EVALUATION REPORT

Riverside Community College District
Moreno Valley Campus

16130 Lasselle Street
Moreno Valley, CA 92551

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team
that visited Moreno Valley Campus from October 19 – 22, 2009

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An eleven member accreditation team visited Moreno Valley Campus (MVC) of the Riverside Community College District (RCCD) from October 19 – 22, 2009 for the purpose of evaluating the college’s request for initial accreditation. In preparation for the visit, the team chair attended a team chair workshop on August 19, 2009, and conducted a pre-visit to the campus on September 18, 2009. During this visit, the chair met with campus leadership and key personnel involved in the self study preparation process. The evaluation team received team training provided by staff from the Accrediting Commission on September 9, 2009.

The evaluation team received the campus’ self study document several weeks prior to the October 2009 visit, and team members found it to be comprehensive, well written and addressing all standards including the Commission’s eligibility requirements. The team confirmed that the self study report was compiled through broad participation by the entire campus community including faculty, staff, students, and administration.

Several members of the evaluation team met with the chancellor and district staff at the district office on Monday October 19, 2009 prior to arriving at the campus. Team members met with district staff to assess areas such as finance, physical facilities, human resources, technology resources, governance, and board relations for the operation of the district. Upon arrival to the campus, the team was provided team members a tour of the campus. On Tuesday morning the team was introduced to campus at an open breakfast reception.

Throughout the evaluation visit, team members held over 50 meetings with campus staff and students, including impromptu conversational meetings, and provided two opportunities for the campus community and members of the Moreno Valley community to meet with members of the evaluation team in an open forum. The Tuesday evening open forum had 35 in attendance and the Wednesday morning forum had 55 present. Team members visited the March Dental Training Center and the Ben Clark Training Center which are off campus facilities for occupational program instruction. Several team members met with representatives of the campus’ shared governance committees and councils. In addition, several class sessions were observed including dental hygiene, music appreciation, honors ENG-1A, human services, and Spanish. The bookstore, library, math lab, reading and writing center, Ben Clark Center, and March Dental Center were visited by team members.

The team reviewed numerous materials supporting the self study report in the team room which included documents and evidence supporting each standard. Evidence reviewed by the team included documents such as maintenance and operations plan, program review
procedures and reports, strategic planning information, district and campus technology plans, 
enrollment information, committee minutes, and shared governance manuals. The team 
viewed evidence and documentation through the campus’ website. The team was also 
provided access to the campus’ online classes to include courses in disciplines such as music 
appreciation, history, English, and business.

The team greatly appreciated the enthusiasm and support from campus staff throughout the 
visit. The team appreciated the willingness of key staff to assist with requests for individual 
meetings and other needs throughout the evaluation process. Campus staff met every request 
for documentation and meetings with individual members and groups of the campus 
community.

The team assessed the campus’ responses to the 2007 recommendations and found that the 
campus has completely addressed three of the five previous Commission recommendations 
and partially addressed two of the Commission’s previous recommendations (see pp. 15-18).

**2009 Team Recommendations**

1. In order to increase effectiveness, MVC needs to: develop and implement methods 
   for assessing and measuring institutional goals, and evaluate whether the goals have 
   been achieved. MVC also needs to ensure that institutional goals are integrated with 
   the strategic planning process. (Standards I.B.2, I.B.3)

2. In order to meet the Commission requirement that student learning outcomes (SLOs) 
   be fully developed and implemented by the 2012 deadline, MVC needs to develop a 
   timeline for this implementation for all courses, programs, and degrees to reach 
   proficiency by 2012. The campus also needs to make its SLO assessment data 
   available to the community and demonstrate how it is using this data to improve 
   learning. (Standards I.B.3, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.A.3, and 
   II.A.6)

3. In order to increase effectiveness, the team recommends that the campus implement a 
   comprehensive assessment of student needs and student satisfaction as an ongoing 
   tool for strengthening student support services. The team further recommends that 
   MVC provide comprehensive services to all students regardless of location or means 
   of delivery. (Standards II.B.1, II.B.3.a, and II.B.4)

4. In order to increase effectiveness, the team recommends that MVC develop and 
   implement regular evaluation of governance and decision-making processes and 
   ensure broad constituent understanding of pathways for recommendations and 
   decision making. The results of the evaluations should be made available to all 
   campus constituencies and should be used as a basis for making improvements to 
   governance and planning processes. (Standard IV.A.5)

5. In order to increase effectiveness and to clarify the delineation of campus and district 
   functions, processes and resource allocation, the team recommends that MVC provide
evidence that it has implemented the transition plan for the decentralization of student support services from the district to the MVC. (Standards IV.B.3.a, IV.B.3.b, IV.B.3.c, and IV.B.3.g)
INTRODUCTION

Planning for Moreno Valley Campus began over 20 years ago with the donation of 112 acres of land by the Robert P. Warmington Company to the RCCD. In 1991 the first courses were offered at the Moreno Valley outreach center which consisted of the library, the student services building, the science and technology building, and the Tiger’s Den.

MVC has grown to serve 10,000 students. The emphasis on career technical education is evidenced by partnerships with the Riverside County Regional Medical Center, the March Joint Powers Authority, the Ben Clark Public Safety Training Center and other professional training entities. The center has nationally accredited programs for paramedics, physician assistants, dental hygienists, and dental assistants. Moreno Valley Center has a full complement of liberal arts and sciences offerings. The center has developed the Honors Program to provide enhanced opportunities for those students seeking additional intellectual challenge.

The diversity of MVC reflects the demographics of the service area. The student body is 40% Hispanic, 30% white, 14% African American, 8% Asian, and 8% other. The center employs 70 full-time and over 300 part-time faculty members to meet the demands of a growing student population.

Moreno Valley Center is in Phase III of its construction plan. It is anticipated that the newly constructed multi-use Student Academic Services Building and Network Operations Center will be occupied in 2010.

The Moreno Valley Center has a notable outreach into the feeder school districts through three middle/early college high schools. These schools offer 2+2 articulation and career pathway opportunities into health science and other technical fields. Additionally, an ESL program, with K-12 and adult education program alliances, serves the needs of the service area by establishing a clear pathway to higher education for second language learners.

2009 Team Commendations

The team was impressed with the quality and comprehensiveness of programs, activities, and services observed during the visit. Thus, the team offers the following commendations.

1. The campus is commended for exhibiting a student-centered approach to learning and to serving students. There is collegial spirit along with an enthusiasm for and
commitment to student success that shines through in all endeavors, actions, and activities.

2. The campus, the district office, and the Board of Trustees are commended for working cooperatively and collegially for the ongoing development of Moreno Valley. Additionally, the campus is commended for developing strong partnerships and relationships with schools, businesses, elected officials, and Moreno Valley community members.

3. The team commends the career and technical education programs at Moreno Valley which are characterized by their extensive community partnerships, their responsiveness to community needs, their hands on individualized training, and the professional expertise of the faculty. These programs are aligned with the critical workforce needs of a geographic area with high growth and they have successful placement rates for the graduates of these programs.

4. The campus grounds, custodial, and maintenance staff members are commended for their attention to detail in maintaining a clean, safe and aesthetically pleasing environment conducive to the educational mission of the campus. Members of the security staff and the safety committee are commended for their work in contributing to a safe and secure learning environment.

5. The campus, district, and community partners are commended for facilities planning activities that have secured funding and provided for new construction and remodeled facilities, all contributing to an attractive and functional education facility that supports student learning. Further, the campus and the district are commended for sound fiscal practices over many years which have resulted in financial stability.

6. The campus is commended for its commitment to staff development. Moreno Valley has placed a high value on supporting employees in all aspects of professional development. Through the establishment of a Staff Development Center, Moreno Valley is ensuring continued excellence in education.

**2009 Team Recommendations**

After carefully reviewing the self study, examining evidence, observing activities, interviewing employees and students, and discussing the findings, the team offers the following recommendations to MVC.

1. In order to increase effectiveness, MVC needs to: develop and implement methods for assessing and measuring institutional goals, and evaluate whether the goals have been achieved. MVC also needs to ensure that institutional goals are integrated with the strategic planning process. (Standards I.B.2, I.B.3)
2. In order to meet the Commission requirement that student learning outcomes (SLOs) be fully developed and implemented by the 2012 deadline, MVC needs to develop a timeline for this implementation for all courses, programs, and degrees to reach proficiency by 2012. The campus also needs to make its SLO assessment data available to the community and demonstrate how it is using this data to improve learning. (Standards I.B.3, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h. II.A.2.i, II.A.3, and II.A.6)

3. In order to increase effectiveness, the team recommends that the campus implement a comprehensive assessment of student needs and student satisfaction as an ongoing tool for strengthening student support services. The team further recommends that MVC develop and provide comprehensive services to all students regardless of location or means of delivery. (Standards II.B.1, II.B.3.a, and II.B.4)

4. In order to increase effectiveness, the team recommends that MVC develop and implement regular evaluation of governance and decision-making processes and ensure broad constituent understanding of pathways for recommendations and decision making. The results of the evaluations should be made available to all campus constituencies and should be used as a basis for making improvements to governance and planning processes. (Standard IV.A.5)

5. In order to increase effectiveness and to clarify the delineation of campus and district functions, processes and resource allocation, the team recommends that MVC provide evidence that it has implemented the transition plan for the decentralization of student support services from the district to the MVC. (Standards IV.B.3.a, IV.B.3.b, IV.B.3.c, and IV.B.3.g)
RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS EVALUATION TEAM


District Recommendation 1

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

- Align with the district mission statement (Standards I.A.1 and III.D.1);
- Provide a framework for the college’s/campuses’ strategic plans (Standard I.B.4); and
- Drive the allocation of district resources for the college, campuses, and district office (Standard II.D.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accreditation recommendations.

Findings and Evidence

RCCD developed a four-year Strategic Plan 2008-2012 that was approved by the Board of Trustees on October 21, 2008. The plan includes a revised mission statement, statements of vision and values, and six strategic themes. Further reading of the themes indicates that they are aligned with the district’s mission.

The overarching themes, together with the 32 strategies, and more than 50 outcomes in the plan, provide a framework for the plans of the college/campuses. The planning documents at Norco and Moreno Valley campuses indicate that their plans are aligned with those of the district. Riverside City College does not have a completed strategic plan, but instead has been using annual strategic initiatives; therefore, the alignment could not be ascertained at the time of the visit.

In September 2009, the Office of Institutional Effectiveness at the District prepared a report card highlighting the progress made by the district and its three educational entities relative to each of the 32 strategies. The 2008-09 Report Card is the first comprehensive report on outcomes related to the District strategic plan. The report card includes quantitative data, analysis and commentaries related to the outcomes and accomplishments at the district, and the college/campuses. This innovative approach clearly illustrates the interconnectedness and the alignment of strategic planning at RCCD and its college/campuses.

Interviews (October 19, 2009) with more than 50 persons from various groups representing the Board of Trustees, Chancellor’s Executive Cabinet, District Accreditation Team, District Budget Advisory Council, District Strategic Planning Committee, and other members of the college community indicate that there is a well established process for integration of planning and resource allocation at the district and the college/campuses. Furthermore, examination of the minutes of meetings of the District Budget Advisory Council and the District Strategic Planning Committee indicates that integration of strategic planning and
resource allocation is a systematic, ongoing, and dynamic process that involves extensive
dialogue among all constituents of the district and college/campuses. The process is evolving
and being modified as circumstances dictate. The extensive effort that has taken place since
2007 in establishing a budget allocation model shows a high level of dedication,
commitment, and buy-in on the part of the district and college community.

Program review, the centerpiece of integrated planning and resource allocation at RCCD,
includes five sets of reviews: comprehensive instructional program review, annual
instructional program review, student services program review, college administrative unit
program review, and district administrative program review.

Each one of the program review templates includes a section on the resources needed to
carryout the goals and action plans of the respective units. Requests for resources (human,
facilities, technology, etc.) in the program review are compiled and prioritized based on an
agreed upon criteria established by the District Strategic Planning Committee. The
prioritization report is submitted to the Chancellor for approval. In effect, college and district
strategic planning processes link program reviews to the allocation of resources. However, it
is suggested that program reviews focus more on programmatic improvements and less on
becoming a vehicle for annual request for resources.

Conclusion

The district has partially implemented the recommendation. The district has plans that are
based on its mission and are linked to the planning processes at two campuses. The program
review process is robust and results in evaluating units and programs at the district and at the
colleges as well. This process has been evaluated for further improvement. Integration of
program review, planning, and resource allocation in taking place and has resulted in a
healthy dialogue that permeates the entire organization. Since the two campuses at Norco
and Moreno Valley have strategic plans in place as of October 20, 2009, while Riverside City
College has an incomplete strategic planning document, full linkage could not be established
and accordingly this recommendation is partially met.

District Recommendation 2

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

- Is open, transparent, and inclusive (Standards I.B and IV.B.3.c);
- Is widely disseminated and reviewed periodically for effectiveness (Standards
  III.D.2.b and III.D.3);
- Is linked to the strategic plans at the district, college, and campus levels
  (Standards I.A.1, III.D.1.a-d, and IV.B.3.c; Eligibility Requirement 19).
Findings and Evidence

The District provided an effective summary response concerning the activities and processes engaged in during the development and implementation of the new budget allocation model (BAM). The model is aligned with the strategic planning processes at both the District and campus levels. By integrating the budget allocation model with the strategic planning processes (including program review, the resource allocation model also reflects the initial decentralization of the decision-making authority from the District to the local campuses. As an example, the District reduced the amount of the unrestricted funds to the District offices (from 30% in 2007-08 to 20% in 2008-09) reflective of organizational adjustments necessary to establish the Norco and Moreno Valley campuses as separate colleges on par with Riverside Community College. Both the 2008-09 and 2009-10 district budgets provide sufficient evidence that the Budget Allocation Model has been utilized in resource decision making.

The Budget Allocation Model was implemented in 2008 on a district-wide basis and reflected in the final 2008-09 and 2009-10 budgets. Development and implementation evidence is provided within the minutes of the District and three campuses Strategic Planning Committee minutes, the District Budget Allocation Council minutes, the Riverside Community College Functional Map and Exhibit G of the 2008-09 and 2009-10 Riverside Community College Budgets.

For a local campus, the budget allocation process now begins at the college level while working within district guidelines. Through local program review, strategic planning and campus administrative review (President), program planning and budgeting priorities are established and shared with the district for inclusion in the next budget cycle. Local and district needs are discussed and reviewed within the participatory governance process through the three campus Strategic Planning Committees, the District Strategic Planning Committee and District Budget Advisory Council. Individual campus allocation priorities are reflected in the budget and it is left to the campus to implement and effectuate fiscal year priorities. New programs and initiatives are funded under the line item, “New District/College Programs/Initiatives” of the Budget Allocation Model. This is true even within a period of burgeoning financial crisis (2008-09) and greatly decreasing resource availability (2009-10).

A major theme of the Board adopted 2008-12 Riverside Community College District Strategic Plan was the adoption of a number of over-arching strategic themes. Strategic Theme Four (System Effectiveness) and Five (Financial Resource Development) are directly and indirectly linked to the development of the Budget Allocation Model. System Effectiveness strategies two and three directly address the linking of program planning and budgeting via the establishment of procedures and processes that “…enhance and institutionalize operational and strategic planning processes that are deliberative, systematic, and data driven; complement the District and campus strategic and master plans; and effectively prioritize new and ongoing resource needs.” and, “…Institutionalize a budget allocation model that is data driven and informed by planning priorities.” The District has
taken this to heart and developed an open, inclusive and widely disseminated budget planning process.

The new budget allocation model is complete, historically developed and based upon clear evidence. That evidence indicates that considerable thought was given to the continuous development of the “new” budget allocation model at the District and local campus levels. District and campus documents (including function maps, minutes of strategic planning and budget allocation committees) as well as the 2008-09 and 2009-10 budgets, helped identify and refined the individual campus’s allocations.

Conclusion

The District with Norco, Moreno Valley and Riverside City participation has implemented this recommendation.

It is apparent and documented that the new model was utilized in the 2008-09 and 2009-10 budget development processes. The District, even while confronted with the massive state funding crisis, will want to provide more evaluative information as to how well the model has worked, and has committed to doing so in its Outcome Measure 3 for System Effectiveness Strategies which states, “…Degree to which the criteria set forth in the budget model are achieved.”

District Recommendation 3

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

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

Findings and Evidence

The district and the campuses/campus and divisions within them have organizational charts that delineate the areas of responsibility for positions. The team confirmed that each position has a job description that has been recently reviewed. Administrators from the district and the colleges have developed a “function map” that provides in detail the distribution of responsibilities between and among the colleges and the district. Primary, secondary, and shared responsibilities for functions and operations are clearly identified. It was noted in several interviews with district administrators that functions, responsibilities, and positions may be relocated and/or reorganized as the district prepares for becoming a three-college district. The district has purchased a building not located on any campus that currently
houses most of district administration personnel and related operations and functions. Plans are underway to bring remaining district personnel functions to this location.

The roles and scope of authority of the college presidents and district chancellor have been assessed and delineated. The position descriptions for the college presidents and district chancellor were revised before national searches were conducted. The president position for Riverside City College and the district chancellor position were filled in 2009. Board policies 6100 and 2430 along with Administrative Procedure 6100 provide for the delegation of authority to the district chancellor and college presidents.

Committees, teams, and structures have been implemented that facilitate feedback between and among the colleges and the district for key issues, initiatives, resource allocation, etc. Membership and purpose of district wide committees are documented and undergo annual updates. District-wide committees exist for curriculum, assessment, budget, and program review. The team reviewed minutes of meetings and program review reports that documented communication (feedback) between and among the district and the campuses/college. The team also found evidence that the results of assessments and program reviews have lead to staffing changes and decisions about resource allocation.

**Conclusion**

The district has fully addressed this recommendation.

**District Recommendation 4**

*The teams recommend that the district clearly specify personnel selection procedures for district administrators including the position of the chancellor. These selection processes must include input from the various college/campuses constituent groups (Standards III.A.1, III.A.3, IV.A.2, and IV.B.1).*

**Findings and Evidence**

The District has adopted Administrative Procedures (AP) which specifies the selection and hiring criteria for all district and college employees. All administrative procedures go through a shared governance process before adoption and implementation.

AP 2431 specifies the chancellor selection. The current AP 2431 reflects the process that was used to select the current chancellor during 2008-09. The district experienced three separate searches before the chancellor was selected. AP 7121 specifies the president recruitment and hiring and includes the selection process. The current AP 7121 was used to select the Moreno Valley and Riverside City Colleges presidents during 2008-09. AP 7120 specifies the processes for all other employees. Team interviews confirmed that constituent groups input was included in all searches. In fact, the Board of Trustees modified AP 2431 to be more inclusive of constituents in the chancellor’s search process after the first process
did not yield a new chancellor. All the hiring procedures are now revised to reflect the new
structure of a multi-college district.

The Board of Trustees had previously adopted BP 3420: Nondiscrimination to honor its
commitment to equal opportunity in education programs, employment and access to
institutional programs and activities. In addition, the Board adopted a formal process for the
periodic review and assessment of all Board Policies/Administrative Procedures (AP 2410).

Conclusion

This recommendation has been implemented.

District Recommendation 5

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

Findings and Evidence

In April-July 2008, the Board of Trustees held a consultant guided discussion on board
evaluation, the assessment tools, the linkages between strategic themes and initiatives, and
the relationship of board and chancellor goals based upon board self-assessment. Board
Policy 2745 outlines the general process for assessment but does not specify any one
instrument or tool (other than discussion and dialogue) that will be used consistently by the
Board. The policy outlines four key principles for Board Effectiveness to meet its fiduciary
responsibilities and specifies that the self-evaluative dialogue will be structured around seven
dimensions of Board Effectiveness. The BP 2745 states: “More formal measurement tools
may be incorporated into the process over time.”

Each board member completed an anonymous self-assessment instrument in May 2009. The
results of the assessment were the basis for discussions held at a special board meeting in
May 2009 on board effectiveness. At the June 2009 meeting, the Board reported plans and
actions based on the results of its self-assessment. The critical difference between the 2008
and 2009 process was in 2009 the reported the assessment results with its planned actions to
the public and the institutions. The Board members interviewed provided the team with
examples of how the functioning of the Board has improved as the result of the last two
assessments.

BP 2745 states: “It is anticipated that the Board will calendar discussions regarding a specific
set of the dimensions each year.” As a future action plan, the team confirmed that the Board
of Trustees plans to do a self-evaluation annually in May and report on the results, plans, and
actions in June in an open session. However, it is not written in policy that an annual self
must occur.
Conclusion

The Board of Trustees has fully implemented the recommendation. However, the team suggests a revision in board policy stating specific timelines to ensure sustainability of the new process.

Moreno Valley Campus Recommendation 1

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

Findings and Evidence

The campus has developed and implemented a strategic planning process and model that integrate planning with resource allocation. The process and the results of the process have been widely communicated to the campus community and the district. There is substantial involvement of constituent groups and committees at various stages of the planning process providing evidence that there is ample opportunity for contribution to planning and decision-making. The outcomes of program reviews are the primary lynchpin in moving forward goals, ideas, and projects for consideration by the Moreno Valley Strategic Planning Committee (MVSP). Subcommittees of the MVSPC are aligned with the four main accreditation standard sections.

The process provides for considerable feedback and dialog among and between stakeholders throughout the process. However, this “planning process” is more a mechanism for budget development and prioritization of requests for the allocation of resources, and so, does not truly constitute a plan. The campus plans to develop a new strategic plan during 2009-10 that will be implemented from 2010 to 2015. This updated strategic plan will incorporate educational planning, facilities planning, technology planning, and human resources planning. The campus has evaluated the current strategic planning process on an annual basis to assess the effectiveness of the process.

Program reviews and the strategic planning process are the primary vehicles for the cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The MVC Strategic Planning Process illustrates graphically the flow of program review outcomes and resource requests through the units, councils, and subcommittees to the Strategic Planning Committee and to the president for submission to the District Strategic Planning Committee. The model provides an excellent visual representation of how various MVC entities engage in the process. Evidence was provided for several examples demonstrating
how decisions regarding initiatives, strategies, and the allocation of resources resulted from the process.

Conclusion

The team concludes that this recommendation has been fully addressed.

Moreno Valley Campus Recommendation 2

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

Findings and Evidence

The campus has institutionalized a systematic process to identify and assess student learning outcomes at the course, program, and degree level. Significant progress has been made in the development and implementation of course-level SLOs.

Much work has been done in identifying SLOs at the course level with 91% of course offerings having SLOs. At the time of the visit, 54% of the course SLOs had been assessed. The visiting team confirmed through meeting with the SLO coordinator that improvement plans for 261 courses have been developed based on assessment analysis. Examples from Chemistry 1A, Fire Technology, and AOJ Law Enforcement Program were provided to the visiting team. Course SLOs are primarily documented through the annual discipline program review process and course syllabi are required to list SLOs. Over 500 course SLOs have been linked to a General Education SLO. Further, a matrix for matching General Education course SLOs with General Education SLOs was created for the Natural Sciences.

The visiting team confirmed that all AA/AS degree programs have SLOs developed. Certificates programs do not yet have SLOs in place. The catalog lists program SLOs for the AA and AS degrees that were approved in spring 2008. The institution needs to develop a strategy and timeline for SLO assessment cycles, particularly those at the program and institutional levels. The District Assessment Committee (DAC), using a scoring rubric, has determined level of assessment completion for each annual instructional 2007-2008 program review. The adopted template for comprehensive program review has a section on SLO assessment plans which is reviewed by DAC.

Conclusion

The team concludes that this recommendation has been partially addressed. The campus reported that 91% of course SLOs and 60% of instructional program SLOs have been established. Fifty-four percent of course SLOs have been assessed and assessment of program level SLOs is in various stages of development and implementation. Student services program SAOs (service area outcomes) are fully developed and implemented. The
campus is at the development stage of the ACCJC Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes. Additional work remains in developing and implementing SLOs for courses, programs and degrees, including the use of the assessment results to improve learning, in order to meet the Commission requirement that student learning outcomes (SLOs) be fully developed and implemented by the 2012 deadline.

Moreno Valley Campus Recommendation 3

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

Findings and Evidence

Board Policy 3050 and Administrative Procedure 3050 provide a written code of ethics for all district employees.

Conclusion

The team concludes that this recommendation has been fully addressed.

Moreno Valley Campus Recommendation 4

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

Findings and Evidence

The campus has developed and implemented a strategic planning process that provides for the participation of all constituent groups in decision-making. The process clearly delineates the roles of participants, the steps involved in the process, and the communication of actions, recommendations, and decisions. The process was evaluated and updated in the spring of 2009. The campus will evaluate the process annually.

Conclusion

The team concludes that this recommendation has been fully addressed.
Moreno Valley Campus Recommendation 5

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

Findings and Evidence

The district and the campus and divisions within the campuses have organizational charts that delineate the areas of responsibility for positions. Each position has a job description that has been recently reviewed. Administrators from the district and the colleges have developed a “function map” that provides in detail the distribution of responsibilities between and among the colleges and the district. Primary, secondary, and shared responsibilities for functions and operations are clearly identified. A student services transition plan has been developed that recommends the centralization (district) and decentralization (college) of positions and services for student services and categorical services. The college’s response to the recommendation stated that the transition plan has been “adopted and implemented.” The team learned through interviews with key staff, including the president, that the transition plan represents recommendations in anticipation of the campus achieving college status. Both the functional map and transition plan are blueprints for ensuring that economies of scale are achieved and that the proper decision-making authority of the colleges and district are delineated.

MVC has authority and autonomy over its budget and can allocate funds across all budget categories. There are campus-based processes, procedures, and structures in place that support decision-making about budget and resource allocation. This college-level, locally based decision making is supported by the District Budget Advisory Council (DBAC) as it applies the district- and college-adopted Budget Allocation Model.

The roles and scope of authority of the college presidents and district chancellor have been assessed and delineated. The position descriptions for the college presidents and district chancellor were revised before national searches were conducted. The president position for Riverside City College and the district chancellor position were filled in 2009. Board policies 6100 and 2430 along with Administrative Procedure 6100 provide for the delegation of authority to the district chancellor and college presidents.

Conclusion

The team concludes that this recommendation has been partially addressed. The self study states that the student services transition plan has been “adopted and implemented” (p. 14). It was validated during the visit that the transition plan has been adopted, but has not been fully implemented. The team concluded that other organizational changes and plans (instruction, administrative services) have been sufficiently implemented to support the transition from campus to college status.
ELIGIBILITY REQUIREMENTS

1. **Authority**
The visiting team verified that MVC is acting as a center of the Riverside Community College. RCC is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The college is authorized by the State of California Community Colleges Chancellor’s Office to operate as an educational institution and to offer two-year courses of study leading to certificates and degrees.

2. **Mission**
The visiting team verified that MVC has a clearly defined mission statement. It is regularly reviewed and revised according to the policy of the RCCD.

3. **Governing Board**
The team confirmed that MVC operates under the direction of a five member Board of Trustees. The trustees serve staggered four year terms ensuring that there are always at least two returning trustees after each election. A non-voting student trustee also serves as a representative. Board members have no personal financial interest in the institution.

4. **Chief Executive Officer**
The visiting team verified that MVC has a president whose full-time responsibility is to provide overall leadership and direction. The president reports directly to the chancellor of the RCCD.

5. **Administrative Capacity**
The team verified that MVC has adequately prepared and experienced administrative staff sufficient in number to support the college’s mission and purpose. The administration supports the scope and purpose of the institution.

6. **Operation Status**
The visiting team confirmed that MVC is fully operational with students actively pursuing degrees and certificates. The center has modern facilities to support teaching and learning.

7. **Degrees**
The team verified that MVC offers a broad spectrum of programs which lead to associate degrees. The majority of students are enrolled in credit courses for the achievement of certificates and degrees.

8. **Educational Programs**
The visiting team verified that MVC offers a range of degree and certificate programs consistent with the college mission. The degree and certificate programs are offered
in a manner and of rigor consistent with California Community College standards at the time of the visit.

9. **Academic Credit**
The team confirmed that MVC awards academic credits based on generally accepted practices of degree-granting institutions of higher education. The district adheres to standards set forth in the California Code of Regulations, Title V, Education, Section 55002.5 and the Carnegie unit of 16 hours for each unit of instruction in granting course credit.

10. **Student Learning Achievement**
The team verified that MVC has begun the process to define student learning outcomes and to assess them. Work remains in developing and assessing course, program, and degree student learning outcomes.

11. **General Education**
The team confirmed that MVC defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. **Academic Freedom**
The visiting team verified that MVC faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic community. The Academic Freedom Policy adopted by the college and the district is made public in the catalog and on the web.

13. **Faculty**
The team confirmed that MVC has 70 full-time faculty who are qualified to conduct the institution’s programs by meeting the minimum qualifications as established by the Academic Senate of California Community Colleges. The duties and responsibilities of faculty are outlined in Board policy, the collective bargaining contract, and in the faculty handbook.

14. **Student Services**
The visiting team verified that the campus provides comprehensive student services. The services are aligned with the mission of the college and meet the needs of the students.

15. **Admissions**
The team confirmed that the campus adheres to admission policies consistent with its mission.

16. **Information and Learning Resources**
The team verified that MVC operates a library and learning center which provide students access to electronic and print resources sufficient to its educational purpose.
17. **Financial Resources**
The visiting team verified that the RCCD has developed a transition plan to become a multi-college district. The visiting team confirmed that RCCD has an adequate funding base, financial reserves, and plans for financial development that are adequate to support its mission and to ensure financial stability.

18. **Financial Accountability**
The team verified that the district annually undergoes and makes available an independent external financial audit by a certified public accountant.

19. **Institutional Planning and Evaluation**
The visiting team confirmed that MVC informs institutional operation, planning, and evaluation through the Academic Planning Council and the strategic planning committee. Current plans include the Moreno Valley College Academic plan and Long Range Educational and Facilities Master Plan which are reviewed and updated regularly.

20. **Public Information**
The team verified that the all eligibility requirements for public information are contained in the MVC published catalog, website, and an array of other printed materials.

21. **Relations with the Accrediting Commission**
The visiting team confirmed that the RCCD adheres to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accreditations status in a timely manner, and agrees to disclose information required by ACCJC to carry out its accrediting responsibilities.
EVALUATION OF MORENO VALLEY CAMPUS USING ACCJC STANDARDS

STANDARD I – Institutional Mission and Effectiveness

Standard I.A - Mission

General Comments

The fact that the Moreno Valley Campus (MVC) is attempting to become an accredited college within the Riverside Community College District (RCCD) sets the stage for all discussion of this and other standards.

The mission statement of Moreno Valley College is as follows:

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

The campus’ mission statement does exemplify the appropriate educational purposes of the campus, its population and its commitment to student learning. The campus emphasizes its commitment to signature educational programs and life-long learning that are central to the population and region that is served by the campus.

Findings and Evidence

The Board of Trustees approved the MVC mission statement on June 20, 2006. The Institutional Mission and Effectiveness Subcommittee reviewed the mission statement on November 6, 2008 and no changes were recommended. The MVC Strategic Planning Committee annually reviews the mission statement. The Board of Trustees reaffirmed MVC’s mission statement on November 20, 2008. The campus defines its educational purposes, student population, and commitment to achieving student learning in its mission statement. (Standard I.A)

The outcomes of various environmental scanning findings (such as the relocation of the county hospital near the campus and an Economic Development Agency’s 1997 survey) and established community partnerships (such as with healthcare providers and public safety agencies) indicate that the campus has established student learning programs and services aligned with its purpose, character, and student population. As the campus matured during the 1990s and into the new millennium, MVC developed strong programs in health, human, and public service. Additionally, academic programs and support services are established to meet the needs of students who are academically underprepared. (Standard I.A.1)
The RCCD Board of Trustees approved the MVC mission statement on June 20, 2006. MVC publishes the mission statement in all major documents, both hard copy and web based, such as the campus catalog, district schedule of classes, MVC Educational and Facilities Master Plan, and the MVC website. (Standard I.A.2)

The MVC Strategic Planning Committee annually reviews the mission statement through its Institutional Mission and Effectiveness Subcommittee. The Institutional Mission and Effectiveness Subcommittee reviewed the mission statement on November 6, 2008 and no changes were recommended. The campus describes the history of the Board of Trustees’ decision to move to a three-college district organizational model in March 2002 and the dialogue by the campus community to develop its own mission statement over the ensuing years that led to establishing a mission statement in June 2006. There is clear evidence and documentation (e.g., meeting minutes) that the campus is using the governance and decision-making processes to review its mission statement and revise it as necessary. (Standard I.A.3)

There is evidence through program review procedures, strategic planning processes, and resource allocation procedures that the institution’s mission is used for planning and decision-making. There is dialogue among various campus governance groups, such as the Academic Senate, Resources Subcommittee, Facilities members, and Leadership and Governance Subcommittee, as well as community groups. The Resources Subcommittee of the Strategic Planning Committee reviews instructional and administrative unit program reviews to align allocation with planning and mission. (Standard I.A.4)

**Conclusions**

The campus meets the requirements of Standard I.A.

**Standard I.B - Improving Institutional Effectiveness**

**General Comments**

The Moreno Valley Strategic Planning Committee aligns its subcommittee structure with accreditation standards. Recommendations that result from instructional, student services, and administrative program reviews are forwarded to appropriate subcommittees for discussion and possible recommendation to the Moreno Valley Strategic Planning Committee, which consults with the Academic Senate and Academic Planning Council. The campus conducts program review and student learning outcomes and identifies assessment results primarily at the course level (91 percent identified and 54 percent assessed). Programs like Dental Hygiene have regular program reviews with student surveys up to a year after placement. However, more assessment work needs to be done at the program level and degree levels. (Standard I.B)
Findings and Evidence

There are many formal organizational structures that support an ongoing, collegial, and self-reflective dialogue about the continuous improvement of student learning (e.g., Academic Planning Council, Strategic Planning Committee). These structures include broad participation across all key constituent groups of the campus. Additionally, there are a variety of more informal meetings and retreats the campus community has held to provide opportunities for dialogue concerning continuous improvement of learning and institutional processes. Dialogue about student learning processes and outcomes is taking place through the Academic Planning Council and Curriculum Committee, to name a few. For example, Academic Senate minutes reflect dialogue about the improvement of learning through basic skills and linked courses. (Standard I.B.1)

The campus aligns its goals and objectives with the district’s strategic planning goals. The MVC goals are derived from the Academic Master Plan and the Long Range Education and Facilities Master Plan. A report titled Strategic Planning Goals for Riverside Community College District and Moreno Valley College, clearly articulates these goals and received broad input and discussion at both the district and campus levels. There is broad understanding of the goals among members of the campus community as evidenced in agendas, meeting minutes, and related documents. (Standard I.B.2)

The report titled Strategic Planning Goals for Riverside Community College District and Moreno Valley College provides an evaluation of institutional goals and objectives. This report was widely discussed at the district level and the campus level. However, it was not possible to determine the status of the outcomes for many items. For example, some items were listed in past tense and some items were in present tense making it difficult to determine which were completed. Others were written as strategies or action items to be implemented. Additionally, for items that appeared to be completed no date was provided for completion. The goals in the document Strategic Planning Goals for... do not have stated measurable outcomes or a method by which the goals will be assessed. For example, a goal for Fire Technology stated “improve certificate and degree completers.” However, no plan was included for assessing this goal and the evaluation narrative did not address progress toward achieving this goal. The items in the evaluation narrative tend to be strategies and not outcomes. (Standard 1.B.3)

Program reviews and the strategic planning process are the primary vehicles for the cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The MVC Strategic Planning Process illustrates graphically the flow of program review outcomes and resource requests through the units, councils, and subcommittees to the Strategic Planning Committee and to the president for submission to the District Strategic Planning Committee. The model provides an excellent visual representation of how various MVC entities engage in the process. Evidence was provided for several examples demonstrating how decisions regarding initiatives, strategies, and the allocation of resources resulted from the process. However, the campus stated that the strategic planning process was a primary mechanism for developing, articulating, and implementing institutional goals. The team could not find evidence that institutional goals result from the strategic planning process.
The campus established goals as part of a number of plans that contain goals: Strategic Initiatives 2005-2010, Academic Master Plan Goals 2005-2010, and Long Range Educational Facilities and Master Plan 2008. It was unclear to the visiting team how these documents and plans are connected to or integrated with the strategic planning process. The campus plans to develop a new strategic plan during 2009-10 that will be implemented from 2010 to 2015. This updated strategic plan will incorporate educational planning, facilities planning, technology planning, and human resources planning. This overall strategic plan will include institutional goals and measures for assessing progress toward the goals as a means to determine institutional effectiveness. The campus has evaluated the current strategic planning process on an annual basis to assess the effectiveness of the process. (Standards I.B.2, I.B.3)

Participation in planning processes is broad-based and there are adequate avenues for input from constituencies. Students, administrators, faculty, and classified staff have opportunities to participate in planning at a number of levels both at the campus and at the district. Planning at MVC includes, but is not limited to the following: strategic planning committees (district and campus), instructional program reviews, non-instructional program reviews, district and campus curriculum committees, Academic Planning Council, and the District Assessment Committee. (Standard I.B.4)

The campus has historically relied on district offices and personnel to provide assessment results. These offices include the Office of Institutional Reporting and Academic Services and the Office of Institutional Research. These entities have provided documented assessment results to the campus so that the campus can communicate matters of quality assurance to the appropriate constituencies. A clear example of this resides with the program review process. Assessment data are provided to disciplines and non-instructional units as they carry out program reviews. This information is then used to evaluate the vitality and effectiveness of the program. Ultimately, the results of the program review are communicated broadly to key constituency groups that are involved in planning and resource allocation. In 2009 the campus created its own Office of Institutional Research and Assessment with personnel dedicated to the operation. It appears that this initiative will enhance the campus’ efforts in the areas of assessment, outcomes, and planning. (Standard I.B.5)

The campus’ has developed and implemented a structured strategic planning process that incorporates assessment outcomes from program reviews. The results of program reviews are utilized throughout the process to make recommendations for planning and resource allocation. The strategic planning process undergoes an annual review to assess its effectiveness and to make modifications if needed to the cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. In spring 2009, the campus president held meetings with the Strategic Planning Committee and constituency groups to review the college goals and strategic planning process to assess its effectiveness. Several changes were recommended and an integrated institutional strategic plan (2010-2015) is being developed. (Standard I.B.6)
There are many examples demonstrating that the campus assesses its evaluation mechanisms. The District Assessment Committee annually reviews assessment processes/plans and makes revisions. The Program Review Committee annually reviews the program review process to assess its effectiveness and to determine if modifications are needed. Results of program reviews are processed through a number of committees, subcommittees, and councils providing many opportunities to review the effectiveness of this evaluation process in making institutional improvements. (Standard I.B.7)

Conclusions

The campus partially meets the requirements of Standard I.B. The campus structure needs to be more definitive and developed as applied to institutional goals, the assessment of the goals, and an evaluation of the achievement of the goals.

2009 Team Recommendations

Recommendation 1:

In order to increase effectiveness, MVC needs to: develop and implement methods for assessing and measuring institutional goals, and evaluate whether the goals have been achieved. MVC also needs to ensure that institutional goals are integrated with the strategic planning process. (Standards I.B.2, I.B.3)
STANDARD II – Student Learning Programs and Services

Standard II.A - Instructional Programs

General Comments

MVC offers high quality instructional programs which meet the primary mission adopted by the Riverside Community College Board of Trustees on June 20, 2006. These programs meet the needs of the diverse and growing local population and lead to degrees, certificates, employment, and transfer opportunities for students. The campus engages in regular assessment of instructional programs through the program review process and is implementing assessment of course and program SLOs as part of the continuous quality improvement strategy. Overall, the self study provided sufficient support of the claims therein with occasional responses requiring more in depth documentation. The instructional programs meet the needs of the community, especially in career technical education. Evidence of this includes the following programs offered by the campus:

- academic and occupational course offerings in a wide variety of disciplines,
- associate degrees and certificates across a broad spectrum of disciplines,
- basic skills and English as a second language courses,
- early and middle college high school programs,
- non-credit courses,
- study abroad program,
- short-term courses.

A diverse mix of delivery methods is found within the program offerings including online courses, web-enhanced courses, hybrid courses, telecourses, short-term classes, work experience, and public safety style academies. The variety of approaches to course delivery serves the multi-dimensional needs of students and serves the unique educational needs of the community. The campus provides career technical education programs targeted to the service area.

Forty-four percent of the students stated transfer as their educational goal. To support, retain, promote student success, and assist students in the transfer process, student services personnel at the district and campus work collaboratively. The district has developed a plan for transition of student services to a decentralized operation of the campus.

As a California community college with an open admission policy, there are many students entering MVC unprepared for college level work. The campus has programs for underprepared students, disabled students, basic skill students, and English as a Second Language learners. The faculty utilizes diverse teaching methodologies including lecture, laboratory experience, discussion, collaborative group work, and hands-on activities to address the varied learning styles of students.
Findings and Evidence

MVC has promoted growth in its instructional programs through the hiring of new full-time faculty despite the budgetary challenges. The commitment to providing educational opportunities is borne out by the ever increasing number of programs and courses offered by the center. The number of students served by MVC increased from 9,474 in 2007 to 10,864 in 2008. (Standard II.A.1)

The signature career technical education programs at MVC were developed as a result of the community needs for allied health programs, dental programs, fire science, and police science. The development of these programs received significant support from the community and utilized the existing facilities of the March Air Force Base and the Ben Clark Training Center. Furthermore, based on population growth data for Moreno Valley between 2000 and 2007 and the educational needs of its students, the campus has increased its basic skills offerings from 52 sections in fall 2000 to 94 sections in fall 2008. The district Office of Institutional Research and Assessment, established in spring 2009, provides data and analysis on student achievement and basic skills learning outcomes. The District Assessment Committee (DAC) reviews and provides feedback on SLO assessment strategies in program review. A productive feedback loop has been developed between the data providers and data users as demonstrated by the assessment process. (Standards II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, and II.A.1.C)

MVC recognizes the need to develop its basic skills programs as evidenced in the self study and through meetings with staff; however the campus did not include a plan for meeting the needs of basic skill students. Placement score data reveals that 97.5% of incoming students place at the basic skills level in math. The linked basic skills courses/learning communities are an example of an innovative approach to increasing basic skill student success in college level courses. (Standard II.A.1.a)

The catalog contains the institution’s mission statement. Embodied within this statement is the value of baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all. The breadth of transfer curriculum and the variety of career technical education offerings support this mission. As confirmed by the visiting team, the curriculum process relies on the expertise of the faculty to determine the appropriateness of each course for inclusion in the general education curriculum. (Standards II.A.1.b, II.A.6, II.A.6.a, and II.A.6.c)

Distance learning is a centralized function coordinated at the district office. MVC offered 149 sections of fully online courses during the 2008-09 year. The number of web enhanced sections and hybrid sections are on the rise as the number of telecourses declines. Distance delivery is used in a wide variety of disciplines including business, English, history, humanities, management, and political science. The centralized curriculum process ensures that distance education courses meet the same rigor as the face to face courses. This was confirmed by the visiting team through review of course outlines.
A variety of instructional modes and delivery systems is practiced at the institution including lecture, lab, collaborative learning, and learning communities to meet curriculum objectives and student needs. The Center of Faculty and Professional Development holds workshops on varied student learning styles, diversity, and technology to increase faculty’s ability to meet student needs and to increase student success. (Standards II.A.1.b, II.A.1.d, and II.A.2.c-e)

Much work has been done in identifying SLOs at the course level with 91% of course offerings having SLOs. At the time of the visit, only 54% of the course SLOs had been assessed. The visiting team confirmed through meeting with the SLO coordinator that improvement plans for 261 courses have been developed based on assessment analysis. Examples from Chemistry 1A, Fire Technology, and AOJ Law Enforcement Program were provided to the visiting team. Course SLOs are primarily documented through the annual discipline program review process and course syllabi are required to list SLOs. Over 500 course SLOs have been linked to a General Education SLO. Further, a matrix for matching General Education course SLOs with General Education SLOs was created for the Natural Sciences. (Standards II.A.1.c, II.A.2.a, and II.A.2.b)

The visiting team confirmed that all AA/AS degree programs and certificate programs have SLOs developed. The catalog lists program SLOs for the AA and AS degrees that were approved in spring 2008. The institution needs to develop a strategy and timeline for SLO assessment cycles, particularly those at the program and institutional levels. The District Assessment Committee (DAC), using a scoring rubric, has determined level of assessment completion for each annual instructional 2007-2008 program review. The adopted template for comprehensive program review has a section on SLO assessment plans which is reviewed by DAC. (Standard II.A.2.e)

The board, upon recommendation from the college’s Strategic Planning Committee, adopted six SLOs for General Education (Critical Thinking, Information Skills, Communication Skills, Breadth of Knowledge, Application of Knowledge, and Global Awareness) on December 12, 2006. Through a GE-SLO alignment project, 101 courses have their SLOs linked to GE outcomes using a matrix. District assessment of GE outcomes previously involved student surveys to assess student learning. More recently, the DAC, in collaboration with the three RCCD campuses, undertook a pilot project to assess critical thinking by using a rubric to assess student artifacts from 12 courses district wide. Support for personnel to complete SLO cycles appear to be adequate. District staff works collaboratively with the campus Office of Institutional Research and Assessment. An Outcomes Assessment Coordinator was hired in fall 2009. 4Faculty.Org, a web-base series of training modules for faculty, provides advice on SLO creation and assessment. The Professional Development Coordinator supports outcome assessment through workshops and one-on-one meetings. (Standard II.A.2.f)

ACCJC’s Rubric for Evaluating Institutional Effectiveness released in October 2007 outlines four levels of implementation of SLOs ranging from awareness, to development, to proficiency, to sustainable continuous quality improvement. It is fair to say that while MVC has made meaningful progress on course level SLOs, it has not yet reached the level of proficiency. (Standard II.A.1.c)
The degree programs at MVC have focused study area majors in which students can earn an associate’s degree. The catalog describes the degrees and certificates in terms of their purposed, content, required, and recommended courses. (Standards II.A.3 and II.A.4)

Students receiving vocational and occupational certificates are exceptionally well prepared for external licensure and certification. The dental hygiene program has had a mean pass rate of 95% on state licensure exams over last four years. In 2007, the physician’s assistant program had a perfect pass rate of 100%. (Standard II.A.5)

The career and technical programs of MVC have advisory committees comprised of industry representatives to ensure relevance and currency of the curriculum. Program leaders can request student achievement data from the district Office of Institutional Research and Assessment to support program review and decision-making. (Standards II.A.6 and II.A.6.c)

The campus and district maintain and update the website, catalog, schedule of classes, and other documents describing courses, programs, and transfer policies so that students receive accurate and current information. (Standards II.A.6 and II.A.6.c)

Sample course outlines of record examined by the visiting team contain clear course objectives, teaching methodologies, skills to be developed, and critical thinking concepts applicable to the course. These outlines are a guide for faculty as they develop course syllabi and serve as guidelines for the faculty as they seek to strike an appropriate balance between their individual approach to course content and the courses’ common learning objectives. (Standard II.A.6)

In the self study, the campus lists a range of documents containing its policies related to academic freedom and responsibility as well as student academic honesty. The district and campus have engaged in dialog on these issues and has put into place guidelines and structures to address these areas of institutional integrity. There exists a focused and comprehensive approach in dealing with student misconduct, academic dishonesty, and discipline. (Standards II.A.7 and II.A.7.b)

Conclusions

MVC partially meets the requirements of Standard II.A. The campus reported that 91% of course SLOs and 60% of instructional program SLOs have been established. Fifty-four percent of course SLOs have been assessed and it was not possible to determine the status of assessment for instructional program level SLOs. Student services program SAOs (service area outcomes) are fully developed and implemented. The campus is at the development stage of the ACCJC Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes. Additional work remains in developing and implementing SLOs for courses, programs and degrees, including the use of the assessment results to improve learning, in order to meet the Commission requirement that student learning outcomes (SLOs) be fully developed and implemented by the 2012 deadline.
Recommendations

2009 Team Recommendation 2:

In order to meet the Commission requirement that student learning outcomes (SLOs) be fully developed and implemented by the 2012 deadline, MVC needs to develop a timeline for this implementation for all courses, programs, and degrees to reach proficiency by 2012. The campus also needs to make its SLO assessment data available to the community and demonstrate how it is using this data to improve learning. (Standards I.B.3, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.A.3, and II.A.6)

Standard II.B - Student Support Services

General Comments

MVC supports students with a wide array of services including; counseling, orientation, transfer, financial aid, CalWorks, DSPS, EOPS, CARE, tutoring, Veterans Affairs, articulation, student clubs, career center, and campus safety. It is unclear that the services for students meet the needs of the institution’s growing and diverse community. Student services are provided at the campus level as well as the district office. A transitional plan, to facilitate the decentralization of student support services to MVC from the district office, has been developed, yet not fully implemented.

The self study and site visit confirm that MVC provides a wide array of quality services to students attending. It is less clear what levels of support services are available at the March Dental Center and at the Ben Clark Training Center. Assessment, counseling, and financial aid services are available, but limited at the Ben Clark Training Center. Further, there are only limited student services available in a fully online format.

Findings and Evidence

In August, 2009 a new organizational chart for student support services was finalized following numerous conversations with staff and administrators. Student services functions were divided and assigned to the vice president for educational services and the dean of student services. According to the MVC organization chart, all campus student services personnel except the student services specialist and three student services technicians report to the dean of student services. The technicians and specialist report to a student services supervisor. There is specific notation that DSPS and Student Financial Services came under the direct supervision of the dean of student services, but that Veterans Affairs is still in process of being decentralized. Many individuals made reference to a transition plan for student services when meeting with the visiting team and some elements of the plan have been implemented. A limited survey of student satisfaction with student services was conducted with weekend and evening students. This assessment should be extended to include the entire student population of MVC including the March Dental Center and Ben Clark Training Center. (Standards II.B.1 and II.B.4)
There was not sufficient evidence to demonstrate that the campus provides adequate student services to address the identified needs of students. Although the self study asserts that program review is centered on improving the quality and coherence of student support services and that the Student Equity Plan is used to address the needs of its diverse student populations, the pathway of the institutional experience is not evident. Of particular concern, the campus did not demonstrate how distance learners are fully served in the matriculation process. A 2.8 million dollar Title V grant for the Ben Clark Center will be used to develop online assessment and will employ an online support specialist. (Standards II.B.1 and II.B.4)

MVC provides a catalog for its constituencies that contains all the required general information with the exception of student fees. The catalog is updated annually and is available in hard copy and online. The district wide course schedule and the Student Handbook also provide policy information to students. The campus website provides links to general information and policies affecting students. (Standard II.B.2)

The annual MVC student services program review incorporates both Service Area Outcomes (SAO) and SLOs. Annual program review for administrative units incorporates Administrative Unit Outcomes (AUO). Completed SAOs with assessment were evident for Admissions & Records, Career & Transfer, Counseling, DSP&S, EOP&S, Food Services, Health Services, Matriculation, Outreach, Puente Program, Renaissance Scholars Program, Student Activities, Student Financial Services, and Tutorial Services. (Standard II.B.3)

Decentralized student services at MVC do an annual program review by department and the centralized student services undergo comprehensive program review on a district wide basis annually. At this time, there is not sufficient evidence that the institution assures equitable access to all of its students by providing comprehensive services regardless of location or method. A student services transition plan has been developed to guide decentralization of additional student services. (Standard II.B.3.a)

The college environment encourages the personal development of its diverse student population. The Associated Students are involved in campus activities and have participated in leadership activities. The number of student clubs has grown from nine in 2005 to twenty in 2009. The calendar of student activities indicates several campus events related to ethnic and racial diversity as well as social activities. The coordinator of student activities encourages student participation through presentations at orientation and in class sessions. The visiting team heard concern expressed over the limited space for student activities and the lack of full time clerical assistance. (Standards II.B.3.b and II.B.3.d)

MVC offers counseling and advising services, but is challenged by a 1 to 2,000 ratio of counselors to students. The five full-time counselors meet the minimum qualifications for their positions and are regularly evaluated by their peers, students, and administration as outlined in the contract. The visiting team determined that counseling and advising are among the student services that are offered in a manner insufficient to support the students attending the off-site training centers or engaging in online courses. Only limited opportunities exist for students to meet with a counselor or advisor outside of the traditional
workweek. Although a lack of counseling and advising resources was identified in the self study, the campus did not provide a planning agenda regarding how this could be addressed. The counseling area conducts annual program reviews and a comprehensive program review was conducted in 2005-2006. Counseling services were recently moved organizationally to report to the vice president for educational services. (Standard II.B.3.c)

MVC has developed and maintained a broad variety of activities, clubs, and events that support and enhance student understanding and appreciation of diversity. These include special food services menus in response to ethnic holidays, RCC Gospel Singers, Puente Program, Day of Silence, and Spanish Club. In 2006, the Moreno Valley Black Chamber of Commerce recognized MVC as the non-profit business of the year. (Standard II.B.3.d)

The Riverside Community College District and MVC have implemented Accuplacer as the primary placement instrument. Assessment is offered on campus and at the Ben Clark Training Center. The district office of institutional research has established a three-year cycle for validating placement scores. A locally developed ESL placement test, PTESL, received state approval and is used at MVC. (Standard II.B.3.e)

MVC utilizes Datatel for permanent student records. Hard copies of student files are maintained in student support areas according to established procedures for record keeping and destroyed according to district policy. (Standard II.B.3.f)

The campus engages in annual program review and comprehensive review of student services. A transition plan has been developed which will serve as the basis for improvement as the decentralization of student services continues to be carried out. (Standard II.B.4)

Conclusions

MVC partially meets the requirement of Standard II.B. The campus needs to ensure equitable access to student support services for all students regardless of location or delivery method. In order to determine the effectiveness and accessibility of support services for students, the campus needs to assess student satisfaction and student needs.

Student services are available at MVC in support of instructional programs held at the March Dental Center, the Ben Clark Training Center, and online. However, there is only limited access to services available to students at these off-site locations and via alternate methods. The self study does not include plans for increasing services to students regardless of location or means of delivery. MVC needs to explore options for assuring equitable access to all of its students.

Recommendations

2009 Team Recommendation 3:

In order to increase effectiveness, the visiting team recommends that the campus implement a comprehensive assessment of student needs and student satisfaction as an ongoing tool for
strengthening student support services. The visiting team further recommends that MVC
develop and provide comprehensive services to all students regardless of location or means
of delivery. (Standards II.B.1, II.B.3.a, and II.B.4)

Standard II.C - Library and Learning Support Services

General Comments

MVC offers a variety of library and learning support services designed to meet student needs. The Library/Learning Resources Center at MVC houses the library and the Instructional Media Center in 9,800 square feet. The library collection includes 32,581 titles, 8 newspapers, 148 hard copy subscriptions, 225 DVD and VHS tapes, and 61 electronic databases. The library includes 32 public internet workstations and 2 PCs dedicated to the library catalog and databases.

Findings and Evidence

Library resources appear to be sufficient to support the learning goals of students at MVC. The Web access tools are used to find information resources. There is an integrated district wide collection of information databases and eBooks. As a non-residential campus with limited hours at the library it is critical for information resources to be available to remote users in a 24/7 mode. The college library has provided clear access to remote users. (Standard II.C.1)

The Instructional Media Center also successfully provides scheduling software Resource 25 (R25) allowing faculty and staff to both request special equipment installations and to view online the status of media installations in existing classrooms. The college library maintains access for students through an easy to use web page which is laid out in an appealing and coherent manner. The Instructional Media Center Website provides 24/7 access to information relevant to their wide range of services. Regular interaction between library staff and instructional faculty ensures that the library has the resources to support student-learning needs. It is unclear whether the staffing of the library is sufficient with only one full-time librarian. It is clear that the campus recognizes, in its planning, the need for an expanded learning and learner centered space for the library. (Standards II.C.1.a and II.C.1.c)

General education student learning outcomes at MVC include the expectation that students should be able to demonstrate computer literacy and locate, evaluate, and use information effectively. Library faculty members meet the information needs of the students by staffing the reference desk all hours of operation. They answer in person and telephone questions, conduct faculty requested orientations, teach a credit course, Library 1, which is linked to English 50. The librarians collaborate with faculty to select library and media materials for the permanent collection. MVC has an instructional media center, tutorial services, a CIS computer laboratory, a STEM lab, a mathematics laboratory, and a writing center, ESL center, and reading center. These services are in different locations and each includes faculty
oversight, workstations, tutors, and lab assistants to assist students in developing skills in information competency. (Standard II.C.1.b)

The hours of the library and learning support services appear adequate on weekdays and Saturdays. There is online access to e-books and research databases available 24 hours a day, 7 days a week from the library website. The selection of books available online is very limited at the present time. (Standard II.C.1.c)

The campus provides effective security for its library and maintains the facility in good repair. A dedicated team of IT professionals provide a high level of maintenance and services for all the workstations in all the labs and the library. (Standard II.C.1.d)

MVC does not rely on outsourcing for any library resources or learning support services. (Standard II.C.1.e)

Communication between the Library and the Learning Center’s service areas and the students and faculty appears to be highly interactive. Evaluation of tutoring is collected through surveys. The library engaged in a major survey distribution in 2006/07 which brought up many issues which were then successfully addressed. The Instructional Media Center and the Library routinely collect and evaluate data related to delivery of services. The Writing Center and the Library are in the design stages of surveys to assess effectiveness of their service area objectives. The library uses program review and surveys to regularly assess student needs; however, SLOs have not been developed or assessed for the library and related learning support services. (Standard II.C.2)

**Conclusions**

MVC meets the requirements of Standard II.C.
STANDARD III – Resources

Standard III.A - Human Resources

General Comments

A review of MVC and district documents, along with interviews with campus and district staff indicate that RCCD and MVC have in place policies, procedures, and demonstrated practices to ensure that the campus employs personnel who are qualified by appropriate education, training and experience to support the campus programs and services. Further, a review of policies, recruitment documents, and training material demonstrates that MVC and the District are committed to the role played by persons of diverse backgrounds. The district Fact Book includes data regarding campus faculty and staff demographics. The visiting team’s examination of policies, procedures, meeting agendas, minutes, planning material shows that human resource planning is integrated with the institutional planning through the program review, resource review, strategic planning, and administrative oversight and management processes. (Standard III.A)

Findings and Evidence

Conversations among accreditation team members and campus leaders confirmed that there is a strong commitment to student-centered education at MVC. A review of the evidence demonstrates that MVC employs qualified personnel that support and improve the effectiveness of the instructional, services, and operational programs. The institution treats employees equitably and performs evaluations regularly and systematically in accordance with district policies and procedures. Human resource planning is integrated into the district and campus planning processes. There is a commitment to use outreach strategies to encourage diversity while employing appropriately qualified personnel who support instruction, student services, and campus operations. Employees are selected who possess appropriate education, experience, licenses, and certification for the position filled and instruction or service provided. The job openings along with job descriptions are widely disseminated using various print and web media. The hiring process for part-time faculty is less rigorous than for full-time faculty positions, but does involve discipline faculty, chairs, and deans. About half of MVC faculty members are part-time. (Standard III.A.1.a)

MVC’s evaluation process for employees is determined by the classification of employee. The processes provide for regular evaluation in a systematic manner for each classification of employee seeking to assess effectiveness and provide for improvement. (Standard III.A.1.b)

MVC conducts evaluations of employees after a probationary period and then annually based upon established standards and procedures. Faculty duties include the establishment and assessment of student learning outcomes. As such, the evaluation of faculty has as a component of the evaluation, effectiveness in producing established student learning outcomes. All employees are subject to observance of the Board’s written code of professional ethics as evidenced by various Board policies. (Standards III.A.1.c-d)
The campus has a sufficient number of full-time faculty members who meet, and often exceed qualifications as outlined by the district office. The visiting team visited classes and was impressed by the quality of instruction. In one instance, a team member visiting a music class observed a faculty member with extensive expertise and who had a classroom filled to capacity with students engaged in rapt attention to a lecture on Johannes Sebastian Bach and musical fugues. The ratio of full-time to part-time faculty is viewed by the institution as sufficient to conduct MVC’s educational program, but they have assessed that the number of full-time faculty need to be increased for improvement purposes. MVC appears to have employed a sufficient number of managers with appropriate preparation and experience to support the institution. The administration includes the Commission’s requirement of a full-time president as well as two vice presidents, four deans and an assistant dean. The number of full-time support and administrative staff has consistently increased over the years as the campus has moved toward full college status. (Standard III.A.2)

Through district policies, procedures, contract provisions, and departmental duties and responsibilities, MVC provides for fairness in all employment procedures. The district maintains a single personnel file for each employee and limits access to provide sufficient security and confidentiality of the content. (Standards III.A.3a-b)

The district’s policies and practices as adhered to by MVC provide for the support of its diverse personnel. The campus staff and managers participate in numerous training and planned social activities that promote diversity and nondiscriminatory behaviors. Faculty and staff indicate that they have ample access to information and to campus leaders. The faculty and staff attribute much of the current feeling of inclusivity to the new campus president and new district chancellor. Representatives of various constituency groups expressed that the governance structure was “remarkably democratic.” Demographic analysis occurs on a regular basis. Board policies, employee contracts, campus catalog, student handbook, and faculty guides all provide for the support and commitment to integrity in the treatment of students, management, faculty and staff. (Standards III.A.4a-c)

MVC and the district office provide multiple types of workshops for professional development. These include opportunities to improve teaching skills, effective use of technology, development of academic content, delivery across curricula, improvement of student learning, currency of instructional delivery methods, and familiarity and adherence to board policies and procedures. The Basic Skills Committee has begun to collaborate with professional development to offer programs and activities for faculty across campus. The campus plans include promoting efforts to develop and implement strategies and interventions and to assess student learning that occurs because of specific interventions. Workshops and related activities are evaluated in part by the use of satisfaction surveys following the workshops. The data and feedback are gathered and used to plan future activities. According to the Standard III accreditation co-chairs, the campus ranks professional development in the top four priorities for the purposes of resource allocation. The campus supports additional space for an expanded professional development center funded from the Measure C bond proceeds. (Standard III.A.5a-b)
Identification of human resource needs is integrated into the planning process, which includes the annual program review process that is coordinated with the resource review and strategic planning processes. Faculty requests and recommendations coming forth from program review are submitted to departments, reviewed and deliberated in the Academic Planning Committee. Their recommendations and other personnel staffing recommendations are forwarded to the Strategic Planning Committee and Resources Subcommittee for further review and deliberation before being submitted to the president’s cabinet. The president’s cabinet decisions are sent back to the SPC and resource allocations groups for the purpose of closing the loop and communication links. Campus recommendations are submitted to district strategic planning as part of the final budget resource consideration process. (Standard III.A.6)

Conclusions

The campus meets the requirements of Standard III.A.

Standard III.B - Physical Resources

General Comments

MVC provides sufficient physical resources to support the campus programs and services and improve institutional effectiveness. The planning for physical resources is consistent with the planning for other resources of the campus and it is integrated with the campus and district planning.

Findings and evidence

MVC provides safe and sufficient facilities to support the programs and services. The staffing loads to support the facilities are appropriate and reasonable. Currently, the campus maintains 114,000 assignable square feet of facilities including 13 buildings that provide 45 classrooms, 4 wet labs, and several instructional labs. The facilities are maintained on a 132-acre campus. The institution has identified and has plans for a number of significant construction projects that include parking, instructional space, additional wet labs to support its health sciences, an amphitheater, administrative space, and student services space. The district has addressed a number of campus needs from its Measure C bond proceeds. In addition, the campus has a number of project requests submitted to the state. Approval for state resources is dependent upon the passage of a successful state bond. To supplement its facility needs, the campus has partnered with local organizations, and offsite space for programs located on the March Air Reserve Base, including the Ben Clark Center for public safety training. The campus will be the recipient of additional acreage to expand and modernize its health science program on the March Air Base. All of the current campus facilities are less than twenty years old and provide for reasonable access by all students in the programs. Nevertheless, the campus is addressing changes to enhance ADA accessibility. Facility plans include adequate parking facilities to accommodate the physically disabled. Moreover, the campus has partnered with the City of Moreno to share
in the development of the east side of the campus for an amphitheater and athletic facilities. The district provides for public safety staff to be on site. The team noted the presence of police on campus. There were also emergency communication devices for public use. The district provides for a district emergency planning and preparedness coordinator to conduct safety initiatives and training. The planning with regard to facilities is connected to the Educational Master Plan of January 2008 and flows from program review through a resource committee, strategic planning committee and up to the campus administration. (Standards III.B.1.a-b)

The campus long-range capital outlay needs are reflected in the Educational and Facility Master Plan and the district’s five-year capital construction plan that is submitted annually to the state. The district plan includes campus projects for hazardous material management, network operations, student academic services, and health programs. In addition, there are plans being developed for a library project, a dental education center, athletic fields, and amphitheater. The team observed a Resources Committee meeting where the future consideration for a resource center was discussed for further planning in the review of the new master plan to cover the years 2010 thru 2015. The plan development has taken into account total cost of ownership and funding from state and local sources, including partnerships with the City of Moreno Valley. The team recognized the presence of a strong entrepreneurial spirit among campus administrators that manifests in community partnerships. (Standard III.B.2.a-b)

As noted earlier, the campus planning for physical resource needs is integrated with the state, district and campus planning processes that include the program review process and involvement with the Resources Committee and Strategic Planning Committee. Lists and recommendations are prepared. The projects that are recommended are sent to the president for final approval. The departments that are to receive additional resources are notified by the vice president of business services regarding the amount and purpose of the budget augmentation. The campus aggressively pursues grant and partnership resources to sustain existing programs and to develop new ones. The campus community realizes that the state of the economy is not likely to provide sufficient resources in the near future. The campus plans to continue pursuing other resources to support its facility as well as other resource needs. (Standard III.B.2.b)

**Conclusions**

The campus meets the requirements of Standard III.B.

**Standard III.C - Technology Resources**

**General Comments**

Technology resources of MVC are used to support learning programs and services and to improve institutional effectiveness. The campus integrates its technology planning with campus and district planning. The management of information technology is one of the areas
that is still district-centric and, therefore, the ability of the campus to influence the expenditures and services in this area are not as flexible as other areas. A review of the campus program review reports illustrate that the reports consider technology resources to keep up with current demand and current technological means of instruction to meet student expectations. Many of the information technology functions are global and need to be consistent and uniform throughout the district.

Findings and Evidence

The district provides technology support for the campuses, but each campus is supplemented with on site staff to assist the teaching and learning environment. The district uses a variety of web based academic, student services, and administrative support services, including a district wide Datatel administrative system that supports student record management, financial and budgeting services, and room management. The district has a centralized telephone system. The technology resources are for the benefit of teaching and learning and improvement of the effectiveness of instruction or of the operation of district administration and support services. (Standard III.C.1.a)

The district and campus provide as part of its professional development program, workshops that include the training of personnel on technology. This includes the use of the district Open Campus office for the training of faculty in the basic use of the Web CT. The institutional needs that follow from the program review process and strategic planning activities result in priorities being established, budgets being developed, and expenditures being made with regard to technology. The technology plan includes not only the acquisition of new equipment, but replacement of equipment throughout the campus. This is evidenced by the identification of specific equipment that has been purchased for various programs in the last five years. Although the campus and district use a formal planning process stemming from program review and flowing to and through the strategic planning process, the district and campus do also provide for technology on a more as-needed basis. Also, the campus uses the Open Campus for the management and delivery of distance learning classes that represents about three percent of the campus enrollment. (Standard III.C.1.b-d)

Technology and technology mediated instruction incorporate more district involvement and management than other forms of instruction offered at MVC. At the campus level, there is a series of processes and evaluations used to assess and then upgrade or modify technology resources that ensure the effective use of technology. For the most part, academic purchasing decisions generally originate with a request from faculty generated within or as a result of the program review process. These requests and recommendations flow through the strategic planning processes. The process takes a different path upon the planning of a new or refurbished facility. Here, technology plans are developed as part of the facility programming and design process. This process engages users as well as expert consultants. (Standard III.C.2)

Conclusions

The campus meets the requirements of Standard III.C.
Standard III.D - Financial Resources

General Comments

The financial resources of MVC are sufficient to support learning programs and services and to improve institutional effectiveness. Resources are planned, budgeted and distributed so that the resources support the development, maintenance, and enhancement of programs and services. The financial resources of the campus are managed in such a way as to support the financial integrity of the institution and provide for both the short-term and long-term needs of the campus. The financial planning process has been integrated into the campus and district’s institutional planning process.

Findings and Evidence

MVC is a campus within the RCCD. As such, most of the financial resources flowing to MVC result from funding formulas and resources that have district origins. The district has conservatively estimated incoming resources and provides the campuses through its established resource allocation model the funds necessary to operate the campus. Operational expenditure needs are analyzed using known existing program needs and projected loads and cost components such as personnel as they currently exist. Changes, adjustments, additions, and subtractions are based on formulaic, systemic, applied program increments. Program review generated changes that make their way through strategic planning processes through the campus and district are incorporated within the context of the other base costs and adjustments.

The district has prepared for the eventual transition from a one-college/three-campus system to a one-district/three-college system. As part of this transition, the district engaged a task force to develop a resource allocation model that the campuses reviewed and eventually agreed upon through the shared governance process. The model’s design addresses the desire for an equitable, transparent, and thoroughly integrated budget allocation process. The 2008-09 budget preparation followed the new model and resulted in 3 new faculty positions for MVC. This had been identified in its strategic planning process that followed program review. The district budget ultimately adopted in 2008-09 resulted in some aspects of the new model allocation not being implemented due principally to the significant financial constraints imposed State funding reductions. The campus relies significantly upon grant and partnership resources and some of their high priority needs have been funded accordingly. (Standard III.D.1)

Financial planning follows the campus mission by responding to the educational needs of the region and by offering programs that support baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit. The budget supports lifelong learning programs and puts significant emphasis on health and public service preparation. The financial resources that are available for appropriation are developed initially with the vice chancellor for administration and finance. Expenditure planning that occurs throughout the district and campuses are directed to fit within these constraints. Cost estimates of program components and inputs are also analyzed and confirmed by the vice
chancellor for administration and finance. The campus has secured significant grant and partnership related resources, and the campus uses these resources to sustain and enhance the program offerings. The team observed a robust community support for the campus to continue and to build upon its current health and public safety programs. The campus and community realize that additional resources can become available once the campus obtains college status. For example, the campus and community know that as a college it can pursue identifying the Ben Clark Training Center as a “center” under the California Community College funding model qualifying for additional apportionment resources. Additionally, other agencies have indicated that it may be able to provide resource assistance to the campus once it becomes an accredited college. As such, the budgets that are developed and eventually adopted are designed to realistically fall within resource availability parameters. (Standards III.D.1.a-b)

The district and MVC engage in short-term, mid-term, and long-range planning. The campus prepares its annual operating budget, but in so doing it prepares three-year financial projections so as to consider the longer term implications of its planning. The expenditure plans and projections incorporate the consideration of enrollment changes, the cost implications, and the direct relationship of enrollment changes to state funding. Long-range financial plans are also developed that encompass the campus capital planning. In concert with other districts and colleges, RCCD hired a private firm to assist in the development of its capital plan. The plans directly related to MVC include input and recommendations flowing from program review and strategic planning. The campus development of community partnership resources to augment capital projects become part of the campus promotion of projects through the district capital planning and strategic planning processes. As an example, the campus received approval of its plans for a parking structure to be financed from local bond initiative resources in part because of local community commitment to contribute to the development of an amphitheater. (Standard III.D.1.c)

The campus incorporates the use of the district’s financial management system for the mechanical record keeping of the district’s financial information. The processing of financial information and transactions involves the use of campus staff, district staff, and county staff. Various processes and procedures are developed by each for the purposes of effective financial control and management that is audited by the district’s independent auditor each fiscal year. The auditing firm used by the district provides a report each year that is reviewed with district staff and presented to the board of trustees for review and approval. The auditor follows standards developed by the industry, by the federal and state agencies and reports based upon these standards and findings in a manner prescribed. The audits for the past three years do not reveal any findings that would be contrary to the compliance with any of the ACCJC standards. (Standards III.D.1.d. and III.D.2.a)

Financial information is provided throughout the district and to the campus in the form of various documents prepared by the district as well as by the campus. Various reports are reviewed by the board of trustees, the campus administration, and departments within the campus. In addition, financial information is provided to members of standing committees that are charged with developing and reviewing plans and requests for resource consideration. The campus staff and faculty have access to review relative financial
information using a system referred to as “Galaxy.” The business office developed a notebook of business processes, documents, templates, and procedures that it distributes to campus managers. The information includes the use of Galaxy. The campus has 40 users who have requested and have been granted access to the Galaxy system. (Standard III.D.2.b)

The district maintains a reserve of 5% that is consistent with other districts and the recommendation of the California Community College System. Preservation of this level of reserves is part of the resource allocation model, and is taken into consideration for funding before the identification of “Total Available Funds for Allocation (TAFA).” Cash flow is monitored by the district to ensure sufficient cash flow. When needed, the district issues revenue anticipation notes to cover cash flow needs and to address recent state delays in paying apportionments to the district. The district has a risk management program that includes the use of joint powers authority to provide coverage against unexpected losses of property, liability, workers’ compensation, and other sundry insurable risks. The district also incorporates a number of loss prevention and mitigation programs. It also has a public safety staff and occasional part-time security and police. Police staff is assigned to the campuses. (Standard III.D.2.c)

The campus is provided oversight of specially funded grants and programs by the district and the Office of Grants and Contract Services. Oversight is also provided by and through the donor agencies and by way of special audit compliance tests by the district’s independent auditor as well as occasional state and federal audits of specially funded grants and programs. The district provides some training to assist with compliance requirements. The campus has assigned the responsibility of grants to a campus employee as well to compliment the district resource and oversight responsibility. The district provides fiduciary control and oversight of auxiliary and student accounts primarily through the district. There is some campus oversight of these activities as well. Contract review for compliance with legal standards, and laws are provided by the district. (Standards III.D.2.d-f)

Each year the district responds to audit findings and recommendations. Findings and recommendations that relate to the campus are discussed with the campus president and members of the president’s staff that may be responsible for implementing corrections and adjustments to operations. The district has created an Office of Internal Audit to evaluate and improve processes and procedures to mitigate and prevent exposures that are may be subject to audit findings. (Standard III.D.g)

The assessment of the campus effective use of financial resources occurs on a regular basis and in various ways. Financial information is reviewed routinely daily, weekly, monthly by use of the Galaxy system. This affords the campus the ability to assess effective use of resources often and to make adjustments as needed. In addition, regular reports are made monthly to the board of trustees regarding the financial condition and use of resources. Quarterly reports are generated and disseminated to various agencies. Some of these reports go to the California Community College Chancellor’s Office and grant reports are reported normally on a quarterly basis to state and federal oversight agencies. The campus conducts regular program reviews that include reports on the use of financial resources. All of the above are used for the basis of improvement. (Standard III.D.3)
Conclusions

The campus meets the requirements of Standard III.D.
STANDARD IV - Leadership and Governance

Standard IV.A - Decision-Making Roles and Process

General Comments

MVC began as a part of the RCCD, becoming a Center and later a candidate for college status. As such, the governance structure and culture of MVC had its origin in developing its own empowerment through a shared and collaborative approach by faculty, staff, and administrators. The evolution over time seems to have instilled a culture of participatory governance and decision-making. The growth of the campus has necessitated a continuous review of the delineation of functions and responsibilities. As time progressed, MVC became more and more independent and separate from the district and from Riverside City College. The reporting responsibilities became more and more internal within the college, even though it maintained a direct connection to the district. The Academic Senate, Moreno Valley Strategic Planning Committee, and the associated students have college and district components. The district continues to supervise some of the student service programs.

Findings and Evidence

MVC processes are open, inclusive, and collegial. Recently the communication flow chart for the Strategic Planning Committee was revised to reflect new roles for the college president and the Academic Senate president and clarified their relationship to the Strategic Planning Committee co-chairs. A member of the Moreno Valley Strategic Planning Committee reports to the Senate on informational and action items. There are four subcommittees of the MVSP and all faculty and staff serve on at least one subcommittee. Faculty, staff, and students may make recommendations to the appropriate subcommittee on staffing, programmatic, and facilities issues. A document describing the relationships and processes for strategic planning was developed in 2007 and those relationships and the process for integrating program review with strategic planning continue to be refined. An agreement between the Academic Senate and the Moreno Valley Strategic Planning Committee was reached in January 2009 regarding communication channels. The president of the college and the senate president communicate directly with the co-chairs of the Strategic Planning Committee and the co-chairs report strategic planning matters directly to the Academic Senate. (Standards IV.A.1, IV.A.2.a, and IV.A.5)

Although the campus-based decision-making process is codified, it is not apparent that the members of the various committees understand the pathway for recommendations and their role within that sequence. Discussions with Moreno Valley Strategic Planning Committee members demonstrated that they thought materials from program reviews came to the MVSPC co-chairs who then determined to which sub-committee it should be assigned. However, the flow chart stipulates that all materials from programs reviews, both comprehensive and annual, go to the Academic Planning Council and the administration. The recommendations from the Academic Planning Council go to the Academic Senate and the administration. The flow chart shows the administration first. However, the APC is a standing committee of the Academic Senate and they said that their recommendations go first.
to the Academic Senate. The administration then determines what is strategic and what is operational. Only the “strategic” items are finally forwarded to the MVSPC. It is troubling that a process which by all accounts is working to the satisfaction of all constituents is not more thoroughly understood by the participants. (Standards IV.A and IV.A.2.a)

The district has policies with regard to the consideration of new programs and review of existing programs that include the reliance on faculty, Academic Senate, and administrators through program review. The college processes are in concert with the district policies, procedures, and processes. The processes of governance work for the good of the institution and there are numerous venues for dialogue and deliberation of ideas. There is ample evidence that the processes facilitate discussion of ideas and effective communication. Electronic media is used as a means of communication and the new Center for Faculty and Professional Development has provided a venue for electronic communication. Dialogue between constituent groups and the Board of Trustees is facilitated through the subcommittee structure of the board. (Standards IV.A.2.a-b and IV.A.3)

The Moreno Valley Management Council meets monthly and includes administrators as well as the presidents of the Academic Senate, CSEA, and the Associated Students. Major revisions to the structure and processes in the district have been made in the last three years and a permanent president for the college was selected. A process for requesting faculty and staff positions was implemented. All constituent groups have defined roles in the college decision-making process. Program reviews for instruction and student services are operational and the administrative program review process is in its second year of implementation. (Standards IV.A.1, IV.A.2.a, and IV.A.5)

**Conclusions**

The campus partially meets the requirements of Standard IV.A. There is evidence that the decision-making processes and roles are discussed and that such discussions have led to alterations in the roles and/or processes. However, the strategic planning process was the only governance and decision-making process that underwent any formal evaluation to determine effectiveness. Members of the Moreno Valley Strategic Planning Committee, some of whom were also Academic Senate representatives, stated that any concerns about the processes are worked out as they arise. Without systematic and formal evaluation of the processes, their effectiveness cannot be determined. (Standard IV.A.5)

**Recommendations**

**2009 Team Recommendation 4:**

In order to increase effectiveness, the team recommends that MVC develop and implement regular evaluation of governance and decision-making processes and ensure broad constituent understanding of pathways for recommendations and decision making. The results of the evaluations should be made available to all campus constituencies and should be used as a basis for making improvements to governance and decision-making processes. (Standard IV.A.5)
Standard IV.B - Board and Administrative Organization

Findings and Evidence

The Board of Trustees is comprised of five members elected at large from the district. The Board of Trustees communicates with the college community through four standing committees with representation from all constituencies in its membership. (IV.B.1)

The Board of Trustees has developed policies that are consistent with the district and college missions and goals as well as administrative procedures. It has also met its responsibility for educational quality, legal matters and financial integrity. The board ensures the financial integrity of the district by approving a yearly budget, reviewing its annual independent audit and requiring a minimum five percent reserve. The board of trustees has published its bylaws, policies, and procedures. The policies and procedures of the board are in accordance with state education and administration codes. Currently, all board policies and administrative procedures are under review for updating. (Standards IV.B.1.a-e)

The Board of Trustees has policies and administrative procedures of sufficient clarity that support quality student learning. The Board has responded to its own set of Accreditation Commission recommendations that addressed the need to develop clear delineation of decision-making responsibilities and the establish clear roles of various groups in the decision-making process that ensures that decisions are consistent with mission and goals of the institution. The actions of the board of trustees demonstrate that the board has ultimate responsibility over the institution while observing the tenants of participatory governance. The policies and procedures of the board have been published and widely distributed in both print and on the district web sites. The policies of the board are regularly reviewed and it has followed the model of policy development and maintenance developed by a statewide support organization. The board is in the process of an extensive review of all its policies in accordance with the support organization’s model. This review is scheduled to be completed at the end of the 2009-10 academic year. (Standards IV.B.1.a-e)

Board Policies 2740 and 2200 provide direction for board education, board involvement, and board orientation. The visiting team verified a number of examples that documented that members of the RCCD Board of Trustees engage in board development through conference attendance, study sessions, and involvement with the colleges and campuses within the district. Board Policies 2100 and 2110 provide direction for staggered terms of office and provide for the selection of board members when a vacancy or resignation occurs. (Standard IV.1.f)

The Board revised the policy on self-evaluation in September 2008 and conducted a self-assessment in spring 2009, and reported on their findings in open session at the June 2009 meeting. Board Policy 3050 delineates the code of ethics and Board Policy 2715 defines the process for dealing with behaviors that violate the board ethics and standards. (Standards IV.B.1.g-h)
The Board is informed of the accreditation process, has participated in related workshops, and has been presented with copies of the self study of MVC and the other campuses and college of the district. (Standard IV.B.1.i)

A new chancellor was named in March 2009 after two searches. Board Policy 2430 defines the duties and responsibilities of the chancellor and the board conducts an annual evaluation of the chancellor. The president serves as the chief executive officer of MVC and has the ultimate responsibility for educational and financial decisions. The president reports to the chancellor and chairs the Campus Management Council. The president is held accountable for the budget, operation and management of the college. Four times per year the president convenes a community partner’s advisory group to enhance communication between the college and the community. The president presides over several community engagement activities throughout the year and is involved with several community committees and groups for the purpose of promoting ongoing communication with the community served by the college. (Standards IV.B.1.j, IV.B.2c, and IV.B.2.e)

The president has primary responsibility for the college, and has organized an effective college-level administrative structure. Authority is delegated as appropriate to accomplish the mission and purpose of the campus. In concert with the organizational structure, the campus has established collegial, participative models of decision-making that include constituent representatives in the process. The president has actively provided leadership for establishing: institutional goals, evaluation and planning mechanisms, and resource allocation procedures. (Standards IV.B.2.a-b)

The board of trustees, district administration, and the campus community spent considerable time and effort over the past months and years in establishing clear definitions of delineated responsibilities of college and district. This has been done in part as a response to Accreditation Commission recommendations. In the development of the definition of responsibilities and review of function map, the district has identified the services it provides to the college. The establishment of a resource allocation model and a strategic planning process ensures the effective distribution of resources that are adequate for the operation of the college. The district has maintained sufficient reserves and the annual audit attests to the integrity of the going concern of the institution. A student services transition plan has been adopted that recommends the centralization (district) and decentralization (college) of positions and services for student services and categorical services. The college’s self study stated that the transition plan has been “adopted and implemented.” The team learned through interviews with key staff members and the president that the transition plan has been adopted, but has not been fully implemented. Both the functional map and transition plan are blueprints for ensuring that economies of scale are achieved and that the proper decision-making authority of the colleges and district are delineated. (Standards IV.B.3.a-d)

The chancellor has given responsibility and authority to the college and campus presidents to implement the policies of the district and to manage the college or campus without interference in the day-to-day management of their institutions while holding them responsible for the adherence to the expectations of the chancellor and board. In this regard, the chancellor and the district administration/system act as an effective liaison between the
board and the college/campuses. To ensure that effective governance is maintained and that the system works for the benefit of the students and community, the district has thoroughly reviewed the decision-making process and respective responsibilities of each component of the district. (Standards IV.B.3.e-g)

The college has made significant progress in gaining authority and autonomy over its budget. In its shift to decentralization district functions several services are provided by the district including workforce development, distance education, and student services. (Standard IV.B.3.b)

The district implemented the Three Colleges Project to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the district. A new Budget Allocation Model was developed and the District Budget Advisory Committee evaluates the funding model periodically. While the college made progress in gaining autonomy over its budget, concerns continue to exist regarding a process for addressing the differential between the high costs of specialized programs at MVC and other programs throughout the district. In addition, the president takes recommendations from the Moreno Valley Strategic Planning Council to the District Strategic Planning Committee where the president acts as an advocate for programs and services at MVC. (Standards IV.B.2.d, IV.B.3.a, and IV.B.3.c)

The chancellor reports to the Board of Trustees, and Board Policy 3100 charges the district chancellor with the district’s organizational structure. The chancellor also keeps the board informed. Four vice chancellors report to the chancellor, and each oversees a cabinet comprised of district and college administrators. The chancellor delegates operation of the college to the president. Progress has been made to clarify delineation of campus and district functions, but the transition plan for student services has not been implemented. (Standards IV.B.3.e and IV.B.3.g)

**Conclusions**

MVC has partially met the requirements of Standard IV.B. The self study states that the student services transition plan has been “adopted and implemented” (p. 14). It was validated during the visit that the transition plan has been adopted, but has not been fully implemented. The team concluded that other organizational changes and plans (instruction, administrative services) have been sufficiently implemented to support the transition from campus to college status.

**Recommendations**

**2009 Team Recommendation 5:**

In order to increase effectiveness and to clarify the delineation of campus and district functions, processes and resource allocation, the team recommends that MVC provide evidence that it has implemented the transition plan for the decentralization of student
support services from the district to the MVC. (Standards IV.B.3.a, IV.B.3.b, IV.B.3.e, and IV.B.3.g)