engagement. This orientation provides students with a concise overview of available campus services, guides them through the remaining steps of the application process, and introduces them to key college policies and expectations. To ensure accessibility and flexibility, the orientation is delivered in a self-paced, online format, allowing students to complete it at their convenience. This approach supports equitable access and ensures that all students, regardless of schedule or location, can begin their college experience with a clear understanding of available resources and institutional standards.

These coordinated efforts reflect the College's commitment to equitable access, student engagement, and holistic support throughout registration, orientation, and onboarding.

Counseling and Student Support

Following the Guided Pathways framework, the College has restructured into [six schools](#) since the previous site visit. Student support services are embedded within these schools through [Engagement Centers](#) and success teams, which are comprised of counselors, educational advisors, peer mentors, and faculty liaisons. Students can access academic counseling through their schools, through special programs such as [Guardian Scholars](#) or simply through [counseling services](#). Academic counselors offer a range of college and career planning services and are available year-round to students through appointments, both in-person and online, and drop-in visits.

Additional key services include the following:

- Moreno Valley Colleges provides clear information and support for students regarding transfer and career in the [college catalog](#), on the college [website](#), and through a [brochure](#) provided to students on services offered at the [Career and Transfer Center](#). Counseling Services also provides information regarding the Career and Transfer within engagement centers. The Career and Transfer Center [regularly evaluates its services](#) to ensure their effectiveness in supporting students' progress and success.
- The College provides an [extensive schedule of workshops](#) throughout the year to provide support services, both in person and online, to students to maximize their success and retention.
- [Student Financial Services](#) posts an updated [Consumer Guide](#) every year with information about financial aid, admissions and records, support services, FERPA, Satisfactory Academic Progress (SAP), and other important information to support student success. Information is also disseminated via a [student financial services newsletter](#) with the college community and [a brief overview](#) to be shared by faculty in course syllabi.
- The [Accessibility Resources Center \(ARC\)](#) supports students with physical and academic barriers and has a significant presence at the College. During the [fall 2025 Disability Awareness Month](#), the ARC provided [disability-related interactive experiences](#) for all college members. The ARC recently [proposed a name change](#) from Disability Support Services and then made that change after a [campuswide survey](#).
- The [Veterans Resource Center](#) supports veteran students as they pursue their academic and career endeavors, including academic counseling and information on employment, housing, and legal assistance. MVC, in fact, was named as one of Military Times' best colleges for veterans in 2025.

Academic Support and Library Services

Moreno Valley College has developed a network of academic support programs and library services to support students and faculty. Currently, [Academic Support](#) and [Library Services](#) consists of the [Academic Success Center](#), [Supplemental Instruction](#), and the MVC Library. Consolidating the programs under the Dean of Student Success and Academic Support ensures that resources and services will be provided in a seamless and consistent manner. Services include tutoring (including [online tutoring](#)), reference help, [laptop and calculator access](#), study space, printing, textbook checkout, and Canvas support that students can access both in-person and virtually during hours of operation and after hours. The College's academic support collaborates with multiple entities to support student success. For example, special events such as [Exam Jam](#) and [Banned Book Week](#) provide opportunities for students to receive support and learn about programs and services.

The MVC Library plays a central role in supporting student success across the College. Librarians provide course-integrated instruction in information literacy and research skills; conduct outreach through [workshops](#), [orientations](#), and [online learning modules](#); and [collaborate with faculty](#) to strengthen research assignments. Librarians partner with disciplines on student-centered projects, such as family history projects in [Ethnic Studies](#) and [Communication Studies](#), which deepen student engagement and highlight connections between academic learning and personal experience. The library's robust suite of online resources further extends its reach, including [curated research guides](#) tailored to specific subjects, an [AI-powered research assistant integrated within the library catalog](#), seamless [Google Scholar linking for full-text access](#), and a [browser plug-in](#) that connects students to available articles and e-books across the open web. These collegewide services and resources extend the MVC Library's impact beyond its physical space, ensuring that all students and faculty have the resources, skills, and support necessary to succeed.

The College evaluates these services to ensure their effectiveness in supporting student success.

- For example, a [report on the effectiveness of tutoring on math courses](#) demonstrated that tutoring improved student retention and success in these courses, with a 9-percentage point increase in success for students who attended tutoring.
- [Assessment of the Supplemental Instruction \(SI\) program](#), which provides support for historically difficult courses, showed that the combined mean course grade for SI participants was 2.41 compared to 2.02 for non-SI students. The overall success rate (grade of A, B, or C) in the SI participant group was 66%, higher than the 56% of the non-participant group.
- MVC also monitors [usages of academic support](#) across modalities (in-person and virtual) as well as [usage disaggregated by subject area](#). As a result of assessments, the Student Success and Academic Support programs are working to improve outreach and professional development for faculty on best practices for using academic support and library resources.
- The MVC Library regularly evaluates the quality, accessibility, and effectiveness of its services and resources. In the spring 2022 [student survey](#), students expressed a need for a wider array of textbook availability. In response, the library secured funding and prioritized the purchase of over 700 high-demand textbooks, significantly expanding its reserve collection. The library also reflected upon and adjusted the checkout policy options for these in demand textbooks to ensure that the resources were made available to students in the most helpful, effective, and equitable manner possible. A [more recent survey from 2025](#) demonstrated that student participants ranked study rooms and quiet study areas the highest on resources most valuable to them with availability of

study spaces as a common barrier or challenge to using the library. Ongoing evaluation allows the MVC Library to adapt to evolving student needs.

- The library also engages in regular collection and [analysis of usage data](#), such as resource views, database access, study room reservations, and online tutorial engagement. For example, a noticeable increase in student use of the library's self-paced information literacy tutorials led to the development of new instructional guides and outreach materials for faculty and students, helping to improve access and instructional integration.

Student Development and Wellness

The College offers various student support services such as basic needs support (food, housing, clothing), academic accommodations through the Accessibility Resources Center, and mental health support (group and individual), to name a few. These services ensure that students stay on the path toward completion of their academic goals. The Basis Needs and Wellness Program was established in Spring 2022; since then, the holistic support of students' academic and non-academic needs has grown exponentially as a result of ongoing assessment and the creation of innovative programs. These programs are advertised on the [college website](#), [college catalog](#), [student handbook](#), all [Canvas online course shells](#), and campus [flyers](#).

- [Monty's Market](#) seeks to address food insecurity and is open to all students who are allowed to shop for food and personal items twice per month and receive fresh food items/meals daily.
- Moreno Valley College's [Farmer's Market](#), open every first and third Tuesday of the month, provides the community with access to locally grown produce and handmade treats.
- [Monty's Closet](#) provides students at no cost with new and gently used clothing for all occasions, from warm clothing during cold months to professional attire for upcoming job interviews.
- MVC also offers [mental health support](#) with personal counseling through clinical and non-clinical internships with local universities, [weekly wellness activities](#), [skill-building support groups](#), and [cultural support groups](#). This work was informed by the [Healthy Minds Study](#), which provided a detailed picture of mental health and related issues in college student populations and identified needs and priorities.
- [Eros, the first comfort K9 nationwide](#), joined the School of Public Safety at the Ben Clark Education Center as part of a three-year pilot program. Eros will provide crisis intervention and mental health support for students, particularly those preparing for careers as first responders, and employees.

The College uses assessment to build its programs and shares its work publicly. For example, participation in the [Real College Survey](#) increased understanding and awareness of student needs and impacted the student support services offered and budget planning. For example, the program has used these assessment results to determine the need to increase long-term housing and rapid rehousing support through the YHDP grant between 2024-2026. [This work is shared](#) with the District and community. Moreno Valley College has learned that when it recognizes the holistic needs of students and addresses them through academic support programs, wellness services, and high-touch student services, students are better able to persist to their academic goals, helping to meet the goals of the [Integrated Strategic Plan](#).

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the

**varied needs of the student population and effectively support students' unique educational journeys.
(ER 15)**

Cultivating an inclusive and welcoming environment that makes students feel valued is a priority for Moreno Valley College. MVC provides multiple opportunities for its diverse student population to engage with the College, its programs, and peers. One of the most important of these opportunities is the [Associated Students of Moreno Valley College \(ASMVC\)](#), the student government body responsible for representing the social, political, and educational concerns of students. The goal is to provide student leaders with skills beyond what they learn in the classroom; interpersonal communication, budget control, leadership, entrepreneurial skills, creativity, and activity planning are a few of the skills student leaders learn. The faculty coordinator of Student Activities serves as advisor to Student Government.

The Student Activities Center, which houses the ASMVC, continues to serve as the hub for student engagement, events, and activities on campus. Programming is offered addressing the various cultures, customs, and traditional national celebrations. 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. ASMVC creates, publishes, and distributes [a calendar](#) each semester to integrate all student activities on campus.

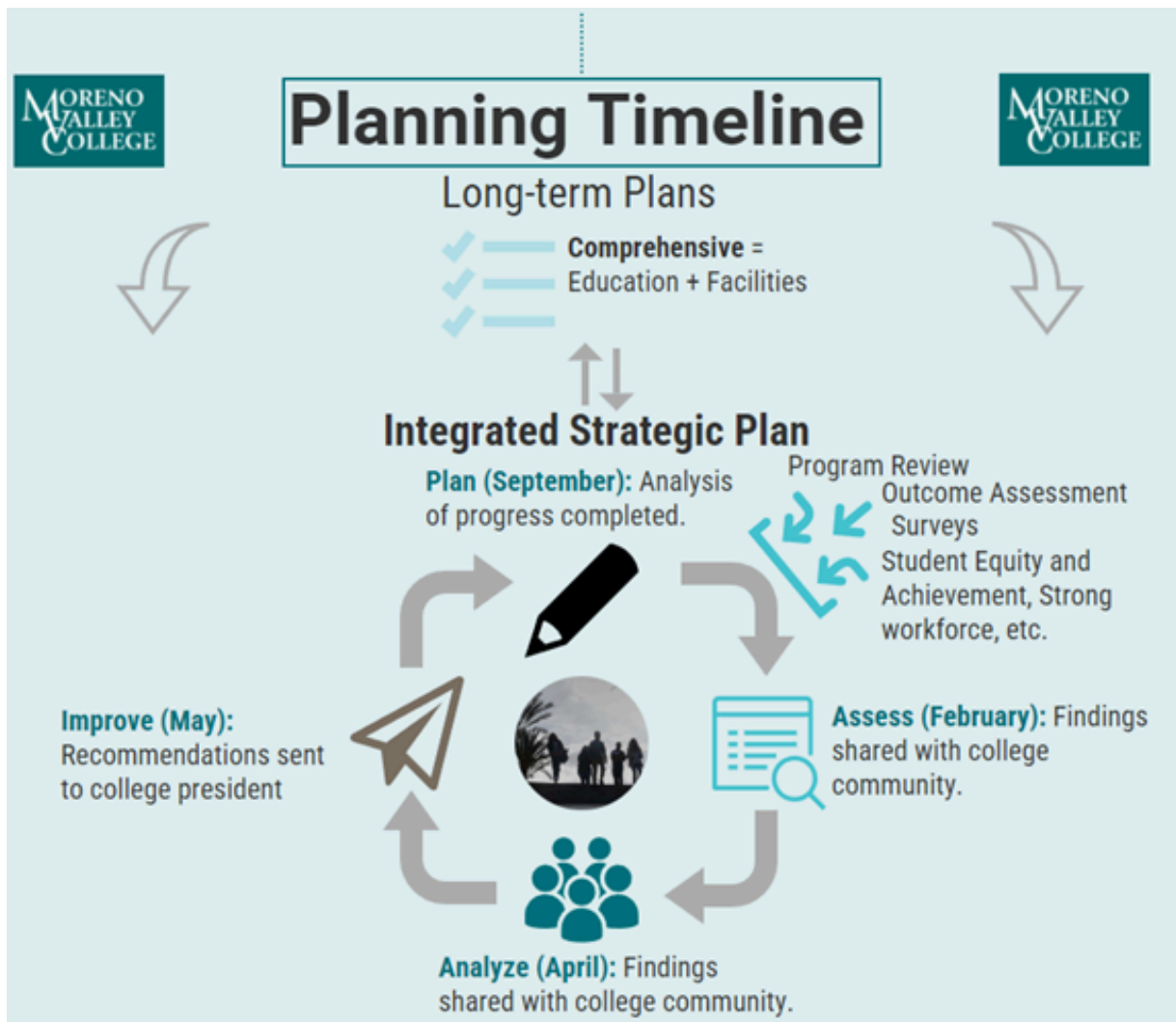
Moreno Valley College has a very [diverse group of clubs/organizations](#) on campus. These clubs and organizations are dedicated to providing all students with opportunities to develop leadership skills through participation in student government and co-curricular programs. The goal is to create a learning environment that allows students to implement theories learned in the classroom and to develop skills that can transfer into their personal and professional endeavors. In addition, [numerous student programs](#) support the unique needs of student populations in their education journeys such as [Guardian Scholars](#), [Puente](#), [Rising Scholars](#), and [Umoja](#).

To ensure MVC promotes an equitable campus, the student body and employees are regularly surveyed. In order to improve the student experience at the college, for example, the [Student Voice Survey](#) was conducted to gather students' perspectives on their experiences at MVC. Each semester MVC experiences a surge in enrollments just prior to the start of the semester. To get a better understanding of why students enroll when they do and how to better serve them, a [Class Registration Survey](#) was conducted by the Office of Institutional Effectiveness.

Moreno Valley College's [Apprenticeship Program](#) is another program that provides students with opportunities for engagement, specifically in career training. Since the previous site visit, the College has developed an apprenticeship program that provides active and equitable learning opportunities and paid-on-the-job training, thereby enhancing student employability. The program has advanced equitable student success, aligning with accreditation standards through its targeted initiatives and partnerships. Two such apprenticeships are in IT and cybersecurity; to better prepare students interested in these apprenticeships, the MVC has created the [Pre-Apprenticeship to Apprenticeship orientation and pathway](#), which effectively transitions participants into employment, internships, and apprenticeships, demonstrating the program's alignment with workforce needs. In response to student feedback, the [apprenticeship program](#) is enhancing its feedback mechanisms and systematic review processes by integrating funding grants, CBO partnerships, and comprehensive services to support academic and personal growth; the

program also monitors completion and job placement metrics to assess program effectiveness and industry alignment.

- 2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)



Instructional Program Review

The instructional program review process is the primary tool used by Moreno Valley College for systematic review and assessment of academic programs. There are two components to program review.

1. The [annual update](#) is used to report major developments and changes; check that the program map, if applicable, is current; ensure course outlines of record for established curriculum have been updated in the last four years; monitor student learning outcome (SLO) assessment; evaluate success and retention rates disaggregated by ethnicity, gender, and age group as well as modality; and submit resource requests.

2. The [comprehensive program review](#) cycle is every three years; the comprehensive program review (CPR) is used to report on the aforementioned areas as well as analysis of the program's mission statement and its alignment to the college mission and labor market analysis for CTE programs. In the CPR, faculty conduct an in-depth analysis of success and retention rates by gender, race and ethnicity, and age groups as well as by modality using disaggregated data. In addition to data analysis, faculty create action plans to improve student success and retention rates.

Both the annual update and comprehensive program are completed using Nuventive.

Program faculty review and discuss learning and achievement data and use the results of the program review process to identify learning gaps and develop and implement specific action plans, in terms of adjusting or changing teaching methodologies to support equitable student learning and achievement. To support the analysis of student data, disaggregated for student populations and learning modalities, the Office of Institutional Effectiveness provides the [College Data Library](#), which is updated annually and allows easily accessible data for faculty.

The Instructional Program Review Committee (IPRC) is tasked with supporting the instructional program review process and reviewing all program reviews for completeness and making recommendations. Faculty can find guidance on the [IPRC website](#), including the [Instructional Program Review Manual](#) and [Instructional Program Review Overview and Guide](#), and a helpful and comprehensive [series of videos](#) on the entire process, including the subsequent evaluation and feedback. The committee review includes the [evaluation form](#) approved by the committee membership, the Office of Institutional Effectiveness, and Academic Senate to ensure that reports are complete and address all areas of program performance, including equitable student achievement. The IPRC panel ensures that each program review includes an analysis of learning and achievement data, disaggregated for student subpopulations and/or learning modalities, and provides an action plan that includes specific ways that faculty will act on the results of the analysis. The [comprehensive program review of the Spanish discipline](#) demonstrates these components and processes.

In cases where report action plans are omitted, not specific, or don't refer to analysis results, the report is sent back to the program faculty to address the omissions or lack of specific details, and the report is reviewed a second time following revisions. After reports are accepted by the IPRC, they are then reviewed by the appropriate academic dean and the Vice President of Academic Affairs. The [repository for current and previous program reviews](#) can be found on the college website.

The work of the IPRC is demonstrated in the minutes for [November 2025](#); during this meeting, the committee evaluated comprehensive program reviews and made determinations on which would be accepted with minor or no changes and which would need to be resubmitted with suggested changes. The resubmissions were evaluated at the [December 2025](#) meeting. After program reviews, the committee commits time to [reflect on the process](#) and determine if revisions were needed.

Non-instructional Program Review

The non-instructional program review process is the primary tool used by Moreno Valley College for all other program reviews. The program review for non-instructional departments are completed every three years in alignment with the strategic planning process with the two most recent completion years being the fall of 2022 and 2025. After completing a comprehensive report every three years, departments update progress in

meeting their goals and submit resource requests each year. To support the analysis of student data, disaggregated for student populations, the Office of Institutional Effectiveness provides the [College Data Library](#), which is updated annually and allows easily accessible dashboard data for non-instructional programs that disaggregates data by course type, race/ethnicity, sex/gender, and age. These divisions undergo assessment, including assessment of service area outcomes, and reflection as well as goal setting in accordance with strategic planning goals and the college mission. The program reviews of both [Counseling Services](#) as well as [Student Health and Psychological Services](#) demonstrate these processes.

The program reviews are then submitted and routed to division or unit representatives for review and feedback. The [Institutional Effectiveness and Governance Committee](#) ensures regular evaluations by reviewing the non-instructional comprehensive program reviews. Non-instructional program reviews are also stored in Nuventive Solution. Each division's process and reports of involved programs and departments can be found on the college website:

- [Academic Affairs](#)
- [Business Services](#)
- [Planning and Development](#)
- [Student Services](#)

Moreno Valley College's systematic efforts to assess its programs, make plans for improvement on an annual basis through the [planning and data workshops](#), and share this work continue with the [Annual Report and Factbook](#) compiled by the Office of Institutional Effectiveness; this interactive document publicizes the results of the College's assessment and evaluation activities and identifies areas of focus for the College. Assessment goes beyond cyclical processes, however. MVC engages in continuous research projects to advance educational quality and institutional improvement. The following surveys, for example, were conducted to elicit student feedback to improve college programs:

- [Class Registration Survey](#)
- [Commencement Ceremony Survey](#)
- [Student Financial Services Outreach](#)
- [Student Voice Survey](#)

The surveys and various other resources are used at the [planning and data workshops](#), which are incorporated in setting priorities as a College, developing a shared direction in achieving the mission, vision, and values, and allows incorporation into the College's process in program review and other college plans like Student Equity Plan and Strategic Enrollment Management Plan.

Moreno Valley College systematically reviews and assesses itself through the College's integrated strategic planning process, which is outlined and discussed in the MVC's [governance and planning handbook](#) as explained in detail in Standard 1.5. Through this regular process, both annually and every three years, the College ensures the quality of its academic, learning support, and student services program. Ongoing review and assessment leads to improvements and innovations to support student success, where student voices are elevated and incorporated into the continuous quality improvement of the college programs and services.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

Moreno Valley College (MVC) adheres to Riverside Community College District's (RCCD) [Board Policy \(BP\) 6120 \(Recruitment and Hiring\)](#) when hiring highly qualified [administrators](#), faculty ([full-time](#) and [part-time](#)), and [classified professionals](#) for its programs and services; the policy clarifies the authority of the Chancellor to establish procedures for recruitment and selection of employees. MVC works closely with RCCD Human Resources (HR) to ensure every search process results in highly qualified employees from a diverse pool of applicants to support the college mission, educational programs, goals and operations. This includes following clearly and publicly stated hiring procedures, including [AP \(AP\) 6120 \(Recruitment and Hiring\)](#) which establishes that every "department, program or discipline in the district conducts an annual program review identifying needed positions for the coming fiscal year... Once identified, the positions are submitted for prioritization to the College's internal review and planning process."

The College leverages its program review process to assess instructional and non-instructional needs for faculty, administrators, and classified professionals. Program review includes a section where staffing needs are presented in the narrative and requests for personnel are made. Requested faculty positions, for example, then go through the faculty hiring prioritization process, which involves shared governance and is overseen by the [Academic Planning Committee \(APC\)](#). The [committee](#) looks at numerous factors to create a faculty hiring prioritization list:

- program reviews
- key pieces of program and institutional data
- growth positions
- vacancies from retirements and resignations
- growth positions

Once the faculty hiring prioritization list is developed, it is forwarded to the [Academic Senate](#), and then its recommendations are sent to the college president for final determination. Once a position is approved, the College follows district policies in creating or updating job descriptions; the department chair and relevant discipline faculty follow [AP 6120\[C\] \(Full-Time Faculty Recruitment and Hiring\)](#) to create a draft job description, in consultation with the area dean and Vice-President of Academic Affairs. District discipline members or subject-matter experts are also consulted and reach agreement to ensure the most appropriate job description. Overall, job announcements are carefully crafted to reflect required qualifications, desirable characteristics, and the District's values around diversity, equity, and inclusion.

The draft is then forwarded to the District Human Resources and Employment Relations (HRER) for the creation of a template used for the online posting; a [recent job description for English faculty](#) is an example of an appropriate job description created in consultation with discipline experts and demonstrates the importance of teaching and learning, culturally responsive pedagogical practices, curriculum and program development, and assessment of student learning outcomes. Furthermore, faculty must meet or exceed minimum qualifications published by the [California State Chancellor's Minimum Qualifications Handbook](#) for teaching at the College, per [AP 6210\[A\] \(Minimum Qualifications and Equivalencies\)](#). Faculty may petition for equivalencies when they believe their qualifications are not identical to the minimum qualifications specified but are equal to or exceed those qualifications in substance, and the procedure is described in AP 6210[A].

New classified professional and administrator positions are requested through the program review resource request process. Priorities for classified professionals and administrators are reviewed and determined by the College's Executive Cabinet, which considers safety requirements, program and accreditation requirements, institutional needs, alignment with the Integrated Strategic Plan, and availability of resources to determine what positions will be filled. The finalized list of funded requests, such as the [funding prioritizations for 2024-2025, 2025-2026, and 2026-2027](#), is posted to the college website and shared with the College through [collegewide forums](#). Job descriptions follow [AP 6102\[A\] \(Academic and Classified Administrators Recruitment and Hiring\)](#) for administrator positions and [AP 6120\[B\] \(Classified and Classified-Confidential Recruitment and Hiring\)](#) for classified professional positions. Current job descriptions, which can be found on the [district website](#), are kept on file in HRER and used to create templates for online postings. HRER ensures position duties and responsibilities are aligned to industry standards; job descriptions for positions such as the [Dean of Student Success and Academic Support](#) and [Financial Aid Advisor](#) demonstrate the knowledge and abilities needed to meet the needs of program areas and support student success.

The District HR Office evaluates the effectiveness of hiring policies and procedures, particularly to promote and improve equity and diversity. RCCD's commitment to diversity and equal employment opportunity are codified in [BP 6100 \(Commitment to Diversity\)](#) and [BP 6420 \(Equal Employment Opportunity\)](#), respectively. The District also maintains the [Equal Employment Opportunity \(EEO\) Plan](#) and [plan update](#), which outline strategies to promote diversity in hiring and retention. The EEO Plan is reviewed and updated regularly in consultation with the District EEO Advisory Committee and is submitted to the Chancellor's Office as required. In addition, hiring committees receive training on equitable hiring practices, implicit bias, and legal compliance to ensure fair and inclusive selection processes. RCCD regularly evaluates its employment practices through multiple mechanisms:

- Annual EEO and [workforce reports](#)
- Feedback from hiring committee participants
- Review of applicant pools and hiring outcomes

These assessments inform improvements to hiring processes, policies, and practices, such as expanding outreach to underrepresented communities, enhancing onboarding programs, and refining job descriptions to better reflect institutional goals.

The College identified the need for more equitable hiring practices, which was articulated in both the [Student Equity Plan](#) and the [Equity Audit](#). To work towards this goal, the Academic Senate added a new standing committee, the [Equitable and Inclusive Teaching and Learning Committee](#), to develop a [taskforce to](#)

[help ensure equitable hiring training for faculty on hiring committees](#). This work has led to a list of [recommendations and plan for equity-centered hiring practices](#).

Another area for improvement to ensure MVC hires the most qualified employees is to shorten the hiring timeline. Unfortunately, the District HR's process is nine months, which has sometimes led to hiring late in the academic year or delaying hiring until the subsequent year. As RCCD restructures their existing Human Resources department and increases personnel, the hope is that this will lead to improving hiring timelines and will facilitate hiring to better respond to student demand and support student success.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Moreno Valley College is committed to providing practical and professional training opportunities and resources to employees that are in alignment with both the mission and strategic plan and that develop employees' skills and competencies which contribute to efficient work performance. Professional learning opportunities are evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs, and they are supported by [BP and AP 6160 \(Professional Learning\)](#) and [AP 6160\[A\] \(Professional Growth: Classified, Confidential, and Management\)](#) on professional learning and growth.

At MVC, two bodies are primarily tasked with this work: the College Development and Engagement Committee and the Faculty Development Committee.

College Development and Engagement Committee (CDEC)

One of the responsibilities of [CDEC](#) is to offer opportunities for professional learning designed to support institutional efforts to close student achievement gaps for all constituent groups (administrators, faculty, classified professionals, and students). Another responsibility is to provide access to learning opportunities through the offering of professional development (PD) funds. These were first available in spring 2024 and continue to be available. These funds are meant to support professional learning that will directly be implemented or shared with the College and are open to classified professionals, administrators, and faculty. Employees submit the [PD request form](#), which is then discussed and scored using the [rubric](#) by [CDEC during its meetings](#). Recipients of funds report back and share their professional learning experiences; examples include participation at the [National Conference on Race and Ethnicity in Higher Education](#) and the [Umoja Summer Learning Institute](#).

An example of collegewide professional development is the annual Diversity Summit, which centers DEIA efforts for the whole college community. For the [Spring 2024 Diversity Summit](#), presenters shared information ranging from supporting neurodiverse students to using Open Educational Resources texts to implementing equitable hiring practices. Over 100 people attended various sessions, which included in-person and virtual modalities. [Survey results](#) indicated that attendees learned about equity and equitable strategies that they could apply in their roles across the College. The College also learned the challenges of facilitating large attendance for in-person events and learned that many of the facilitators were faculty

followed by administration/managers. Therefore, a goal for future diversity summits will be to increase engagement for various stakeholders and to offer a wider range of sessions and activities. The College also seeks to increase administration and classified professional attendance and presentation/facilitation of professional learning events, so CDEC is making a concerted effort to invite staff who have requests for PD funds, many of whom are classified professionals, to present the ways in which they support equitable student success.

Faculty Development Committee (FDC)

The [FDC](#) is a standing committee of the Academic Senate and implements faculty professional development policy, programs, and learning opportunities. Full-time faculty are required to complete 24 hours of professional development each year, thereby supporting better quality teaching and institutional service. Eight of those 24 hours must be [equity professional development](#), which contributes to better understanding of various types of systemic oppression, specifically in relation to higher education to then dismantle inequitable practices, reduce and eliminate biases, and work towards eliminating barriers to success so that students may complete their pathways on time and in meaningful ways. For [part-time \(associate\) faculty](#), the College offers compensation for up to 3 hours of professional development, 3 hours of equity professional development, and 3 hours of course assessment for a total of up to 9 hours per academic year. Compensating associate faculty for professional development, equity professional development, and assessment work encourages new skills and improving existing skills, which can support career opportunities, increase communication among instruction and student services as well as forming networks that can support career opportunities, and encourage associate faculty engagement.

Regular annual and ongoing professional development activities rooted in equity and service encourage faculty retention, engagement, and community building that strengthens institutional identity. Professional development activities increase engagement and persistence of students and includes the following:

- [FLEX days](#) prior to each semester to prepare faculty for the year;
- Professional development and onboarding for new full-time faculty through the [new faculty orientation](#) and [First Fridays new faculty workshops](#);
- Collaboration with the Equitable, Inclusive, Teaching and Learning Committee (EITLC) to coordinate professional development programming and comprehensive orientation/onboarding for new faculty (full time and associate faculty);
- Professional development programming and comprehensive onboarding for [part-time faculty](#) at least twice a year;
- Equity professional development activities at least once a month during the academic year;
- [Distance Education Summits](#) to support equitable outcomes in distance education;
- Trainings in program review, assessment, and curriculum development; and
- [Evaluation of professional development activities](#) to gauge needs, topics of interest, areas of improvement, and strengths for continued offerings.

Additional opportunities include a faculty library development course, CalOSHA training, workshops on AI developments, and presentations on supporting accessible student learning.

Furthermore, the FDC offers financial support for faculty to attend professional development activities (e.g., trainings, conferences, webinars). Financial support for faculty to attend independent professional development activities encourages them to stay up to date with developments in research in their

disciplines, incorporate more culturally responsive content in their curriculum, and diversify their teaching toolkits. This supports faculty retention and satisfaction, growing knowledge that is integrated into course curriculum and student programming.

Additional professional development in teaching and learning include the following:

- The Distance Education Committee developed a program for supporting instructional faculty's online teaching, [the DE Den](#), discussed in detail in 2.6.
- The Academic Senate added a new standing committee, the [Equitable and Inclusive Teaching and Learning Committee](#), that is working on developing best practices for dropping students with the aim of increasing success and equity under the [Student Equity Plan](#) metrics "successful enrollment" and "persistence."
- Through the [Culturally Responsive Pedagogies and Practices Grant](#), 16 part-time faculty completed the CARE Course, a 24-hour class on DEIA and equitable teaching practices; and 16 disciplines have participated in [Teaching Matters](#), a train-the-trainer program to support disciplines offering their own regular, ongoing equity-centered communities of practice for faculty.

As a result of these actions, MVC offers ample professional learning opportunities, and professional development is systematic and institutionally supported.

All employees have access to districtwide professional development. For example, Technology Support Services provides [mandatory IT training such as KnowBe4Security](#) that provides awareness training pertaining to AI, Fraud, and IT security. All of these trainings are located in the single sign on for employees. In addition, the District provides access to [a variety of trainings in workplace safety](#) including the following:

- CalOSHA
- CERT
- CPR
- FEMA
- Harassment Prevention
- Stop the Bleed

MVC identified the need to expand professional learning opportunities to classified professionals and administrators. One of the challenges of offering professional development to these groups is finding time in their schedules to participate. To facilitate this need for greater flexibility, employees have access to asynchronous and synchronous professional learning. For example, the Division of Business Services provides [training and resources](#) for faculty, managers, and classified professionals related to business systems and practices including Concur travel and expenses, agreements and contracts, Galaxy accounting, and event planning. These include both [self-paced guides and scheduled workshops](#). All employees also have access to the [Vision Resource Center](#). Through this resource, employees, for example, can complete trainings on the following:

- AB 1825: Supervisor Sexual Harassment Course
- CAL/OSHA Workplace Violence-Senate Bill 553 Explained
- Risk Management DEAP-Department Emergency Action Plan

Going forward, MVC also plans to grow role-specific and equity-centered professional learning opportunities for classified professionals and administrators.

By focusing on professional learning in the College's plans (Student Equity Plan, Integrated Strategic Plan, Strategic Enrollment Management) and ensuring that the plans are aligned, including alignment with the Equity Audit, the College has centered professional learning in its efforts to target leading indicators like course success in addressing student success and equity. From the school's participation in statewide conferences and institutes like the Student Equity Plan, Guided Pathways, and DEIA in Action Institute, MVC leads among other California community colleges in offering robust equity-centered professional learning for instructional faculty and is in the early phases of expanding professional learning opportunities to classified professionals and administrators.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

The Riverside Community College District maintains a comprehensive and consistent employee evaluation system that ensures all personnel are assessed regularly and fairly. These evaluations are designed to support professional growth, uphold accountability, and align employee performance with the District's mission to promote student success and institutional excellence.

RCCD regularly reviews and updates evaluation instruments to ensure relevance and alignment with evolving institutional goals. This process involves collaboration with employee groups, college leadership, and human resources professionals. The District views evaluations not only as accountability measures but also as opportunities for professional growth. Evaluation outcomes are used to identify areas for improvement and to guide participation in professional development programs. Supervisors are trained to conduct evaluations constructively and to support employees in setting meaningful goals.

The District has adopted a regular cycle for evaluating its employees, including classified professionals, faculty, and administrators, and follows established policies set by [BP and AP 6150 \(Employee Evaluations\)](#):

- Classified/confidential employee evaluations are conducted in accordance with [Article XII \(Performance Evaluation\)](#) of the Agreement between RCCD and the RCCD Classified School Employees Association. Classified professionals are evaluated annually.
- Faculty evaluations, for both full- and part-time faculty, are conducted in accordance with [Article XI \(Improvement of Instruction and Tenure Review\)](#) of the Agreement between RCCD and RCCD Faculty Association (CTA). Tenured faculty are evaluated every three years; probationary faculty are evaluated annually.
- Management employee evaluations are conducted in accordance with procedures identified in the [Manager Evaluation Guidelines](#). Managers are evaluated annually, with additional formative feedback provided as needed.

Classified Professionals

The primary purpose of the evaluation process is to recognize the employee's knowledge and skills, performance, and contributions and inform the employee of areas for improvement.

- [Probationary employees](#) are [evaluated](#) at the end of the second month and each third month thereafter during the probationary period.

- Permanent classified professionals follow different [guidelines](#) and are evaluated annually by immediate supervisors, a process which includes a [written evaluation](#) as well as a [self-evaluation form](#) by the classified professional that assesses their own performance.

Both evaluation processes, as stated in the [collective bargaining agreement](#), include a performance review and discussion between the employee and supervisor and is an opportunity to focus on job performance strengths, expectations, and improvement areas.

Faculty

Because evaluation for continuous improvement is integral to effective teaching and learning, [established practices](#) guide evaluation for part-time, contract (tenure-track), and regular (tenured) faculty. All faculty engage in the Improvement of Instruction (IOI) process:

- Part-time faculty are evaluated during the first primary term of hire, once each year for the next two years, and at least once every three years thereafter by the department chair or designee. The process includes a classroom or session observation, student surveys, and evaluation of syllabi.
- Contract faculty are evaluated annually during the first semester of employment and in the fall semester of each of the following three years by a tenure review and evaluation committee. The process includes a classroom observation by each member of the committee (including an online section if the faculty is teaching online), student surveys of all classes, evaluation of all syllabi, and establishment of professional growth goals.
- Regular faculty are evaluated once every three years via a peer review committee; the process includes two classroom observations by at least two peer reviewers (including an online section if the faculty is teaching online), student surveys of all classes, evaluation of all syllabi, and establishment of professional growth goals.

These guidelines allow for a shared process among faculty and administrators. [Faculty evaluation forms](#) are published on the district website.

Management

The goals of the management evaluation process is to promote and support appropriate leadership and management skills, improve alignment and overall operations of the College, and assist administrators in growth and development of professional abilities. The evaluation process recognizes management strengths and is designed to address deficiencies and improve performance when necessary.

The [guidelines for management evaluations](#) state that employees serve a probationary period of six months. During this period, probationary management employees are evaluated at the second and fifth months. Subsequently, an [annual evaluation](#), which includes goal setting and [self-evaluation](#), is done in the first and second years, and a [comprehensive evaluation](#) is completed every three years. The criteria included in the evaluation process measure employee performance in [six distinct competency areas](#): strategic priorities, communication, resource management, professionalism, collaboration, and mission advocacy. As part of the process, managers develop individualized measurable goals with their direct administrator, against which progress can be measured.

Evaluations formally record job performance and are maintained in personnel files at Human Resources. All processes incorporate measurable criteria for assessing employees' work performance concerning their

professional responsibilities. As the HR department continues to restructure and rebuild their personnel and internal processes, it is expected for these processes to become more efficient and reliable thereby ensuring the highest quality educational business practices are adhered to and continuously met for the community the College serves. Overall, RCCD and MVC's evaluation tools and processes are explicitly designed to support institutional mission fulfillment, equitable student outcomes, and strategic priorities. For example, faculty evaluations incorporate elements related to equity-minded teaching practices and student success metrics. Management evaluations include performance indicators tied to strategic plan implementation, enrollment management, and fiscal stewardship.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Moreno Valley College is dedicated to effectively using fiscal resources to enhance educational services and promote student success. The College is guided by Board Policies (BP) and Administrative Procedures (AP) that ensure the financial integrity of the District and colleges:

- [BP 5200 Budget Preparation](#)
- [BP 5250 Budget Management](#)
- [BP 5300 Fiscal Management](#)
- [AP 5300\[A\] Fiscal Management – Cash Equivalent Aid](#)
- [BP and AP 5307 Debt Issuances and Management](#)
- [BP 5320 Investments](#)

These policies ensure the effective use of fiscal resources. For example, BP 5200 establishes the budget preparation criteria that articulate the guiding principles used in budget preparation with the District.

The District's [financial statements](#) demonstrate the integrity of its financial management and stability. In compliance with the California Community Colleges Chancellor's Office's criteria for fiscal health, the District maintains a [reserve of a minimum of 5 percent](#) of the sum of the projected beginning fund balance for a particular fiscal year and the estimated revenues for that year. The [District Budget Advisory Council \(DBAC\)](#) is a standing sub-committee charged with advising on fiscal and budget matters and exchanging information needed to [inform strategic decisions](#) regarding budget and fiscal planning, policies, budget development, and resource allocations within RCCD. Funding decisions are guided by the [district Budget Allocation Model \(BAM\)](#), the computational tool used to allocate general fund unrestricted resources to colleges, which is based on the median cost per program. This approach helps MVC drive efficiency in program costs while increasing the number of full-time equivalent students. Allocation of resources to MVC, including BCEC, can be seen in the [annual adopted budget](#). The College has sufficient resources to support programs and innovation and allocates funds to achieve its mission. For the fiscal year 2024-25, the [College's tentative unrestricted general fund was \\$66,557,130](#).

Similar to DBAC, [MVC's Resources Committee](#), a subcommittee of the College Council, advises on and provides recommendations for the allocation of budget, facilities, finance, human and technology resources. The Resources Committee plays a crucial role in establishing annual goals that are aligned with Standard 3 and that are tracked throughout the year to ensure the College supports educational services and operational functions through effective infrastructure, qualified personnel, and stable finances. The [activities](#)

[of the Resources Committee](#) encompass various essential areas, including the [technology plan](#), budget allocation model, facilities master plan, sustainability program review process, district budget, advisory council information, safety initiatives, and financial grants. Importantly, the committee's goals are also aligned with the Strategic Plan.

Through the College's commitment to the program review process, resource allocation and continuous improvement, Moreno Valley College supports its stated goals and essential programs while fostering an environment that prioritizes student learning and achievement. To foster educational improvement and innovation, MVC actively seeks external funding through [grants and partnerships](#). By leveraging these resources, the College can enhance its curriculum, develop new programs, provide ongoing professional development, and invest in current technologies that benefit students. The [grants and categorical balance](#) as of May 2025 was \$13,799,729.

The actions taken by Moreno Valley College to manage resources effectively have led to several positive outcomes that support equitable student success.

1. Improved Program Viability: By assessing the cost per full-time equivalent student (FTES), the College identifies which programs provide the best outcomes relative to their costs. This assessment informs budget allocations to ensure resources are directed toward effective programs.
2. Equitable Access: Focusing on educational services ensures that all students, especially those from underserved backgrounds, have access to essential resources such as augmenting our [tutoring hours](#) to support students.
3. Increased Retention and Success Rates: Continuous evaluation and adjustment based on performance metrics have resulted in improved retention and success rates, prioritizing programs and services that effectively support student learning. An example of this is the utilization of Strong Workforce and Instructional Equipment funds to support new equipment in our [Emergency Medical Services](#) and [Fire Technology](#).
4. Student Satisfaction: [Feedback](#) indicates that students are satisfied with the resources and support available, confirming that the College is meeting their needs.
5. Culture of Continuous Improvement: By regularly evaluating the cost per FTES and program outcomes, MVC maintains adaptability and responsiveness to changing student needs. Examples include [purchasing laptops for the Library for student usage](#).

Moreno Valley College aligns its resource management with sustaining educational services and improving institutional effectiveness by employing a strategic approach to budgeting and program development. The College uses data-informed planning and continuous program evaluations to assess the viability and cost-effectiveness of its offerings, ensuring that resources are allocated to programs with the greatest demand and impact. For example, MVC learned that there are significant opportunities for improvement in the cost per full-time equivalent student (FTES) by enhancing operational efficiency. The College found that [refining scheduling practices and offering more classes in high-demand areas](#) directly supports student needs while optimizing resource allocation.

Additionally, MVC learned the importance of improving [space utilization](#) by consolidating instructional spaces and creating environments that accommodate larger class sizes. These strategic adjustments not only address cost efficiency but also enhance the overall educational experience for students by maximizing access to essential courses and resources. This reflective approach reinforces the College's commitment to

continuous improvement and responsiveness to student demands. Moving forward, Moreno Valley College will prioritize enhancing scheduling practices to better align with student demand for courses. By offering more classes in high-demand areas, MVC aims to improve enrollment and retention rates while optimizing the cost per full-time equivalent student (FTES).

Overall, Moreno Valley College's strategic resource management and budget allocation model effectively promotes equitable student success. MVC manages its resources efficiently to sustain its educational services and improve institutional effectiveness at all locations where over 50% of a program is offered. The College's strategic actions demonstrate a culture of continuous improvement and innovation, maintains adaptability and responsiveness to changing student needs, and contributes to improved retention and success rates.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Moreno Valley College continuously focuses on its mission and goals as part of its annual fiscal planning process. MVC is committed to ensuring that its processes facilitate appropriate collegewide participation in and communication of key areas such as financial planning, prioritization, and budget development.

- As discussed in detail in 3.4, the [Resources Committee](#) is composed of representatives from all constituencies at the College and oversees fiscal planning and processes at MVC. One way it communicates its work is through [agenda and minutes](#) that are shared on the college website and presentations and updates at the College Council.
- The College adheres to a structured budget development process. Every budget year, during the development of the new fiscal year budget, the College distributes a [budget development calendar](#), [purchasing guidelines](#), and details about general fund discretionary accounts. This ensures that all constituents are aware of the budget preparation timeline and can plan accordingly.
- The College communicates budget updates and fiscal information during the [State of the College presentation](#) at the start of each academic year, [college forums](#), and [shared governance committee meetings \(Resources Committee, College Council, and Academic Senate\)](#). This transparency allows the college community to stay informed about the current financial situation, upcoming changes, and overall budget priorities.
- The institution encourages feedback from all members of the College to allow for continuous improvement and adjustments to ensure that everyone involved feels equipped with the information they need. During [college forums](#), [QR codes are shared](#) to allow all constituents to provide feedback for the development of the budget.
- [Resource allocation processes and outcomes](#) are shared through college presentations which keeps everyone informed about budget planning and allocation decisions made. Resource allocation decisions are posted on the [program review website](#).
- Financial documents include annual budgets and financial reports that outline both ongoing and anticipated fiscal commitments and are made accessible on the [Business Services webpage](#).
- The College offers [training sessions](#) for those involved in the budgeting process, covering essential topics such as financial literacy, budget management, strategic allocation of resources, and use of

[programs/software tools](#). This training helps ensure that all individuals have the knowledge necessary to interpret budget data accurately.

- FTE targets are established by the [District Enrollment Management Committee](#) to inform apportionment projections that help support the financial planning at the College. The committee includes classified professionals, faculty, and administrators from MVC.

These actions yield several positive results. Enhanced collegewide engagement fosters a sense of ownership and accountability within the college community, leading to informed decision-making. Alignment with accreditation standards strengthens accountability, improving operational effectiveness and ensuring quality educational services. Data-informed decisions and a holistic approach to budgeting equip staff with the knowledge and resources necessary to navigate financial challenges, reducing barriers for students. The proactive budgeting approach and consistent stakeholder involvement allow for quick adaptation to changing circumstances, ensuring that student services remain supported, even during unforeseen challenges or absences.

Moreno Valley College is focused on continuing to implement sound financial planning by including realistic expectations of available financial resources that support its plans and goals. As MVC moves forward, the institution plans to implement several key changes based on its learnings to enhance financial planning, stakeholder engagement, and support for equitable student success. For example, the College will continue to strengthen [budget alignment processes](#) by continuing to align budgets effectively at the beginning of the fiscal year. The College will also continue to reinforce its commitment to equity through its plans, including alignment with the Guided Pathways framework and the Strategic Enrollment Management Plan (SEMP), focusing on initiatives that improve access and completion for all students.

By implementing these strategic actions, Moreno Valley College aims to foster a culture of continuous improvement, ensuring responsiveness to the needs of its students and community while maintaining sound financial management. These insights reflect Moreno Valley College's dedication to continuous improvement and effective resource management, ultimately aimed at improving student outcomes and institutional effectiveness. These strategic actions reflect Moreno Valley College's commitment to utilizing its learnings to foster an adaptive and innovative environment that supports equitable student success while ensuring sound financial management. Since the last accreditation visit this has been a central focus in building a more transparent and collaborative process which was incorporated in the governance redesign.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Both Riverside Community College District (RCCD) and Moreno Valley College have established systems in place to assure effective oversight and fiscal integrity. The District has adopted and approved board policies and administrative procedures that guide all operations. These board policies addressing [fiscal management](#), [bond oversight](#), and [budget management](#) are shared with college constituents and accessible on the district website. [BP 5400 \(Fiscal Audits\)](#), for example, mandates annual external audits of all funds and resources (including the District's general obligations bond measure/Measure C, and the RCCD Foundation) ensuring compliance with regulations, including Title 5, and maintaining transparency and accountability. This

framework ensures reliable financial information and sound decision-making processes that align with the institution's goals. Furthermore, RCCD has established effective internal and external control mechanisms to ensure that dependable, accurate, and timely financial information is available for sound financial decision-making.

Moreno Valley College, specifically [Business Services](#), has internal control system that includes several key practices to ensure that financial transactions align with regulatory standards and institutional policies:

- **Budget Transfers:** All budget transfers are reviewed by the Business Services department and require approval from designated administrators. This process ensures proper alignment with the college's strategic goals.
- **[Requisitions and Purchase Orders](#):** Each requisition and purchase order is thoroughly scrutinized to ensure requests are justified, properly documented, and consistent with budgetary constraints.
- **Contracts:** Contracts undergo a detailed evaluation process, including legal review, to mitigate risks and ensure compliance. They are also subject to periodic audits for adherence to obligations.
- **Financial Transactions:** Financial transactions are closely monitored, with reconciliations performed regularly. This practice ensures accuracy in financial reporting and consistency with generally accepted accounting principles (GAAP).
- **[Travel Procedures](#):** Travel requests must be assessed, justified, and approved according to established guidelines, with necessary documentation submitted for review.
- **[Program Review](#):** Business Services evaluates the effectiveness of its processes, management practices, and internal controls through the program review process.

RCCD conducts regular audits of all colleges in the District, providing a critical layer of oversight. These audits assess compliance with federal, state, and institutional policies, helping to identify areas for improvement and reinforcing accountability in financial practices. Through these mechanisms, the College, in collaboration with the District, not only ensures the integrity and reliability of its financial reporting but also supports effective decision-making and governance, ultimately enhancing Moreno Valley College's ability to serve students, foster equitable success, and meet its strategic goals. District and college financial statements are audited in accordance with Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards, evaluating the financial position of the College's business-type activities, the remaining fund information, and the respective changes in financial position for the year, complying with accounting principles generally accepted in the United States.

- **[Audits](#)** including **[audits of bond funds](#)**: During audits conducted by independent auditors, any findings related to financial mismanagement are documented.
- **Public Reporting of [Audit Outcomes, Budgets, and Other Financial Documents](#)**: The District provides transparency by publicly sharing audit outcomes with stakeholders on [its website](#) and [Board of Trustees meetings](#).
- **[Monthly Financial Reviews](#)** and **[Annual Fiscal Reports](#)**: The College and District implement monthly and annual financial reviews to monitor compliance and performance, ensuring that any issues are caught early.
- **Training and Workshops:** In response to audit recommendations, the College conducts [training](#) and [workshops](#) on financial management best practices and compliance requirements for staff involved in budgeting and financial reporting.

- [Analysis of Efficiency and Effectiveness](#): District Business and Financial Services identified critical operational processes where process optimization and technology-driven enhancements could improve timelines, accuracy, and transparency.

Moreno Valley College emphasizes transparency, accountability, and compliance through a comprehensive framework of controls and its practices are crucial for managing financial resources responsibly. Through these mechanisms, the College, in collaboration with the District, not only ensures the integrity and reliability of its financial reporting but also supports effective decision-making and governance, ultimately enhancing Moreno Valley College's ability to serve students, foster equitable success, and meet its strategic goals.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Moreno Valley College possesses ample resources to achieve its short-term and long-term strategic goals. As discussed in 3.4, the District maintains a contingency fund to cover unexpected expenses in compliance with [Board Policy 5200 \(Budget Preparation\)](#) as discussed in 3.4. The board policy outlines budget preparation and reserve requirements and [was updated](#) to mandate that the annual reserve balance consists of an average of two months of general and restricted operating fund expenditures from the prior fiscal year, exclusive of one-time expenditures, to comply with the emergency conditions requirement. These policies provide financial stability, allowing for flexibility during unforeseen circumstances and ensuring that essential services be sustained. Under the District's Budget Allocation Model, MVC is expected to manage its budgets responsibly and maintain reserves to help cover unexpected costs for funding changes. Holding a 1% contingency at the college level aligns with that expectation and supports overall fiscal stability, which can be found under [number 6 in the BAM Components section](#).

Moreno Valley College utilizes planning and resource allocation processes to exceed the resources necessary for equitable student success and mission fulfillment. Funding decisions are guided by the [district Budget Allocation Model \(BAM\)](#), the computational tool used to allocate general fund unrestricted resources to colleges, which is based on the median cost per program. This approach helps MVC drive efficiency in program costs while increasing the number of full-time equivalent students. Allocation of resources to MVC, including BCEC, can be seen in the [annual adopted budget](#). This process ensures reasonable plans for payments of long-term liabilities and obligations.

MVC continually [monitors, evaluates, and adjusts](#) its institutional budgets and cash management strategies to ensure both short-term and long-term financial solvency. [Monthly financial reports](#) from the District is a crucial component of planning for current and future fiscal needs. By employing these strategies, Riverside Community College District and Moreno Valley College effectively review their past financial results, enabling informed planning for current and future fiscal needs. This process supports accountability and enhances the overall financial health of the institutions. The effectiveness of these actions are evidenced by the [clean audit reports with no major findings](#), indicating strong fiscal management, consistently received by the District.

The results of the actions taken by RCCD and MVC include improved financial integrity, effective resource allocation, and enhanced stakeholder engagement. These outcomes facilitate better decision-making and transparency within the institution. These actions support equitable student success by ensuring that financial resources are strategically aligned with programs and initiatives aimed at addressing the needs of underserved populations. Moving forward, RCCD and MVC will enhance training programs focused on financial management and compliance, particularly emphasizing year-end closing procedures and the proper handling of grants and allowable expenses. Improved communication and collaboration among departments will be prioritized to ensure consistency in financial reporting and resource allocation. Additionally, they will leverage technology to streamline financial processes, improving efficiency and accuracy in managing fiscal information.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Moreno Valley College offers instruction and services at two locations: the main campus and the Ben Clark Education Center (BCEC). The main campus has over 234,000 gross square feet that includes 14 permanent structures and 24 modular buildings houses classrooms, laboratories, offices, and meeting spaces. The Ben Clark Education Center is a 14,000 square foot facility that also includes classrooms, laboratories, offices, and meeting spaces as well as a 3,642 square foot Correctional Scenario Training Building for the law enforcement program.

The College constructs and maintains physical resources to sustain its services and functions in alignment with [BP and AP 5600 \(Capital Construction\)](#), which stipulates the Chancellor is responsible for planning and administrative management of the District's capital outlay and construction program, and [BP and AP 5775 \(Sustainability /Environmental Responsibility\)](#), which outlines the District's recognition of its responsibility of environmental and sustainable stewardship. Through facilities master planning, new buildings, renovations, and improvements are identified based on the College's current and future need, as determined by the college community and data analysis. The Facilities Master Plan (FMP) for the [main campus](#) and [BCEC](#) demonstrates the collaboration between the District and College and outlines the facilities and projects needed to support programs determined by the [Comprehensive Master Plan](#). For example, [Phase 1 of the Ben Clark Education Center Building](#) has added 17,500 gross square feet and includes an adjacent surface parking lot and outdoor plaza area. The addition of the [Welcome Center](#) at the main campus serves as the gateway to MVC and houses enrollment services and student services areas including Counseling, Student Financial Services, Outreach, Dream Center, Umoja, Puente, and Pride Center.

The [Facilities Planning and Development Council \(FPDC\)](#) is a district-level standing committee that serves as the primary advisor on facilities planning and development matters to the District Strategic Planning Council. FPDC provides [a collaborative forum](#) for the exchange of information necessary in setting goals and priorities regarding facilities planning and development procedures, policies, capital resources administration, total cost of ownership, construction project management, and facilities compliances within the federal, state and local agencies. FPDC works towards continuous evaluation and quality improvement to support and advance the institutional mission of the District that promotes a safe, sustainable and high-quality college learning environment.

The [Riverside Community College District's Five-Year Capital Outlay Plan](#) is an annual summary of current and proposed capital outlay projects and includes the following:

- Master Plan, Energy Plan, and Facility Plan Summary
- List of all projects in order of priority
- Cumulative capacities and loads for the five types of space
- Capacity of existing on-campus facilities
- Individual project descriptions and space changes affected by each proposal

A Five-Year Plan, in reality, covers seven years: the past year, current year and five future years. The Capacity Load Ratio (CLR) is one of the metrics commonly used in final project proposals for state funding in California. It evaluates the demand for space in relation to the existing capacity, helping to assess whether the proposed project addresses issues of overcrowding or underutilization. For example, a low Cap Load Ratio signals that a college lacks adequate facilities, making it more likely to receive funding for new construction or renovation. RCCD's plan gives the State Chancellor's Office a complete picture of the District's capital improvement needs and projects at Moreno Valley College, Norco College, and Riverside City College, enabling the State Chancellor's Office to make informed decisions regarding project priorities for state funding. The RCCD's Five-Year Plan conveys the master planning context, decisions, and outcomes along with current capital outlay needs and objectives and the list of proposed projects. For MVC, it demonstrates the need for additional space, especially in high-demand areas like labs and classrooms which supports planning for growth, improved learning environments, and alignment with strategic goals for students' success.

Safe and effective facilities are a priority for Moreno Valley College, and the College regularly evaluates its physical resources to ensure they are sufficient and compliant with local, state, and federal guidelines. MVC initiates [a survey](#) every 4-5 years to determine if the Facilities Department is meeting the [standards set forth by the Association of Physical Plant Administration \(APPA\)](#). These standards provide operational guidelines for educational facilities, specifically a simple approach to mechanical, [custodial](#) and [grounds](#) operations. (Recent publications in *Facilities Managers* address the impact that facilities have on student recruitment and retention. The survey suggested a significant number of respondents rejected an institution because facilities were missing, inadequate or poorly maintained.) A significant component in maintaining facilities is mechanical, custodial and rounds. Each of these departments showed significant improvement from the [2018 survey](#) to the [2022 survey](#). In addition, [regular preventative maintenance](#) further ensures facilities are safe and sufficient. Furthermore, the [District provides a central source](#) of information and safety procedures, including hazard reporting. A safe work environment is essential, and the College follows guidelines and procedures to remain compliant with local and national occupational safety authorities.

Furthermore, Moreno Valley College (MVC) has a [Safety Workgroup](#), which is part of the broader Risk Management framework at the Riverside Community College District (RCCD). The Safety Workgroup is responsible for promoting a safe and healthy campus environment, addressing safety concerns, and ensuring compliance with safety regulations, per the [group's charter](#). The Safety Workgroup collaborates with the District's Risk Management Department to ensure that safety policies and procedures are aligned across all campuses within the district, addressing both local and districtwide safety issues.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for

the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Moreno Valley College, in partnership with the Riverside Community College [District Information Technology and Learning Services](#) (IT), implements, enhances, and secures technology resources through a centralized, districtwide IT governance and operations model designed to support and sustain instructional and administrative services. Core enterprise systems, network infrastructure, cloud platforms, and instructional technologies are standardized and maintained at the District to ensure reliability, scalability, and equity of access across the colleges, while allowing MVC to address local instructional and operational needs. Software updates and system requirements are clearly communicated to faculty and staff through established channels including [districtwide IT communications](#), service notifications, and documented standards, with updates tested and deployed in a controlled manner to minimize instructional disruption. RCCD employs layered cybersecurity and data protection protocols, including network monitoring, endpoint protection, role-based access controls, regular patching, vulnerability management, and mandatory cybersecurity awareness training, all aligned with district policies, regulatory requirements, and industry best practices. Together, these practices, as articulated in the [RCCD Information Technology program review](#), ensure that MVC's technology environment is secure, resilient, and responsive to evolving educational and operational demands.

Moreno Valley College uses multiple processes to ensure technology resources support the College's mission, goals, services and functions. Through the College's strategic planning process, department and division initiatives are submitted in program review and plan documents. These initiatives are often accompanied by resource requests, including technology (software and equipment) that may be necessary for the initiative's success. The initiatives are then prioritized by different leadership councils. All requests and needs are considered to support equitable student success, especially in the instructional area. Any substantial technology requests require consultation (including, at times, with the District Information Technology Department) to ensure that any new requests meet the standards of compatibility, security, and maintenance established by the College and the District.

Technology Support and Plans

The College has identified technology as a key component of its strategic planning goals, and its goals, needs, and accomplishments are outlined in the [Technology Plan](#), which aligns with the [Comprehensive Master Plan](#). MVC uses a variety of technology, from hardware to software, to facilitate communication, instruction, research, and operational activities by all college constituents. In every department, classroom, engagement center, and office across the College, technology improves operational efficiency and effectiveness, and MVC has dedicated financial and staffing resources to ensure that students, classified professionals, faculty, and administrators have the technology needed to fulfill the College's educational mission and strategic goals. [Technology Support Services \(TSS\)](#) supports Moreno Valley College and the success of MVC students by providing timely, useful information, by providing technical support to all users, and by meeting the needs of the learning process through technical resources. These services are available to all academic programs, administrative departments, and student services. MVC strives to provide a seamless solution to the latest innovative technologies to support diverse learning environments.

RCCD provides centralized leadership and infrastructure for technology services that support the educational and operational needs of Moreno Valley College. Technology planning and implementation are aligned with the RCCD mission through coordinated districtwide and college-based efforts. The [RCCD Technology Plan](#) guides infrastructure, systems, and service development across the colleges. The [District Information Technology \(IT\) Department](#) ensures that technology systems are secure, reliable, and aligned with the District's mission to promote student success and institutional effectiveness. In 2023, the District restructured its IT organization to centralize leadership, realign staffing, and improve service delivery to the colleges. Through this model, district-led Information Technology provides consistent and strategic oversight, while locally assigned Technology Support Services (TSS) staff deliver hands-on support to meet the specific needs of each campus.

Technology planning is integrated into the district's participatory governance structure. The Information Technology Strategy Council includes representatives from all three colleges and the District, ensuring that technology decisions are inclusive, transparent, and aligned with institutional priorities. [The District also collaborates with college IT teams](#) to ensure that local needs are addressed while maintaining consistency and interoperability across the system.

Technology oversight is structured through regular meetings of the District Information Technology Strategy Subcommittee (ITSC), the Enterprise Resource Project/Student Information System Team, and the Resources Committee at Moreno Valley College. These groups gather feedback, evaluate priorities, and coordinate technology planning efforts at the college level. The District and College collaborate to support instructional technology initiatives, such as the expansion of HyFlex classrooms and adoption of classroom media standards that ensure equitable access and usability across all campuses. RCCD's TSS units work to implement and support classroom, conference room, and instructional systems that enhance teaching and learning. The effectiveness of technology infrastructure and support is assessed through the program review process, user satisfaction surveys, and service usage metrics. RCCD's centralized IT model, supported by local TSS staff and strategic district-level planning, ensures that technology resources are reliable, secure, and responsive to the needs of students, faculty, and staff.

Use of Technology and Safety

RCCD communicates requirements for the appropriate use of technology to all students and employees. [BP and AP 2720 \(Computer and Network Use\)](#) outlines user responsibilities and is accessible on the district and college websites. Students are notified of these policies when they first access their district-issued email and Microsoft 365 accounts as logging in requires agreement to the Acceptable Use Policy; in addition, the [student handbook](#) articulates appropriate use policies.

Employee onboarding materials include appropriate use policies, and, in accordance with [BP and AP 2721 \(Information Security and Data Protection\)](#), all employees are required to complete [annual cybersecurity awareness training](#). To ensure information security, RCCD employs a multi-layered cybersecurity framework that includes Microsoft Defender endpoint protection, vulnerability scanning by third-party vendors, simulated phishing campaigns through KnowBe4, and secure backup and disaster recovery protocols. The District also ensures compliance with state and federal security requirements, including the Gramm-Leach-Bliley Act (GLBA), and employs third party vendors and works with its cybersecurity insurance provider to conduct risk assessments.

The District Information Technology (IT) Department ensures that technology systems are secure, reliable, and aligned with the District's mission to promote student success, institutional effectiveness and support educational services and operations. IT maintains a robust and scalable infrastructure that includes the following components:

- Districtwide enterprise systems (e.g., Colleague ERP, Canvas LMS, Microsoft 365)
- Secure data centers and cloud-based services that ensure MVC's networks are secure, and data is protected
- High-speed internet and Wi-Fi access across all campuses
- Help desk and technical support services for students and employees

The RCCD Help Desk has [standard procedures for reporting suspected phishing attacks and cybersecurity incidents](#).

The District's Information Security Officer (ISO) leads efforts to monitor threats, respond to incidents, and ensure compliance with federal and state regulations such as FERPA, GLBA, and CCPA. RCCD clearly communicates expectations for the appropriate use of technology through Board Policies and annual training modules. All students and employees are required to acknowledge the Acceptable Use Policy, which outlines responsibilities related to data security, ethical conduct, and digital citizenship. Training on cybersecurity awareness, phishing prevention, and data handling is provided regularly through online platforms and in-person workshops. These efforts are reinforced during onboarding and through periodic reminders and simulated phishing campaigns.

Disaster Recovery

To facilitate disaster recovery, the District sends critical enterprise applications backups to a repository in a geographically distinct location, located on the Moreno Valley College campus, the VEEAM Backup and Replication suite sends backups to this location daily. This provides a remote recovery source if the primary location is subject to physical damage or disaster. Also, each of the District's sites has a server infrastructure running VMWare which allows VMs to be migrated temporarily to other sites should a long-term outage occur at any of the locations. Finally, the District contracts for a rapid hardware replacement service. This service allows for replacement within 24 hours of critical infrastructure should a catastrophic failure or disaster occur.

Application specific backups via the VEEAM suite are maintained for our time-critical services such as Ellucian Colleague, SharePoint and the District's other databases operating in a full recovery model. These backups occur every few hours to allow exact point-in-time recovery of critical information. File share backups are also sent to a geographically distant location on a nightly basis utilizing the data fabric of the NetApp SAN devices. The file share backups are distributed across the three primary sites of Norco College, Moreno Valley College, and Riverside City College. This allows for the recovery of departmental and user data in the event of catastrophic failure or disaster at one of the college campuses.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

The Riverside Community College District (RCCD) maintains a comprehensive and proactive approach to risk management that safeguards the District's financial stability, operational continuity, and the health and safety of its students, employees, and community. The District Office provides centralized leadership in risk assessment, emergency preparedness, insurance management, and business continuity planning for Moreno Valley College. Risk management is integrated into the District's governance structure through regular reporting to the Chancellor's Cabinet, Board of Trustees, and college leadership. The District also participates in risk-sharing consortia and collaborates with legal counsel and insurance providers to stay informed of emerging risks and regulatory changes.

Risk Management Framework

RCCD's risk management program is coordinated through the [Office of Risk Management and Safety](#), which oversees the identification, evaluation, and mitigation of risks across the District. Key components include the following:

- [Comprehensive insurance coverage](#) (property, liability, cyber, workers' compensation)
- Regular risk assessments and safety audits
- [Incident reporting and investigation protocols](#)
- [Training programs](#) on workplace safety, emergency response, and compliance

RCCD employs a comprehensive risk management strategy that protects its assets and operations through a strategic blend of traditional insurance and self-insurance programs. RCCD's core insurance coverage is provided via its membership in the California Schools Risk Management Joint Powers Authority (JPA), a self-insurance risk pool that offers extensive coverage for property, liability, and workers' compensation. Within this framework, RCCD has established a self-funded retention of \$500,000 per claim for workers' compensation, effectively balancing risk and cost through prudent self-insurance practices.

To address all potential risks fully, RCCD complements its JPA participation with specialized commercial insurance policies for areas outside the scope of the JPA risk pool. These additional policies include student professional liability insurance, student accidental medical insurance, fine arts coverage, and international travel insurance, ensuring robust coverage across all institutional activities. These coverages support the consistent delivering of essential programs, such as health sciences, clinical, and international study opportunities, critical for a diverse student body. Furthermore, student accidental medical insurance provides an additional safety net for student injury, especially for uninsured and underinsured students so they can focus more on their education.

Financial Risk Management

The District employs conservative fiscal practices and multi-year financial planning to mitigate financial risks. Budget development includes scenario planning and reserve analysis to ensure resilience in the face of enrollment fluctuations, state funding changes, or economic downturns. The District maintains a healthy reserve fund in accordance with board policy and Chancellor's Office guidelines. In self-funded areas, RCCD maintains actuarially determined reserves that are assessed and adjusted regularly to ensure adequate funding for potential claims and financial contingencies. The District maintains a minimum reserve of 5% of the total available fund that is equal to the revenue plus the beginning balance. An [annual actuarial](#)

[evaluation](#) verifies that these reserves align with projected risks and financial obligations, demonstrating RCCD's commitment to financial resilience. The results of RCCD's comprehensive risk management and insurance practices have directly contributed to a [stable operational environment](#) that allows the District to respond swiftly without impacting its core operations or funding for essential student programs and equitable student success.

To address financial emergencies, MVC is expected through the district Budget Allocation Model (BAM) to manage its budgets responsibly and maintain reserve funds for crisis situations to help cover unexpected costs. Holding a 1% contingency at the college level aligns with that expectation and supports overall fiscal stability which can be found in [number 6 of the BAM Components section](#).

Emergency Preparedness and Contingency Planning

RCCD maintains detailed [Emergency Operations Plans \(EOPs\)](#) for the District and each college, following [BP and AP 5805 \(Disaster Preparedness and Emergency Operations Plan\)](#), which outline procedures for responding to a wide range of emergencies, including natural disasters, public health crises, and technological disruptions. These plans are reviewed and updated regularly in coordination with local emergency services and public health agencies. The District also conducts [regular drills and tabletop exercises](#) to test emergency response capabilities and ensure readiness and provides [guidance and information](#) to the colleges. Each college has designated Emergency Operations Centers (EOCs) and trained personnel to coordinate response efforts. In addition, RCCD has developed Business Continuity Plans (BCPs) to ensure the continuity of critical operations in the event of prolonged disruptions. These plans include strategies for remote instruction, alternative work arrangements, and data recovery. The [Board of Trustees receives informational updates](#) on emergency preparedness and safety initiatives.

Moreno Valley College has implemented strong risk management strategies and established policies to prepare for financial, environmental, and technological emergencies. The College's [Emergency Response Plan](#) includes protocols for natural disasters like earthquakes and floods, detailing evacuation procedures and communication methods to keep the community informed. Additionally, the College provides [ongoing training and drills for classified professionals, faculty, and administrators](#) on emergency response and crisis communication, enhancing readiness to handle any unforeseen circumstances. Through these proactive measures, MVC ensures the safety and continuity of its operations and supports the well-being of our community.

Technology Risk and Cybersecurity

In collaboration with the District IT Department, RCCD has implemented robust cybersecurity measures to protect against data breaches, ransomware, and other technological threats, as discussed in detail in 3.9. These include regular system backups and disaster recovery protocols that focus on the recovery of sensitive data systems, including student and employee information; network monitoring and intrusion detection systems; cyber insurance coverage; and employee training on phishing and data protection

RCCD and MVC's risk management contribute directly to its mission of promoting equitable student success. By creating a secure and inclusive environment, the College ensures that all students—regardless of background or ability—have consistent access to safety resources and support systems. This proactive

approach fosters a learning environment where students can focus on their educational goals without the added concern of inadequate emergency preparedness. Additionally, Moreno Valley College maintains sufficient insurance coverage to safeguard institutional operations and support recovery in the aftermath of emergencies. This financial preparedness allows the College to address damages, liability concerns, and continuity of operations efficiently. By ensuring adequate insurance protection, MVC strengthens its resilience and ability to maintain services even under unexpected or adverse conditions. Overall, Moreno Valley College's Emergency Command Structure, specialized personnel training, financial and digital risk management strategies—including insurance and data recovery protocols—reflect a strong commitment to both campus safety and student well-being. Through proactive planning and community-focused initiatives, the College is well-equipped to respond to emergencies while supporting a secure and inclusive academic environment.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Moreno Valley College (MVC) is committed to the principles of academic freedom, academic integrity, and freedom of inquiry and views these principles as essential to its mission and equitable student success. The College supports the freedom of all faculty members and students to discuss any matters of academic or public concern in an environment that permits the pursuit and delivery of knowledge. Riverside Community College District's (RCCD) [Board Policy 2030 \(Academic Freedom\)](#) codifies these principles and makes clear that academic freedom "is fundamental for the protection of the right of the teacher in teaching and of the student's freedom in learning." Furthermore, the board policy states that when college professors "speak or write as citizens, they should be free from institutional censorship or discipline." The policy is made available on the district website and published in the [college catalog](#).

The principles of academic freedom and integrity are communicated and upheld through multiple channels.

- [Faculty handbooks](#) and [collective bargaining agreements](#) include provisions that protect academic freedom in teaching, research, and publication.
- Student orientation programs and [course syllabi](#) include statements on academic honesty and consequences for violations.
- Professional development workshops and [governance discussions](#) regularly address topics such as intellectual freedom, ethical scholarship, and respectful discourse.

MVC faculty play an essential role in the academic integrity of the College and exercise professional discretion to educate students. Under the auspices of the Academic Senate, faculty work together to determine outcomes and objectives, course content, and course materials for all courses. Faculty members are expected to teach from course outlines of record developed by faculty in the discipline. These aspects of instruction are evaluated during the [improvement of instruction process](#), which includes a review of the course syllabus.

[Board Policy \(BP\) 3550 \(Speech - Time, Place, and Manner\)](#) extends academic freedom to students, employees, and members of the public and states that they "shall be free to exercise their rights of free expression, subject to the requirements of this policy and corresponding administrative procedure." In addition, both [BP 3500 \(Standards of Student Conduct\)](#) and [Administrative Procedure \(AP\) 3500\[A\] \(Student Discipline Procedures\)](#) clarify the rights and responsibilities of students, including policies and procedures related to academic honesty and integrity. More specifically, BP 3500 makes clear students' responsibility to avoid academic dishonesty, including plagiarism and cheating. It further stipulates that both the definitions of cheating and plagiarism and the penalties for violating standards of student conduct pertaining to

cheating and plagiarism will be included in various publications including the [college catalog](#), the [Student Code of Conduct section of the student handbook](#), and [online class schedules](#), all of which are posted to the college website, as well as course syllabi; syllabi for [Philosophy 10](#) and [Psychology 1000](#) demonstrate communication of such policies. The student handbook also provides detailed information pertaining to the [student discipline procedures](#) and [student grievances](#).

Students are provided resources such as [LIB 1 Introduction to Information Literacy](#), [self-paced information literacy tutorials](#), [a library shell in Canvas](#), and [research guides](#) and [videos](#) to support the development of responsible and ethical use of information, including AI. AP 3500A includes disciplinary procedures for “a prompt and equitable means to address violations of the Standards of Student Conduct.”

Additional key policies that communicate expectations for academic integrity of all shareholders include the following:

- [BP 2750 \(Use of Copyrighted Material\)](#) which states employees will abide by all aspects of copyright law, and
- [AI Faculty Guide](#) which highlights AI policy, provides sample syllabus statements regarding AI and academic honesty, and outlines ways to teach students to use AI appropriately.

The AI guide also demonstrates that policies are adaptive; the College and District recognize evolving needs and modify policies to meet those needs. For example, RCCD has created an [Artificial Intelligence Council](#) to provide districtwide governance and guidance on the responsible and ethical use of artificial intelligence technologies.

The freedom to teach and learn without fear or intimidation is a necessary requirement to the development and growth of faculty and the success of our students. Moreno Valley College fosters a culture where diverse perspectives are welcomed and scholarly inquiry is encouraged. Faculty are empowered to design curriculum, select instructional materials, and engage in research consistent with their academic expertise and the needs of their disciplines. Students are encouraged to explore complex issues, challenge assumptions, and contribute to the academic community through research, service, and civic engagement. The District’s Office of Diversity, Equity, and Inclusion further supports this culture by promoting inclusive pedagogy, cultural competency, and respectful engagement across differences. Finally, the Board of Trustees exercises its oversight role by ensuring that policies related to academic freedom and integrity are implemented consistently across the district.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

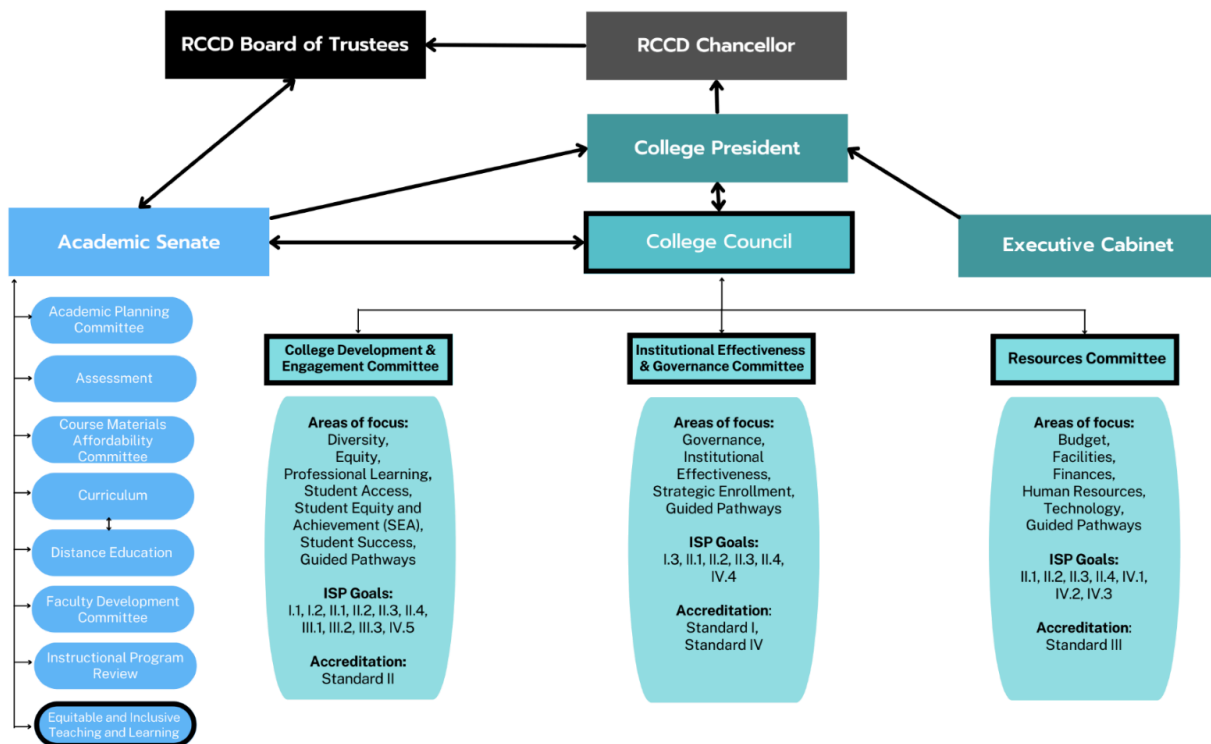
[Board Policy and Administrative Procedure 1510 \(Participation in Local Decision Making\)](#) communicates the procedures to be established at Moreno Valley College to ensure that appropriate membership and college constituencies are represented and participate in decision-making processes, including Academic Senate, staff, and students.

MVC ensures board policy and accreditation standards are met through its reflective establishment of governance structures for decision-making and participation, designed with the goals of transparency,

inclusivity, and alignment with the college mission. Since the previous site visit, the College has revised its governance structure, which aimed to improve communication and transparency of decision making as well as broaden input and participation of all shareholder groups. This governance redesign itself demonstrates how the College engages all constituency groups to set priorities and make decisions:

- The process began with a [collegewide survey](#) on leadership and decision making that actively sought feedback from all constituent groups; the [survey results](#) were then widely shared.
- A [joint task force](#) was created to review the current model’s effectiveness and included students, classified professionals, faculty, and administrators. The membership and work of the task force was shared on the [college website](#).
- Several [collegewide townhalls](#) and an [additional collegewide survey](#) on proposed structures allowed for continued conversation and feedback.
- Strategic planning retreats with constituent groups led to sustained discussions on the governance structure.

The [resulting structure](#) was selected and communicated in 2022-2023 and then implemented in 2023-2024.



Last updated 3/24/2023

Moreno Valley College has a governance structure of committees with representation from the four stakeholder groups: students, faculty, classified professionals, and administration. Three of these committees are [Institutional Effectiveness and Governance](#), [College Development and Engagement](#) and [Resources](#). Ideas and proposals can originate from these committees and go to the [College Council](#) for approval or can originate from the College Council itself. These four committees adhere to a tri-chair leadership system with one classified professional, one faculty member, and one administrator. The governance structure is organized to allow and encourage consideration of ideas from every area of the College and, where appropriate, of proposals to be recommended for action. An example of the

decision-making process leading to advancement of the mission is the recent creation of the new Counseling and Guidance Department. Following the [MVC Process and Guiding Principles for Creating a New Academic Department](#), the Humanities, Education, Social and Behavioral Sciences Department submitted a proposal to create a separate Counseling and Guidance Department. The proposal was [approved by the Academic Planning Committee](#) and then [approved by administration](#).

The [Leadership and Governance Handbook](#), updated to reflect and document the new governance structure and committees, outlines the roles, responsibilities, and best practices of various committees to enhance clarity, understanding, and focus in governance. Included in this handbook are bylaw templates which promote consistency across committees, making it easier for the college community to comprehend their functions and contributions to decision making. The handbook also includes and defines decision-making and planning processes to demonstrate the role of participatory governance at the College, which, along with definitions, acronyms, flowcharts, and FAQs, aim to serve as an essential training and onboarding resource for the community.

Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution in the handbook and beyond. For example, a recent FLEX activity offered titled [Can You Be a Chair/Assistant Chair or Other Faculty Leader? Yes, You Can! \(OR What I Wish I Knew as a Chair/Assistant Chair/Faculty Leader\)](#) encouraged faculty leadership, clarified roles, and supported faculty in leadership positions or considering leadership positions. In addition, MVC's onboarding and [newly formed mentorship program](#) ensure that new faculty members become familiar with the College's governance structure and processes.

The [MVC Academic Senate](#) (AS), composed of elected faculty representatives, makes recommendations to college administration and to the Board of Trustees regarding academic and professional matters and facilitates communication among faculty, students, administration, and the Board of Trustees in all matters related to community college education. As part of the governance structure changes, committees under Academic Senate revised their bylaws to better respond to the College's needs. An [example of this is the Senate president-elect role](#), a new role whereby the current Senate president mentors the elect during the third year of their term, leading to an improved succession plan and allowing for a smooth change in leadership. After the new shared governance was in place, AS held a session on [Title V and Effective Participation in Governance](#) during a College Council retreat. Per bylaws, an [AS liaison](#) serves as a member of College Council to ensure ongoing information sharing between these two bodies.

Two new specialized committees under AS have recently been created and illustrates MVC's structural commitment to addressing equity, access, and student success, all of which are core components of the mission:

- The [Course Materials Affordability Committee](#) was created to advise on matters related to and to advocate for open educational resources and zero and low textbook cost materials to reduce financial barriers to education; this work promotes equity and has a positive impact on student enrollment, success, retention.
- The [Equitable and Inclusive Teaching and Learning Committee](#) was created to inform and make recommendations to the other standing committees of Academic Senate on matters of student equity and diversity as they relate to the 10+1 and Student Equity Plan. Recommendations generated by this committee promote a diverse faculty and creates a more supportive learning

environment for all students with the ultimate goal of improved retention and success rates. For example, as discussed in 3.1, [committee recommendations for equitable hiring](#) were presented to the Academic Senate in Fall 2024.

One area of concern for the Academic Senate was the need for increased clarity in governance structure with the District Office. For example, there is a parallel District Academic Senate (DAS) to the MVC Academic Senate as well as a parallel District Strategic Planning Council (DSPC) to the MVC College Council. The District Distance Education Committee (DEC) is currently under DSPC but, based on 10+1, would be best under the District Academic Senate. Therefore, DAS has proposed a new distance education committee under its purview for curriculum and 10+1 issues while the District DEC under DSPC will continue its work on technology and support tools.

Another key leadership group is the [Associated Students of Moreno Valley College \(ASMVC\)](#), which is dedicated to providing students with opportunities for developing leadership skills through participation in student government and co-curricular programs. ASMVC provides numerous ways for students to become involved in the college community, including serving as liaisons to Academic Senate, [College Council](#), and additional governance committees.

Leadership and decision-making go beyond the College to include community members. For example, the [CalWORKS Advisory Board](#) meets to ensure the efficacy of the program and to foster community relationships for student success and long-term self-sufficiency. Representatives from business and industry ensure that the College's CTE programs and curriculum meet the needs of the local workforce, identify trends and future directions in their respective fields, and discuss opportunities for continued partnerships. For example, the [Dental Assistant Advisory Committee](#), composed of faculty, administrators, and industry leaders, meet to discuss relevant issues to the program, such as licensure and accreditation changes. The [CTE Advisory Committee](#) includes faculty, administrators, and community and industry leaders and holds meetings each semester for multiple program advisories including Medical Assistant, Human Services, Kinesiology, Business, Information Technology, Digital Media, Game Design, and Early Childhood Education. The [Riverside County Training Officers](#) is a professional development organization of law enforcement and public safety personnel in the county and collaborates with CAL FIRE and MVC to identify training needs.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Institutional decision-making structures and practices at Moreno Valley College aim to support a climate of collaboration, transparency, and equity. To ensure the effectiveness of governance processes, the College has created a system for assessment of its decision-making processes and structure. For example, a [governance and decision-making survey](#) shows favorable feedback regarding committee communication and sharing of agenda and resources. Furthermore, the College Council has implemented annual [committee self-evaluation](#), which are important pieces of assessment at different decision-making levels. Academic Senate also assesses its structure based on the needs of the College via the committee self-assessment survey and [shares this information broadly](#). These practices allow for reflection on alignment of actions and

goals with college strategic planning goals and accreditation standards and their contributions to equitable student outcomes; they also provide a roadmap to guide improvements and future work.

Through these processes the College, its committees, and community are regularly reflecting on improvement, innovation, planning, and alignment with college goals and student needs. Similarly, [governance retreats](#), which include participation from all constituent groups including College Council and Academic Senate, foster collaboration, reflection, and innovation, enhancing the overall effectiveness of decision making. The retreats also include [equity focused discussions and presentations](#) focused on improving governance (such as feedback on redesign), college culture (being actively inclusive with our governance), and innovation (reflecting on input to create new processes, such as the committee evaluation form). These retreats have been important elements in improving college communication and culture, fostering reflection, and facilitating committee and collegewide action.

MVC's revision of its governance structure and [bylaws](#) reflects a commitment to communication and participation across all groups. The establishment of consistent bylaw templates and clear guidelines for creating subgroups, for example, ensure that all procedures are standardized, reducing inconsistencies and encouraging equitable input from diverse groups. As a best practice, each committee (whether legally subject or not) is expected to follow the Brown Act in the sharing of agendas, minutes, meeting information, etc. and to follow Robert's Rules of Order in the running of the meetings; explanation of these expectations and rules are shared in the [governance and planning handbook](#). The College has made significant progress in this area through the creation of procedural infrastructure designed to guide the new structure and provide clear and consistent frameworks and guidance for running committees and making decisions. MVC has also revised its website and each governance webpage, creating a dedicated "[About Participatory Governance](#)" page to provide clear and comprehensive information about its decision-making structures.

Since the previous accreditation report, the College has become more data-informed, reflective, and responsive to identified trends and needs, and the importance of data and institutional effectiveness is a clear lesson from this period. Workshops such as the [data and planning workshop](#) involve all stakeholders in discussions about strategic goals and key performance indicators. These collaborative efforts create a shared understanding of the College's mission and drive collective action toward improving student outcomes. Annual review of institutional set-standards by [Academic Senate](#) and [College Council](#) are additional examples of this work. Overall, institutional effectiveness has become much more central to the College's goals, planning, and decision making and has helped MVC identify trends, measure effectiveness, and make more informed changes to policies and programs aimed at improving equitable student success. The response to the recommendations from the [equity audit](#), for example, demonstrates MVC's focus of integrating equity across the College and ensuring that all actions support the overarching goal of equitable student success; examples include a commitment to [equitable hiring](#) (as discussed in 3.1) and evaluation of and improvement in student-facing forms for greater clarity and inclusiveness.

The College has made intentional and concerted efforts to increase the engagement of the community, including students and part-time faculty. Student and part-time faculty voices can be overlooked but, at MVC, are being amplified by membership in committees such as [College Council](#), [Academic Senate](#), [Institutional Effectiveness and Governance Committee](#), [Course Materials Affordability Committee](#), [Equitable and Inclusive Teaching and Learning Committee](#), and [Curriculum Committee](#). College Council, in fact,

[changed its bylaws](#) to increase student membership and involvement. Furthermore, meetings are held both in-person and virtually, allowing flexibility that leads to increased participation.

An ongoing goal is to strengthen communication and collaboration with the District Office. Collegial consultation is needed for matters that are part of the Academic Senate 10+1; however, situations have arisen in which faculty were not informed or included until after decisions had been made by district administration. The [inclusion of the Academic Senate presidents](#) to the District Strategic Planning Council is part of the process to close these loops and enhance collaboration.

**4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.
(ER 7)**

The Riverside Community College District (RCCD) Board of Trustees exercises its fiduciary and policy-making responsibilities, as delineated in [Board Policy 1200 \(Board Duties, Responsibilities and Privileges\)](#), with a clear focus on institutional quality, fiscal stability, and student success. Through a robust governance framework, the Board ensures that the District and its three colleges (Moreno Valley College, Norco College, and Riverside City College) operate in alignment with their missions and strategic goals. The Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Chancellor action under which the District is governed and administered, as articulated in [Board Policy \(BP\) and Administrative Procedure \(AP\) 1510 \(Participation in Local Decision-Making\)](#).

The Board of Trustees governs through the adoption and regular review of Board Policies (BPs) and Administrative Procedures (APs), which provide the foundation for institutional operations, academic quality, and financial stewardship. The Chancellor provides periodic reports to the Board on the process for implementation of adopted policies, and the Board has a system for evaluating and revising its policies on a regular basis as articulated in [BP and AP 1410 \(Board Policy and Administrative Procedure\)](#).

Board policies are reviewed on a [rotating schedule](#) to ensure currency, legal compliance, and responsiveness to emerging needs. These policies are developed in consultation with district and college leadership, legal counsel, and participatory governance bodies and reviewed by the [District Strategic Planning Council \(DSPC\)](#). The District Strategic Planning Council (DSPC) reviews and approves short- and long-term district strategic plans as a recommendation to the Chancellor. The Board's policy leadership encompasses the following:

- Academic and student affairs
- Human resources and labor relations
- Facilities and capital planning
- Budget development and financial management
- Risk management and institutional effectiveness

The Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality and successful outcomes for all students. The Board monitors progress toward institutional goals through a structured cycle of reporting and evaluation, including the following examples:

- [Annual presentations on college strategic plans](#) and [district strategic plans](#)
- [Curriculum changes and updates](#) and [general education revisions](#)
- [Review of Student Equity Plans](#), including institutional effectiveness indicators and student success metrics
- [Accreditation updates](#) and institutional self-evaluation reports
- Program review summaries and [enrollment trends](#)
- [Distance Education reports](#)
- [Business and Financial Services reports](#)
- [Annual reports on grants and projects](#)
- [Presentations on external relations and strategic communications](#)

The Board also receives updates on community partnerships, such as the [Inland Empire/Desert Regional Consortium](#), ensuring that institutional priorities remain aligned with regional needs and student outcomes.

The [Board plays a central role in ensuring the fiscal health of the District](#). It approves the annual budget, reviews quarterly financial reports, and monitors long-term fiscal planning. The Board maintains a commitment to conservative budgeting, adequate reserves, and compliance with state and federal regulations. The District's strong fiscal management is reflected in clean annual audits, prudent use of bond funds, and successful grant acquisition. The Board's Fiscal and Audit Committee provides additional oversight and transparency in financial matters. The Board adopts and monitors the [District's Strategic Plan](#), which outlines long-term goals and measurable objectives. Progress toward these goals is tracked through annual updates and performance dashboards. The Board uses this information to inform decision-making, allocate resources, and hold the Chancellor and district leadership accountable for results. Furthermore, the Board of Trustees may establish committees that it determines are necessary to assist the Board in its responsibilities, as specified in [BP and AP 1220 \(Committees Of The Board\)](#).

Participation in the District's shared governance takes place at Board of Trustees' monthly Committee meetings by having, as stipulated in [BP and AP 1510](#), a representative from each of the district constituencies (Academic Senate, Associated Students, CTA, CSEA and Confidential employees) present and participate in the discussions that takes place at those meetings.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The RCCD Board of Trustees exercises its authority to select, appoint, and evaluate the Chancellor, the Chief Executive Officer (CEO) of the District, in accordance with established board policies and best practices in higher education governance. The Board ensures that the Chancellor is empowered to lead the District effectively, implement board policies, and advance the mission of Moreno Valley College.

The selection of the Chancellor is governed by [Board Policy \(BP\) and Administrative Procedure \(AP\) 1431 \(Chancellor Selection\)](#), which outlines a transparent, inclusive, and equitable process. The Board initiates a

national search when a vacancy occurs and appoints a search committee that includes representatives from faculty, classified staff, administrators, students, and community members. The process includes the following components:

- Public forums and stakeholder input
- Screening and interviews by the search committee
- Final interviews and selection by the Board of Trustees

The Board ensures that the selection process reflects the District's commitment to diversity, equity, and inclusion and that the selected candidate demonstrates a strong alignment with the District's mission and values.

The Board conducts an annual evaluation of the Chancellor in accordance with [BP and AP 1435 \(Evaluation of the Chancellor\)](#). The evaluation process is structured, evidence-based, and aligned with the Chancellor's contract and performance goals and includes a self-assessment by the Chancellor, feedback from Board members and key stakeholders, and a review of progress toward strategic goals and institutional performance metrics. The evaluation process is designed to support continuous improvement, leadership accountability, and alignment with district priorities. The Board uses the evaluation to provide constructive feedback, set future goals, and determine contract renewal or adjustments.

The Board respects the delineation of roles and maintains a clear distinction between governance and management. The Board delegates full authority to the Chancellor to implement board policies and manage the day-to-day operations of the District. This delegation is formalized in [BP and AP 1430 \(Delegation of Authority to Chancellor and Presidents\)](#), which affirms the Chancellor's responsibility for the areas:

- Administering district operations and personnel
- Overseeing academic and student services
- Managing fiscal and facilities resources
- Representing the district in external affairs

The Chancellor is accountable to the Board and [provides regular reports](#) on institutional performance, policy implementation, and emerging issues. The Board respects the delineation of roles and does not interfere in administrative matters, maintaining a clear distinction between governance and management. The Board carefully reviews reports from the Chancellor on the programs and conditions of the Colleges and the District to ensure high-quality institutional planning and evaluation. The Board holds two meetings each month, [a regular meeting](#) and [a committee meeting](#), to allow sufficient time to listen to and engage with regular reports. All [Board of Trustee meeting agendas and minutes](#) are made available on the district website.

The Board has policies outlining the delegation of administrative authority to the college president as chief Administrator. Specifically, [BP and AP 1430 \(Delegation of Authority of Chancellor and Presidents\)](#) defines the nature and scope of the delegation of authority to college presidents. The Chancellor establishes the procedure for the search process to recruit and hire college presidents, as stipulated in [BP and AP 6121 \(President Recruitment And Hiring\)](#); the Chancellor also establishes the procedures for the annual evaluation of college presidents according to [BP and AP 6155 \(Evaluation Of College President\)](#).

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Riverside Community College District (RCCD) Board of Trustees functions as a [cohesive and effective governing body](#), committed to advancing the [mission, vision, and values of the District and its three colleges](#): Moreno Valley College, Norco College, and Riverside City College. The Board fulfills its [fiduciary responsibilities](#) through transparent governance, ethical leadership, and adherence to established bylaws and best practices. The Board operates as a unified body, [making decisions through majority vote](#) and engaging in open, public deliberations. [BP and AP 1220 \(Committees of the Board\)](#) stipulates that the Board may by action establish committees to assist the Board in its responsibilities when deemed necessary.

Board members are committed to shared governance and regularly participate in strategic planning, accreditation, and policy development processes. Their actions consistently reflect the District's mission to provide high-quality, equitable education and to support student success across diverse communities, which is demonstrated by the following:

- [Adoption and oversight of the District's Strategic Plan](#)
- [Support for equity and inclusion initiatives](#)
- [Engagement with community stakeholders](#)
- Regular review of institutional performance and [student outcomes](#)

In addition, Board members are trained in fiduciary responsibilities and are committed to transparency, stewardship of public funds, and long-term financial sustainability. It receives regular [financial reports, updates on bond-funded projects, and audit findings](#) and practices sound fiscal oversight by [approving budgets](#), monitoring expenditures, and ensuring compliance with state and federal regulations.

The Board adheres to its bylaws and policies, which define roles, responsibilities, and procedures for effective governance:

- [BP and AP 1710 \(Conflict of Interest\)](#), which affirms that board members will not be financially interested in any contract made by the member in their official capacity
- [BP and AP 1715 \(Code of Ethics/Standards of Practice\)](#), which affirms the Board's commitment to ethical conduct and accountability
- [BP 1740 \(Board Education\)](#), which outlines expectations for ongoing trustee development
- [BP 1745 \(Board Self-Evaluation\)](#), which establishes an annual process for assessing board performance

The Board conducts an annual self-evaluation to reflect on and improve its own effectiveness, identify areas for improvement, and set governance goals. Trustees also participate in professional development through organizations such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT). The Board maintains high ethical standards and complies with conflict of interest laws and regulations. Trustees complete the [annual Form 700](#) (as stipulated in the Citizens' Bond Oversight Committee bylaws), disclosures and receive training on ethics, the Brown Act, and governance best practices. The Board's Code of Ethics guides trustee behavior and reinforces the importance of integrity, respect, and public trust.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Insert a hyperlink (or hyperlinks) to documentation for each required checklist item below. Be sure to provide a clear, descriptive name for each document listed. Your institution may have included some of this documentation as part of the supporting evidence for your narrative responses above. **If so, please link to the page in the ISER where the item is discussed so your team can see the item in context.**

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	ACCJC Midterm Report Reaffirmation Letter (06-12-2024) ACCJC ISER Reaffirmation Letter (01-27-2022)
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	Board Policy 1005 District Mission
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	Board Policy 1005 District Mission Board of Trustees Minutes (09-20-2022)
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	Comprehensive Master Plan: Focus on Engagement Comprehensive Master Plan Integrated Strategic Plan

<p>v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)</p>	<p>Annual Institutional Set-Standards Report (March 2024)</p> <p>Annual Factbook and Institutional Effectiveness Report (2025-2030)</p>
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Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> ● Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees ● Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities ● Adherence to the Department of Education’s standards for clock-to-credit hour conversions, if applicable (ER 10) ● Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable <p>(See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p>Board Policy and Administrative Policy 2020: Program, Curriculum, and Course Development</p> <p>College Catalog: Degrees and Certificates Explained</p> <p>Associate in Science for Transfer: Environmental Science</p>
<p>ii. Documentation that the institution’s transfer of credit policies include the following:</p> <ul style="list-style-type: none"> ● Any established criteria the institution uses regarding the transfer of credit earned at another institution ● Any types of institutions or sources from which the institution will not accept credits ● A list of institutions with which the institution has established an articulation agreement ● Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<p>Transfer Course Articulation Webpage</p> <p>Online Catalog: Credit for Prior Learning (including AP, IB, and CLEP)</p> <p>Credit for Prior Learning Webpage</p> <p>Online Catalog: Transfer Requirements</p> <p>Online Catalog: Cal-GETC General Education Requirements</p> <p>Private Universities</p> <p>California State University San Marcos Agreement</p>

Required Item	Documentation
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the <u>Policy on Institutional Advertising and Student Recruitment</u> (ER 16)</p>	<p>Communication</p> <ul style="list-style-type: none"> ● <u>RCCD Board Policy and Administrative Procedure 4500, “Student News Media”</u> ● <u>RCCD External Relations & Strategic Communications website</u> ● <u>RCCD website (news)</u> ● <u>Public Affairs Officer Structure (RCCD) screenshot</u> ● <u>MVC Marketing and Social Media Department website</u> <p>Outreach and Recruitment</p> <ul style="list-style-type: none"> ● <u>RCCD Board Policy 3011, “Admission and Concurrent Enrollment of High School and Other Young Students”</u> ● <u>MVC Dual Enrollment Website</u> ● <u>MVC Outreach and Recruitment website</u> ● <u>RCCD Board Policy 3012, “International Students”</u> ● <u>RCCD Administrative Procedure 3013, “Students in the Military”</u>

Required Item	Documentation
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> ● Evidence that these policies/procedures are accessible to students in the catalog and online; ● Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<p>AP 3500[B]: Student Grievance Process for Instruction and Grade Related Matters</p> <p>AP 3500[C]: Student Grievance Process for Matters Other Than Instruction, Grades or Discipline</p> <p>AP 5522: Student Grievance Process for Instruction and Grade Related Matters</p> <p>Online Catalog: Grievance Procedures</p> <p>Accreditation Webpage with Contact Information of Agencies</p> <p>AP 6435: Discrimination and Harassment Complaints and Investigations and Discrimination and Harassment Complaint Reporting Webpage</p> <p>Student Complaint Form</p> <p>Students Rights, Responsibilities, and Grievances Webpage</p>

Required Item	Documentation
<p>v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:</p> <ul style="list-style-type: none"> ● Accurate and consistent implementation of complaint policies and procedures ● No issues indicative of noncompliance with Standards 	<p>AP 3500[B]: Student Grievance Process for Instruction and Grade Related Matters</p> <p>AP 3500[C]: Student Grievance Process for Matters Other Than Instruction, Grades or Discipline</p> <p>AP 5522: Student Grievance Process for Instruction and Grade Related Matters and Online Catalog: Grievance Procedures</p> <p>Accreditation Webpage with Contact Information of Agencies</p> <p>AP 6435: Discrimination and Harassment Complaints and Investigations</p> <p>Students Rights, Responsibilities, and Grievances Webpage</p>
<p>vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup</p>	<p>BP and AP 1825: Records Retention and Destruction</p>
<p>vii. Documentation of the institution’s policies and/or practices for the release of student records</p>	<p>BP 3040: Student Records, Directory Information and Privacy</p>
<p>viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination</p>	<p>AP 2021: Program Viability and Discontinuance</p>

Required Item	Documentation
FOR TITLE IV PARTICIPANTS:	
<p>ix. Documentation of institution’s implementation of the required components of the Title IV Program, including:</p> <ul style="list-style-type: none"> ● Findings from any audits and program/other review activities by the U.S. Department of Education (ED) ● Evidence of timely corrective action taken in response to any Title IV audits or program reviews <p>See Policy on Institutional Compliance with Title IV</p>	<p>College Information</p> <ul style="list-style-type: none"> ● MVC Financial Aid website ● MVC Consumer Guide 2025-26 ● MVC Financial Aid Disbursement Schedule 2025-26 ● MVC Financial Aid Forms ● MVC has less than 1% receiving federal loans. <ul style="list-style-type: none"> ○ College Scorecard ○ Institutional Profile ● MVC Net Price Calculator <p>External Audits:</p> <ul style="list-style-type: none"> ● RCCD Board Policy 5400, “Financial Audits” ● RCCD-Measure C 2023-24 Audit ● RCCD-Measure CC/C Financial Documents ● RCCD Financial Statements – June 30, 2024 Financial Audit ● RCCD Monthly Financial Report – December 2025 ● RCCD Business Services Financial Documents website ● RCCD Adopted Budget 2025-26 ● MVC Annual Fiscal Report 2025 ● MVC Annual Report 2025 <p>Title IV Institutional Compliance Documents</p> <ul style="list-style-type: none"> ● MVC Eligibility and Certification Approval Report ● MVC Federal Student Aid Program Participation Agreement ● MVC Federal Student Aid – Approval Letter

Required Item	Documentation
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
<p>x. Documentation of institution's:</p> <ul style="list-style-type: none"> ● Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit ● Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) ● Policies regarding protection of student privacy <p>See Policy on Distance Education and on Correspondence Education</p>	<p>BP and AP 2105: Distance Education</p> <p>BP and AP 2721: Information Security and Data Protection</p> <p>The DE Den: RSI Guidelines with Examples Canvas Shell</p> <p>Online Catalog: Courses / Delivery Methods</p> <p>Enrollment Verification Webpage</p>
REQUIRED ONLY IF APPLICABLE	
<p>xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	<p>Online Catalog: Course Types</p>
<p>xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<p>BP and AP 2235: Credit for Prior Learning</p> <p>Credit for Prior Learning Webpage</p>
<p>xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	<p>Agreements</p> <ul style="list-style-type: none"> ● Audeo Valley Charter School ● Hemet Unified School District ● Moreno Valley Unified School District ● Val Verde Unified School District <p>Accredited Supplemental Instruction Program Certificate</p>
<p>xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</p>	<p>BP and AP 1800: Institutional Code of Professional Ethics</p> <p>CSEA Collective Bargaining Agreement pages 70-71</p> <p>Faculty Association / CTA Collective Bargaining Agreement pages 45-47</p> <p>Management Handbook pages 3-4</p>

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
<p>i. Written policies and procedures for human resources, including hiring procedures</p>	<p>BP 6100: Commitment to Diversity</p> <p>BP and AP 6120: Recruitment and Hiring</p> <ul style="list-style-type: none"> • AP 6120[A]: Academic and Classified Administrators Recruitment and Hiring • AP 6120[B]: Classified and Classified-Confidential Recruitment and Hiring • AP 6120[C]: Full-Time Faculty Recruitment and Hiring • AP 6120[D]: Part-Time Faculty Recruitment and Hiring • AP 6120[E]: Temporary / Casual Long-Term Faculty Recruitment and Hiring • BP and AP 6121: President Recruitment and Hiring <p>BP 6420: Equal Employment Opportunity</p>
<p>ii. Employee handbooks or similar documents that communicate expectations to employees</p>	<p>CSEA Collective Bargaining Agreement</p> <p>Faculty Association / CTA Collective Bargaining Agreement</p> <p>Management Handbook</p>
<p>iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)</p>	<p>RCCD Audit Reports</p> <ul style="list-style-type: none"> • 2023-24 • 2022-23 • 2021-22 <p>Foundation Audit Reports</p> <ul style="list-style-type: none"> • 2023-24 • 2022-23 • 2021-22 <p>Measure C Audit Reports</p> <ul style="list-style-type: none"> • 2023-24 • 2022-23 • 2021-22

<p>iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)</p>	<p>Budget Allocation Model</p> <p>Budget Allocation Model Guiding Principles</p> <p>Criteria for Resource Requests, Prioritization, and Allocation</p>
<p>v. Policies guiding fiscal management (e.g., related to reserves, budget development)</p>	<p>BP 5200: Budget Preparation and Reserves</p> <p>BP 5250: Budget Management</p> <p>BP 5300: Fiscal Management</p> <p>BP 5400: Financial Audits</p>
<p>vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems</p>	<p>BP and AP 2720: Computer and Network Use</p> <p>BP and AP 2721: Information Security and Data Protection</p> <p>BP and AP 2725: Information and Communications Technology Accessibility and Acceptable Use</p>
<p>FOR TITLE IV PARTICIPANTS:</p>	
<p>vii. Documentation that the institution’s student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue</p>	<p>MVC has fewer than 1% of students receiving federal loans</p> <ul style="list-style-type: none"> ● College Scorecard ● Institutional Profile <p>MVC Eligibility and Certification Approval Report</p>

REQUIRED ONLY IF APPLICABLE	
<p>viii. Documentation of any agreements that fall under ACCJC's <u>Policy on Contractual Relationships with Non-accredited Organizations</u></p>	<p><u>BP and AP 5340: Bids and Contracts</u></p> <p><u>AP 5340[A]: Bids and Contracts Under the UPCCAA</u></p> <p><u>AP 5340[B]: Contracts - Capital Construction</u></p> <p><u>AP 5340[D]: Contracts - Electronic Systems and Materials</u></p> <p><u>AP 5340[C]: Contracts - Accessibility of Information Technology</u></p>
<p>ix. Written code of professional ethics for all personnel including consequences for violations</p>	<p><u>BP and AP 1800: Institutional Code of Professional Ethics</u></p> <p><u>BP and AP 6360: Discipline and Dismissal - Academic Employees</u></p> <p><u>BP and AP 6365: Discipline and Dismissal - Classified Employees</u></p> <p><u>BP and AP 6368: Discipline and Dismissal - Management, Supervisory and Confidential Employees</u></p>

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	College <ul style="list-style-type: none"> ● BP and AP 6121: President Recruitment and Hiring ● BP 6155: Evaluation of College President District <ul style="list-style-type: none"> ● BP and AP 1431: Chancellor Selection ● BP and AP 1435: Evaluation of the Chancellor
ii. Documentation or certification that the institution’s CEO does not serve as the chair of the governing board (ER 4)	BP 1010: Board Membership BP 1210: Officers
iii. Governing board policies/procedures/bylaws related to Board Ethics	BP and AP 1715: Code of Ethics / Standards of Practice
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP and AP 1710 Conflict of Interest BP and AP 1712 Conflict of Interest Code

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution’s appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	Accreditation Webpage with Solicitation of Third-Party Feedback
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	MVC College Website Homepage with Accreditation Link

D. Appendix 1: Verification of Catalog Requirements (ER 20)

ER 20 requires colleges to provide specific information in their official catalog. In the table below, list the location in the current catalog where each element can be found. Your team will verify the locations in the current catalog that you submit with this ISER as part of their review process.

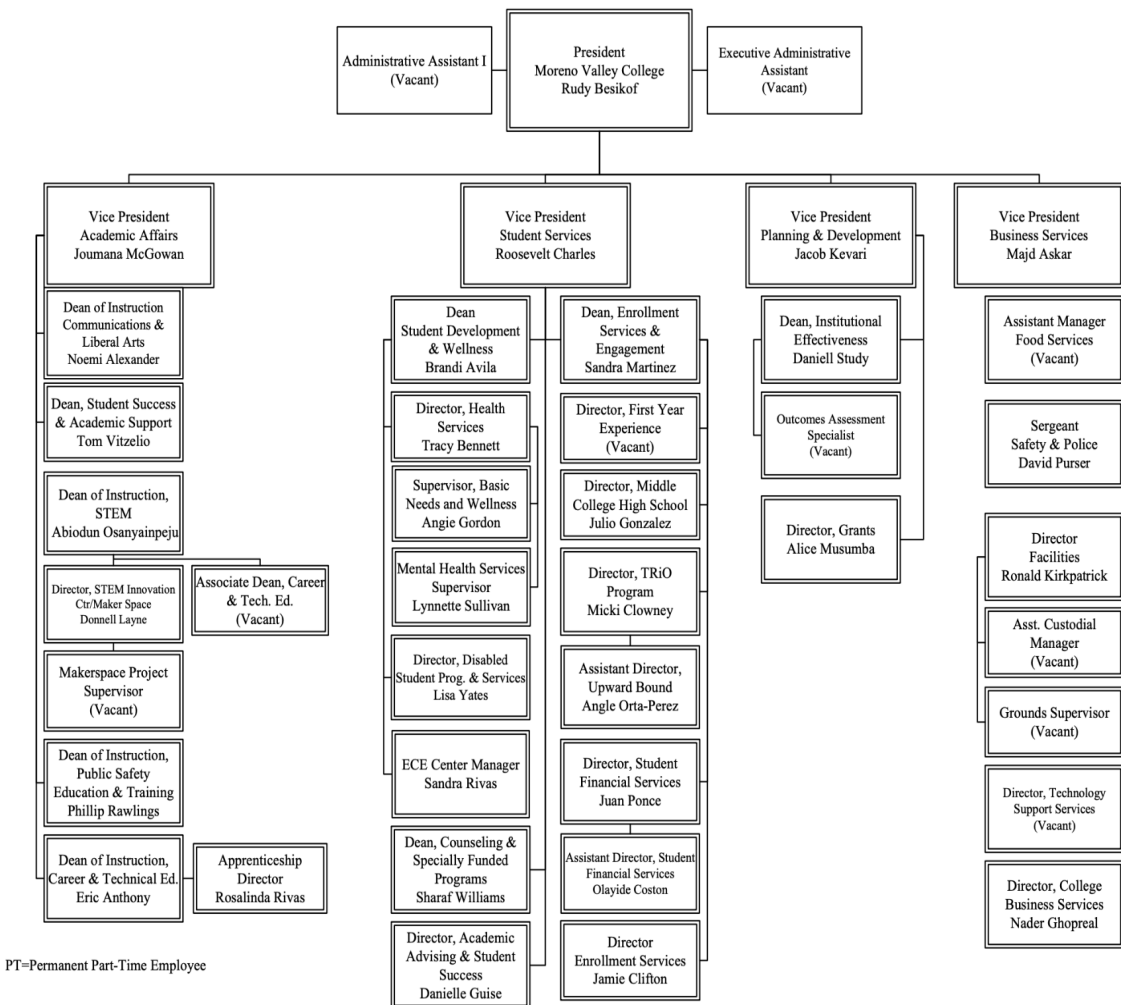
REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Online Catalog: RCCD Directory
Educational Mission	Online Catalog: Mission, Vision, and Values
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Online Catalog: Accreditation
Course, Program, and Degree Offerings	Online Catalog: Degrees and Certificates
Student Learning Outcomes of Programs and Degrees	Online Catalog: Program Learning Outcomes
Academic Calendar and Program Length	Online Catalog: Calendar and General Information
Academic Freedom Statement	Online Catalog: General Information
Available Student Financial Aid	Online Catalog: Financial Services and Financial Aid
Available Learning Resources	Online Catalog: Student Support Services
Names and Degrees of Administrators and Faculty	Online Catalog: Administration and Faculty
Names of Governing Board Members	Online Catalog: Board of Trustees and District Information
Requirements	
Admissions	Online Catalog: Admissions and Records
Student Tuition, Fees, and Other Financial Obligations	Online Catalog: Fees
Degrees, Certificates, Graduation and Transfer	Online Catalog: Degrees and Certificates and Graduation and Transfer Requirements
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Online Catalog: Student Information

Nondiscrimination	Online Catalog: Commitment to Diversity, Equity, and Inclusion, Nondiscrimination and Prohibition of Harassment and Retaliation Policies
Acceptance and Transfer of Credits	Online Catalog: Official Evaluation of Credit Completed at Other Schools and Credit for Prior Learning
Transcripts	Online Catalog: Admission and Registration of Students and Evaluation of Credit Completed at Other Schools and Graduation and Transfer Requirements
Grievance and Complaint Procedures	Online Catalog: Student Conduct and Grievance Procedures
Sexual Harassment	Online Catalog: Student Information - BP 3500 Standards of Student Conduct and Commitment to Diversity, Equity, and Inclusion, Nondiscrimination and Prohibition of Harassment and Retaliation Policies
Refund of Fees	Online Catalog: Financial Services and Financial Aid and Refund Deadlines
Locations or Publications Where Other Policies May be Found	
None	

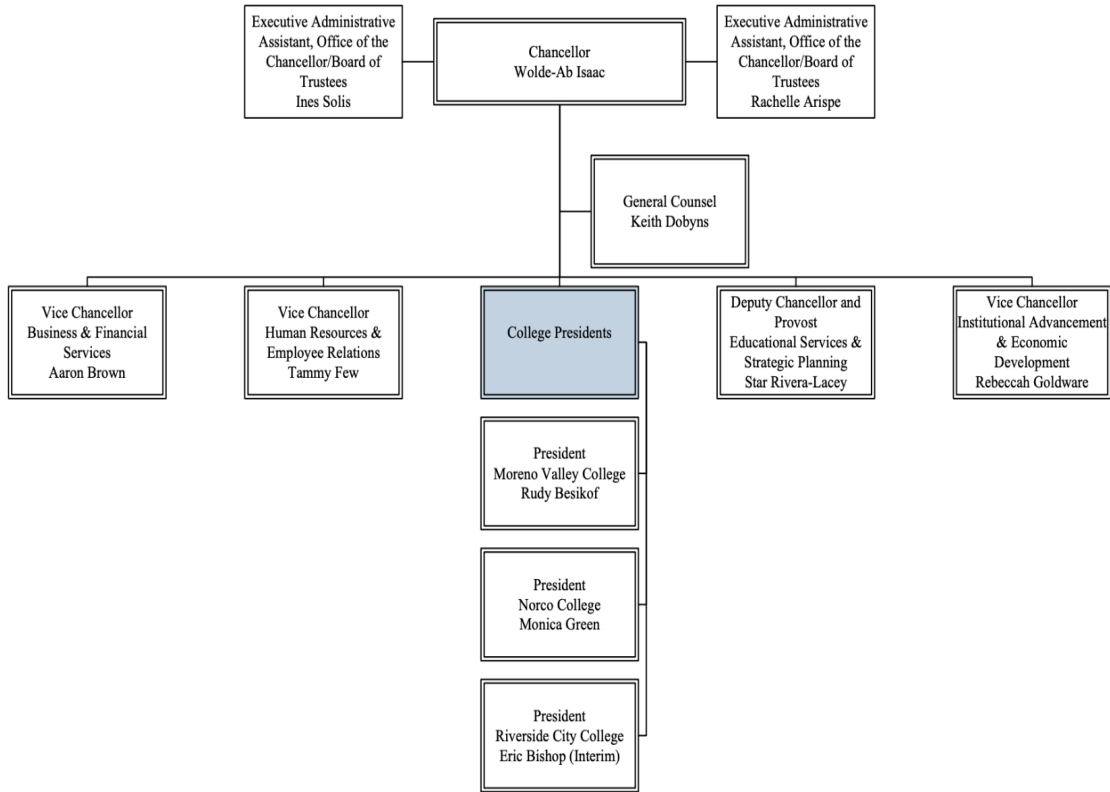
E. Appendix 2: Organizational Structure

Provide organizational charts for the major functional areas to help readers understand the institution’s structure. For institutions with a corporate structure or reporting relationship to another external body, also include charts that show the relationship between the corporation/external organization and your institution.

Riverside Community College District
 Moreno Valley College - President



Riverside Community College District Chancellor



F. Appendix 3: Approved Locations

If applicable, provide the addresses of approved locations or campus sites where students may complete 50% or more of a credit-bearing degree or certificate program. If your institution does not have additional locations, you may delete this section.

Students may complete 50% or more of a degree or certificate program at the following locations:

Moreno Valley College
16130 Lasselle Street
Moreno Valley, California 92551

Ben Clark Education Center
20629 11th Street
Riverside, California 92518